

# SCHOOL THE CITY

ACTIVITIES FOR CREATING CHILD,  
YOUTH + FAMILY FRIENDLY CITIES

**env  
4me**

**city**  
of north  
vancouver

## School the City

Activities for Creating Child, Youth & Family Friendly Cities

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the City of North Vancouver

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Dear Educators, City Staff and Community Members,

The City strives to be a place where all children, youth and families feel welcome, included and heard. In recognition of the importance of supporting the development of its younger community members, in 2015 the City of North Vancouver adopted a child, youth and family-friendly strategy entitled 'CNV4ME - Connecting Children, Youth and Families in the City of North Vancouver'. The development of this municipal strategy was guided by research on family-friendly communities, consultation with children, youth and parents, City and related agency staff, and community service providers.

The strategy is designed to be a roadmap for the City to enhance existing strengths, seize new opportunities and adapt to the dynamic needs of children, youth and families who live in the City. Both the process of implementation and the achievement of each goal and action item are ripe with opportunities to increase social connections among residents of all ages and encourage engagement of community members in civic life.

To ensure the goals and action points of CNV4ME continue to be achieved and updated, the City has formed a task-force with representation from various City departments and stakeholders. The task-force has overseen the implementation of several projects and events, including "School the City", a community-based program that encourages students to be civically engaged.

"School the City" helps students take ownership of local problems, advocate for their needs and those of others, work towards solutions, and feel connected to their communities. This School the City Activity Kit is a tool to assist educators, community service providers, and City staff to engage with young people and connect the community to City hall.

These activities have been developed to continue to foster a highly collaborative environment in which partners work together to achieve positive outcomes for children, youth, emerging adults, and families.

Thank you for taking part in increasing child, youth and family friendliness in the City of North Vancouver!

# Acknowledgments

## Our gratitude

A number of wonderful people allowed us into their classrooms and programs to pilot the activities. Their feedback, along with that of the children, youth, parents and grandparents, was invaluable. Our deepest appreciation to:

Carson Graham Secondary

Centreview ChildCare Centre (NSNH)

City of North Vancouver Library

Highland Preschool

North Shore Multicultural Society

North Shore Neighbourhood House

Mountainside Secondary

Sutherland Secondary

Queen Mary Community Elementary

Queen Mary Family Literacy Group

And a special thank you to the incredible North Vancouver City Librarians who put together the amazing book lists!

## The CNV4ME Task Force

The CNV4ME Task Force was formed to ensure that the action points of the CNV4ME Strategy were implemented with a consultative and collaborative approach. It supported the development of this School the City Activity Book and is made up of representatives from:

City of North Vancouver

North Vancouver Recreation & Culture

North Vancouver City Library

North Vancouver RCMP

North Shore Neighbourhood House

School District 44

The City of North Vancouver respectfully acknowledges that we live and work on the traditional and unceded territories of the x<sup>w</sup>məθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and Səlílwətał (Tsleil-Waututh) Nations. The City is committed to reconciliation with these Nations, who have lived on these lands since time immemorial.

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# About CNV4ME

With a rapidly growing population, almost 25% of which are under age 25 (Statistics Canada, Census 2016), the City of North Vancouver is committed to being a place where all children, youth and families feel welcome, included and heard. In 2015, the City adopted CNV4ME – a child, youth and family-friendly strategy – that places families at the heart of all City decisions. By increasing child, youth and family friendliness in all aspects of local planning, the City is working to build a vibrant, resilient and welcoming community.

## What is a child, youth + family friendly city?

The concept of child-friendly cities stems from the 1996 United Nations Conference on Human Settlements, which included a resolution to make cities liveable for all and to “put children first”. The resolution was closely linked with the 1989 UN Convention on the Rights of the Child, which Canada ratified in 1991. The Convention on the Rights of the Child is the most widely and rapidly ratified core human rights treaty in history. According to UNICEF, a child-friendly city is the embodiment of the Convention on the Rights of the Child at the local level. In a child-friendly city, children are active agents; their voices and opinions are taken into consideration and influence decision making processes.



“The well-being of children is the ultimate indicator of a healthy habitat, a democratic society and of good governance” ~ UNICEF, 1996

## Child-friendly cities are committed to fulfilling young people's rights to:

- Influence decisions about their city
- Express their opinions on the city they want
- Participate in family, community and social life
- Receive basic services such as health care, education and shelter
- Drink safe water and have access to proper sanitation
- Be protected from exploitation, violence and abuse
- Safely walk the streets on their own
- Meet friends and play
- Have green spaces for plants and animals
- Live in an unpolluted environment
- Participate in cultural and social events
- Be equal citizens of their city with access to every service, regardless of ethnic origin, religion, income, gender or disability

Source: Child Friendly City Initiatives, UNICEF

## The CNV4ME Strategy

The CNV4ME strategy is informed by research on child- and family-friendly communities and the voices of children, youth and parents living in the City of North Vancouver. This serves as a roadmap to enhance existing strengths, seize new opportunities and adapt to the dynamic needs of the City's children, youth and families.

### Target age groups



**Early Childhood**  
**(0-5 years)**



**Middle Childhood**  
**(6-12 years)**



**Youth**  
**(13-18 years)**



**Emerging Adults**  
**(19-24 years)**

## CNV4ME themes and goals

### Community Engagement

**Goal:** To increase opportunities for children, youth, emerging adults and families to become involved in shaping their community.

### Community Spaces

**Goal:** To ensure community spaces and the surrounding environments provide residents with various opportunities to easily connect with one another.

### Housing

**Goal:** To support the creation of affordable housing that meets the needs of older youth, emerging adults and families.

### Program Design and Delivery

**Goal:** To support the development and delivery of a range of high-quality programs and initiatives that can be easily accessed by children, emerging adults, youth and families.

### Community Partnerships

**Goal:** To continue to foster a highly collaborative environment in which partners work together to achieve positive outcomes for children, youth, emerging adults and families.

## Get more information:

The City of North Vancouver is committed to ensuring actions related to each goal are implemented in a way that maximizes the engagement of children, youth and families and supports the strengthening of social connections. To read the full CNV4ME strategy and learn more about what the City of North Vancouver is doing to create a child, youth and family friendly city, visit: [www.cnv.org/cnv4me](http://www.cnv.org/cnv4me)

# Benefits of using this activity kit

## Civic engagement is good for everyone

This activity kit is designed to increase and inspire civic engagement. Being civically engaged helps individuals take ownership of local problems, work toward solutions and feel connected to their communities.

Research shows there are many benefits when children and youth feel they belong to their community. In 2013, North Shore youth who reported feeling connected to their community were also more likely to report good or excellent mental health, good or excellent overall health and were more likely to feel good about themselves and their abilities (2013 BC Adolescent Health Survey; McCreary Centre Society).

In 2016, 69% of North Vancouver Grade Seven students said they believe that they can make a difference in the world. 79% reported that they try to make the world a better place. ~ 2017 Middle Years Development Instrument

Civic engagement promotes important skills, such as critical thinking and communication. Even young children have a profound capacity to understand the key concepts that underlie civic engagement, such as belonging and connectedness. The activities in this kit link directly to these, and other, BC Curriculum Core Competencies.

Engaging young people in civic engagement is important for society. Children and youth can bring flexible thinking, divergent ideas, unique insights and creativity to the process of improving communities. Plus, children and youth know what they need. When we listen, we can create environments that work for them, and everyone around them.

Finally, encouraging civic engagement at an early age is our best chance at ensuring a healthy and strong democracy for years to come.



What is civic engagement?



It's the process of identifying and addressing issues of concern in our communities

# How to use this activity kit

The activities in this kit are designed to be flexible and adaptable. They can be used on their own or grouped as part of a larger project or learning unit. Feel free to adapt activities to better serve your needs.

## Choosing an activity

The Activity Overview on page 11 provides key information about each activity, including:

- Suggested age group(s)
- Links to the BC Curriculum Core Competencies
- Links to the CNV4ME themes
- Number of sessions needed
- Time needed per session
- If special supplies are needed
- If the activity lends itself to pop-up events.

On each activity page, you will find additional details to help you plan and adapt the activities as needed. For pop-up events, consider skipping most (or all) of the “Preparation” and “Reflection” aspects of the activities.

- Materials and Resources needed
- “Expand It”, suggestions for combining the activity with others from the kit
- “Connect It”, suggestions for connecting the activity to your city or community
- Instructions on preparing and running the activity
- Suggested reflection questions
- Ideas for adapting the activity

### Calling all City Staff

Contact the Community Services Department if you would like support in setting up your engagement project; they are there to help!

### Calling all City Staff

Facilitating a group process can be challenging. It’s often easier when the facilitator is familiar with the participants. When possible, try to co-facilitate activities with a teacher, librarian, service provider, or experienced facilitator.

## Running an activity

All activities have the same flow. In the “Preparation”, facilitators gather resources and materials and share background information with participants. During the “Engagement”, participants get hands-on with the activity, generating ideas and opinions. The “Reflection” provides a chance for participants to reflect on the activity and the outcomes and share ideas and with their city. The flow is based on theories of experiential learning and learning styles. Each activity includes aspects of “Seeing, Hearing, Talking, Doing and Reflecting”.

With experiential learning, reflecting may be the most important part of the activity. This is where links are made from the activity back to a larger theme and/or personal experience. It’s when the experience “makes sense”. Including a reflection process allows you to ask questions based on what you have seen or heard during the activity.

You might ask participants questions about how they worked together, what they included, what they didn’t include and why. Reflecting encourages critical thinking and can be used to develop other key competencies, such as empathy and social responsibility. The reflection period is also where you can strengthen any key messages, desired learning outcomes or competencies.

## Connecting to the new BC Curriculum

“Core Competencies are sets of intellectual, personal and social and emotional proficiencies that all students need to develop in order to engage in deeper learning”  
BC’s Revised Curriculum, An Orientation Guide

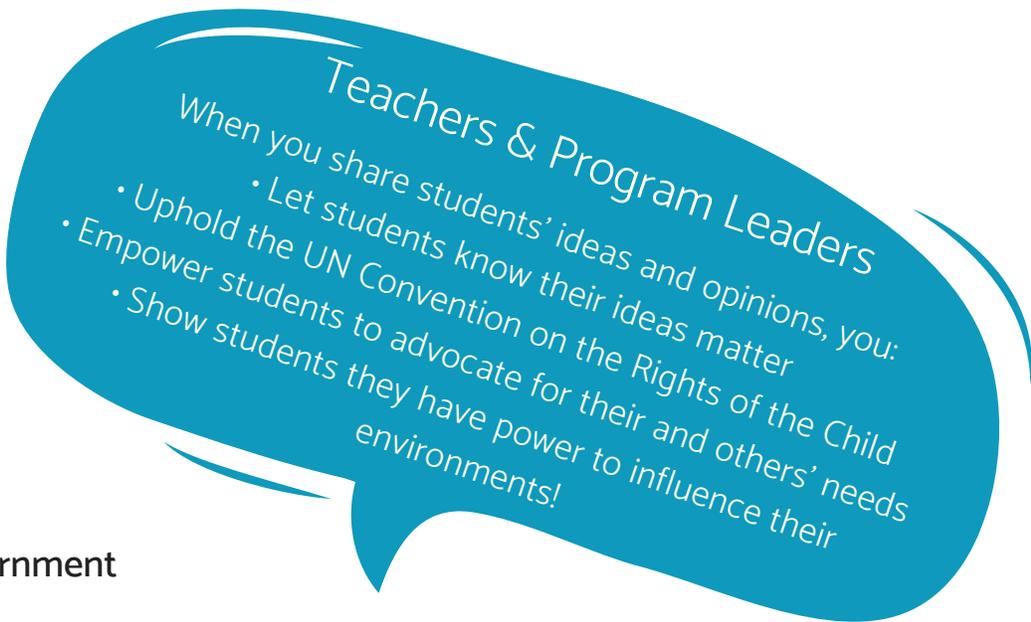
Core Competencies are at the centre of the newly redesigned BC Curriculum. School the City activities help students build thinking, communication, social and personal competencies and develop a deeper understanding of concepts and applying processes. The experiential learning framework that shapes the activities is in alignment with the “Do, Know, Understand” framework of the

new curriculum. Each Activity page includes a list of the Core Competencies that are engaged during the activities. Activities for young children are linked to the BC Early Learning Framework . The competencies are listed in descending order of relevance; those at the top are most strongly linked to the learning objectives of the activity.

## Amplifying impact

Throughout the activities you will find strategies for amplifying their impact. In general, the strategies fall into one of two categories:

- Public showcases
- Feedback to local government



A public showcase may be as simple as hanging a mural in a school hallway or as elaborate as organizing a large-scale public event. Public showcases encourage others to think about their communities, learn what your participants think and create opportunities for others to provide additional input.

Providing feedback to your city deepens civic engagement and shows participants that their ideas are important. It can also help city staff and elected officials make decisions that better reflect the needs and dreams of its citizens.

When City of North Vancouver staff talked to children and youth, they learned that young people want opportunities to make a difference in the community. They are keen to give feedback on issues that impact their lives.

## Resources

Please consider using the appendices of this Activity Kit when preparing, running, and reflecting on your activity. It will save a lot of time! The resources include:

- How cities work
- Children's rights in the city
- Local community grants and funding
- Images
- About the City of North Vancouver and its inhabitants
- About the City's CNV4ME Strategy
- Handouts
- City of North Vancouver Library recommended booklist

# Engaging with children, youth and families

These activities are designed for in-person civic engagement. There is richness to engaging with people in person. We can tap into non-verbal communication such as tone of voice, facial expressions and body language. When participants have the chance to connect and discuss important issues together, it can deepen conversations, lead to new insights and promote collaboration. And, being able to follow-up on ideas, share stories and delve deeper into new learnings may provide more nuanced information written or online consultation.

There are limitations to consider with in-person consultation. For example, face-to-face consultation tends to engage smaller numbers of people. This can create the temptation to apply more weight or meaning to the feedback than it may warrant. We also run the risk of making generalizations. Hearing what Grade 6 students want at a play space in one school does not tell us what all children want (or like) in play spaces.

Using a structured school environment to gather ideas may also create limitations. Youth may fear judgment and not feel free to share all their ideas. Students may believe their answers are being evaluated, which can add pressure and limit their creativity.

Creating warm, welcoming environments and providing opportunities for anonymous feedback wherever possible helps set the stage for successful in-person consultation.

Hey City Staff!

These are activities designed for in-person engagement and consultation with groups. There are many other consultation methods that work well with children, youth and families.

Consider supplementing School the City activities with surveys, polls, Twitter chats, web forums, etc.

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# SCHOOL THE CITY

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# Activity Overview

Activity Number	Activity Name	Early Years: 0-5 years	Middle Years: 6-12 years	Youth: 13-18 years	Emerging Adults: 19-25 years	Families, or mixed age groups	Communication	Creative Thinking	Critical Thinking	Personal Awareness and Responsibility	Positive Personal and Cultural Identity	Social Responsibility	Community Engagement	Community Spaces	Housing	Programming & Services	Community Partnerships	Sessions Needed	Hours Per Session	Special supplies needed	Activities for Pop-Up Events
1.	Budget Games		X	X			X	X	X			X	X	X	X	X		2	1-2		
2.	Build it	X				X								X	X	X	X	1	1-2	X	X
3.	Blocks & Lots		X	X			X		X		X	X	X	X				1	.5-3	X	
4.	Campaign for Connection		X	X	X	X	X			X	X	X	X	X	X	X		1-2	1-2		X
5.	City Anthem		X			X	X	X			X	X	X	X	X	X		1	2		
6.	City Mosaic	X	X			X	X	X			X	X		X				1-2	1-2	X	X
7.	Community Mapping		X	X	X	X	X	X			X	X	X	X	X	X		1-2	1-2	X	X
8.	Felt Board Fun	X												X				1	.5-1	X	X
9.	Focus Group	X	X	X	X	X	X			X	X	X	X	X	X	X		1	1-2		
10.	Group Mural	X	X	X		X	X	X			X	X		X	X			1	1-2	X	X
11.	If you had \$500		X	X	X	X	X	X	X			X	X	X	X	X		1	1-2		X
12.	My City, My Budget		X	X	X	X	X	X	X			X	X	X	X	X		2	1-2		X
13.	Photovoice		X	X	X	X	X	X			X	X		X	X			2-4	1-2	X	
14.	Places to Play Book	X	X			X	X	X			X	X		X				1	1-1.5		X
15.	Planner for a Day		X	X			X	X	X	X	X	X	X	X	X	X		1-3	1-2		
16.	Play with a Public Space	X	X	X	X	X	X	X			X	X						1	1-2		X
17.	Show me your City		X	X	X		X	X			X	X	X	X	X	X		2	1-2		
18.	Spend it		X	X	X	X		X	X	X	X	X	X	X	X	X		1	.5-1	X	X
19.	The Great Debate		X	X			X		X	X	X	X	X	X	X	X		1-2	1-2		
20.	Town Council		X	X					X	X	X	X	X	X	X	X		1-2	1-1.5		
21.	TV Talk Show		X	X	X		X	X	X		X	X	X	X	X	X		2	1-2		
22.	Visual Storytelling		X	X		X	X	X	X		X			X	X			1-2	1-2		X
23.	What's Missing?		X	X	X	X	X	X	X			X		X				1	1-2		X
24.	Where do we live?		X	X			X		X		X	X		X				2	1-1.5		
25.	Why Vote?		X	X	X	X	X		X			X	X	X	X	X		2	1-2		
26.	Write to City Council	X	X	X	X	X	X	X	X		X		X	X	X	X		1	1-2		X

# 1. BUDGET GAMES



## TIME NEEDED

- 2 Sessions x 1-2 hours

## RESOURCES & MATERIALS

- Role of local government (pg. 41)
- Budget Games handouts: Funding Proposals, Tracking, Cutting (pg. 56)
- Computer access for research
- Optional: Play money (bills or coins)

## EXPAND IT

- Take stock of what your community needs with "Photovoice" (pg. 25)
- Take your budget to a mock "Town Council" meeting (pg. 33)
- Learn more about municipal planning from a local expert in "Planner for a Day" (pg. 28)

## CONNECT IT

- Have a city planner help participants design their budget sheets
- Present your budget priorities to city staff and Council

## BC CURRICULUM CORE COMPETENCIES

- Communication
- Creative Thinking
- Critical Thinking
- Social Responsibility

## OBJECTIVE

Participants use an interactive game to learn about the financial side of urban planning and problem solve funding decisions.

## INSTRUCTIONS

### Preparation

- Gather materials, review resources and prepare handouts.
- Talk about the role of local government and how everyone has the right to a say in community development. Explain that one of the biggest challenges of local planning is balancing the needs of various groups and that cities often have competing demands in terms of how they allocate resources and funding.

### Engagement

#### Session 1:

- Break into groups of 4-5 people. Have each group pick a theme or city department (e.g. public safety, community spaces, recreation, community services, etc.). Give them the "Funding Proposal" sheets.
- Ask each group to brainstorm 6-10 items within their theme that the city pays for and the impact on the community. For example "8 librarians, enables the library to stay open from 9-5 Monday to Saturday".
- Have groups brainstorm 2-4 potential new items connected to their theme and the impact on the community.
- Have groups research costs and add all this data onto the sheets.
- Collect all of the sheets.

#### Preparation for Session 2:

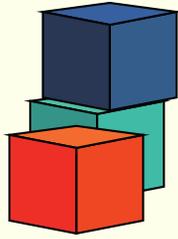
- Create your own "Master Sheet" and a "Reduction Sheet" with the data you have collected.
- The Master Sheet should list all of the NEW ideas from all of the groups plus half of the "maintaining" ideas.
- The Reduction sheet should contain the other half of the "maintaining" ideas.
- Between your Master Sheet and Reduction Sheet, you should have all the information from all the student sheets. Be sure to number each item on both of your sheets.

#### Session 2:

- Have participants form (new) groups of 4-5 people.
- Give each group money. It can be "play" money or just tell them to note the amount on their sheets. The amount you give them should be approximately 60% of the total cost of the items on your Master Sheet.
- Have each group divide their money equally between participants.
- Give each group a copy of your Master Sheet.
- Give each person a "Tracking sheet".



## 2. BUILD IT



### TIME NEEDED

- 1-2 hours for initial session
- Loose parts can be left out & added to as long as interest remains

### RESOURCES & MATERIALS

- Books about cities & communities (see booklist, pg. 71)
- Images of cities & communities
- Role of local government (pg. 41)
- Loose parts (e.g. building blocks, moss, rocks, people, modelling clay, craft sticks, boxes, etc.)

### EXPAND IT

- Start off the activity with some "Felt Board Fun" (pg. 20)
- Use discussions to inspire a "Places to Play Book" (pg. 27)
- Keep the creativity alive with a "Group Mural" (pg. 22)

### CONNECT IT

- Invite city staff or an elected official to see your class or program & talk with children and families

### BC EARLY LEARNING FRAMEWORK

- Exploration and Creativity
- Social responsibility and Diversity
- Languages and Literacies
- Well-being and Belonging

### OBJECTIVE

Using loose parts and an “invitation to play” children (and families) co-create a child and family friendly community.

### INSTRUCTIONS

#### Preparation

- Gather materials and review resources
- Choose picture books to display and share at circle time.
- Post pictures of different cities, community spaces, and/or play spaces around the room
- Talk about what cities do and explain that all children have the right to voice their opinions. Discuss what makes cities, communities and neighbourhoods friendly to children and families

#### Engagement

- Create an “invitation to play” by setting out a table with loose parts
- Participants use the loose parts to build their ideal community, neighbourhood or play space
- Talk to the participants as they play about what they are building and why
- Provide additional loose parts as the participants request them
- Leave out the materials for as long as the interest remains

#### Reflection

Reflect on the communities and spaces the children created through discussions of what make cities “fit for all”. Some questions could be:

- What makes a community/neighbourhood fun?
- Where do you like to play/explore in your community/neighbourhood?
- What do you think a community/neighbourhood should have to make it easier to make friends and talk to people?
- What do grownups with families need in their community?
- How can we build community spaces that are fun in different kinds of weather?
- What should your city do to make sure everyone feels welcome?

