

The Parklandia Project

**Project
Documentation**

TABLE OF CONTENTS

The Parklandia Project Summary3

Parklandia Lesson Plans7

Parklandia Worksheets.....17

Video Lesson Answer Keys25

Video Lesson Option Maps41

Planning Fair Project Outline47

Judges’ Scoring Sheet51

Parklandia Project Feedback.....59

Additional Photos79

Contact Information85

Parklandia Videos Please See Disk Provided

The Parklandia Project

Introduction

As part of the Municipal Development Plan (MDP) update Parkland County launched *The Parklandia Project*, a youth engagement program for grade six students in the County in January of 2014. A total of two (2) divisions, five (5) schools and seven (7) classes have participated so far. Parklandia teaches County students the basics of community planning within a Local Government setting. Lessons plans, worksheets and activities have been prepared by County staff and are administered in conjunction with grade six teachers.

Overview

Parklandia is a fictitious community that has been integrated into the grade six curriculums in Parkland County Schools. County Planners attend and present planning concepts and theories in classroom sessions, with each session focusing on a different topic. Sessions use in person and animated video lessons that display different events and conflicts in this fictional community.

After each lesson the students apply their knowledge to an activity prepared by County staff and completed in the classroom. By the end of the lessons, each classroom has designed their own Parklandia based on the lessons that they have learned throughout the program. At the last session students split up into teams of 3-4 students, with each team given directions to develop their own unique community based on the information from all of the classroom activities.

“Communities” are presented at a school “planning fair” run by grade 6 teachers, with the support of school administrators, with the top project from each school moving on to a regional fair with other County schools at the County Centre Offices. Winners of the County Planning Fair are judged by Parkland County Council and Administration. Each team is required to construct a 3D model of their fictional community (using paper, clay, toothpicks, etc). Each model is accompanied by a poster board and promotional materials that contain:

- Their community’s name and a map of the community;
- Pictures and captions explaining how their citizens can live, work and play within the community; and
- Pictures and captions explaining how their community balances it’s Social, Cultural, Environmental, Governance and Economic pillars of sustainability.

Lesson Outline

Parkland County provides the above information through approximately eight (8) classes. The following plan outlines the topics that are discussed, as well as an overview of how each topic is covered.

Parkland County Administration **customized** each lesson plan to effectively meet the grade six curriculum requirements and assigns one (1) County Planner to each participating classroom.

#	Topic	Overview
1	Local Government	Provide an understanding of how Local Governments function. Define the role of Mayor and Council and how decision making is done at the Local Government level.
2	Planning	Provide an understanding of how planners help form and “plan” the landscape of a community. Address the need to “balance” the needs of multiple groups including First Nations, environmental, social and cultural groups when making decisions.
3	Environmental Conservation and Sustainability	Provide an understanding of Environmental Conservation and Sustainability and why the environment is important to residents, and the Local Government.
4	Residential	Provide an understanding of where residential development is appropriate within a community and some of the challenges that come with residential development.
5	Industry/ Economic Development	Provide an understanding of why industry and economic development are necessary in a community, and some of the challenges that come with them as they relate to land use planning.
6	Resource Extraction	Identify why natural resource extraction (including oil /coal/gas) is important in a community, and some of the challenges that come with it as it relates to land use planning.
7	Parks and Recreation	Provide an understanding of why parks and recreational areas are necessary to a community and some of the challenges that come with them as they relate to land use planning.
8	Parklandia	Unveil the final map of Parklandia created by each classroom and review the choices that the students made to build the community. Introduce the Final Project outline and review the requirements for the School and Regional Planning Fairs.

Classroom Decision-Making

In keeping with the grade six curriculum, the decision-making part of the video lessons uses the democratic process. Early on in the program classrooms are split into three (3) groups. During each lesson the students are presented with two (2) possible options to resolve a land use planning issue in Parklandia.

During the videos they hear the opinions of several different stakeholders on these options. One student group represents option one (1) while the second group represents option two (2). These two groups debate the benefits and disadvantages of each side using the opinions identified in the lesson. The third group forms the “Mayor and Council”. This group listens to the debate and asks questions of the debaters afterwards. The

Mayor and Council then vote on which decision they believe is in the best interest of their community – with the majority vote being carried. The decision by Mayor and Council is then incorporated into the classroom map of Parklandia.

After each lesson these groups rotate so that each group has a turn to represent the different options, as well as act as “Mayor and Council”.

Contact

If you have questions about *The Parklandia Project* or would like additional information, please contact Deanna Cambridge at 780 968 8443 (ext. 8321) or at dcambridge@parklandcounty.com.

Parklandia

Lesson

Plans

Parklandia Lesson 1 Plan

Instructed by County Staff

- 1) Using Powerpoint Introduce Yourself
- 2) Introduce the program
 - All students residents of Parklandia a pretend community
 - Total of 8 lessons
 - After some lessons something will be added to the map
 - Complete map by the end
 - When the map is complete students will have the opportunity to create your own fictional community
 - Fair at school winners move to regional fair with prizes
- 3) Introduce Local Government topic
- 4) Ask the class what they know about Local Government
- 5) Explain the voting system of Parklandia Mention that it is very similar to the election that just happened in Parkland County
 - 6 divisions represented by a councillor
 - 1 mayor elected at large
 - Councillors represent all the things that the residents within their division believe are important
 - The Mayor insures that all of the things that are important to all of the residents in Parklandia are represented
 - Citizen need to vote to ensure that the right individual is representing them
- 6) Get students into groups then ask the worksheet question "What is important to you and your family?"(stress parents as well)
 - Allow time for students to record
 - Put some answers on the board
- 7) Look at answers on the board tell students that all of these things are important to residents in the community of Parklandia. Ask them to try and broaden those ideas into categories that would represent the community as a whole and write those on the board for example
 - Soccer+Dance+Hockey=Sports
 - Jobs+House= Employment
 - Cars+Bike=Roads
 - Guides+Scouts+Clubs=Community Centers
 - Ipad+Play Station=Stores And Amenities
 - Camping+Hiking+Summer Camp=Parks
 - Horses+Tracter=Agriculture
- 8) If you find a class falls short in an important category prod for the answers you are looking for

- 9) Explain that in the second category are all the things that Parklandia will need to provide for its citizens through its many departments. All of the things that a local government does are done by real people with real jobs.
- 10) Go through departments and explain a bit about sort of work they do relating back to what is important to their community. Mention that municipalities try to partner with other municipalities
- Parks and Recreation-provide parks, paths, sports fields, boat launches, beaches, public outdoor places
 - Agriculture-provides support for farms
 - Community Services-provides halls, social activities and programs, host events
 - Economic Development-provides jobs, business opportunities, creates income for county to provide all these other things
 - Protective Service-ensures your safety, fire, ambulance, police
 - Environmental Services-Protect the environment, plant trees
 - Engineering Services Planning-maintains roads, sewer, water, sidewalks, public transit
 - Public Works- Garbage, Cut grass, Clear snow
 - Tax and assessment- Gather money from the citizens to pay for all of the things provided to them.
 - Planning- Ensure that all of the things that are important to you and all of the things provided by the different department fit together within a community. Explain that we will be doing the planning for Parklandia by deciding where everything will go.
- 11) Go through picture slides what department would provide this?
- 12) Introduce last worksheet question. Have the kids look back at what they said was important to their community. Have them relate those things into a department. For example
- Sport-Parks and recreation can create a sports field
 - Employment- Economic development can create business opportunities that will create jobs
 - Roads- Engineering services will ensure that we have good roads
 - Community centers-Community services with provide community halls for activities
 - Stores and amenities-Economic development will provide Business opportunity for stores and amenities
 - Parks-Parks and recreation will create parks
 - Agriculture-Agriculture will provide opportunities to farmers.
- 13) Let them know that the lesson is over, when you will be back and that we will be learning more about Planning and how we can fit all of these things into our pretend community of Parklandia.