Ask participants how they would like to share their ideas and how the city can better engage children, youth and families.

### ADAPTATIONS & CONSIDERATIONS

- Children will define community in different ways. They may want to focus on creating parks and playgrounds or build buildings such as stores, houses, or community centres. Anything goes!
- Documenting the conversations, negotiations and building progress will provide additional feedback and context to share with families, your city and the community.

## OBJECTIVE

Participants create a TV talk show to discuss themes related to building child, youth and family friendly cities.

## INSTRUCTIONS

### Preparation

- Gather materials
- Read the game instructions
- Discuss the concept of zoning (more details found in the game) and discuss city planning strategies. Have participants think about how adopting certain strategies over others (e.g. environmental sustainability or affordable housing versus economic development) can impact community development and social planning.

### Engagement

- Play the game in groups of 6
- If time allows, you may want to play twice, either in the same teams or with different groups
- Consider offering a prize to players or groups who are able to finish the game successfully

### Reflection

Once the game is finished, have a discussion. Some questions to ask:

- Did everyone succeed?
- Who won, and why?
- Did you agree with the goals of your character?
- How does this relate to equity in the real world?
- Which of the goals included in the game most closely reflects the community in which you live? Which reflects your own idea of how good municipal planning?
- If the group played the game twice, ask if they played differently in the second game. If so, what changed and why?

Ask participants how they would like to share their ideas and how the city can better engage children, youth and families.

## ADAPTATIONS & CONSIDERATIONS

- The game is played in groups of 6. You can have multiple games being played at the same time. Participants could play in teams if necessary to create proper numbers.
- This game could be played with students in grade 6/7.
- There are a number of ways to play the game. Choose the one that best fits your group and learning objectives, or make up your own!

# 3. BLOCKS & LOTS



### TIME NEEDED

- 30 min to 3 hours

### RESOURCES & MATERIALS

- Printed game board and cards from [www.blocksandlots.net](http://www.blocksandlots.net)
- Pawn or token for each participant
- Dice - one for each group of 6 participants
- Simplified instructions (see handouts on pg. 59-60)
- OR borrow all of the above from the City of North Vancouver

### EXPAND IT

- Use the characters and goals from the game to stage a "Great Debate" (pg. 32)
- Use the experience as a launching pad for "Why Vote?" (pg. 38)

### CONNECT IT

- Invite city staff or an elected official to play the game with participants
- Visit City Hall to learn more about your community's development goals and share your ideas

### BC CURRICULUM CORE COMPETENCIES

- Social Responsibility
- Critical Thinking
- Communication
- Positive Personal and Cultural Identity

# 4. CAMPAIGN FOR CONNECTION



## TIME NEEDED

- 1-2 Sessions x 1-2 hours

## RESOURCES & MATERIALS

- Whiteboard or Flipchart
- Coloured markers
- Optional: Dotmocracy sheets (can be found at [dotmocracy.org](http://dotmocracy.org))

## EXPAND IT

- Prioritize the ideas using "Budget Games" (pg. 12)
- Strengthen connections by writing a "City Anthem" (pg. 17)

## CONNECT IT

- Have a city planner help participants design their budget sheets
- Present your budget priorities to city staff and Council

## BC CURRICULUM CORE COMPETENCIES

- Social Responsibility
- Communication
- Personal Awareness and Responsibility
- Positive Personal & Cultural Identity

## OBJECTIVE

Participants learn about the importance of connectedness to well-being and generate ideas to increase connectedness in their city, community or neighbourhood.

## INSTRUCTIONS

### Preparation

- Gather materials and review resources.
- Leading up to the activity, discuss the importance of connectedness on well-being. Explain that cities do social planning, which focuses on increasing social connections between the people that live there.

### Engagement

- Draw a circle with a stick person. Ask participants to list all the ways that person can be connected to their community (e.g. art, music, cultural events, sports, volunteering, community groups, faith-based organizations, etc.). Link each of the responses to the person.
- Discuss the ways your city or community is working to connect children, youth and families.
- Divide participants and have them brainstorm new strategies, campaigns or events that would strengthen social connections in their community. Remind participants that all ideas should be included regardless of possibility.
- Have each group choose one of their ideas to develop more fully. They can think through their ideas from start to finish, including targeted groups, messaging, promotion, stakeholders, and requirements (space, technology, funding, etc.). Allow as much time as possible.
- Have group present their ideas to the rest of the participants.

### Reflection

Discuss the ideas that were generated. Ask questions like:

- How are the ideas similar or different from what is already happening in their community? What gaps are being filled?
- How likely would they, their family, or friends be to participate in the ideas presented? Why?
- What is the likelihood of reaching at-risk or isolated community members? How could the ideas be adapted to improve inclusivity?
- Which ideas do they think would be the most effective? Why?

Ask participants how they would like to share their ideas and how the city can better engage children, youth and families.

## ADAPTATIONS & CONSIDERATIONS

- Consider having a way of measuring or voting on a winning campaign
- Consider running a campaign for connection in your local school or neighbourhood

## OBJECTIVE

Participants collaborate to write an anthem for their city, community or neighbourhood.

## INSTRUCTIONS

### Preparation

- Gather materials and review resources.
- Print copies of the lyrics to "O Canada". Have the song ready for participants to listen to. Choose two versions of the song – one with the old lyrics and one with the new lyrics (pre/post-February 2018).

### Engagement

- Ask participants why countries play the anthem before sporting events. Discuss how anthems can build connectedness and help define a community's values.
- Play the two versions of the Canadian national anthem. Ask participants if they noticed differences. Hand out the printed lyrics.
- Explain that in February 2018, "True patriot love in all of thy sons command" was changed to "... in all of us command."
- Ask why they think many Canadians wanted the lyrics changed.
- Review the rest of the lyrics and discuss what other messages are included about what it means to live in Canada.
- Ask participants to think individually about their community and write down a list of ideas about what makes it special.
- Pair or group participants. Explain that they are going to use their ideas to create an anthem for their city. They can use the music from O Canada, another song or create their own original music.
- Have each group share or perform their anthem.

### Reflection

Once the anthems are shared, have a discussion. You may want to ask:

- How easy was it to decide on the messaging in their anthems? Did they share similar ideas of what it meant to live in their community? If not, what was different?
- Do the anthems reflect the reality of life in their community or an idealized version?
- Would everyone feel welcomed and included if he or she heard this anthem? Why or why not?
- What would need to change for their community to be a "city for all"?

Ask participants how they would like to share their ideas and how the city can better engage children, youth, and families.

## ADAPTATIONS & CONSIDERATIONS

- Create a classroom, school, or neighbourhood anthem
- Engage local music students to help create original the music

# 5. CITY ANTHEM



### TIME NEEDED

- 2 hours

### RESOURCES & MATERIALS

- Lyrics for "O Canada" (see handout on pg. 61)
- Audio or Video clips of the Canadian anthem before and after the 2018 change in lyrics (visit YouTube for video clips or download the anthem from the Government of Canada website)
- Optional: Lyrics for another anthem

### EXPAND IT

- Create a visual of your ideal city or community using the "City Mosaic" (pg. 18)
- Increase connectedness in a public space with "Play with a Public Space" (pg. 29)

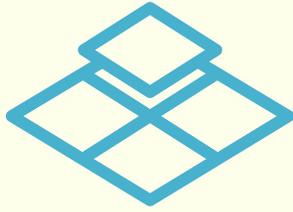
### CONNECT IT

- Present the anthem at a Municipal Council meeting
- Invite elected officials or city staff to a performance of the anthem
- Visit your library to record your anthem as an audio track or video

### BC CURRICULUM CORE COMPETENCIES

- Communication
- Creative Thinking
- Social Responsibility
- Positive Personal & Cultural Identity

# 6. CITY MOSAIC



## TIME NEEDED

- 1-2 Sessions x 1-2 hours

## RESOURCES & MATERIALS

- White ceramic tiles (found at hardware stores or the "Restore")
- Velcro adhesive
- Display board (trifold foam board or cardboard)
- Coloured permanent markers
- UNCRC (pg. 43)
- Optional: Examples of Children's Charters (see pg. 44)

## EXPAND IT

- Follow up the activity with an introduction to "Community Mapping" (pg. 19)
- Have a visit from a city planner with "Planner for a Day" (pg. 28)

## CONNECT IT

- Invite an elected official or city employee to see the finished mosaic
- Take photos of the process and the finished mosaic to share with your city

## BC CURRICULUM CORE COMPETENCIES

- Creative Thinking
- Social Responsibility
- Communication
- Positive Personal & Cultural Identity

## OBJECTIVE

Participants collaborate to create an interactive and dynamic mosaic of a liveable city using moveable, changeable tiles.

## INSTRUCTIONS

### Preparation

- Gather materials and review resources, including the United Nations Convention on the Rights of the Child (UNCRC) and your local Children's Charter.
- Prepare the tiles and display board: glue or stick a Velcro strip to the underside of each tile (use the rough side of the Velcro strip). Using the opposite side of the Velcro, stick strips in lines across the display board. Space the lines so that rows of tiles will fit together tightly like a mosaic.
- Talk with participants about what cities do and how all children have the right to be safe, healthy, heard, and themselves.

### Engagement

- Ask participants to think of things that make a child, youth, and family-friendly city: things that make them and their families feel safe, happy, healthy and important. Make a list of their ideas. You may choose to divide the list into "needs" and "wants".
- Give each participant a tile and art supplies. Have them decorate their tile in a way that represents one need. With older children, you may wish to make this more abstract by asking them to come up with symbols or icons. With younger children, you may use more tangible examples such as trees and houses.
- Once the participants have completed their tiles and let them dry (approx. 5 min), have them stick the tiles to the display board.

### Reflection

Once the tiles are placed, have a discussion. You may want to ask:

- Should any of the tiles be moved?
- What do they notice? Are there lots of anything? Too little?
- Are any pieces missing? (they can make a new one if needed)
- Is the city they created welcoming to everyone? Why or why not?

Ask participants how they would like to share their ideas and how the city can better engage children, youth and families.

## ADAPTATIONS & CONSIDERATIONS

- If participants want a second tile, tell them they can have one if they identify something missing from the tile city. Display the tiles in a public space (school, library, civic building)
- When working with families, consider giving one tile per child rather than per person so families work together

## OBJECTIVE

Participants are introduced to asset-mapping. This can be done on paper, with GIS software, or with online mapping tools.

## INSTRUCTIONS

### Preparation

- Gather materials and review resources.

### Engagement

- Explain that asset mapping is a good way for cities to learn about what they are doing well and where things are missing. It's also a good way for participants to learn more about their community.
- On a flip chart or whiteboard, write: "A child and family friendly community includes places to..."
- Brainstorm categories of places that communities need to have for children and families to be safe, happy, healthy, and themselves (E.g. places to play, places to relax, places to learn, places to get help, etc.).
- Give pairs or small groups each a piece of flip chart paper or a map of your city and several coloured markers. Have each group map the assets.
- Alternative: After brainstorming, set up a piece of paper or map and offer a variety of coloured sticky notes. Assign a colour to each category and have participants label the notes with the names of assets and place them in their general location on the map. If using a blank piece of paper, first trace the general outline of your community, including one or two major roads for participants to use as a reference point. Let participants know that they can use multiple sticky notes for the same assets (e.g. Libraries may be places to learn, to gather, and to get help).

### Reflection

Once the maps are shared, have a discussion. You may want to ask:

- Which were the most popular programs, spaces, places and/or people?
- Did they learn about any new programs, spaces, places and/or people?
- Are there any gaps or areas where certain types of assets are missing?
- What kinds of barriers or challenges might exist for other children, youth or families trying to access these assets?
- What would need to change for their community to be a "city for all"?

Ask participants how they would like to share their ideas and how the city can better engage children, youth and families.

## ADAPTATIONS & CONSIDERATIONS

- Have participants enter the assets into a collaborative online map
- Participants can work individually, in small groups or as one large group
- Participants may want to focus on one category or they may want to map multiple categories
- Consider using traditional place-making names in your map

# 7. COMMUNITY MAPPING



### TIME NEEDED

- 1-2 sessions of 1-2 hours

### RESOURCES & MATERIALS

- UNCRC (pg. 43)
- Flip chart paper
- Coloured markers (ideally 10 to 12 different colours)
- Optional: Large maps of your city or large roll of easel paper
- Optional: Small sticky notes in multiple colours

### EXPAND IT

- Create an illustration of the asset maps on a "Group Mural" (pg. 22)
- Younger children or families may want to create a "Places to Play Book" (pg. 27)

### CONNECT IT

- Ask your city for maps of the city
- Invite a city planner to your class or program to provide an introductory lesson in asset mapping
- Share the maps with your city: invite elected officials or city employees to the presentation of the maps

### BC CURRICULUM CORE COMPETENCIES

- Social Responsibility
- Positive Personal & Cultural Identity
- Creative Thinking
- Communication

# 8. FELT BOARD FUN



## TIME NEEDED

- 30 min - 1 hr

## RESOURCES & MATERIALS

- Board or easel covered in felt
- Felt shapes: People, buildings, trees, playgrounds, mountains, etc.
- Blank coloured felt
- Permanent markers
- Scissors
- Booklist (pg. 71)
- UNCRC (pg. 43)
- Children's Charter (pg. 44)
- Role of local government (pg. 41)

## EXPAND IT

- Continue the exploration by building a community or neighbourhood with loose parts in "Build it" (pg. 14)
- Have children share their ideas by drawing pictures and "Write to City Council" (pg. 39)

## CONNECT IT

- Send the documentation of the children's responses to your city
- Invite city employees or elected official to join and watch

## BC EARLY LEARNING FRAMEWORK

- Language and Literacies
- Exploration and Creativity
- Social Responsibility and Diversity
- Well-being and Belonging

## OBJECTIVE

Participants create their vision of a child and family friendly community using felt cut-outs and storytelling.

## INSTRUCTIONS

### Preparation

- Gather materials and review resources.
- Choose one or more picture books to share from the booklist.
- Create several felt pieces that reflect life in your community. Include a child or children. You may use pieces you already have or borrow a felt story kit from your local library or a toy lending library.

### Engagement

- Begin the activity by reading your chosen book(s) with the children.
- Discuss what cities do and explain that child and family-friendly cities are places where everyone feels safe, healthy, heard and themselves.
- Using your local Children's Charter or the United Nations Convention on the Rights of the Child (UNCRC), explain that each child has rights. Ask if there is anything else they would add to their list of rights.
- Place the felt child in the centre of the felt board and put the remaining felt figures pieces on the floor. Give the felt child a name and explain that they live in your community.
- Ask the group what the felt child needs to be safe, healthy, heard and themselves. As they answer, have them place the appropriate felt pieces on the board or create new pieces as needed.

### Reflection

Ask if there is anything missing for this child to feel safe, healthy, heard and themselves. Create a list to add to the felt story. Discuss with the children:

- Is the felt board community the same as the community they live in? If not, what is different? What could their city do to help build more child and family friendly spaces and places?
- Would their community be different if their felt person was an older child, teenager or adult? How so?

Document the discussion and take a photo of their finished product.

Ask the children how they would like to share their ideas and how the city can better engage children, youth, and families.

## ADAPTATIONS & CONSIDERATIONS

- This activity can be used to discuss communities or can be used to imagine the perfect play space.
- You can revisit your felt story by adding new pieces, adjusting the pieces based on the season or focusing on specific themes such as safety.
- If you don't have felt boards, you can cut pictures from magazines and build a collage. This can also be done individually or in small groups.

## OBJECTIVE

Participants provide feedback on key issues and projects through an interactive discussion.

## INSTRUCTIONS

### Preparation

- Gather materials and review resources.
- Connect to your city to find out about current strategies or projects they are seeking feedback on. Or, poll participants about which local issues that of most concern to them.
- Share the “Community Guidelines” or have participants make their own. [www.qmunity.ca/wp-content/uploads/2016/06/QCT-guidelines.pdf](http://www.qmunity.ca/wp-content/uploads/2016/06/QCT-guidelines.pdf)

### Engagement

- Sit in a circle.
- Have everyone introduce themselves.
- Review strategies for respectful communication.
- Remind everyone that all input and ideas are valuable to their city and will help build a city “fit for all”.
- Start with your first question. Allow time for discussion.
- Remind participants of the question if the conversation starts to get off track.
- Let participants know they can also share any comments or concerns with you after the focus group or they can write a letter to their city. (Provide them with an email address).

### Reflection

At the end of the discussion you may want to:

- Summarize the feedback that was given
- Share what will be done with the feedback
- Express appreciation and thank everyone for their time

Ask participants how they would like to share their ideas and how the city can better engage children, youth and families.

## ADAPTATIONS & CONSIDERATIONS

- Consider providing childminding (if needed) & snacks when working with families.
- If working with English Language Learners, try to provide language support and/or ask the program leader (if applicable) to prepare them. This may mean sharing the questions in writing or a few weeks before your session.
- If funding permits, hire a graphic facilitator to document the conversation
- If the conversation is slow to get started, ask easy questions like “What is your favorite food? Can you get it in the city?”

# 9. FOCUS GROUP



### TIME NEEDED

- 1-2 hours

### RESOURCES & MATERIALS

- Chairs
- Community Guidelines
- Optional: Flipchart/whiteboard and markers

### EXPAND IT

- "City Mosaic" (pg. 18) can illustrate some of the great parts of the city or create an ideal city
- "Spend it" (pg. 31) is an easy tool for priority setting
- Invite elected officials or city employees to join for a session of "Show me your City" (pg. 30)

### CONNECT IT

- Invite an elected official or city employee to be part of the focus group, to ask questions where appropriate, or to lead the session

### BC EARLY LEARNING FRAMEWORK

- Language and Literacies
- Exploration and Creativity
- Social Responsibility and Diversity
- Well-being and Belonging

### BC CURRICULUM CORE COMPETENCIES

- Communication
- Positive Personal & Cultural Identity
- Social Responsibility
- Personal Awareness and Responsibility

# 10. GROUP MURAL



## TIME NEEDED

- 1-2 hours

## RESOURCES & MATERIALS

- Giant roll of paper
- Masking tape
- Paint or markers
- Role of local government (pg. 41)

## EXPAND IT

- As a lead into this activity, have participants think about "Where do we live?" (pg. 37)
- Have participants "Write to City Council" (pg. 39) to accompany their ideas and mural

## CONNECT IT

- Invite your local Arts Council to help facilitate the mural creation
- Send pictures of the mural to your city

## BC EARLY LEARNING FRAMEWORK

- Exploration and Creativity
- Social Responsibility and Diversity
- Well-being and Belonging

## BC CURRICULUM CORE COMPETENCIES

- Creative Thinking
- Communication
- Social Responsibility
- Positive Personal & Cultural Identity

## OBJECTIVE

Participants engage in a creative exploration of what a child friendly city looks like to them.

## INSTRUCTIONS

### Preparation

- Gather materials and review what cities do.
- Tape pieces of easel paper along a wall, creating a canvas that begins at the ground and reaches as high as the participants can reach. The width of the canvas will depend on the space you have available.

### Engagement

- Discuss what cities do and explain that in child, youth and family-friendly cities, everyone feels safe, healthy, heard and can be themselves.
- Ask participants to think about what makes them feel welcome, included and safe. This could be people, places, spaces or programs.
- Record answers on a flip chart under the heading "what we have".
- Ask participants if there is anything missing in their community that could make it a better place for children, youth and families.
- Record the answers on a flip chart under the heading "what we need".
- Review and summarize what you have heard.
- Have participants use the lists to create a mural that illustrates what living in a child, youth and family-friendly city means to them.
- Remind participants that the goal is to work together and add on to one another's work.
- Document conversations that happen and photograph the mural.
- Have the group take a break, step back and see what is missing.
- Allow for changes in vision that may emerge during the creative process.

### Reflection

When the mural is complete, you may want to ask questions such as:

- Did they include everything from the discussion? If not, why did they leave some things out?
- Did they include things that were not part of the discussion? If so ask them what they are and why they were included.
- Were there any disagreements? If so, how did they solve them?
- What did they include that makes this community or neighbourhood one that is welcoming to everyone?

Ask the participants how they would like to share their ideas and how the city can better engage children, youth, and families.

## ADAPTATIONS & CONSIDERATIONS

- Get participants thinking about communities and belonging by reading one or more of the books from the CNV4ME booklist (see pg. 71)
- Use magazines and other pictures to create a collage mural

## OBJECTIVE

Participants are guided through the process of writing and submitting proposals for community grants to implement ideas for creating a more child, youth and family friendly city.

## INSTRUCTIONS

### Preparation

- Gather materials and review resources.
- Research local funding opportunities and application deadline(s).
- Print copies of the applications or provide access to computers.
- Leading up to the activity, encourage participants to think about small things they could do increase social connections in their community and/or build a more child, youth and family friendly city. Many of the activities in this Activity Kit provide opportunities to generate ideas.

### Engagement

- Explain that cities (and others) provide funding for citizens to implement ideas they have for their community. Review the funding opportunities you have found, and possibly some of the things they have funded.
- Have participants generate ideas individually or in groups.
- Document the ideas and ask participants where they see opportunities to partner or collaborate with each other or with community groups.
- Have participants match their ideas against the granting opportunities. Provide time and support to flesh out ideas as needed.
- Support participants to come up with a name for their project, construct a budget and fill in the grant applications (either online or on paper).

### Reflection

Have participants share their ideas with each other. You may want to discuss the ideas.

- Who will be submitting their grant application? Why or why not?
- If their application is not successful, what else could they do to make their idea a reality?
- Which ideas will help make the community welcoming to everyone?

Ask participants how they would like to share their ideas and how the city can better engage children, youth, and families.

## ADAPTATIONS & CONSIDERATIONS

- Think about timing the workshop with grant deadlines.
- Grants often require two or more applicants. Support participants to work together or find alternative partners.
- Consider providing child-minding and snacks when working with families.
- Consider providing language support for English Language Learners.
- If grants are approved, what support will participants need with implementing their idea? Consider how you may be able to help or other supports in the community.

# 11. IF YOU HAD \$500



### TIME NEEDED

- 1-2 hours

### RESOURCES & MATERIALS

- Printed applications & pens OR computers with internet access for online applications
- Local community grant applications (see pg. 45 for examples)

### EXPAND IT

- Use "Campaign for Connections" (pg. 16), "What's Missing" (pg. 36) or "Community Mapping" (pg. 19) to help generate ideas
- Practice building a budget with "My City, My Budget" (pg. 24)

### CONNECT IT

- Share the ideas with your city, especially those that fall outside of the funding criteria and/or budget.
- Invite grant administrators to provide an in-person overview of the funding criteria and guidelines.

### BC CURRICULUM CORE COMPETENCIES

- Social Responsibility
- Communication
- Creative thinking
- Critical thinking

# 12. MY CITY, MY BUDGET



## TIME NEEDED

- 2 sessions x 1-2 hours

## RESOURCES & MATERIALS

- Optional: Access to computers for research

## EXPAND IT

- Bring your ideas to "Show me your City" (pg. 30)
- Follow up with the "Budget Games" to see how these ideas fall within a complete city budget (pg. 12)
- For ideas that are less than \$500, try "If you had \$500" (pg. 23)

## CONNECT IT

- Invite city employees to do a presentation on budgeting and setting priorities
- Invite an elected official or city employee to attend the second day with presentation and reflection
- Share an actual city budget with the participants as a starting point.

## BC CURRICULUM CORE COMPETENCIES

- Critical Thinking
- Creative Thinking
- Social Responsibility
- Communication

## OBJECTIVE

Participants generate a list of items cities pay for and prioritize them. They compare prioritized lists and discuss the difficulty of setting priorities and balancing stakeholder needs.

## INSTRUCTIONS

### Preparation

- Talk about how cities must juggle various stakeholder groups when designing budgets and setting priorities.

### Engagement

Session 1:

- Allow the participants to work in small groups to come up with a long list of items that a city funds. You can choose for their ideas to be generated through brainstorming or research.
- Ask the groups to generate reasonable budgets (annual cost) for each idea. Collect the lists from each group.

Preparation for Session 2:

- Create a master list with all of the items. If two or more groups have the same item, list the item once. If the groups disagree on the budget for an item, either use the most reasonable budget or take an average.

Session 2:

- Have the participants re-form into their groups. Give them each one master list with all the items.
- Ask them to rearrange the list into priority order. It is up to the group to decide how to make these decisions.
- Ask the group to write down the criteria they used for setting priorities.

### Reflection

Have the groups present their priority-ordered list, then discuss. You may wish to ask:

- What criteria was used for setting priorities? Was it based on cost, the impact of the item, or another rationale?
- How are the groups' priorities similar or different?
- Will the priorities of each group create a city "fit for all"? Why or why not?
- How was this process similar to how they imagine their city makes decisions? How was it different?
- What are the benefits and drawbacks of group decision making?

Ask the participants how they would like to share their ideas, and how the city can better engage children, youth and families.

## ADAPTATIONS & CONSIDERATIONS

- Have groups work together to create one master list with priorities.
- Give groups a list of criteria for priority setting, but don't tell them how to use them. (E.g. the criteria could include cost, the segment of the population impacted, the immediacy of the solution, public safety, etc.).

## OBJECTIVE

Participants use photography to share stories about what their city, community or neighbourhood means to them.

## INSTRUCTIONS

### Preparation

- Gather materials.
- Review resource about Photovoice projects. The internet offers many tips and strategies for using Photovoice effectively.
- Talk with participants about what makes cities a good place to live for children, youth and families. Have them think about the places and spaces in their community where they feel safe, healthy, heard and themselves.
- Optional: Encourage them to think about the places and spaces where they don't feel safe or welcome.

### Engagement

Session 1:

Discuss ethical photo documentation. You can adapt the information found on pgs. 12-14 of the photovoice resource. Questions to discuss may include:

- Where can (and can't) you take photos?
- Do you need to ask people's permission if your photo includes them?
- What do you do if they say no to being in a photo?
- Do you need photo release forms signed?

Preparation for Session 2:

- Ensure every participant/team of participants has access to a camera

Session 2:

- Go out into the community and take photos that show welcoming (or unwelcoming) spaces.
- If you do this with younger children or as a group, you will need to set some parameters. For example, the group must stay together and every 5 minutes you will all stop. When you are stopped, they will have a few minutes to take photos.
- If participants are older, you may wish to have them go off on their own or in pairs/small groups.
- Collect the photos (disposable cameras or emailed digital prints).

Preparation for Session 3:

- Have a way for participants to view their photos (printed or online).

instructions continue on next page...

# 13. PHOTO-VOICE



### TIME NEEDED

- 2-4 session of 1-2 hours

### RESOURCES & MATERIALS

- Digital or disposable cameras
- Computer (or printed images) for participants to select 'best images'
- Projector to display images to the group (or a budget to print images)

### EXPAND IT

- Lead into the project with "Where do we live?" (pg. 37)
- Use a "TV Talk Show" interview to discuss photos (pg. 34)
- Create a budget for the idea(s) generated using "My City, My Budget" (pg. 24)

### CONNECT IT

- Invite elected officials or city employees to walk with the participants while they take photos
- Invite elected officials and city employees to the discussion or public showcase

### BC CURRICULUM CORE COMPETENCIES

- Positive Personal & Cultural Identity
- Social Responsibility
- Communication
- Creative Thinking

## INSTRUCTIONS CONTINUED

### NOTES

early childhood

middle childhood

youth

emerging adults

families

### Engagement

Session 3:

- Ask each participant to select their top 1-3 photos. You may want them to choose both welcoming and unwelcoming images.
- Ask participants to document their chosen photos. You may want them to note:
  - What is in the photo?
  - What does it represent? or how does it make them feel?
  - Why do they want to share this photo?
- These answers can be written down in an essay or point form.

Preparation for Session 4:

- Ensure you have a way for the entire group to view the selected images. You may choose to print them or project them onto a screen.

Session 4:

- Have the photographers share information about their photo. This could be a verbal presentation, captions added to the photo or a handout.
- Ask the rest of the group if they have any questions or comments about the photo and the description

### Reflection

After all the photos have been shared, have a group discussion. You may want to ask questions such as:

- What was it like taking photos and sharing your stories? What did you like or dislike about this project?
- Did you notice any similarities between the photos or stories shared? If so, what did you notice? Why do you think that is?
- What do you really want people to know about life here?
- How inclusive is your city? Are there aspects to any of your images where your city could make change to really be a city “fit for all”?

Ask the participants how they would like to share their ideas and how the city can better engage children, youth, and families.

## ADAPTATIONS & CONSIDERATIONS

- Photos can be mapped using GIS software.
- If you don't have enough cameras, work in teams or small groups.
- Unwelcoming spaces may be associated with negative or traumatic memories. Let participants know it is up to them what they include.
- Photos can touch deep emotions. Be aware and careful to ensure participants only share as much as they want about their images.
- Have a public viewing of the photos. Include some of the information that was shared by the photographers, either in print or with voice recordings.
- This activity is suitable for English Language Learners and others who may struggle with expressing themselves through language.

## OBJECTIVE

Participants explore the right to play and draw the places where they like to play. The discussion can include the importance of protecting play when designing cities.

## INSTRUCTIONS

### Preparation

- Gather materials.
- Choose one or more books that show children exploring and playing in their community.

### Engagement

- Share the book(s) you have chosen.
- Explain that every child has the right to play and that cities that are good for children and families are ones where there are lots of places to play in lots of different ways.
- Ask children to think about their favourite places to play and what makes those places special.
- Give each child or family a piece of paper or template and ask them to draw the place that they thought about. Encourage them to add details that show why this is their favourite place to play.
- Help the children label their drawings, including place names and any comments about what makes this place special.
- Collect the pictures into a “places to play” book to display. You may want to laminate the pages or put them into a photo album for the children.

### Reflection

Have participants share their picture with the rest of the group and explain why they like to play there. You may want to ask additional questions like:

- How does this place make you feel happy or safe?
- Would other people also feel happy or safe there? Why or why not?
- Is this a space that is “fit for everyone?” If not, how could it be adapted to be more inclusive?
- Are there enough places to play in their community? If not, what other kinds of places to play does their community need?

Ask participants how they would like to share their ideas and how the city can better engage children, youth and families.

## ADAPTATIONS & CONSIDERATIONS

- Pictures can be collected into a book to be printed and distributed. See example: [www.issuu.com/r2lp/docs/places\\_to\\_play\\_in\\_pvd](http://www.issuu.com/r2lp/docs/places_to_play_in_pvd)
- Consider adding written narratives to the pictures, such as stories about a time they played in their special place or poems about play.
- Brainstorm some ways or places that their city could create more play spaces in their communities.

# 14. PLACES TO PLAY BOOK



### TIME NEEDED

- 1-1.5 hours

### RESOURCES & MATERIALS

- Paper or template (see handouts on pg. 62-65)
- Pens, pencil crayons, markers, or crayons
- Booklist (pg. 71)
- Optional: Binding such as 3-hole punch and yarn or pipe cleaners
- Optional: Laminator, laminating sheets or photo album

### EXPAND IT

- Begin with "Felt Board Fun" to get children thinking about their city and community (pg. 20)
- Explore what makes a city child and family-friendly with an invitation to play in "Build It" (pg. 14)

### CONNECT IT

- Share your book with your city

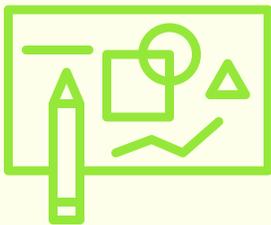
### BC EARLY LEARNING FRAMEWORK

- Exploration and Creativity
- Language and Literacies
- Social Responsibility and Diversity

### BC CURRICULUM CORE COMPETENCIES

- Social Responsibility
- Communication
- Creative thinking
- Critical thinking

# 15. PLANNER FOR A DAY



## TIME NEEDED

- 1-3 sessions x 1-2 hours

## RESOURCES & MATERIALS

- City planning employee
- Copies of city documents such as a community plan
- Role of local government (pg. 41)

## EXPAND IT

- In preparation for a city employee visit, do "Where do we live?" (pg. 37)
- Have participants use the knowledge gained to prepare for a "Great Debate" (pg. 32)

## CONNECT IT

- Visit city hall or have participants or share their ideas in a presentation, speech, or report to council
- Invite a city planner to work with your group over several sessions, to help develop participants' ideas

## BC CURRICULUM CORE COMPETENCIES

- Social Responsibility
- Creative Thinking
- Communication
- Critical Thinking
- Personal Awareness and Responsibility

## OBJECTIVE

Participants meet with a local city planner to learn about urban planning, development and a specific issue or challenge.

## INSTRUCTIONS

### Preparation

- Gather materials and review resources.
- Connect to your city's community planning department. Request for a planner to visit your participants and give a presentation on their work.
- Gather examples of initiatives your city is working on.

### Engagement

Session 1:

- Review what cities do with participants.
- Ask participants how they think city planning impacts their lives and to make a list of things they think a city planner does and questions.
- Share information about the city's initiative(s) you gathered.

Session 2-3:

- After the planner's presentation, ask them to talk more about the initiative(s) you found, including any challenges they are facing and the process they are going through to make decisions.
- Provide time for the participants to ask questions of the planner and to share their own thoughts about their community.
- Review what you learned about designing "cities for all".
- Have participants work individually or in groups and develop ideas and strategies related to your chosen initiative(s) or other ideas they may have. Encourage them to think through how they would address the challenges discussed by the planner. Give sufficient time.
- Ask participants to present their initiative and ideas for implementation to the rest of the group.

### Reflection

Have a group discussion. You may wish to ask:

- How is being a planner similar or different from what you expected?
- Did talking with the planner change how you think about the city?
- What was it like trying to come up with ideas for the initiative?
- What is the hardest part of making a "city fit for all"?

Ask the participants how they would like to share their ideas and how the city can better engage children, youth and families.

## ADAPTATIONS & CONSIDERATIONS

- Invite someone else who works for the city such as a recreation programmer, librarian, or social planner. Or schedule a series of visits to help participants understand the various roles within the city.

## OBJECTIVE

Participants work alongside city employees to animate a public space.

## INSTRUCTIONS

### Preparation

- Gather materials

### Engagement

- Explain that one way in which cities become more child, youth and family friendly is through “animating”, or drawing people to, underused public spaces.
- Show pictures of some spaces that have been animated (see resources).
- Ask participants for examples of animated spaces they have seen in their community or other communities.
- Have participants identify some common aspects among the spaces and record these on a flip chart or whiteboard. These might be ways of making the space more inviting, fun or interesting.
- Ask participants to think about any underused spaces in their community or neighbourhood (or provide some examples).
- Have participants individually, or in groups, select an under-utilized space. Have them make a plan for “animating” their space.
- Remind them that effective community planning aims to build a “city for all”. Ask them to think about what needs to be included to make the space inclusive to everyone.

### Reflection

Have participants share their plans. Discuss the plans. You may want to ask questions such as:

- What similarities and differences do they see?
- Which of the spaces would they enjoy?
- Which of the spaces do they think their parents, grandparents and neighbours would enjoy?
- What did they think about as they were planning their spaces?
- What else do they need to consider? (Pg. 51 includes some questions to spur further discussion about creating a child, youth and family friendly community space).

Ask participants how they would like to share their ideas and how the city can better engage children, youth and families.

## ADAPTATIONS & CONSIDERATIONS

- Go on a field trip to explore public spaces that have been animated in your community.

# 16. PLAY WITH A PUBLIC SPACE



### TIME NEEDED

- 1-2 hours

### RESOURCES & MATERIALS

- Images of public spaces that have been “animated” (see [cnv.org/play](http://cnv.org/play) for examples)
- Paper or poster board
- Pens, pencil crayons, markers or crayons

### EXPAND IT

- Use “What’s Missing?” to generate ideas for spaces to animate (pg. 36)
- Use a “TV Talk Show” to dig into the pros and cons of the ideas (pg. 34)

### CONNECT IT

- Ask your city for a list or map of public spaces that they would like to see activated
- Invite a city employee to visit your class or program to lead the activity or provide a tour of activated spaces in your community

### BC EARLY LEARNING FRAMEWORK

- Exploration and Creativity
- Language and Literacies
- Social Responsibility and Diversity

### BC CURRICULUM CORE COMPETENCIES

- Creative Thinking
- Social Responsibility
- Positive Personal & Cultural Identity
- Communication

# 17. SHOW ME YOUR CITY



## TIME NEEDED

- 2 sessions x 1-2 hours

## RESOURCES & MATERIALS

- Elected officials or city employees
- Transit passes as necessary
- Optional: Maps of your city (online or paper)

## EXPAND IT

- Create a "Community Map" of child, youth and family friendly spaces and places in the community (pg. 19)
- Develop an under utilized space in "Play with a Public Space" (pg. 29)
- Document participants' view of their city with photographs (Photovoice, pg. 25)

## CONNECT IT

- Invite elected officials or city employees to participate in the reflection or to return at a later date and share what they are doing with the information they learned on their tour

## BC CURRICULUM CORE COMPETENCIES

- Communication
- Positive Personal & Cultural Identity
- Social Responsibility
- Creative Thinking

## OBJECTIVE

Participants design and lead a tour of their city for elected officials or city employees. They demonstrate how they use their city and any barriers they experience.

## INSTRUCTIONS

### Preparation

- Gather materials.
- Invite elected officials or city employees on a participant-led tour.

### Engagement

Session 1:

- Ask the participants about their experiences in their city. For example:
  - What spaces do they use and how?
  - What are the barriers to using civic, public and private spaces?
  - What helps them (or would help them) get more involved in their city?
  - What helps them (or would help them) feel they belong in their city?
  - What helps them (or would help them) move around their city?
  - What do they wish their city knew about being a youth in their city?
- Have the participants think through their answers and write them down.
- Have the participants make a list of where they go in their city, where they don't go and why.
- In small groups, have them design a tour of their city using the information they wrote down. Have them include a route to travel and "tour guide" notes.

Session 2:

- Have participants lead their guests through their tour. Transportation is provided in the way youth travel: e.g. by foot, transit, etc.

### Reflection

Discuss the tours. You may wish to ask:

- Was there anything during the tour that surprised you? If so, what was that and why?
- What was it like to show someone the city through your eyes?
- Were there any comments or questions that happened during the tour that you want to share with the rest of the group?
- Did you talk about potential solutions that were shared? If no, can you think of any solutions now? If yes, what were those?
- If barriers were removed, would your city really be "Fit for all"?
- What would you like to see happen next?

Ask the participants how they would like to further share their ideas and how the city can better engage children, youth and families.

## ADAPTATIONS & CONSIDERATIONS

- Have participants invite the guests (elected officials or city employees).
- Do one route through their city with the entire group or divide into smaller groups with one or two guests per tour.

## OBJECTIVE

Participants have a say on local budget priorities using a simplified, visual method.

## INSTRUCTIONS

### Preparation

- Gather materials.
- Attach one item (with a picture or description and the cost) on each jar.
- Give each participant 50% of the total cost in tokens.

### Engagement

- Allow participants to work individually or in groups and spend their tokens.
- Document the conversations and the total money given to each project.
- Most items will be “over funded”. To find a more accurate representation of the funding, take the total amount of money in each jar and divide it by the number of participants.

### Reflection

Share the results of the funding decisions with the group. You may want to have a conversation about:

- How did they make their decisions?
- Was it difficult? Why or why not?
- Do they think this is a good way for collective decisions to be made? Why or why not?

Ask participants how they would like to share their ideas and how the city can better engage children, youth and families.

## ADAPTATIONS & CONSIDERATIONS

- For participants with strong math skills you can distribute tokens (or fake money) with different values (\$1, \$5, \$10, \$50)
- For participants with limited math skills, you can simplify the cost. Or, make all of the items the same price in order to make the activity into a prioritizing exercise.
- Have the participants come up with their own ideas for projects they want to see funded.
- Ask city employees to supply information on actual ideas/items that require funding.
- This activity is appropriate for English Language Learners

# 18. SPEND IT



### TIME NEEDED

- 30 min - 1hr

### RESOURCES & MATERIALS

- Jars
- Different items to be funded such as extended opening hours of a community centre, a new community festival, etc.
- Or: similar items to be funded such as five different possible routes for the new bike path
- Labels, preferably with images
- Tokens such as pennies, fake coins or poker chips

### EXPAND IT

- Do this activity as a lead into "What's Missing" (pg. 36) or "Why Vote?" (pg. 38)

### CONNECT IT

- Share the ideas with your city, especially those that fall outside of the funding criteria and/or budget

### BC CURRICULUM CORE COMPETENCIES

- Critical Thinking
- Positive Personal & Cultural Identity
- Social Responsibility
- Creative Thinking
- Personal Awareness and Responsibility

# 19. THE GREAT DEBATE



## TIME NEEDED

- 1-2 sessions x 1-2 hours

## RESOURCES & MATERIALS

- Debate statements (compose your own or see pg. 66 for examples)
- Paper, pens
- Access to computers for research (recommended)
- [www.csdf-fcde.ca](http://www.csdf-fcde.ca) has debate rules, a guide to using debate in the classroom, and more resources

## EXPAND IT

- Play "Blocks and Lots" (pg. 15) to understand competing priorities
- Invite a city planner and test your ideas in "Planner for a Day" (pg. 28)

## CONNECT IT

- Invite elected officials or city employees to attend the debate
- Have participants interview city employees as part of their research

## BC CURRICULUM CORE COMPETENCIES

- Communication
- Positive Personal & Cultural Identity
- Critical Thinking
- Social Responsibility
- Personal Awareness and Responsibility

## OBJECTIVE

Participants stage a debate on a key local issue.

## INSTRUCTIONS

### Preparation

- Gather materials.
- Choose a local issue to debate related to planning and development.
- Compose 5-10 opinion statements related to the issue.
- Write "agree", "disagree" and "unsure" on 3 pieces of papers and place them around the room.

### Engagement

- Read one of the opinion statements and ask students to move to the sign that best represents their view.
- Ask someone in each group to explain their position. Allow participants to change where they are standing. Repeat with a new statement.
- Choose a few of the statements where a similar number of participants agreed and disagreed and explain that the group will stage a debate over the issue.
- Decide if groups will argue for or against their own personal views. The "unsure" group can be assigned to either group or serve as judges.
- Explain the rules of the debate ([www.csdf-fcde.ca](http://www.csdf-fcde.ca)).
- Give the groups time to research and build logical arguments for their position as well as counter-arguments and rebuttals they may need.
- Run the debate(s).

### Reflection

Debrief the debate. You may wish to ask questions such as:

- For each debate, which side was stronger (not which side they agreed with)? Why?
- Do they feel stronger debaters or stronger arguments are more effective in convincing people of something? Why?
- How does this process relate to running a city?
- How does it relate to making decisions that impact large groups of people?
- How can politicians ensure that the decisions they make create a city "fit for all"?

Ask the participants how they would like to share their ideas and how the city can better engage children, youth and families.

## ADAPTATIONS & CONSIDERATIONS

- Have participants research and create opinion statements
- Debate specific development proposals related to initiatives in your city or more general issues around development, equity, sustainability, etc.
- Give part of the assignment (preparing arguments) as homework and run the activity over multiple classes.

## OBJECTIVE

Participants create motions for bylaws or projects they would like to see implemented in their city. They complete a mock Town Council to discuss and vote on the motion(s).