Parklandia Lesson 2 Plan

Instructed by County Staff

- 1) Remind them of 1st lesson and what was said about planning
- 2) Introduce Planning topic
- 3) Explain that good communities should allow their residents to Live, Work and Play within it.
- 4) Move to first worksheet question "What does your family need to Live" (stress parents)give time
- 5) Move to second worksheet question "What does your family need to Work" (stress parents)give time
- 6) Move to third question "What does your family need to Play" (stress parents)give time



- 7) Draw chart (Live, Work, Play) on board and start asking for student's answers in categories, place corresponding pictures of land uses/developments on board write for those that don't have photos.
- 8) Erase chart go through planning exercise (Place pictures in appropriate proximity to other uses)
- 9) Explain that in addition to having its residents live work and play a community should also ensure that their social, cultural, economic, governance and environmental needs are met.

- 10) Go through what is meant by:
 - social needs-girl guides, going to a friend's house, clubs
 - cultural need -museums, parades, celebrations, Churches, Diversity, Rodeo
 - economic needs-parents have to work, you may have activities that cost money
 - governance-need to have a city hall, parents need to be able to vote
 - environment -need air to breath
- 11) Ask students to list these in the first box. When they have finished their list ask for some examples. Have the students determine what built environment is needed to fulfill their list for example:
 - Girl guides-community hall
 - Bible Study-Church
 - Parent's work-factory or store
 - Going to the movie-a theater
 - Need air to breath-conservation area
- 12) Let them know that the lesson is over, when you will be back and that what we will be learning about next class.

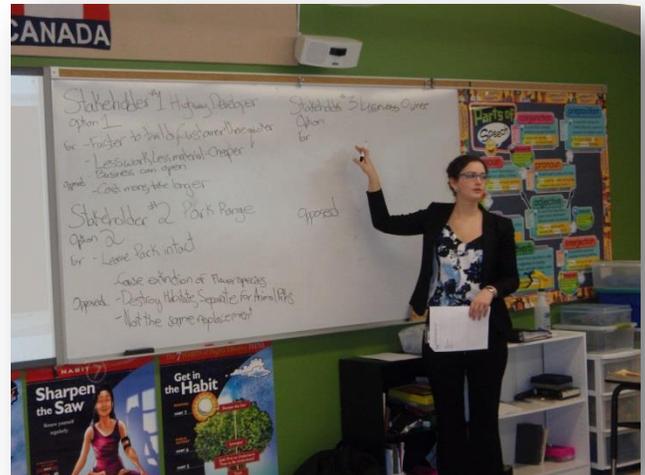
Parklandia Lesson 3 Plan

Instructed by County Staff

- 1) Introduce video lesson and explain that they will have to keep track of the arguments made and fill out their worksheet during the video.
- 2) Ensure that groups have been established

Video Lesson will:

- Provide an overview of environmental conservation and sustainability (what they are and why they are important to a community)
- Present the predicament in Parklandia
- Present option 1 and option 2
- Allow stakeholders to present their arguments



After Video:

- 3) Split group into teams have them discuss their debate points for their assigned options. Ensure that teams address the concerns voiced by the opposition and try to think of creative ways to resolve them. Have Mayor and Council decide who will give out the final decision to the residents after the debate.
- 4) Have the debate
- 5) Have Mayor and Council vote on option 1 and 2 and state a reason for their decision. Add the new decision to the Parklandia map!
- 6) Let them know that the lesson is over, when you will be back and that what we will be learning about next class.

Parklandia Lesson 4 Plan

Instructed by Teacher

- 1) Review the decision of last class
- 2) Introduce video lesson and explain that they will have to keep track of the arguments made and fill out their worksheet during the video.

Video Lesson will:

- Provide an overview of Residential development(what it is and why it is important to a community)
- Present the predicament in Parklandia
- Present option 1 and option 2
- Allow stakeholders to present their arguments

After Video:

- 3) Split group into teams have them discuss their debate points for their assigned options. Ensure that teams address the concerns voiced by the opposition and try to think of creative ways to resolve them. Have Mayor and Council decide who will give out the final decision to the residents after the debate.
- 4) Have the debate
- 5) Have Mayor and Council vote on option 1 and 2 and state a reason for their decision. Add the new decision to the Parklandia map!
- 6) Let them know that the lesson is over and what we will be learning about next class.