## INSTRUCTIONS

### Preparation

- Gather materials and review resources.

### Engagement

Session 1:

- Review the structure and discuss the role of your local government in your participant's lives.
- Explain that cities need to hear from citizens in order to make decisions and that Council meetings are one way of seeking input.
- Watch a clip of a council meeting. If possible, choose a clip that has relevance to your participants.
- Have participants identify key players in the video.
- Work through the process of putting forward, discussing and voting on ideas as well as general rules of conduct.

Session 2:

- Have participants work in small groups to create ideas or projects they want to see happen in their city. Have each group present their ideas.
- As a group, pick a few of the ideas and turn them into motions. Support students to use proper language.
- Review the process followed in town council meetings. Have students choose their role (Council, Mayor, City Clerk, members of public, etc.)
- Conduct one or more mock city council meetings. Have students present, discuss and vote on motions.

### Reflection

Have participants reflect on the Council meeting. You may want to ask:

- Did the ideas the presented make their city "fit for all"? Why or why not?
- Why might the council vote against good ideas?
- What might be some of the challenges of getting new motions passed?

Ask participants how they would like to share their ideas and how the city can better engage children, youth and families.

## ADAPTATIONS & CONSIDERATIONS

- Come up with personas for each member of the public (e.g. a business owner, a parent of 3 young children, a senior, a person with disabilities, etc.) and have participants act out their role from that perspective.
- Review a list of recent issues discussed at City Council and use one or two to structure your mock council.

# 20. TOWN COUNCIL



### TIME NEEDED

- 1-2 sessions x 1-1.5 hours

### RESOURCES & MATERIALS

- Role of local government (pg. 41)
- Video clip from a council meeting (pg. 42)
- Process of filing motions (pg. 42)

### EXPAND IT

- Play "Blocks and Lots" (pg. 15) to introduce competing interest groups
- Try a "Focus Group" (pg. 21) to dig deeper into one issue
- Practice presentation skills with a "Great Debate" (pg. 32)

### CONNECT IT

- Invite an elected official to discuss their career path
- Arrange a field trip to City Hall
- Attend a Council meeting (and possibly present a motion)

### BC CURRICULUM CORE COMPETENCIES

- Critical Thinking
- Social Responsibility
- Positive Personal & Cultural Identity
- Personal Awareness and Responsibility
- Creative Thinking

# 21. TV TALK SHOW



## TIME NEEDED

- 2 sessions x 1-2 hours

## RESOURCES & MATERIALS

- Chairs
- Optional: Microphone
- Optional: Voice or video recorder

## EXPAND IT

- Move into "Why Vote?" (pg. 38) to deepen ideas of civic engagement
- Have participants expand their ideas through "Visual Storytelling" (pg. 35)

## CONNECT IT

- Invite an elected official or city employee to be a guest on the talk show or to watch the talk show
- Share a video recording or transcript from your show with your city

## BC CURRICULUM CORE COMPETENCIES

- Communication
- Critical Thinking
- Positive Personal & Cultural Identity
- Personal Awareness and Responsibility
- Creative Thinking

## OBJECTIVE

Participants enact a TV Talk Show as a way of exploring issues connected to creating a liveable city.

## INSTRUCTIONS

### Preparation

- Gather materials.
- Arrange the room to mimic a talk show with chairs for a host, guests and audience.

### Engagement

Session 1:

- Ask participants if they or their parents watch talk shows. Ask for examples of what kinds of topics are discussed.
- Have the participants brainstorm a list of roles in a talk show. Provide suggestions, if needed ensuring there is a host, 1 or more guests, 2 or more writers and an audience.
- Assign or have the participants choose roles from the list.

Session 2:

- Discuss the importance of "cities fit for all". Have the group brainstorm local issues related to creating liveable cities.
- Have the group choose one or more issues, and what type of "guests" would care about the issue (for example seniors, developers, etc.)
- Have writers work together to come up with interview questions relevant to the issue and guests.
- Have the guests choose their role, imagine what they may be asked, and silently prepare their answers (they may take notes).
- Run the talk show. Ensure the host has the questions and understands their role in moving the conversation between guests.
- Should a conflict occur during the interviews, interrupt only if necessary, and then only to remind participants how to disagree with respect.

### Reflection

After the talk show(s) you may wish to ask:

- What themes or messages did they hear?
- Did they agree or disagree with the guests? Why or why not?
- Are there were additional questions they wished they could ask? If so, what are they?
- How does this relate back to making cities "fit for all"?

Ask the participants how they would like to share their ideas and how the city can better engage children, youth and families.

## ADAPTATIONS & CONSIDERATIONS

- Show a clip or pictures of a popular TV Talk Show.
- You can run the talk show multiple times, changing roles and/or issues.

## OBJECTIVE

Participants use visual storytelling to show life through their eyes, including barriers to engagement and belonging.

## INSTRUCTIONS

### Preparation

- Gather materials.

### Engagement

Session 1:

- Explain that child, youth and family friendly cities are “cities for all”, where people of all ages feel safe, welcome, included and heard.
- Ask them to think about their own experiences in their city and to come up with a story (real or fictional) that illustrates their experience. Give sufficient time for them to write this story in point form.

Session 2:

- Ask participants if they have ever read a graphic novel or comic book. Share examples. Discuss what they like about this form of storytelling.
- Tell participants they are going to use visual storytelling to share their stories.
- Provide them with blank pages of panels and have them draw and caption their stories, providing more pages as needed.

### Reflection

Have participants read out or share their stories with others in small groups. Discuss the stories and ask questions such as:

- What did they enjoy about the stories?
- Did they notice any themes? How were the stories similar or different?
- Did any of the stories include barriers, challenges or experiences where people seemed to feel unwelcome? If so, what could the city do to change things?
- What else do they think their city needs to know about life here?

Ask participants how they would like to share their ideas and how the city can better engage children, youth and families.

## ADAPTATIONS & CONSIDERATIONS

- Participants can work individually, in pairs (illustrator/author) or in small groups.
- There are many free online tools to create comics and graphic novels. Try searching “create a comic strip online”.
- Consider gathering the panels into a collaborative graphic novel.
- Consider doing this activity in partnership with the library or a local artist.

# 22. VISUAL STORY-TELLING



### TIME NEEDED

- 1-2 sessions x 1-2 hours

### RESOURCES & MATERIALS

- Blank panel sheets (see handouts on pg. 67-70)
- Pencils, crayons, markers, etc.

### EXPAND IT

- Use "Photovoice" (pg. 25) as a way to trigger story ideas
- Explore the concept of belonging and connectedness by creating a "City Anthem" (pg. 17)

### CONNECT IT

- Display the participants stories at a community showcase where you invite the public, elected officials and city employees
- Submit the stories to your city

### BC CURRICULUM CORE COMPETENCIES

- Communication
- Critical Thinking
- Creative Thinking
- Positive Personal & Cultural Identity

# 23. WHAT'S MISSING?



## TIME NEEDED

- 1-2 hours

## RESOURCES & MATERIALS

- List or images of empty spaces
- Paper
- Pencils, markers, crayons, etc.

## EXPAND IT

- Set the stage by identifying gaps in "Community Mapping" (pg. 19)
- Discuss the ideas at a "Town Council" (pg. 33)
- Take your plan to the next level by working out a budget "My City, My Budget" (pg. 24)

## CONNECT IT

- Ask city employees for a list of vacant, empty or underused spaces
- Have elected officials or city employees come to the presentation of the before/after photos.
- Share the ideas at City Hall meeting

## BC CURRICULUM CORE COMPETENCIES

- Creative Thinking
- Critical Thinking
- Social Responsibility
- Communication

## OBJECTIVE

Participants do a planning make-over on an underused or empty space to make it more child, youth and family friendly.

## INSTRUCTIONS

### Preparation

- Gather materials.

### Engagement

- Explain that child, youth and family-friendly cities are "cities for all", where people of all ages feel welcomed and have spaces and places where they can go to meet people, learn, get help and have fun.
- Ask participants if they feel their city has enough of those spaces. If not, what is missing? Brainstorm a list together.
- Show participants the images of the empty or vacant spaces. Have the participants choose one space to give a "planning make-over". They may work individually or in small groups.
- Ask participants to make the space better for children, youth and families. Allow sufficient time for them to draw, collage or design a plan including building updates, new structures, vegetation, etc.
- Have participants share their ideas with the larger group, presenting "before & after" images.

### Reflection

Debrief the activity. You may wish to ask questions such as:

- What were the similarities between the designs? What were the differences?
- Were the spaces they planned welcoming to a variety of ages and abilities? Why or why not?
- What challenges might their city face when trying to build a child, youth and family-friendly program, place, or space?

Ask the participants how they would like to share their ideas and how the city can better engage children, youth and families.

## ADAPTATIONS & CONSIDERATIONS

- Have participants find spaces themselves using Google Earth or do a physical tour of the neighbourhood.
- Have participants think through some of the issues a city planner would need to consider, for example:
  - Is the space accessible using public transportation?
  - What else is nearby (businesses, homes, schools, etc.)?
  - Would the space be used by children and families of all ages, or just certain groups?
- Have participants turn their idea into a business plan. What is the project budget? Who would need to give permission? Are there any by-laws that would need to be addressed? Who might fund the project? Etc.

## OBJECTIVE

Participants explore the history of their city, community or neighbourhood and the people who live there.

## INSTRUCTIONS

### Preparation

- Gather materials.

### Engagement

Session 1:

- Show participants images of their city over time using images from the archives, library or internet. Talk about how places change over time.
- Have participants work in small groups and chose one area of their city and two points in time. For example, they could choose the waterfront 500 years ago and 50 years ago. Make sure each group has different times and locations.
- Have participants create presentations about their location. They are the time travelling tour guide. They may include information about the environment (plants, animals), the people (a typical day in the life of), government/how people organize themselves, transportation, etc.
- Encourage participants to use traditional place-making names in their presentations.
- Give enough time for participants to research and create their presentations.

Session 2:

- Have the groups give their presentations in pieces so that overall the presentations are shown chronologically.

### Reflection

Ask the group to reflect on how society has changed over time. You may want to ask:

- What time period do you think was the most supportive of families? Why do you think that is?
- What time period was the most inclusive to everyone? Why do you think that is?
- What can we learn from the different time periods that would help us build a city fit for all?

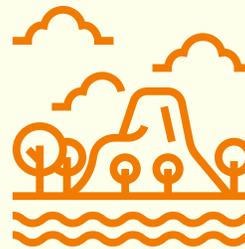
This can be a good time to discuss issues brought forward in the Truth and Reconciliation report and injustices faced by Indigenous peoples.

Ask participants how they would like to share their ideas and how the city can better engage children, youth and families.

## ADAPTATIONS & CONSIDERATIONS

- Rather than presentations, you could have participants draw or act out scenes from their location and time period.

# 24. WHERE DO WE LIVE?



### TIME NEEDED

- 2 sessions x 1-1.5 hours

### RESOURCES & MATERIALS

- Access to a computer or library for research
- Truth and Reconciliation Commission of Canada Report (downloadable from [trc.ca](http://trc.ca))

### EXPAND IT

- Try moving towards solutions by running a “Campaign for Connections” (pg. 16)
- Apply for a grant with “If you had \$500” (pg. 23)

### CONNECT IT

- Document the discussion and share the answers with your city
- Ask your city planning department for historical maps and other planning documents
- Visit your local archive

### BC CURRICULUM CORE COMPETENCIES

- Social Responsibility
- Communication
- Critical Thinking
- Positive Personal & Cultural Identity

# 25. WHY VOTE?



## TIME NEEDED

- 2 sessions x 1-2 hours

## RESOURCES & MATERIALS

- Role of local government (pg. 41)
- Campaign materials (art supplies or computer/social media access, etc.)
- Mock ballots

## EXPAND IT

- Lead up to your election by staging a "Great Debate" (pg. 32)
- Turn campaign ideas into a "Campaign for Connection" (pg. 16)

## CONNECT IT

- Invite elected officials or city employees to the campaigning, vote and discussion
- Send campaign ideas and materials to your city
- Ask city staff for sample voting materials (ballots, ballot boxes) to share with your group

## BC CURRICULUM CORE COMPETENCIES

- Social Responsibility
- Personal Awareness and Responsibility
- Critical Thinking
- Communication

## OBJECTIVE

Participants prepare and deliver a presentation to others on the importance of voting and stage a mock vote.

## INSTRUCTIONS

### Preparation

- Gather materials and review resources.
- Find another group or classroom to present to.

### Engagement

Session 1:

- Discuss the responsibilities of local government.
- Brainstorm issues in your community that matter to children, youth and families.
- Discuss why voting is important and reasons people might not vote.
- Have participants choose roles (advocate or candidate). If you have a large group you can have candidates split into political parties.
- Give time for groups to develop their presentation. Advocates will develop a presentation on why voting is important and how local politics impact our everyday lives. Candidates develop a name for their party, a campaign platform, campaign slogan, and a campaign pitch.
- Allow time to practice the presentations.

Session 2:

- Visit your partner group and have the advocates present. Allow time for questions.
- Stage the mock vote. Give each candidate or party a few minutes to present their platform and answer questions from the audience.
- Distribute voting ballots to your audience and have them vote.
- Have the advocates add the ballots and announce the results.

### Reflection

After the election, have a discussion. You may wish to ask:

- Did the process influence their views of voting or the importance of local elections? Why or why not?
- Do loud voices, popularity and flashy campaigns influence voting? How might this impact democracy and equity?
- Does a single vote matter? Why or why not?

Ask the participants how they would like to share their ideas and how the city can better engage children, youth and families.

## ADAPTATIONS & CONSIDERATIONS

- Hold a vote for a number of positions including Mayor and Council or simplify the process by only voting for a Mayor or a party.
- Run this activity with a single group by discussing the importance of voting and the impact of local government in our lives and then staging a vote.

## OBJECTIVE

Participants write to Mayor and Council about their vision for a child, youth and family friendly city.

## INSTRUCTIONS

### Preparation

- Gather materials and review resources.

### Engagement

- Talk about the role of local government.
- Explain that in cities “fit for all” everyone has the right to voice their opinions. You may wish to reference the UNCRC or a Children’s Charter.
- Ask participants what they would like to share with their city council. Some prompts might be:
  - What is it like to live in their city?
  - What do they love about their city?
  - What do they wish their city had or did?
  - What would make their city more child, youth and family friendly?
- Have participants to write a letter or email to their mayor or city councilor. Review proper letter format and language.
- Help participants determine who in their city the letter should go to: an elected official or city employee, which department, etc.

### Reflection

Have participants read their letters out loud. You may want to discuss:

- Were there similarities in the letters? If so, what?
- Were the letters reflective of the needs of everyone in the community? Why or why not?
- If their city took all of their suggestions from the letters, would their city be a welcoming place for all types of people? Why or why not?
- What did they like about writing the letter? What didn’t they like about it?
- Would they want to do it again? Why or why not?
- Do they want to send their letter? Why or why not?

Ask participants how they would like to share their ideas and how the city can better engage children, youth and families.

## ADAPTATIONS & CONSIDERATIONS

- With younger children, use drawings rather than letters. Caption them with the description provided by the child.
- Allow participants to include drawings, photos, poems, or other materials that illustrate the ideas in their letter.
- Rather than writing individual letters, write one letter as a group or work in small groups, including ideas agreed upon by everyone.

# 26. WRITE TO CITY COUNCIL



### TIME NEEDED

- 1-2 hours

### RESOURCES & MATERIALS

- Role of local government (pg. 41)
- UNCRC (pg. 43)
- Contact information for city officials (see back cover for CNV contacts)
- Letter writing materials
- Optional: Computers for emails
- Optional: Local children's charter

### EXPAND IT

- Create a "Visual Storytelling" of the experiences in the letter (pg. 35)
- Apply for funding to implement some of the ideas using "If you had \$500" (pg. 23)

### CONNECT IT

- Have a showcase, posting the letters in a public setting
- Invite an elected official or city employee and have participants read out their letters
- Send the letters to your city

### BC CURRICULUM CORE COMPETENCIES

- Communication
- Social Responsibility
- Creative Thinking
- Personal Awareness and Responsibility

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# SCHOOL THE CITY

## RESOURCES

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<b>How cities work .....</b>	<b>page 41</b>
The role of local government	
City processes	
<b>Children’s rights in the city .....</b>	<b>page 43</b>
United Nations Convention on the Rights of the Child	
Children’s Charters	
Child-friendly city websites & field trips	
<b>Local community grants and funding .....</b>	<b>page 45</b>
Neighbourhood Small Grants	
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Images	
<b>About the City of North Vancouver and its inhabitants .....</b>	<b>page 46</b>
City boundaries	
The CNV Kids City Map	
Who lives in the City of North Vancouver?	
Early childhood well-being in the City	
Middle childhood well-being in the City	
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<b>More about CNV4ME Strategy .....</b>	<b>page 49</b>
Theme 1: Engagement	
Theme 2: Community Spaces	
Theme 3: Housing	
Theme 4: Program Delivery & Design	
Theme 5: Community Partnerships	

# How cities work

## The role of local government

In Canada, the Federal, Provincial and Municipal governments each have their own responsibilities. Sometimes it can be confusing to understand who does what. The resources below provide more information.

### How our City Works

[www.cnv.org/parks-recreation-and-culture/signature-events/kids-in-the-hall/how-our-city-works](http://www.cnv.org/parks-recreation-and-culture/signature-events/kids-in-the-hall/how-our-city-works)

The City of North Vancouver has put together an amazing resource How our city works. You can download the document or call City Hall at 604-985-7761 for copies.

### Video: Who Does What

[www.youtube.com/watch?v=AVE3OsR5W-o](http://www.youtube.com/watch?v=AVE3OsR5W-o)

An entertaining, easy-to-understand video explaining the three levels of government. The video comes from Ontario but is applicable across Canada.

### Video: The Levels of Government

[www.youtube.com/watch?v=7C8uDuhLqvg](http://www.youtube.com/watch?v=7C8uDuhLqvg)

Concise, easy-to-follow video providing a clear overview of the three levels of government in Canada, including responsibilities, structures and elected representatives at each level. The video delves into Regional Districts and Municipal-level government.

### Video: Local Government in BC

<https://www.youtube.com/watch?v=13kIEyBEUfk>

An in-depth video about the structure and role of local government in BC. Suitable for high school and post-secondary students or as a backgrounder for activity leaders.

### Parliament of Canada: Canada's System of Government

[lop.parl.ca/About/Parliament/Education/OurCountryOurParliament](http://lop.parl.ca/About/Parliament/Education/OurCountryOurParliament)

The Parliament of Canada website contains easy to understand information on the three levels of government in Canada. There are two interactive games visitors can play to learn more about how each level of government impacts their everyday lives.

## City processes

To make changes in the community, elected officials vote at municipal council meetings. Citizens can ask to make a presentation to Council via the Delegation Process. Below you can find more information on City of North Vancouver Council meetings, the Delegation Process and general information of local government structure and process.

### Council Procedure Bylaw

[www.cnv.org/your-government/council-meetings/delegation-process](http://www.cnv.org/your-government/council-meetings/delegation-process)

On this page, in the menu on the left-hand side, is a link to a pdf. This document explains how City of North Vancouver Council functions. It is a lengthy document with some difficult language but suitable for older youth and adults.

### Council Meetings

You can watch a CNV Council meeting or download the minutes to the meetings here:  
[www.cnv.org/Your-Government/Council-Meetings](http://www.cnv.org/Your-Government/Council-Meetings)

### Delegation Process

<http://www.cnv.org/your-government/council-meetings/delegation-process>

Delegation is the process whereby individuals appear before Council to make a presentation, enters a request for action, brings Council up to date on something or to provide further information on an issue currently before Council for a decision.

### Union of BC Municipalities (UBCM)

[www.ubcm.ca](http://www.ubcm.ca)

The Union of BC Municipalities (UBCM) published a series of Fact Sheets with easy-to-understand information on local government operations. There are a number of topics covered and they can provide useful background information for many of the activities. The site also includes information of youth engagement programs and best practices.

### Federation of Canadian Municipalities (FCM)

[fcm.ca](http://fcm.ca)

The Federation of Canadian Municipalities (FCM) website includes resources on local government structures and processes. The site also provides information on FCM programs addressing issues such as climate change, partnerships with Indigenous communities, women in local government and affordable housing.

# Children's rights in the city

## United Nations Convention on the Rights of the Child (UNCRC)

The UNCRC is the most widely ratified of all the United Nations Conventions. It is a universal agreement as to the minimum standards we all want for children 0-18 years of age. There are 54 articles and 3 optional protocols in the UNCRC. The rights can be grouped into 4 guiding principles:

1. **Non-Discrimination:** these rights apply to all children
2. **Life, Survival and Development:** these rights support basic needs, but also things that support a child's full development
3. **Best Interest:** our decisions should be in the best interest of the child
4. **Respect their views:** children have the right to a say in decisions that affect them

For younger children, we can group the rights into the "4 Be's". These parallel the guiding principles but are in child-friendly language.