Parklandia Lesson 5 Plan

Instructed by Teacher

- 1) Review the decision of last class
- 2) Introduce video lesson and explain that they will have to keep track of the arguments made and fill out their worksheet during the video.

Video Lesson will

- Provide an overview of Industry and economic development (what they are and why they are important to a community)
- Present the predicament in Parklandia
- Present option 1 and option 2
- Allow stakeholders to present their arguments

After Video:

- 3) Split group into teams have them discuss their debate points for their assigned options. Ensure that teams address the concerns voiced by the opposition and try to think of creative ways to resolve them. Have Mayor and Council decide who will give out the final decision to the residents after the debate.
- 4) Have the debate
- 5) Have Mayor and Council vote on option 1 and 2 and state a reason for their decision. Add the new decision to the Parklandia map!
- 6) Let them know that the lesson is over and what we will be learning about next class.



Parklandia Lesson 6 Plan

Instructed by Teacher

- 1) Review the decision of last class
- 2) Introduce video lesson and explain that they will have to keep track of the arguments made and fill out their worksheet during the video.

Video Lesson will:

- Provide an overview of resource extraction (what it is and why it is important to a community)
- Present the predicament in Parklandia
- Present option 1 and option 2
- Allow stakeholders to present their arguments

After video:

- 3) Split group into teams have them discuss their debate points for their assigned options. Ensure that teams address the concerns voiced by the opposition and try to think of creative ways to resolve them. Have Mayor and Council decide who will give out the final decision to the residents after the debate.
- 4) Have the debate
- 5) Have Mayor and Council vote on option 1 and 2 and state a reason for their decision. Add the new decision to the Parklandia map!
- 6) Let them know that the lesson is over and what we will be learning about next class.

Parklandia Lesson 7 Plan

Instructed by Teacher

- 1) Review the decision of last class and explain that this will be the last decision that their community will need to make and that next class they will start to create their own unique community. Explain that in this lesson they have a twist. They can choose to do only one option, to do both options or to do neither option.
- 2) Introduce video lesson explain that they will have to keep track of the arguments made and fill out their worksheet during the video.

Video Lesson will:

- Provide overview of Parks and recreation (what they are and why they are important to a community)
- Present the predicament in Parklandia
- Present option 1 and option 2
- Allow stakeholders to present their arguments

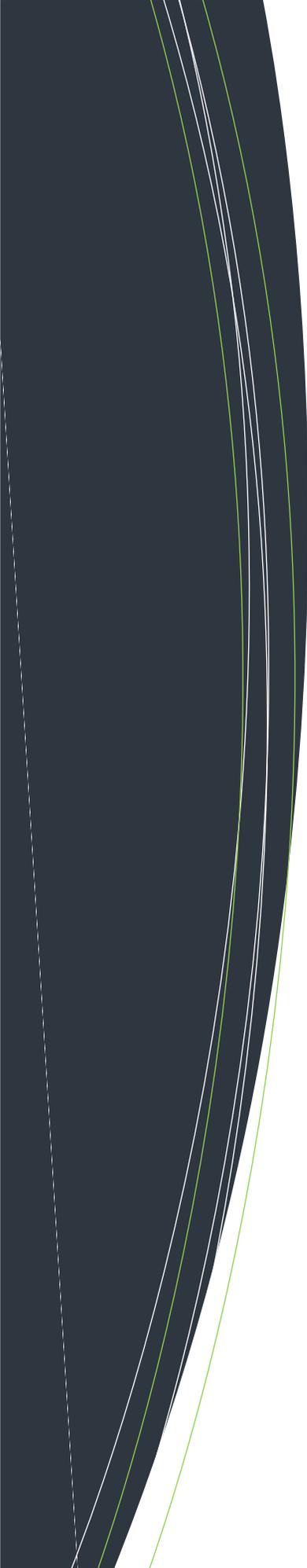
After video:

- 3) Split group into teams have them discuss their debate points for their assigned options. Ensure that teams address the concerns voiced by the opposition and try to think of creative ways to resolve them. Have Mayor and Council decide who will give out the final decision to the residents after the debate.
- 4) Have the debate
- 5) Have Mayor and Council vote on option 1 and 2 and state a reason for their decision. Add the new decision to the Parklandia map!
- 6) Explain that next class county staff will be back to introduce the final project that will have the class creating their own communities in teams of 3 or 4.