Children have a right to:

1. Be safe
2. Be healthy
3. Be heard
4. Be yourself

A full list of the articles in the UNCRC can be found on the United Nations Human Rights website: [www.ohchr.org/en/professionalinterest/pages/crc.aspx](http://www.ohchr.org/en/professionalinterest/pages/crc.aspx)

The UNCRC is equally applicable across the globe. The Society for Children and Youth of BC has a child-friendly version of the UNCRC, plus posters, handouts and more. Visit [www.scyofbc.org/child-rights-information](http://www.scyofbc.org/child-rights-information)

There are also short videos about the UNCRC. "It's your Right" in Ireland made this 2-minute video: [vimeo.com/203109950](https://vimeo.com/203109950)

## Children's Charters

A children's charter is a document created with and for children. It embodies their rights in their words and draws on the United Nations Convention on the Rights of the Child. Charters are often brought to governments to endorse. Here are some examples:

### The North Shore Children's Charter

[www.cnv.org/-/media/city-of-north-vancouver/documents/city-publications/north-shore-childrens-charter.pdf](http://www.cnv.org/-/media/city-of-north-vancouver/documents/city-publications/north-shore-childrens-charter.pdf)

### Kamloops Children's Charter Rights

[makechildrenfirst.ca/about/kamloops-childrens-charter-rights](http://makechildrenfirst.ca/about/kamloops-childrens-charter-rights)

### Squamish Children's Charter

[seatoskykids.ca/childrens-charter](http://seatoskykids.ca/childrens-charter)

## Child-friendly city websites

**UNICEF** has great information on how to build a child-friendly city or community. There are case studies, Activity Kits and more.  
[childfriendlycities.org](http://childfriendlycities.org)

**Society for Children and Youth of BC (SCY)** is the leader of child-friendly cities in Canada. Their website offers measurement and planning tools to make spaces more livable for children and families.

[www.childfriendlycommunities.ca](http://www.childfriendlycommunities.ca)

Learn more about how cities work with a visit to:

- City Hall
- your local public library
- your local public works yard
- municipal or regional parks

Visit [cnv.org](http://cnv.org) or send an email to [info@cnv.org](mailto:info@cnv.org) to find out more about field trip opportunities in the City of North Vancouver

# Local community grants and funding

Some municipalities and foundations offer grants for citizens to organize local projects. Here are some examples:

## Neighbourhood Small Grants

The **Vancouver Foundation** partners with many local groups to offer “Neighbourhood Small Grants”. Check their website to see if your community participates.  
[neighbourhoodsmallgrants.ca](http://neighbourhoodsmallgrants.ca)

## City of North Vancouver (CNV) Grants

The “**Youth initiated Projects or Events**” grant allows youth to apply for up to \$500 to fund their idea. [www.cnv.org/city-services/planning-and-policies/grants-and-funding/children-and-youth-initiatives-fund](http://www.cnv.org/city-services/planning-and-policies/grants-and-funding/children-and-youth-initiatives-fund)

The “**Living City Grant**” is open to service clubs and provides up to \$15,000 for projects that support the social and environmental sustainability of CNV.  
[www.cnv.org/your-government/living-city/grants-and-awards/living-city-grant](http://www.cnv.org/your-government/living-city/grants-and-awards/living-city-grant)

The “**Violence Prevention in Schools Grant**” goes to one school in School District 44 each year. [www.cnv.org/city-services/planning-and-policies/grants-and-funding/violence-prevention-in-schools-grant](http://www.cnv.org/city-services/planning-and-policies/grants-and-funding/violence-prevention-in-schools-grant)

NVCL’s “**Library Small Grants**” program provides seed money to support creative opportunities for community-led projects, events and initiatives that promote learning, understanding and friendship among our city’s diverse residents. [www.nvcl.ca](http://www.nvcl.ca)

## Images

Many of the activities suggest using images to spark ideas and conversation. When choosing images, be aware of copyright infringement. Here are some great sources of copyright free or limited copyright images. Remember to use the appropriate attribution of image sources, as requested on the image/website.

- [compfight.com](http://compfight.com)
- [pexels.com](http://pexels.com)
- [unsplash.com](http://unsplash.com)
- [openclipart.org](http://openclipart.org)
- [pixabay.com](http://pixabay.com)

# About the City of North Vancouver and its inhabitants

## City boundaries

Metro Vancouver's North Shore includes: the City of North Vancouver, the District of North Vancouver, the District of West Vancouver, Tsleil-Waututh Nation and Squamish Nation.

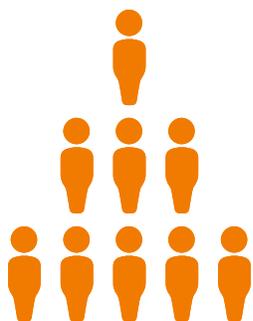
Within the North Shore is an area both locals and non-locals refer to simply as North Vancouver. However, the area is actually made up of two distinct municipalities: the City of North Vancouver and the District of North Vancouver. When traveling through the area, the boundaries are not always clear.

The City of North Vancouver has created an interactive map online. You can find it here: [gisapp.cnv.org/apps/CityMAP](http://gisapp.cnv.org/apps/CityMAP) This map allows you to explore the City and various infrastructure. The cycling paths are marked out, as are electric vehicle charging stations, parks, streams and much more.

## The CNV Kids City Map

The City has created an interactive map designed especially for kids and families to explore the City by foot, bike or bus. There are puzzles to solve, things to find, and new places to discover. You can find the maps on CNV4ME website at [www.cnv.org/cnv4me](http://www.cnv.org/cnv4me) or call the City Reception: 604-985-7761.

## Who lives in the City of North Vancouver (CNV)?



The City of North Vancouver is home to approximately 53,000 people.

In 2015, there were 12,550 children and youth under the age of 25 living in the City, accounting for almost one-quarter of the total population (2016 Census).

## Some facts about City of North Vancouver children, youth and families

- 58% of families in the City are living with children
- 31% of families with children are headed by lone-parents, the highest percentage of lone-parent families among the 5 North Shore municipalities
- 19% of children aged 0-17 years live in low-income households
- Just over 2% of individuals in the City reported having an Aboriginal identity
- 31% of the City's residents reported belonging to a visible minority group
- 38% of people living in the City are first generation immigrants
- 53% of the City's households own their home, while 47% are renters
- Over one-quarter (27%) of home owners and almost half of renters (46%) report spending more than 30% of their income on shelter costs

Source: Census 2016

## Early childhood well-being in the city

One of the key ways researchers, City staff and other community partners measure the well-being of young children 5 and under is the Early Development Instrument (EDI). The EDI is a questionnaire, completed by Kindergarten teachers for each student the school district, that measures five core areas of early childhood development. The areas of well-being the EDI looks are physical, social, emotional, language and communication. Without additional support, children who are found to be vulnerable on one or more areas of the EDI may be at risk of future challenges in school and society.

The North Vancouver School District has been collecting EDI data since 2004 and the most recent data is from the 2013-2016 Wave 6. Two of nine neighbourhoods represented in the North Vancouver Community Profile, are located within the City: Lonsdale and Grand Boulevard-Moodyville. The data shows that 39% of children in the Lonsdale neighbourhood and 21% of those in Grand Boulevard-Moodyville are vulnerable on one or more areas of the EDI. The Lonsdale neighbourhood has consistently had the highest levels of early childhood vulnerability on the North Shore, across all Waves of the EDI. Early childhood well-being remains a concern in the neighbourhood with vulnerability on each developmental scale being higher than both the North Shore and provincial average.

## Middle childhood well-being in the City

The middle years (ages 6 to 12) are a key time of transition for children. Children become more conscious of themselves and their identities, are more aware of social customs and interactions, seek more freedom and autonomy and expand their capacity for abstract thinking. It is also a time when social connections to peers, non-parent adults and the community become an important part of children's lives.

While we don't have population-level data on the middle-years for the City, the Human Early Learning Partnership (HELP) at UBC has been monitoring the well-being of school-aged children in BC via the Middle Development Instrument (MDI). The MDI is a self-administered survey of Grade 4 and 7 students in schools across the province. The latest MDI data shows that provincially, only 45% of children can be seen as thriving. The MDI also measures the outside factors – or assets – that can support children's positive development and well-being. These assets include: adult relationships at school, home and in the neighbourhood; positive peer relationships and belonging; healthy sleep and nutrition habits; and participation in positive after-school activities. Each of these assets are considered actionable, in that communities and schools can work together to support asset development and create neighbourhoods where children can thrive.

## Youth well-being in the City

Findings from the 2013 BC Adolescent Health Survey showed that most youth in North Shore and Coast Garibaldi health region reported:

- good physical and mental health
- being connected to their family, school and community
- having positive plans for the future
- engaging in health promoting behaviours.

When compared to their peers across the province, North Shore students were more likely to have healthy eating habits and be involved in organized and informal sports (such as road hockey, hiking and skateboarding) on a weekly basis. 84% of local youth used public transit, higher than the provincial rate. Youth who were dependent on transit to get to school were more likely to have missed out on extracurricular activities (because they could not get there).

Local students were able to report the presence of many protective factors in their lives. For example, more local students reported feeling connected to their community. 46% reported that they felt quite a bit or very much connected to their community, which was higher than what was seen across BC (39%). There were many benefits associated with feeling like a part of their community. For example, these youth were more likely to report good or excellent mental health and overall health and were more likely to feel good about themselves and their abilities. Feelings of safety were also higher than the provincial rate. 74% of local youth reported always feeling safe in their neighbourhood during the day, and 39% reported feeling safe at night. 27% percent of youth who used public transit always felt safe doing so.

## More about CNV4ME

Within the CNV4ME strategy, the City of North Vancouver has defined five themes, each with specific goals, focus areas and action items. These can be used to provide background information for the activities or to tailor activities to the work the City is currently doing. We have included some possible discussion questions connected to each theme.

In the activity overview section on pg. 11, you can see which activities are most suitable for each theme. It is up to you to decide which theme is of interest to your classroom/group. Remember, you are not limited to these themes.

The five themes are explained in more detail on the following pages. They are:

1. Engagement
2. Community Spaces
3. Housing
4. Program Delivery & Design
5. Community Partnerships

A detailed list of the action items can be found online in the CNV4ME report. [issuu.com/cityofnorthvancouver/docs/cnv4me\\_report\\_-\\_final\\_2014](http://issuu.com/cityofnorthvancouver/docs/cnv4me_report_-_final_2014)

## Theme 1: Engagement

**Goal:** To increase opportunities for children, youth, emerging adults and families to become involved in shaping their community.

The focus areas of Engagement are:

1. Supporting the Development of Engaged Citizens
2. Consultation (of children, youth, emerging adults and families)
3. Engagement Through Giving Back

This Activity Kit is part of the City's Engagement work. All of the activities listed within the Activity Kit support the focus area of **Supporting the Development of Engaged Citizens**. When you bring the results of the activities back to the City, you are supporting the focus area of **Consultation**.

Within the theme of Engagement, the City wants to know:

- How should the City support the development of engaged citizens?
- What are some new ways for the City to consult with children, youth, emerging adults and families?
- What type of activities or programs could empower citizens to participate in civic life?

For example, maybe youth want an online platform to provide feedback to the City, or families may want tours of city hall and colouring books that explain how city hall works. Or maybe your group has ideas on how to motivate citizens to take care of the local environment, to engage in art practices, to volunteer or to expand leadership opportunities. All of these ideas can be shared back with the City.

## Theme 2: Community Spaces

**Goal:** To ensure community spaces and the surrounding environments provide residents with various opportunities to easily connect with one another.

The focus areas of Community Spaces are:

1. Public Gathering Spaces
2. Private Gathering Spaces
3. Playgrounds
4. Walkable and Accessible Neighbourhoods

Within the theme of Community Spaces, the City wants to know:

- How can we increase the number of people using the Civic Plaza?
- Where should the City create outdoor public seating and covered areas for gathering?
- What would make a good youth space for socializing and other activities?
- What would make a good community living room and where should it be?
- What types of public spaces promote interactions with your neighbours?
- What makes a playground appealing?
- What makes people more physically active in a park or playground?
- What makes a good pocket park (mini park)?
- Which intersections need safety improvements?
- What would help children, youth and families walk more in the City?
- What would help children, youth and families access trails more often?

For example, maybe your group believes that there should be more community gardens, that climbing structures make playgrounds better or that they want improved signs for the trails. All of these ideas can be shared back with the City.

## Theme 3: Housing

**Goal:** To support the creation of affordable housing that meets the needs of older youth, emerging adults and families.

The focus area of Housing is:

### 1. Affordable Housing for Families and Older Youth/Emerging Adults

Within the theme of Housing, the City wants to know:

- In multi-family dwellings, what would help neighbours connect with each other?
- What are some creative ideas for providing more affordable housing for families, older youth and emerging adults?

For example, maybe your group thinks there should be rooms that run recreation programs in apartment buildings or rental housing where some rooms are private (like bedrooms) and other rooms are shared (like recreation rooms and kitchens). All of these ideas can be shared back with the City.

## Theme 4: Program Delivery & Design

**Goal:** To support the development and delivery of a range of high-quality programs and initiatives that can be easily accessed by children, youth, emerging adults and families.

The focus areas of Program Delivery & Design are:

1. Recreation and Culture Programs
2. (Youth) Employment Skills
3. Inclusion and Access
4. Advocacy
5. Marketing and Communication

Within the theme of Program Delivery & Design, the City wants to know:

- What would help people learn about the importance of free play or the availability of the Recreation Access Program, and/or the Connect for Kids website?
- What makes a drop-in program at a park fun?
- What spaces could be used to provide programs?
- When is the best time for children, youth and families to do recreation and cultural programs and what types of programs are most interesting?
- Where and how would children, youth and families like to showcase their creativity?
- What kind of work experience would youth and emerging adults like to try?
- What types of things would youth and emerging adults want to do at a career fair, who would they want to talk to and what would they want to learn about?
- How can we be sure people with language barriers learn about all of the opportunities open to them?
- How can we better include individuals who have language or other barriers to participating?
- How can citizens support advocacy efforts (like additional funding from other levels of government) that support affordable childcare, increased mental health services, employment initiatives, and/or services and supports for youth transitioning out of care?
- How do families and youth want to learn about the programs, services and opportunities available to them in the City?

For example, maybe your participants have an idea about improving the youth website or want to run a public awareness campaign. All of these ideas can be shared back with the City.

## Theme 5: Community Partnerships

**Goal:** To continue to foster a highly collaborative environment in which partners work together to achieve positive outcomes for children, youth, emerging adults and families.

The focus area of Community Partnerships is:

### 1. Supporting Collaboration (between agencies)

Within the theme of Supporting Collaboration, the City wants to know:

- What can be done to better include all children and youth in the community?
- In what area of City planning are children, youth and families interested in having ongoing input?
- Are there areas where people who work in organizations serving children and youth or people who work for the City need more training on how to engage or advocate for children, youth and families?
- What would help different organizations and the City learn about each other's programs, services and events so that their employees can better support children, youth, and families?

For example, maybe your group has an idea for a peer mentorship program to better include all children and youth or want to form a youth advisory committee for their neighbourhood. All of these ideas can be shared back with the City.

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# SCHOOL THE CITY

## HANDOUTS

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Activity 1, Budget Games ..... pages 56-58

Funding Proposals

Cutting Sheet

Tracking Sheet

Activity 3, Blocks and Lots ..... pages 59-60

Instructions

Activity 5, City Anthem ..... page 61

Lyrics to O Canada

Activity 14, Places to Play Book ..... pages 62-65

Various Templates

Activity 19, The Great Debate ..... page 66

Debate Statements

Activity 22, Visual Storytelling ..... pages 67-70

Various Templates







# BLOCKS AND LOTS: INSTRUCTIONS



## Supplies

Game board (1)

The game board has a pathway around the outside and blocks in the middle. Each 'block' is black and made of 8 'lots'. You will add 'round tokens' onto the lots as you play the game.

Factory (1)

At the beginning of the game, the factory must be placed on the block between Galbi and Empanada Avenue. The factory owner chooses which two lots the factory covers.

Instruction cards (6)

These cards remind you how to play the game and the symbolism of each round token.

Community Goal Cards (4)

These cards explain the community goal. Your community goal might change during the game.

Character cards (5)

This card tells you your personal goal to win the game. You can share this information with other players if you want or you can keep it a secret.

Pieces (5)

The pieces are your 'characters'. This is what you move around the pathway on the board.

Round Tokens (lots!)

Each colour token represents something different. The details are listed on the 'Instruction cards.' You won't need all the round tokens. Some colours are only part of the game if you pick up the corresponding chance card.

Chance cards (lots)

You pick up a chance card when you land on a pink space. You don't have to use the card unless it says so. You can keep it for later in the game or never use it.

# BLOCKS AND LOTS: INSTRUCTIONS

## Goals

- There is a community goal plus everyone has their own personal goal.
- It is possible to end the game with everyone losing.
- The community goal must be met at the end of the game for there to be a winner.
- If there is a winner, it is the person who reached their personal goal with the most points (assuming the community goal was also met)
- Points are calculated using the information on your character card.

## How to Play

Take turns according to the below instructions.

### Moving around the board

Using the dice, advance your piece along the grey pathway (pathways goes around the outside of the game board).

### Landing on a grey space

When you land on a grey space it tells you how many tokens you can place on the lots. You can choose which colour tokens you want to use. You can also decide which lots to place the tokens on. You can add multiple tokens onto one lot or spread the tokens out onto multiple lots. Make sure to stack the tokens on top of each other. It's important to know which token was placed first.

### Landing on a pink space

When you land on a pink space, pick up a chance card. You don't have to use the card unless it says you must (or you want to use it).

### Passing 'Community Goal' space

When the first person passes (or lands on) the community goal space, a community goal is chosen at random and read out to everyone. Everyone is now responsible for reaching the community goal.

Optional: You can choose to pick a new goal if someone else lands on this space or you can continue with the original community goal.

### Ending the game

When the first person reaches the end, they get a last turn to place tokens. The number of tokens they get is equal to their role of the dice. Then everyone else gets one more turn. During this round, feel free to negotiate with people. For example, you can offer to move your tokens that are already on the board if they are willing to do something for you as well. Try to reach both the community goal and your personal goal. If you reach your community goal, you may have a game winner. See who reached their personal goal and how many points they have.



# O Canada

O Canada!

Our home and native land!

True patriot love in all of us\* command.

With glowing hearts we see thee rise,  
The True North strong and free!

From far and wide,  
O Canada, we stand on guard for thee.

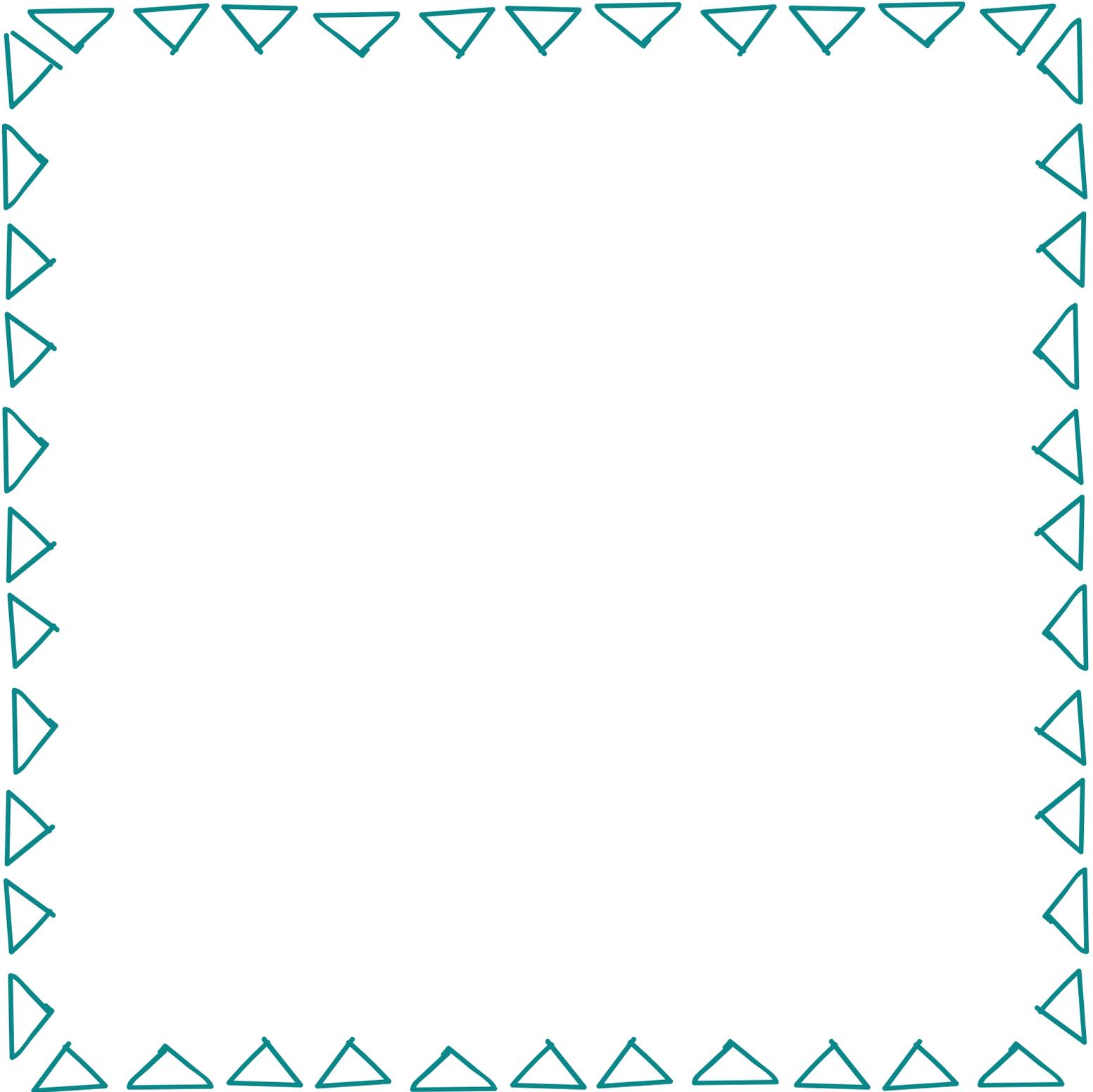
God keep our land glorious and free!  
O Canada, we stand on guard for thee.

O Canada, we stand on guard for thee.