Parklandia Lesson 8 Plan

Instructed by County Staff

- 1) Present the finalized map of their Parklandia
- 2) Introduce final project and planning fairs
- 3) Go through project outline
- 4) Stress that this is a completely difference community that has a unique situation
- 5) Draw a few examples on the board
 - Round with multiple city and lakes, surrounded by counties, oil rich
 - Rectangle with rivers running crosswise through the middle, no lake, one village surrounded on three sides by large cities, heavily forested
 - Along the coast in a mountainous valley with cities lining the water, lots of coal
- 6) Go through project grading scheme
- 7) Have teachers assign groups
- 8) Have the groups start working on a concept. Be available for questions from teachers and students.



Parklandia Worksheets

What Departments Does A Municipality Have And What Do They Do?	
Name	Duties
Parks and Recreation	Provides parks, paths, sports fields, boat launches, beaches, public outdoor places
Agriculture Services	Provides support for farms
Community Services	Provides halls, provides social activities and programs, hosts events
Economic Development	Provides jobs and business opportunities, creates income for the county to provide services
Protective Services	Ensures your safety through fire department, ambulance and police
Environmental Services	Protects the environment, plants trees
Engineering Services	Maintains roads, sewer, water, sidewalks, public transit
Public Works	Removes garbage, cuts grass, clears snow
Tax and Assessment	Gathers money from the citizens to pay for all the things provided to them
Planning	Ensures that all the things that are important to the community and all the things provided by the different departments fit together within the community; decide where everything goes



Parklandia Worksheet Lesson 2

What Do You and Your Family Need To:

Live	
Work	
Play	

How are the Following Aspects Present in Your Family's Life:

Aspect	List Activities	What Does Your Community Need To Offer These Activities?
Social	EX. Family Reunion	-Community Halls, Campgrounds, Beaches and Parks
Cultural		

Economic		
Government		
Environment		

Name:

Topic:

22

Date:



Parklandia Video Worksheet

Explain the Lesson Topic:

Why is this Topic Important to a Community?

What Conflicts Can it Create? (Or What Are The Tools? Lesson 3 Only)

What are the Options?

Option 1:

Option 2:

Debate Arguments

Option 1

Option 2

Mayor and Council's Decision:

Video Lesson Answer Keys



Parklandia Worksheet Lesson 3

Explain the Lesson Topic:

Environmental Conservation is the action taken to protect and enhance natural areas.

Sustainability is the ability to maintain access to our environment and other needs into the future.

Why is this Topic Important to a Community?

Because the environment provides things that we and our future generations need to survive

Tools

- 1) Education-** Informs people on how to conserve and minimize harm on the environment
- 2) Regulation-** Prevents people from engaging in environmentally harmful behaviors
- 3) Incentives-** Financial support to enhance or protect the environment
- 4) Partnerships-** Sharing resources
- 5) Designations-** Decide what occurs on land owned by government

What are the Options?

Option 1: Place the highway through the conservation area and replace twice as much habitat as is destroyed

Option 2: Place highway around conservation area

Stakeholder #1			
Who is the stakeholder?	Highway Developer	Chosen Option	1
Why did they prefer this this option?	<ul style="list-style-type: none"> -Less work, fewer materials and considerably cheaper -Faster route -Have offered to replace habitat that is being destroyed 		
Why are they opposed to the other option?	<ul style="list-style-type: none"> -More work, more materials and more money -Will take more time to construct 		
Stakeholder #2			
Who is the stakeholder?	Park Warden	Chosen Option	2
Why did they prefer this this option?	<ul style="list-style-type: none"> -Leaves the nature conservation are undisturbed 		
Why are they opposed to the other option?	<ul style="list-style-type: none"> -Destroying mature habitat -Replacements will not be the same age -Rare species may be destroyed -Interrupts habitat with a highway that is dangerous for animals to cross -Not much more expensive 		

Stakeholder #3			
Who is the stakeholder?	White Water Rafting Business Owner	Chosen Option	1
Why did they prefer this this option?	<ul style="list-style-type: none"> -Will get customers to his business faster -People will enjoy the scenic drive -Finished quickly 		
Why are they opposed to the other option?	<ul style="list-style-type: none"> -Feels that he will lose business if the trip is longer -Will not be able to open this summer 		

Groups

1=Mayor and Council

2=Option 1

3=Option 2



Parklandia Worksheet Lesson 4

Explain the Lesson Topic:

Residential Development is the building of homes.

Three Density's

Low- Farmsteads

Medium- Subdivisions

High- Townhouses, Condominiums, Apartments

Why is this Topic Important to a Community?

It provides places for people to live

What Conflict can it create?

- 1) **Environmental-** Habitat destroyed for development
- 2) **Agricultural-** Loss of good agricultural land
- 3) **Intermunicipal-** Addressing and servicing conflicts

What are the Options?

Option 1: Place the residential development by the lake

Option 2: Place the residential development by the Big City

Stakeholder #1			
Who is the stakeholder?	Farmers	Preferred Option	1
Why did they prefer this this option?	-Not in agriculturally rich ground		
Why are they opposed to the other option?	-It is in agriculturally rich land that should be used for farming		
Stakeholder #2			
Who is the stakeholder?	Retired Resident	Preferred Option	1
Why did they prefer this this option?	-The lake is beautiful and there are lots of activities there -Close to activities		
Why are they opposed to the other option?	-Agricultural operations may cause odors -Highway interchange too busy		

Stakeholder #3

Who is the stakeholder?	Crystal Clear Lake Society	Preferred Option	2
Why did they prefer this this option?	-Further from an environmentally significant areas		
Why are they opposed to the other option?	-Too many activities on lakeshore will alter the environment around the lake -Unique cod species will be harmed		

Stakeholder #4

Who is the stakeholder?	Residential Developer	Preferred Option	2
Why did they prefer this this option?	-Able to construct quicker -More affordable prices -More diverse housing choices -Will be able to commute		
Why are they opposed to the other option?	-Only wealthy individuals could live there		

Groups

1=Option 1

2=Option 2

3=Mayor and Council



Parklandia Worksheet Lesson 5

Explain the Lesson Topic:

Economic Development is what drives a Community's economy

Industry has 5 levels:

Primary-Natural Resource Industries

Secondary-Manufacturing Industries

Tertiary-Service Industries

Quaternary-Information Industries

Quinary- Decision Making Industries

Why is this Topic Important to a Community?

They are the main tax base that local government uses to provide services.

What conflicts can it create?

1) Loss of Agricultural Land- Industry requires large sections of land

2) Pollution- Air, Water, Soil, Sounds and Light

What are the Options?

Option 1: Close to Big City, highways and railroad

Option 2: Far from Big City

Stakeholder #1

Stakeholder #1			
Who is the stakeholder?	Worker	Preferred Option	1
Why did they prefer this this option?	-Closer to where workers live		
Why are they opposed to the other option?	-Too far of a drive to get to work -Would constantly be traveling to the Big City wasting valuable time and gas on the long drive		
Stakeholder #2			
Who is the stakeholder?	The Small City	Preferred Option	2
Why did they prefer this this option?	-It is far away from where they live		
Why are they opposed to the other option?	-Don't want to see hear or smell industrial park -Do not want to share roads with trucks -Do not want to see the lights		

Stakeholder #3			
Who is the stakeholder?	Business Association	Preferred Option	1
Why did they prefer this this option?	<ul style="list-style-type: none"> -Easier for business relations -Closer to workers -Save costs on shipping 		
Why are they opposed to the other option?	<ul style="list-style-type: none"> -More money -More travel time -Will need to construct railway station on west side -May need to cut jobs 		

Groups

1=Mayor and Council

2=Option 1

3=Option 2



Parklandia Worksheet Lesson 6

Explain the Lesson Topic:

Resource Extraction is the removal of natural resources from the earth.