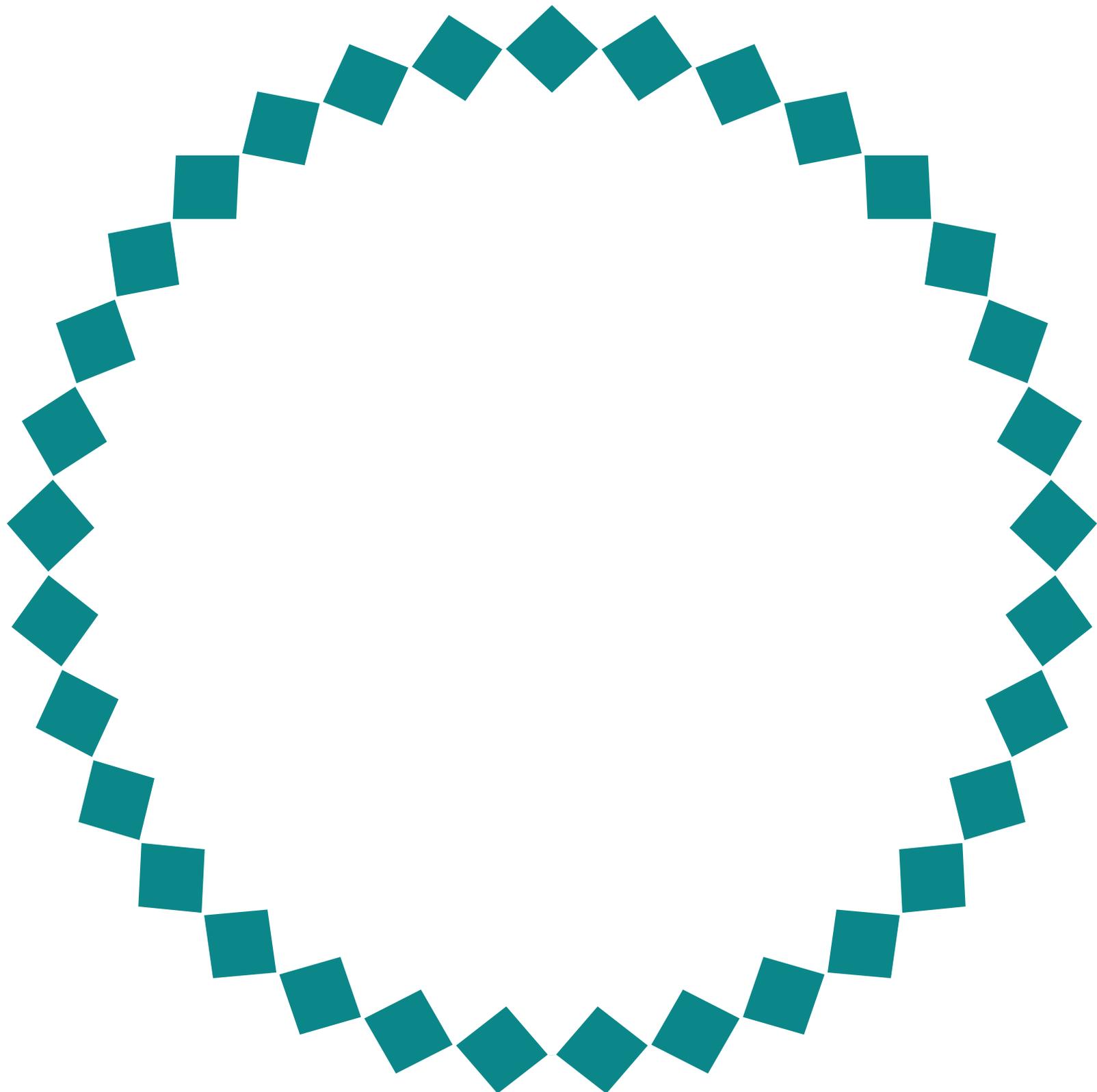


On January 31, 2018 legislation was passed to change the English lyrics from “True patriot love in all thy sons command” to “True patriot love in all of us command,” to make it gender neutral.

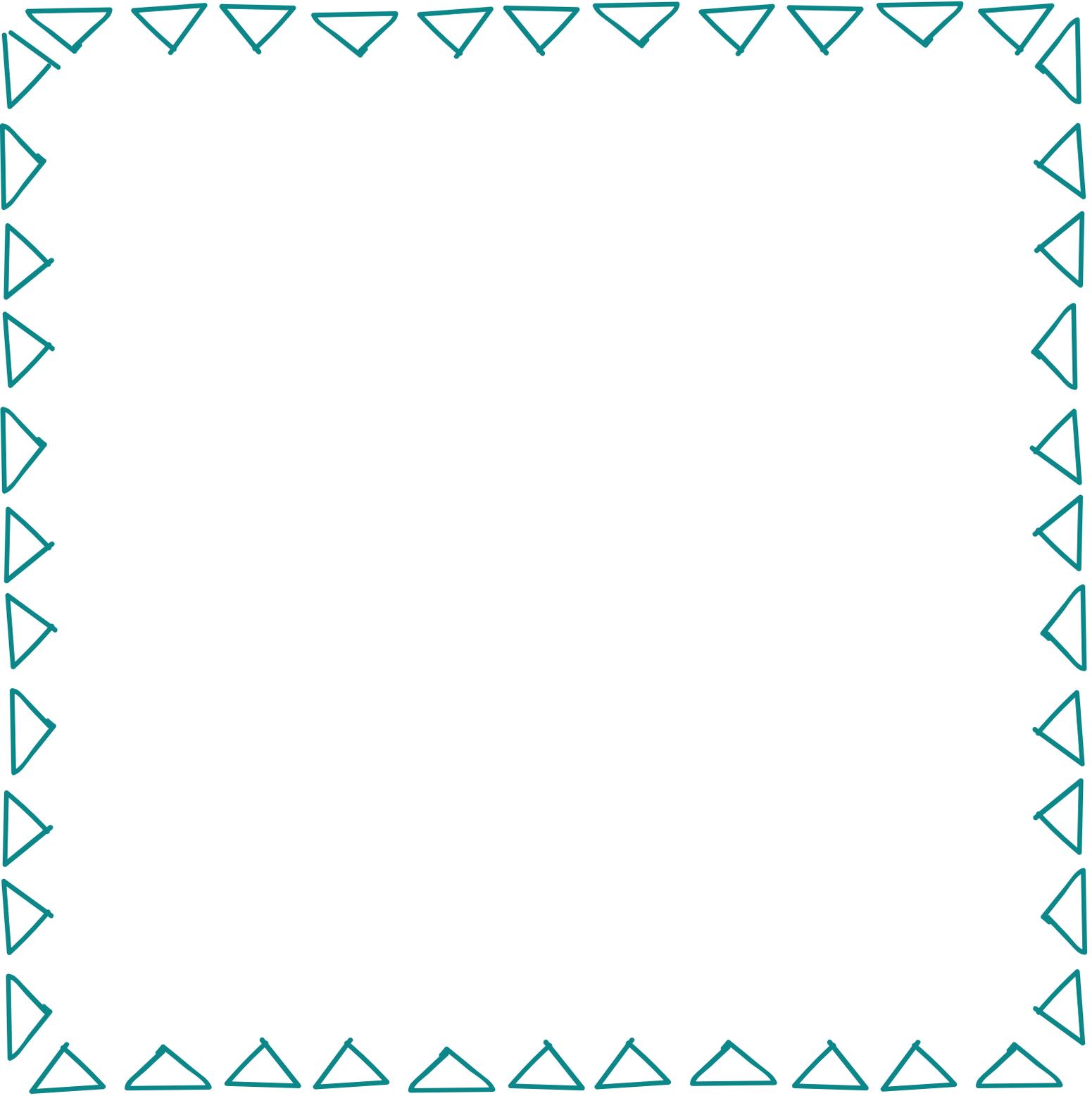
# MY FAVOURITE PLACE TO PLAY



# MY FAVOURITE PLACE TO PLAY



# MY FAVOURITE PLACE TO PLAY



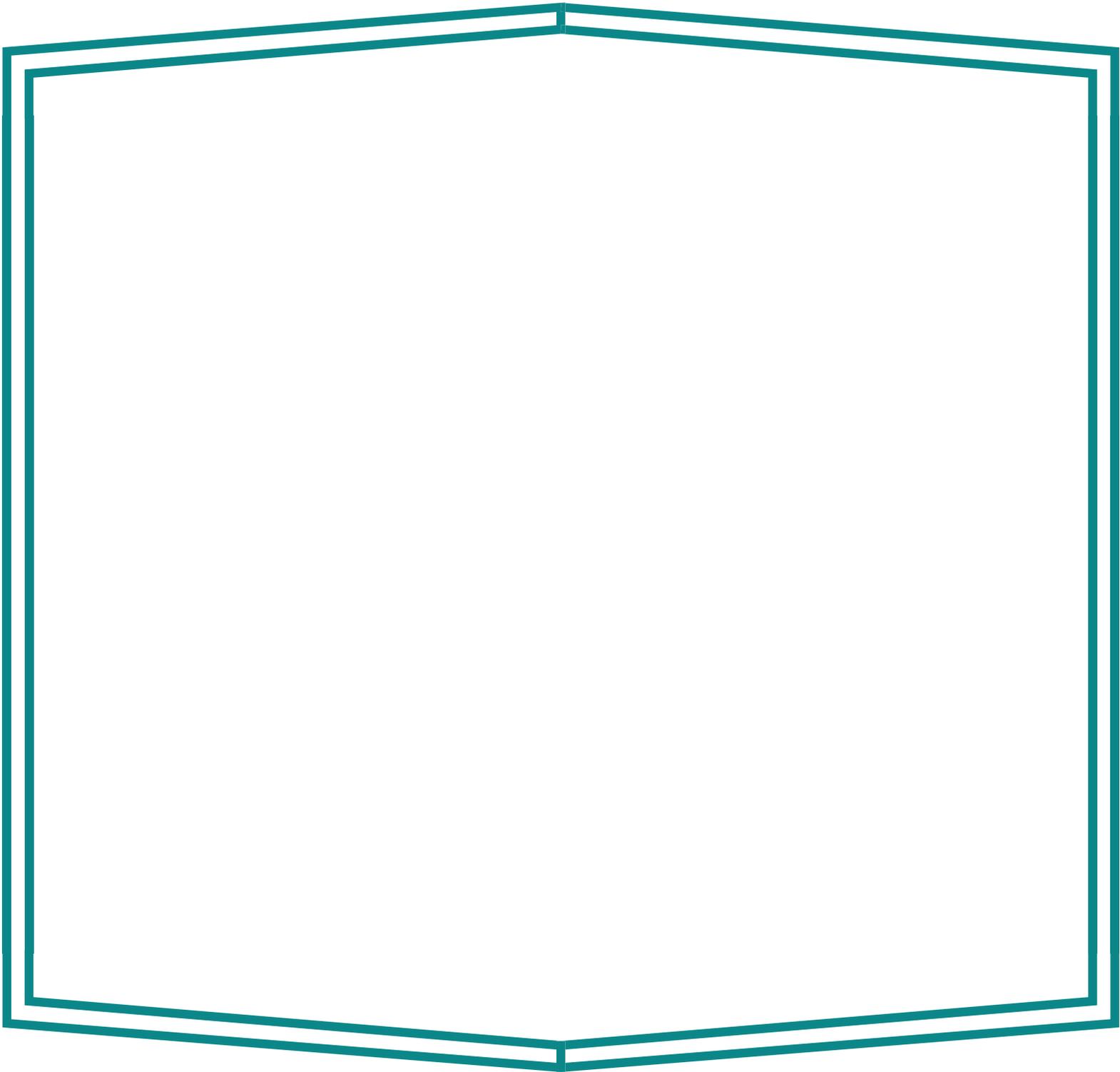
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# MY FAVOURITE PLACE TO PLAY



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# DEBATE STATEMENTS

## Housing

- Housing is a basic human right
- Encouraging density by building more apartments is better than building more single-family houses
- The government should do more to make housing affordable for low-income families and individuals, even if it means higher taxes for higher-income families and individuals
- Housing prices should be left up to the free market. They will balance out on their own

## Community planning

- The most important thing when building a community plan is making sure there is equality and everyone can afford to live and play there
- The most important thing when building a community plan is making sure there is a strong economy where businesses and industry can thrive
- The most important when building a community plan is sustainability and taking care of the environment
- The most important when building a community plan is being able to attract young families

## Transportation

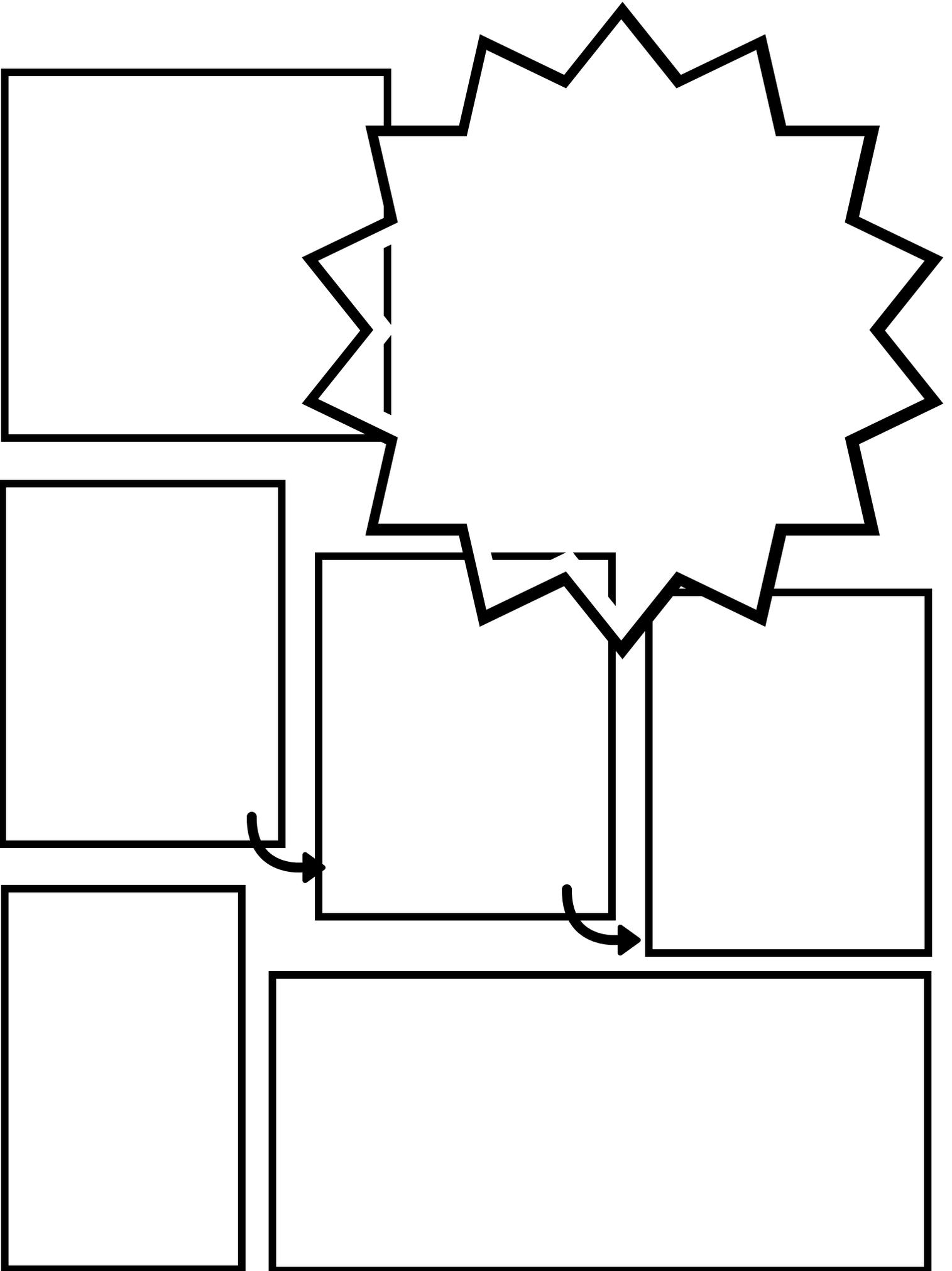
- Public transportation should be free for children under 18
- Communities should build less parking lots and parking spots in order to encourage people to walk, bike or take the bus
- Tax dollars should not go to building designated, protected bike lanes

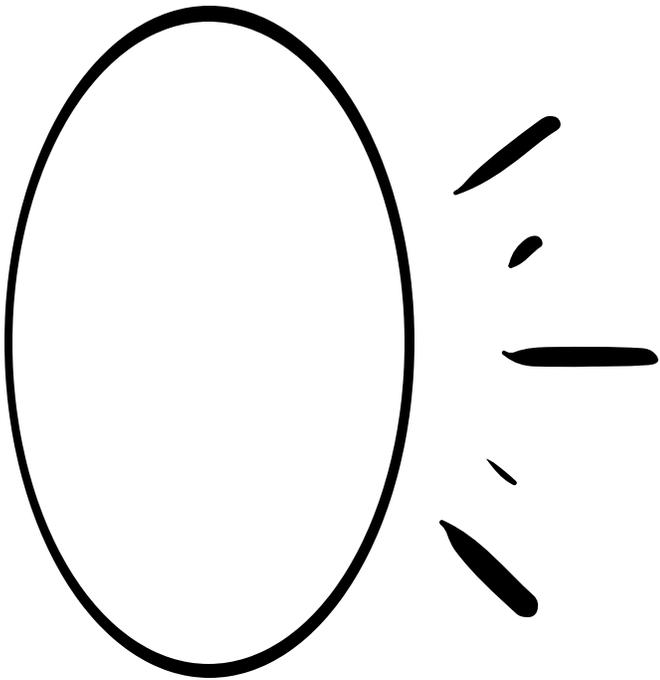
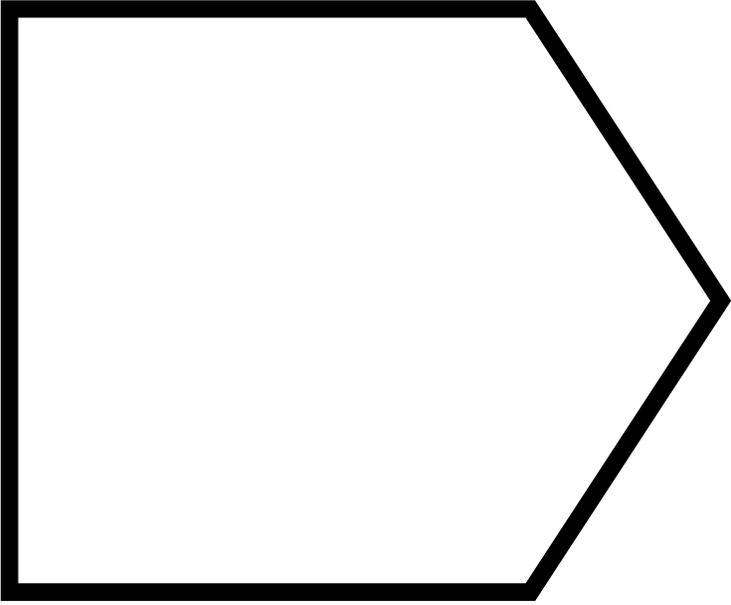
## Laws & Rights

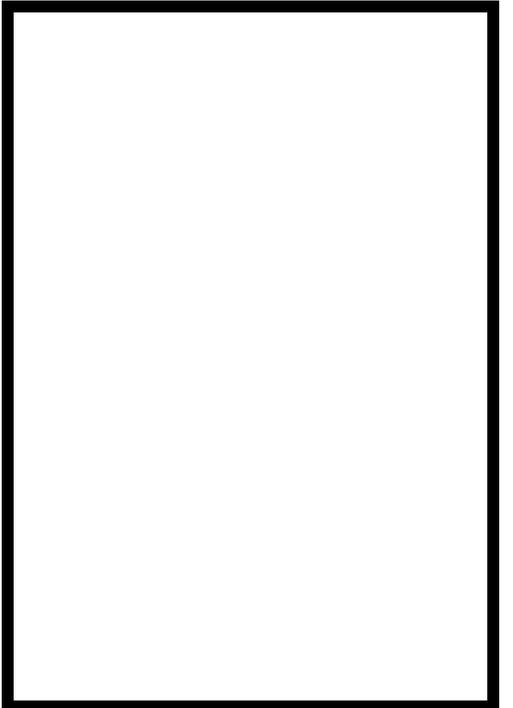
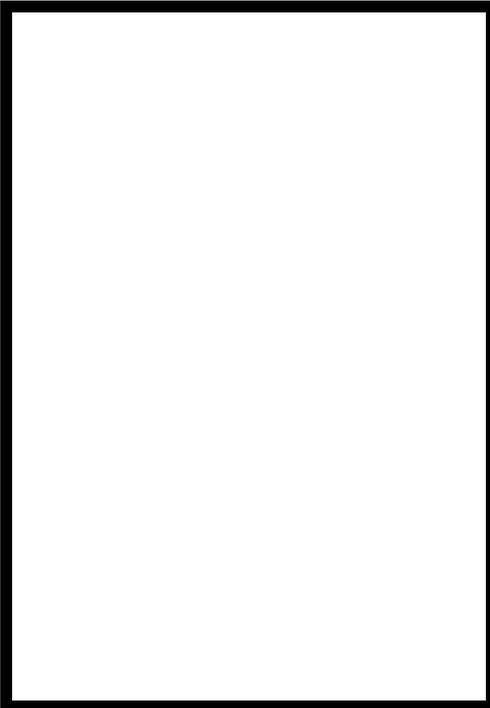
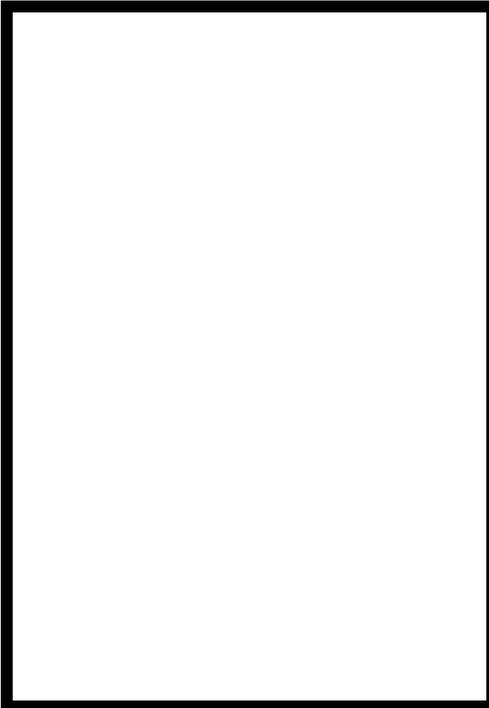
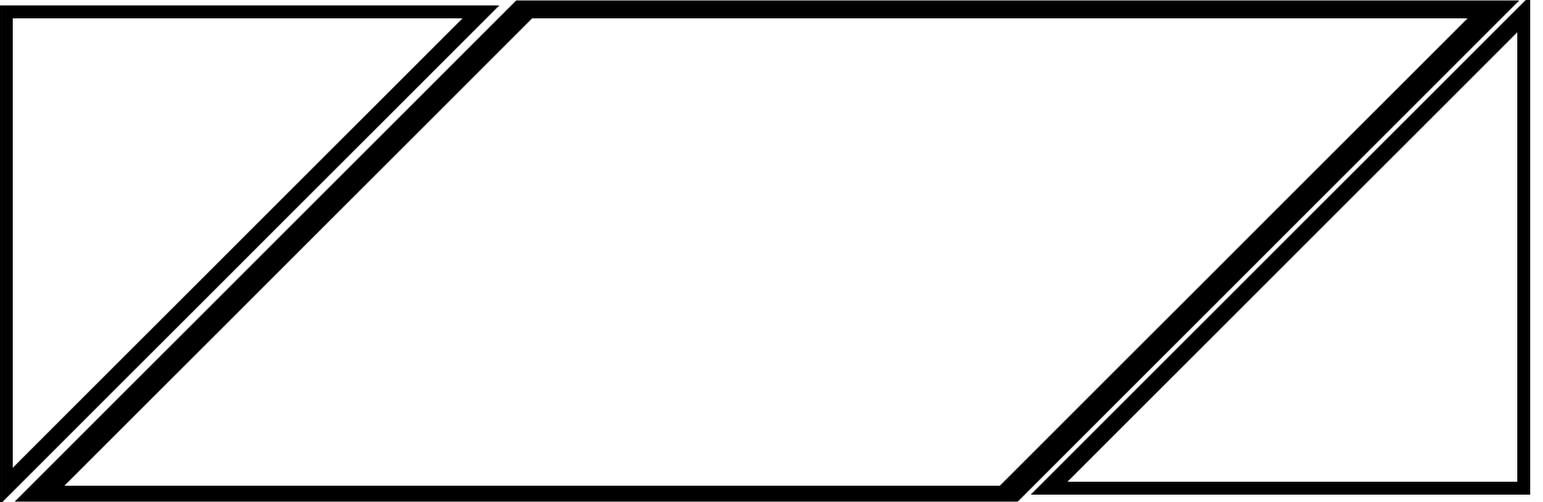
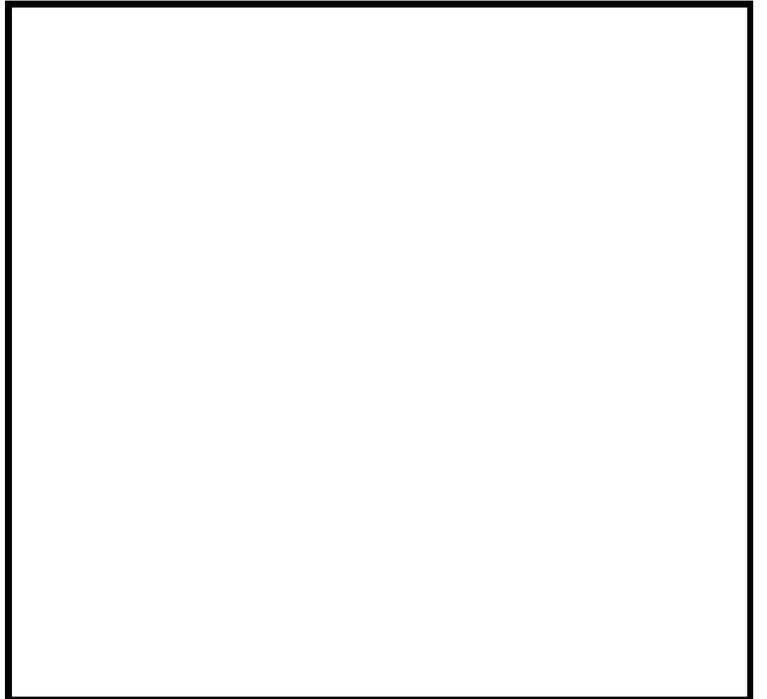
- Local governments should have greater control over what citizens are able to do or not do in public spaces
- People should only have a right to have a say in community decisions that directly affect them
- People should be willing to give up some personal freedoms in order to protect the safety of the community as a whole

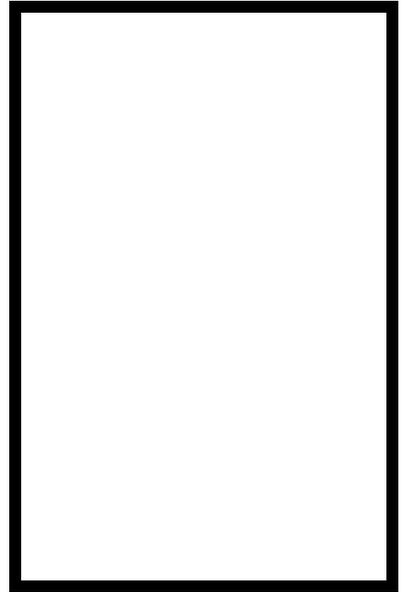
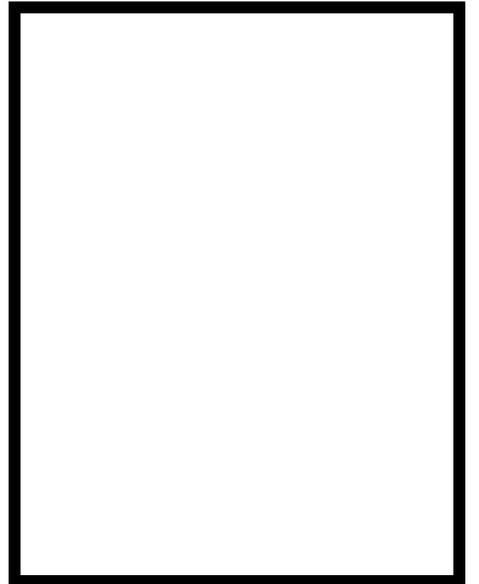
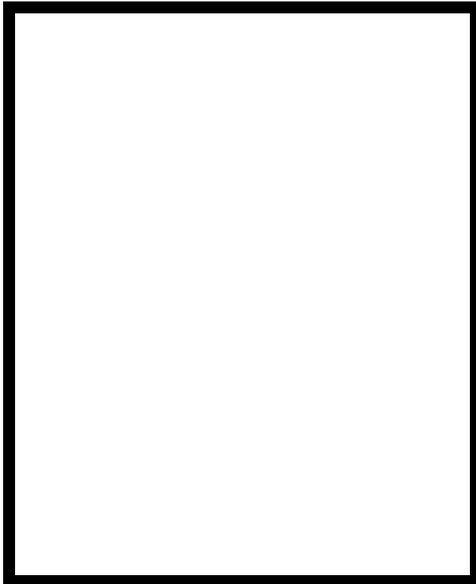
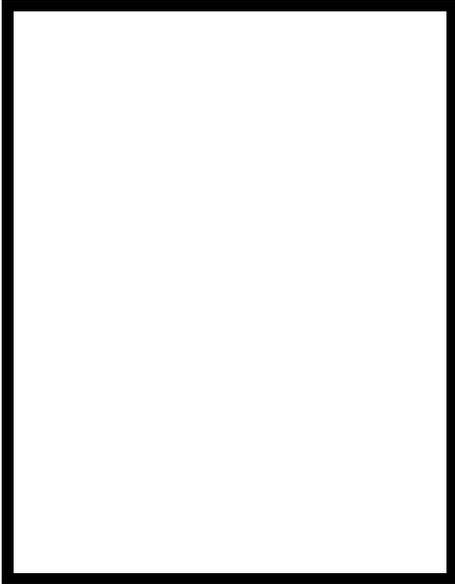
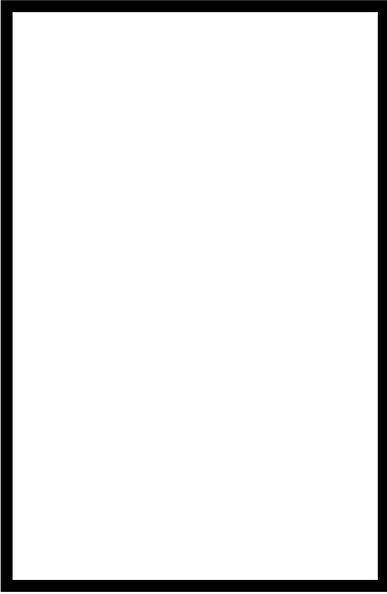
## Arts & Culture

- Graffiti should be recognized as public art
- Official community events should aim to be culturally neutral and not celebrate specific holidays









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# SCHOOL THE CITY

## BOOKLIST

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### Pre-Kindergarten - Grade Seven

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# Books for Pre-Kindergarten through Grade 7

## The people in my community

These books are about how the people in my community engage and interact with each other.

### Pre-Kindergarten

**Beaver is Lost** by Elisha Cooper (Preschool picture book)

In this nearly wordless picture book, a young beaver is accidentally separated from his family. Follow Beaver as he's chased by a dog, and even finds himself in the middle of a busy city street.

**Come Home, Angus** by Patrick Donnes (Preschool picture book)

Little Angus wakes up angry and decides to run away from home when his mother scolds him for being rude-but he is very soon lost, hungry and more than a little frightened.

**Crocs at Work ...** by Robert Heidbreder (Preschool picture book)

This Vancouver author tackles the world of work with laughter and poetry.

**Little House, Little Town** by Scott Beck (Toddler picture book)

Simple, lyrical text and engaging illustrations take young children on a tour of life for a mother, father and baby living in a cozy house in a lovely little town.

**Most People** by Michael Leannah (Preschool picture book)

The world can be a scary place. Anxious adults want children to be aware of dangers, but shouldn't kids be aware of kindness too?

**Tinyville Town: I'm a Mail Carrier** by Brian Biggs (Baby board book)

Rita the mail carrier makes sure everyone gets their mail, rain or shine.

Also: **Tinyville Town: I'm a Librarian**

**Tinyville Town: I'm a Police Officer**

**Where is Mouse Woman?** by Gryn White (Baby board book)

Mouse Woman is a tiny busybody that is featured in many traditional Haida stories. She offers great wisdom and sound advice to young people and helps to restore balance and order in the world.

**Zoe's Year** by **Barbara Reid** (Baby board book)

Join Zoe and her parents in a celebration of the seasons and all that they have to offer!

## Kindergarten - Grade Three

**I See You** by **Michael Genhart** (K-3 Picture book)

A wordless picture book that depicts a homeless woman unseen by everyone and everything around her, except by a little boy.

**Mutt Dog?** by **Stephen M. King** (K-3 Picture book)

A lonely dog finally finds a home after he makes friends with a woman who works at a homeless shelter.

**Okay Kevin** by **James Dillon** (K-3 Picture book)

Struggling with reading, Kevin discovers that everyone learns at different speeds and excels in different areas.

**On our Street: our first talk about poverty** by **J. Roberts** (K-3 362.5 Rob)

A gentle introduction to the issue of poverty, On Our Street explores the realities of people living with inadequate resources.

**The Man with the Violin** by **Kathy Stinson** (K-3 Picture book)

Dylan is swept away by the beautiful music that fills the air as crowds of oblivious people hurry past.

**What Makes Us Unique?** by **Jillian Roberts** (K-3 305.8 Rob)

An accessible introduction to the concept of diversity, teaching children how to respect and celebrate people's differences and that ultimately, we are all much more alike than we are different.

**Whose Hat is This?** By **Sharon Katz Cooper** (K-3 391.43 Coo)

Put on your thinking cap and guess whose hat is whose. A great introduction to some important jobs in the community in the form of an occupational guessing game.

## Grades Four - Seven

**A is for Activist** by **Innosano Nagara** (grades 4-7 303.372 NAG)

A book written and illustrated for the next generation of progressives: families who want their kids to grow up in a space that is unapologetic about activism, environmental justice, civil rights, LGBTQ rights and everything else that activists believe in and fight for.

**All You Need is Love** by **Shanni Collins** (grades 4-7 306.85 COL)

All families come in different shapes and sizes, but they are all special when they love and respect each other. These rhyming stories are a celebration of the diversity of families and encourage inclusion and acceptance in a child's relationships.

**The Day I Became a Canadian** by **J. Bannatyne-Cugent** (grades 4-7 323.62 BAN)

On a snowy morning, little Xiao Ling Li and her parents are about to take part in a ceremony-one that will make them Canadian citizens. To record the day for her new brother or sister, she decides to keep a scrapbook to treasure the day.

**Refugees and Migrants** by **Ceri Roberts** (grades 4-7 304.8 ROB)

What does it mean to be a refugee--or a migrant? Why would people leave their homes? It answers kids' questions, offers reassurance and empowers them with ways they can help those affected.

**Sally** by **Chris Nihmey** (grades 4-7 Parent/Teacher NIH)

Life takes twists and turns, ups and downs, and you will never know what road you will take or where it will lead you. Sally is the story of the relationship between a homeless woman named Sally and a young man named Tom.

## The places & things in my community

These books include things about the spaces and places in our community and beyond. They cover topics like cityscapes, nature, buildings, scenery, parks and gardens.

## Pre-Kindergarten

**Animal World: with Northwest Coast Native art** by **Ben Houstie** (Baby board book)

Animals are an important part of Indigenous culture and are honoured and respected in our stories, songs, dances and ceremonies. We are taught to observe them and learn about their individual attributes that makes them unique.

**Blue Boat by K. R. Hamilton** (Preschool picture book)

When a family is stranded at sea, there is only one rough, tough tugboat that can save them. Blue Boat!

**Bus Stops by Taro Gomi** (Baby board book)

A bus follows its daily route through the town, discharging and taking on a variety of passengers.

**Chuck in the City by Jordan Wheeler** (Preschool picture book)

Chuck and his mom are heading to the city to visit his grandmother in her new condo. He knows he shouldn't wander off, but the lure of the lively city streets proves too much for a curious little boy to resist.

**Creatures of the Sea by Carroll Simpson** (Baby board book)

A colourful board book inspired by the traditional cultures of the west coast of British Columbia. This book will enchant young children and instill a natural curiosity about the watery world around them.

**Dig, Dogs, Dig by James Horvath** (Preschool picture book)

Top dog Duke leads a busy work crew to a new construction site. All sorts of dogs have plenty to do before the day is out. But what happens when they find something unexpected buried deep in the ground?

**The Digger and the Flower by Joseph Kuefler** (Preschool picture book)

Each day, the big trucks go to work. They scoop and hoist and push. But when Digger discovers something growing in the rubble, he sets in motion a series of events that will change him, and the city.

**The Ferry Boat Ride by Robert Perry** (Baby board book)

The author takes you on a ferry ride along the magical BC coastline. On the trip, children will enjoy spotting seagulls, lighthouses, kayaks, tugboats, sailboats and whales before pulling up at the dock and waving goodbye to the ferryboat.

**A Few Blocks by Cybele Young** (Preschool picture book)

Ferdie doesn't want to go to school, but fortunately his imaginative older sister Viola paves the way. She starts by urging him to put on his rocket blaster boots, which enable him to leave the house.

**Going to a Park by Rebecca Rissman** (Preschool 371.384 RIS)

This book teaches readers about what field trips are, why people take field trips, and what you can learn from a field trip to a park.

**Good Morning, City by Pat Kiernan** (Preschool picture book)

A picture book about how the different inhabitants of a city wake up and start their day.

**Goodnight World: animals of the Native Northwest** (Baby board book GOO)

Birds singing each other to sleep ... Frogs croaking in the night ... Owls keeping watch through the night. All of creation says: "Goodnight". Dozens of Indigenous artists have been generous in sharing their art for this beautiful book.

**The Green Line by Polly Farquharson** (Preschool picture book)

We follow a child's path on a walk to and through a park. Photographs accent the walk's highlights-such as blossoms on a tree, flowers growing through a fence, a grassy hillside for rolling down, clouds in the sky, a friendly dog, rain splashing in puddles, and much more.

**In My Neighborhood by Mari Schuh** (Preschool 307.3362 SCH)

This book introduces basic community concepts related to neighborhoods including location, things in a neighborhood and different types of neighborhoods.

**In the Town by K. Bryant-Mole** (Preschool 307.76 BRY)

Identifies things found in towns and cities including stores and other buildings, busses and trains, items to buy such as food and toys, playgrounds, museums, signs and even wildlife.

**The Library Book by Tom Chapin** (Preschool picture book)

This picture book celebrates the magic of reading and of libraries.

**Little Excavator by Anna Dewdney** (Preschool picture book)

Little Excavator wants to help the big rigs transform a vacant lot into a neighborhood park, but he is too small to get the job done! That is, until he finds a job that is a perfect-sized task.

**My Bike & My Bus by Byron Barton** (Toddler picture book)

Two picture books about vehicles and things that go.

**Picture a Tree by Barbara Reid** (Preschool picture book)

Picture a tree from every season and from every angle. These wondrous beings give shade and shelter. They protect, and bring beauty to any landscape.

**Rocky Mountain ABCs by Jocelyn Asnong** (Baby board book)

All aboard for a colourful adventure through the magical landscape of the Canadian Rockies!

**Sharing Our World: animals of the Native Northwest Coast** (Baby board book SHA)

Each First Nations artist has shared the importance of their personal and cultural relationship to the natural world.

**The Snowy Day by Ezra Keats** (Baby board book and Toddler picture book)

No book has captured the magic and sense of possibility of the first snowfall better. The story has become a favourite of millions, as it reveals a child's wonder at a new world, and the hope of keeping that wonder forever.

**Spot Goes to the Swimming Pool by Eric Hill** (Baby board book)

It's Spot's first time swimming in a pool. Though he feels nervous at first, some support from Mom and friends means Spot is soon having fun in the sun.

**Whistle for Willie by Ezra Keats** (Preschool picture book)

The story of Peter, who longs to whistle for his dog, colourfully captures the child, his city world and the shimmering heat of a summer's day.

## Kindergarten - Grade Three

**Bright Sky Starry City by Uma Krishnaswami** (K-3 Picture book)

Phoebe helps her dad set up telescopes on the sidewalk outside his store. It's a special night- Saturn and Mars are going to appear together in the sky.

**Last Stop on Market Street by Matt de la Pena** (K-3 Picture book)

Every Sunday after church, CJ and his grandma ride the bus across town. But today, CJ wonders why they don't own a car like his friend Colby.

**Max Explains Everything: grocery store by Stacy McAnulty** (K-3 Picture book)

From choosing the perfect cart to navigating the produce section, expert extraordinaire Max explains all there is to know about going to the grocery store

**Museum Trip by Barbara Lehman** (K-3 Picture book)

In this wordless picture book, a boy imagines himself inside some of the exhibits when he goes on a field trip to a museum.

**Salmon Creek** by Annette LeBox (K-3 Picture book)

The life cycle of the Pacific salmon is shown as we follow the life of Sumi, a coho salmon, from her birth through to her final return to the stream where she was born.

**Sidewalk Flowers** by JonArno Lawson (K-3 Picture book)

In this wordless picture book, a little girl collects wildflowers while her distracted father pays her little attention. An ode to the importance of small things, small people and small gestures.

**The Street** by Jeff Stanfield (K-3 307.76 STA)

From street names, signs and markings, and crossings to what lies under the street, it is packed with photographs of typical features and asks many questions to develop readers' powers of observation.

**Those Shoes** by Maribeth Boelts (K-3 Picture book)

Jeremy, who longs to have the black high tops everyone at school seems to have, but, his grandmother cannot afford, is excited when he sees them for sale in a thrift shop and decides to buy them even though they are the wrong size.

**The Sidewalk Rescue** by H. J. Hutchins (K-3 Picture book)

It's imagination to the rescue when Josie tumbles inside her own chalk drawing to pick beautiful flowers.

## Grades Four - Seven

**Off to Class: incredible and unusual schools around the world** by S. Hughes

(grades 4-7 371 HUG)

There's a whole world of unusual schools out there! But the most amazing thing about these schools isn't their location or what they look like. It's that they provide a place for students who face some of the toughest environmental and cultural challenges.

**Salmon Forest** by D. Suzuki and S. Ellis (grades 4-7 Picture book)

Kate discovers how the forest and the salmon need each other and why her father calls this forest the "salmon forest".

**Shopping Choices** by Helen Lanz (grades 4-7 381.1 LAN)

Shopping Choices explains how the way we live creates lots of waste, and looks at the best ways of buying and getting rid of things you don't want any more.

**Steven Caney's Ultimate Building Book** by **Steven Caney** (grades 4-7 690 CAN)

Ever wonder how a suspension bridge can cross a gap thousands of feet wide? Or what keeps a massive cathedral dome from collapsing? Discover the answers to these and many more.

## Homes in my community

This is about where we live and grow. It covers things such as houses, apartments, shelters, nursing homes, etc. Sustainability is something important to remember here.

## Pre-Kindergarten

**Dalmatian in a Digger** by **Rebecca Elliott** (Toddler picture book)

When a little Dalmatian wakes up to the sounds of construction equipment, the puppy sets out to discover what they're building.

**Flower Garden** by **Eve Bunting** (Toddler picture book)

Helped by her father, a young girl prepares a flower garden as a birthday surprise for her mother.

**Home** by **Jeannie Baker** (Preschool picture book)

A wordless picture book that observes the changes in a neighborhood from before a girl is born until she is an adult, as it first decays and then is renewed by the efforts of the residents.

**Mama Always Comes Home** by **Karma Wilson** (Toddler picture book)

Mama Bird and Mama Cat and even teensy-weensy Mama Mole must leave their little ones from time to time; but in the end, Mamas always come home.

**My House** by **Bryon Barton** (Toddler picture book)

The rhythmic text and bright illustrations make this the perfect book for repeated readings and the perfect introduction to the concept of home.

**Nature in the Home** by **David Suzuki** (Preschool 508 Suz)

Jamey and Megan are afraid the rain will keep them from taking a nature walk with their father, but in this delightful story they learn that nature is not just outside, it is all around them - even in their home.

**Roberto: the insect architect** by **Nina Laden** (Preschool picture book)

No one will hire Roberto the architect because he also happens to be a termite, so he sets off to the city to find success on his own.

**Welcome Home, Mouse** by Elisha Kleven (Preschool picture book)

Stanley loves to help, but sometimes he gets so excited he makes mistakes. While running errands for his mom-CRASH-Stanley bounces his ball right on top of Mouse's house, smashing it to smithereens.

**Window** by Jeannie Baker (Preschool picture book)

Chronicles the events and changes in a young boy's life and in his environment, from babyhood to grownup, through wordless scenes observed from the window of his room.

## Kindergarten - Grade Three

**Jack's House** by Karen M. Beil (K-3 Picture book)

It is revealed who was really responsible for the house that Jack claims to have built, and all of the trucks involved, from the bulldozer used to clear the land to the van that brought a hammock for the back yard.

**Shelter** by Celine Claire (K-3 Picture book)

A timeless story about generosity, and the difference even small acts of kindness can make to those in need.

**Where Will I Live?** by Rosemary McCarney (K-3 362.87 MCC)

Every child needs a home. But many children all over the world have had to leave their homes because they are no longer safe.

## Grades Four - Seven

**Condo Kids** by Jackie Burns (grades 4-7 Paperback BUR)

Brothers Noah and Michael have lots of fun with all the other Condo Kids in their building. The fun begins when Noah, desperate for a pet, sneaks a sheep named Bob home from the zoo.

**Home At Last** by Vera Williams (grades 4-7 Picture book WIL)

After Lester is adopted from his foster home by Daddy Albert and Daddy Rich, he can't fall asleep in his new bed. What will it take to make Lester feel home at last?

**Our New Home: immigrant children speak** by Emily Hearn (grades 4-7 305.2308 OUR)

From the diverse cultures of Pakistan, Sri Lanka, the Philippines, Vietnam, Germany, Guyana, Somalia and others, immigrant children write of their experiences leaving their homes and moving to a new country.

**There's a Barnyard in my Bedroom** by David Suzuki (grades 4-7 508 SUZ)

From their sheets and pillows to their books, fruit and furniture, nearly everything in Jamie and Megan's lives has come from nature. Learning to truly understand what surrounds them.

## Things happening in my community

**My community is a very busy, vibrant, and diverse place. There are always lots of events happening and change is very common.**

### Pre-Kindergarten

**All Through My Town** by Jean Reidy (Toddler picture book)

Who are the people in your neighborhood? Perfect for the pre-K set, this adorable rhyming text takes a walking tour of your community.

**Everyone Can Learn to Ride a Bicycle** by Christopher Raschka (Toddler picture book)

A father teaches his daughter all about bicycle riding, from selecting the right bike to trying again after a fall.

**The Great Big Books of Families** by Mary Hoffman (Toddler 306.85 HOF)

What is a family? As times have changed, families have changed too. This book takes a look through children's eyes at the wide varieties of family life, from homes, food and schools to holidays, jobs and housework.

**Hello, Bicycle!** by Ella Boyd (Toddler picture book)

Good-bye, tricycle! It's time to learn to ride a new big-kid bike. Riding a bicycle can be fun ... even if there are a few bumps along the way.

**Only One Neighborhood** by Marc Harshman (Toddler picture book)

One bakery has many different breads; in one school there are many children. This unique book uses a busy city neighborhood to teach the concept of one versus many.

**Summer Days and Nights** by Wong H. Yee (Toddler picture book)

On a hot summer day, a little girl finds ways to entertain herself. She catches a butterfly, jumps in a pool and goes on a picnic. At night, she sees an owl in a tree and hears leaves rustling.

**Trashy Town** by Andrea G. Zimmerman (Toddler picture book)

Meet Mr. Gilly. He cleans up Trashy Town. He does it with a big smile and a big truck-which is sure to make him a hero with all the children in the neighbourhood.

**Vote for Me!** by Ben Clanton (Toddler picture book)

The donkey wants your vote. So does the elephant. And what happens when the election results are in? Well, let's just say the donkey and the elephant are in for a little surprise.

**Wheels on the Bus** by Raffi (Toddler picture book)

As the rickety old bus collects an odd assortment of passengers in a quaint little town, the reader may join in with the sounds of the bus and the motions of the driver and passengers.

**Where Are You?** by Sarah Williamson (Toddler picture book)

"Where are you?" Under the bridge, out of the pond, through the sandbox-these are just a few answers as a little green snake follows a little pink snake in a day at the park.

**Wow! City!** by Robert Newbecker (Toddler picture book)

One lucky girl named Izzy climbs in her stroller and rides through all the hustle and bustle, impressed by the sheer magnitude of everything she sees in the big city.

## Kindergarten - Grade Three

**Amelia Bedelia 4 Mayor** by Herman Parish (K-3 Easy reader)

A series of misunderstandings leads the literal-minded Amelia Bedelia to run for mayor.

**LaRue for Mayor** by Mark Teague (K-3 Picture book)

With Mrs. LaRue injured and in the hospital, Ike decides to uphold justice and take the laws of Snort City into his own paws.

**Seen Art?** by Jon Scieszka (K-3 Picture book)

While looking for his friend Art, a boy wanders through the Museum of Modern Art and is amazed by what he discovers there.

**When We Go Walking** by Cari Best (K-3 Picture book)

Wendy enjoys walking with her family on Rambling Road and always finds something to add to her collection.

## Grades Four - Seven

**The Art of the Possible: an every day guide to politics** by Edward Keenan (grades 4-7 320 KEE)

This book helps foster independent thought and curiosity about how a government works-or doesn't work. Readers will come away equipped with the knowledge they need to understand current events and elections, and maybe even be empowered to civic action themselves.

**Bicycles: pedal power** by Lynn Peppas (grades 4-7 629.2272 PEP)

A look at different kinds of bikes used for transportation, work and fun. Readers will learn about mountain bikes, racing bikes, tandem bikes, rickshaws and more.

**Citizens and Government in Canada** by Heather Hudak (grades 4-7 323.6097 CIT)

What does it mean to be a citizen of a country? What are the responsibilities of Canadian citizens?

**Every Human Has Rights** by Mary Robinson (grades 4-7 323 EVE)

The 30 rights set down in 1948 by the United Nations are incredibly powerful. Kids will learn that regardless of individual differences and circumstances, each person is valuable and worthy of respect.

**Pride: celebrating diversity and community** by R. Stevenson (grades 4-7 306.766 STE)

Pride Day is a spectacular and colourful event. But there is a whole lot more to Pride than rainbow flags and amazing outfits.

**Who Runs This Country, Anyway?** by Joanne Stanbridge (grades 4-7 320.471 STA)

Readers are guided through the electoral and governing process, from casting a vote in an election, to passing a bill in Parliament, and all the points in between. Finding out about Canada's government has never been so lively!

# Books for Youth (Grades 8 - 10) & Emerging Adults

## How local government is organized

**Canada's System of Government** by Don Wells (Teen Nonfiction 971 CAN)

Don Wells explores Canadian government and political development, including an examination of political structures and a short section on municipal government.

**Government: participating in Canada** by Don Quinlan (Teen Nonfiction 320.471 QUI)

Offers a concise description of the history and structure of Canadian government, including a chapter on provincial, municipal and territorial governments. It focuses on what it means to be a Canadian citizen by examining how we see ourselves and how others see us.

**Indigenous Writes: a guide to First Nations, Métis, and Inuit issues in Canada** by Chelsea Vowel (Teen Nonfiction 971.0049 VOW)

An advocate for Indigenous worldviews, Chelsea Vowel discusses culture and identity; myth-busting; state violence; and land, learning, law and treaties-along with wider social beliefs about these issues.

**Local Government in British Columbia** by Robert L. Bish and Eric G. Clemens (online resource)

<http://www.ubcm.ca/assets/library/Publications/Local~Government~in~British~Columbia/LGBC-All.pdf>

A complete primer on all levels of local government, from cities and regional districts to towns, villages and school districts, this volume examines how each government works and its role in our society. Local Government in British Columbia raises some important questions, i.e.: how effectively does your community manage its water supply, road construction or fire department?

**Local Government in British Columbia: a community effort** published by the Union of BC Municipalities (online resource)

<http://www.ubcm.ca//assets/library/Publications/Local~Government~in~British~Columbia/UBCM%20Local%20Gov%202012.pdf>

This booklet provides an excellent overview of local government in BC in an easy to read, colourful, graphically illustrated format. This is a succinct guide to how local governments operate and how community members can get involved.

# Civic engagement & social justice

**#NotYourPrincess: voices of Native American women** by Mary Beth Leatherdale (Teen Nonfiction 971.0049 NOT)

Whether looking back to a troubled past or welcoming a hopeful future, the powerful voices of Indigenous women across North America resound in this book.

**Be a Change Maker: How to start something that matters** by Laurie Ann Thompson (Teen Nonfiction 361.2 THO)

Empower yourself in today's highly connected, socially conscious world as you learn how to wield your passions, digital tools and the principles of social entrepreneurship to affect real change in your schools, communities and beyond.

**Being an Active Citizen: law, government, and community engagement in BC** Justice Education Society of BC (online resource)

<https://www.bccitizenship.ca/>

This website provides information and resources for high school students to become active citizens and for teachers to access citizenship teaching resources.

**Being Jazz: my life as a (transgender) teen** by Jazz Jennings (Teen Nonfiction 921 JEN)

15-year-old transgender activist Jazz Jennings recounts her journey from childhood transition to public advocacy work and reality television stardom.

**Canadian Bill of Rights** (online resource):

<http://laws-lois.justice.gc.ca/eng/acts/C-12.3/page-1.html>

An Act for the Recognition and Protection of Human Rights and Fundamental Freedoms.

**The Citizenship Handbook : a guide to democratic rights & responsibilities for new Canadians** by Murray Mollard (Nonfiction 323.60971 MOL and online)

<https://bccla.org/wp-content/uploads/2012/03/2008-BCCLA-Report-Citizenship-Handbook.pdf>

**Civic Engagement: ways to get involved** City of North Vancouver (online resource):

<https://www.cnv.org/get-involved/civic-engagement>

This website lists ways to get involved in your City.

**Dumplin'** by Julie Murphy (Teen Fiction MUR)

Willowdean is fat and proud, but when she starts to doubt herself, she decides to reclaim her confidence by entering a local beauty pageant.

**Girl Rising: changing the world, one girl at a time** by Tanya Lee Stone (Teen Nonfiction 371.822 STO)

Nine girls in the developing world overcame the barriers to getting an education, including early child marriage, motherhood, slavery, sexual trafficking, sexism and poverty and used their knowledge to improve their communities.

**Girls Resist! A guide to activism, leadership and starting a revolution** by Kaelyn Rich (Teen Nonfiction 305.42 RIC)

Girls Resist! is a cool, relevant, timely activism handbook. It covers standard topics like picking a cause, fundraising, networking, and protesting, lobbying and campaigning for representatives when you're too young to vote, and best practices for being effective (and safe!) while raising awareness on social media.

**The Hate U Give** by Angie Thomas (Teen Fiction THO)

Sixteen-year-old Starr Carter moves between two worlds: the poor neighborhood where she lives and the fancy suburban prep school she attends. The uneasy balance between these worlds is shattered when Starr witnesses the fatal shooting of her childhood best friend Khalil at the hands of a police officer. What everyone wants to know is: what really went down that night? And the only person alive who can answer that is Starr.

**How I Resist: activism and hope for a new generation** edited by Maureen Johnson (Teen Nonfiction 320.083 HOW)

Stand up and speak out! Now, more than ever, young people are motivated to make a difference in a world they're bound to inherit. But with much to stand up and shout about, where do they begin?

**I Am Malala: how one girl stood up for education and changed the world** by Malala Yousafzai (Young Readers Edition)

When the Taliban took control of the Swat Valley in Pakistan, one girl spoke out. Malala Yousafzai refused to be silenced and fought for her right to an education.

**March** by John Lewis (Graphic Novel LEW)

March is a vivid first-hand account of John Lewis' lifelong struggle for civil and human rights, meditating in the modern age on the distance traveled since the days of Jim Crow and segregation.

**Queer, There and Everywhere: 23 people who changed the world** by Sarah Prager (Teen Nonfiction 920 PRA)

Queer author and activist Sarah Prager delves deep into the lives of 23 people who fought, created and loved on their own terms.

**Stonewall: breaking out in the fight for gay rights** by Ann Bausum (Teen Nonfiction 3017.766 BAU)

A dramatic re-telling of the Stonewall riots of 1969, introducing teen readers to the decades-long struggle for gay rights.

**Take Action! A guide to active citizenship** by Marc and Craig Kielburger (Teen Nonfiction 323.042 KIE)

Take Action! is a vivid, hands-on guide to active citizenship packed with the tools young people need to make a difference. Accomplished human rights activists Marc and Craig Kielburger share valuable tips and advice from the many lessons they've learned as founders of Free The Children and the Me to We movement.

**Turning 15 on the Road to Freedom: my story of the 1965 Selma Voting Rights March** by Lynda Blackmon Lowery (Teen Nonfiction 323.1196 LOW)

As the youngest marcher in the 1965 voting rights march from Selma to Montgomery, Alabama, Lynda Blackmon Lowery proved that young adults can be heroes. Jailed nine times before her fifteenth birthday, Lowery fought alongside Martin Luther King, Jr. for the rights of African-Americans.

**You Got This! Unleash your awesomeness, find your path and change your world** by Maya Penn (Teen Nonfiction 650.1 PEN)

Girls rights activist, Maya Penn, introduces her inspirational handbook for teens and young adults to help them discover their passions and maximize their full potential for a creative, successful life. It includes the story of how she became an activist, as well as profiles of other young activists.

## Community spaces

**The Ambitious City: a history of the City of North Vancouver** by Warren F. Sommer (Nonfiction 971.133 SOM)

North Vancouver is one of the most historic areas of BC's Lower Mainland. How did this thriving multicultural city develop from a hodgepodge of wood frame buildings and muddy trails in just 100 years?

**City Works: Exploring Your Community: a workbook** by **Adria Steinberg and David Stephen** (Teen Nonfiction)

City Works addresses the disjunction between school and “the real world,” challenging students to use their heads and hands to investigate the neighborhoods in which they live. Through interviews, research in local archives, and creating “artifacts”– maps, photographs, tapes, oral histories and three-dimensional models young people document their city as it is, and develop new visions of what their city could be.

**Community: the structure of belonging, Second Edition** by **Peter Block** (Teen Nonfiction)

How is community built? How does the transformation occur? What fundamental shifts are involved? Peter Block explores a way of thinking about our places that creates an opening for authentic communities to exist and details what each of us can do to make that happen.

**From Far and Wide: cultural diversity in North Vancouver** by **Warren Sommer** (Nonfiction 305.8 SOM)

This is a publication from the North Shore Multicultural Society.

**North Vancouver City Centennial 2007 : remembering the year 1907, buildings 100 years old** by **Suzanne Wilson** (Nonfiction 971.113 WIL)

Includes list of buildings more than 100 years old in the City of North Vancouver and photographs and descriptions of each building.

**North Vancouver’s Lonsdale Neighbourhood** by **Shervin Shahriari** (Nonfiction 971.133 SHA)

North Vancouver occupies one of the world’s most scenic urban settings. Lonsdale Avenue, running from the waters of Burrard Inlet to the mountains of the Coast Range, is the community’s de facto main street.

**Residential Schools: the devastating impact on Canada’s Indigenous Peoples and the Truth and Reconciliation Commission’s findings and calls for action** by **Melanie Florence** (Teen Nonfiction 371.8299 FLO)

Through historical photographs, documents and first-person narratives from First Nations, Inuit and Metis people who survived residential schools, this book offers an account of the injustice of this period in Canadian history. It documents how official racism was confronted and finally acknowledged.

**Youthful Cities: 2018 Canadian index** <https://www.youthfulcities.com/canadian-urban-index>

This is the first public national comparable urban index, measuring 121 indicators spanning all 20 youthful infrastructure areas. And the data has all been collected by youth across the country.

# YA Fiction set in North Vancouver

## **Dancing in the Rain** by Shelley Hrdlitschka (Teen Fiction HRD)

While struggling with the death of her beloved adoptive mother, sixteen-year-old Brenna reconnects with members of her biological family, hoping to discover why her biological mother broke off contact many years earlier.

## **Hole in My Heart** by Rie Charles (Teen Paperback CHA)

Starting a new life in North Vancouver after the death of her mother, Nora learns how to be strong. Are there wounds too deep to heal, pains too sharp to share? And if a family survives by cutting the ties that bind them, can they ever be whole again?

## **Lockdown** by Maggie Bolitho (Teen Fiction BOL)

When a great earthquake with an epicenter in North Vancouver rocks the Pacific Northwest, fifteen-year-old Rowan Morgan is hiking in a suburban forest. Tremors rip the coast from Oregon to Alaska and turn Rowan's world upside down. After her father is wounded and taken to the hospital, he orders Rowan and her brother to stay inside his earthquake-proof, survivalist home. While the electrified fences offer some protection, it isn't long before mobs gather, desperate for some of the food and water rumoured to be held inside.

# Program and service planning

## **Community Statistics** City of North Vancouver

<https://www.cnv.org/your-government/about-the-city/community-statistics>

The City of North Vancouver utilizes statistics from a variety of data sources in order to understand the community and how it is changing. This page includes summaries of Census data, updated community profiles and more. The analysis of this data helps the City understand emerging trends and inform policies and programs that respond to the changing needs of City residents.

## **The North Shore: a community of newcomers** by North Shore Immigrant Inclusion Partnership

<http://nsiip.ca/wp-content/uploads/The-NorthShore-A-Community-of-Newcomers.pdf>

Proportionate to population, Canada is home to more immigrants than any other country except Australia. Within Canada, Ontario and BC lead all provinces, and among cities Metro Vancouver's proportion of 40% is second to only Toronto's. The three North Shore communities are well above the national average and close to the regional average at 34.5%.

**The Works: anatomy of a city** by **Kate Asher** (Teen Nonfiction 307.1216 ASH)

How much do you really know about the systems that keep a city alive? This book contains everything you ever wanted to know about what makes a city run. When you flick on your light switch the light goes on-how? When you put out your garbage, where does it go? When you flush your toilet, what happens to the waste? How does water get from a reservoir in the mountains to your city faucet?

## Housing issues

**Affordable Housing** **City of North Vancouver** (online resource)

<https://www.cnv.org/city-services/planning-and-policies/housing/affordable-housing>

The availability of affordable housing for current and future residents is essential for creating an inclusive community. This website contains reports and information about housing in the City of North Vancouver.

**Saving Red** by **Sonya Sones** (Teen Fiction SON)

Right before winter break, fourteen-year-old Molly Rosenberg reluctantly volunteers to participate in Santa Monica's annual homeless count, just to get her school's community service requirement out of the way. But when she ends up meeting Red, a spirited homeless girl only a few years older than she is, Molly makes it her mission to reunite her with her family in time for Christmas.

**Trash** by **Andrew Mulligan** (Teen Fiction MUL)

Homeless fourteen-year-olds, Raphael and Gardo, team up with a younger boy, Rat, to figure out the mysteries surrounding a bag Raphael finds during their daily life of sorting through trash in a third-world country's dump.

**Where I live** by **Brenda Rufener** (Teen Fiction RUF)

Linden Rose has a big secret-she is homeless and living in the halls of her small-town high school. Her position as school blog editor, her best friends, Ham and Seung, and the promise of a future far away are what keep Linden under the radar and moving forward.

**Refugee Boy** by **Benjamin Zephaniah** (Teen Fiction ZEP)

Alem is on holiday with his father for a few days in London. He's never been out of Ethiopia before and is very excited, until the unthinkable happens-his father leaves him. His parents are afraid for Alem's life because of the political problems in Ethiopia, and believe he will be safer in London, even on his own. Alem is now in the hands of the social services and the refugee council, trying to survive in an unfamiliar culture, and living from letter to letter waiting to hear news of his parents.

## Contact:

The City of North Vancouver wants to hear from children, youth, families, educators and community partners. Share what you learn from engaging in the activities in this kit with the City! There are lots of ways to get in touch:

Contact Community Services Department 604-990-4220 or [devel@cnv.org](mailto:devel@cnv.org) to:

- Learn more about the CNV4ME Strategy,
- Be connected with City staff from various departments, or
- Learn more about the grants

Contact the Reception: 604-985-7761 or [info@cnv.org](mailto:info@cnv.org) to:

- Pick up “Kid City” maps or “How our City Works” brochures

Write to:

Mayor and Council  
141 West 14th Street  
North Vancouver, BC V7M 1H9

Visit [cnv.org](http://cnv.org) for a full list of contact information for the Mayor and individual Council members

## My Notes:



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CHILDREN, YOUTH + FAMILIES IN  
THE CITY OF NORTH VANCOUVER