Why is this Topic Important to a Community?

**It creates employment opportunities.
There are several things within a community that require natural resources to function.**

What Conflicts can it create?

- 1) Noise-** From crushing and trucks
- 2) Visuals-** Unwanted by neighbors
- 3) Environment-** Affects plants, animals and groundwater

What are the Options?

Option 1: To allow extraction

Option 2: Do not allow extraction

Stakeholder #1

Who is the stakeholder?	Gravel Extracting Business Owner	Preferred Option	2
Why did they prefer this this option?	<ul style="list-style-type: none"> -Wants to make money -Is required to follow Environment Canada’s standards -will improve the area with picnic tables 		
Why are they opposed to the other option?	<ul style="list-style-type: none"> -They cannot make any money -The county will not receive any tax 		

Stakeholder #2

Who is the stakeholder?	Lazy River Association	Preferred Option	1
Why did they prefer this this option?	<ul style="list-style-type: none"> -The river bed habitat will remain untouched for the animals and river users 		
Why are they opposed to the other option?	<ul style="list-style-type: none"> -Extraction in this area will have to much of an impact on the river -Will temporarily lose picnic spot 		

Stakeholder #3

Who is the stakeholder?	Lazy River Tubers	Preferred Option	2
Why did they prefer this this option?	-Will maintain the scenic river route		
Why are they opposed to the other option?	-Will ruin the view of the river		

Stakeholder #4

Who is the stakeholder?	Developer	Preferred Option	
Why did they prefer this this option?	-Needs gravel to use for business		
Why are they opposed to the other option?	-Will cost a lot of money to bring in gravel from another place -May need to layoff Parklandia employees -Does not support Local Businesses		

Groups

1=Option 2

2=Mayor and Council

3=Option 1



Parklandia Worksheet Lesson 7

Explain the Lesson Topic:

Parks and Recreation create places where people and families can go to spend free time

Why is this Topic Important to a Community?

Parks and Recreation are important because they help to provide safe places and activities

What conflict can it create?

- 1) Environment-** Overuse and misuse
- 2) Agriculture-** Needs large areas

What are the Options?

Option 1: Build a golf course in the west

Option 2: Build a golf course in the east

Stakeholder #1

Who is the stakeholder?	The Village Developer	Preferred Option	1
Why did they prefer this this option?	<ul style="list-style-type: none"> -Will bring in business to the village -Will provide jobs for residents -Will provide an amenity for their residents -Will provide a vacation resort for the Big City 		
Why are they opposed to the other option?	<ul style="list-style-type: none"> -Cities already has enough jobs -Will not serve as a vacation destination 		

Stakeholder #2

Who is the stakeholder?	The Small City Developer	Preferred Option	2
Why did they prefer this this option?	<ul style="list-style-type: none"> -Will bring in business to the city -Will provide jobs for residents -Will provide an amenity for their residents 		
Why are they opposed to the other option?	<ul style="list-style-type: none"> -Will not benefit the city directly 		

Stakeholder #3

Who is the stakeholder?	Roaring Rapids	Preferred Option	2
Why did they prefer this this option?	-It does not affect an environmentally significant area		
Why are they opposed to the other option?	<ul style="list-style-type: none"> -It is too close to the river and will affect the habitat -Need to clear cut area -Fertilizer may contaminate river -Could fall off steep cliff 		

Stakeholder #4

Who is the stakeholder?	Farmer	Preferred Option	1
Why did they prefer this this option?	-It is not in good farm land		
Why are they opposed to the other option?	<ul style="list-style-type: none"> -It is in good farm land -Golfers would not like odors -Golf balls could damage machinery -Fertilizer could ruin crops 		

Groups

1=Option 1

2=Option 2

3=Mayor and Council

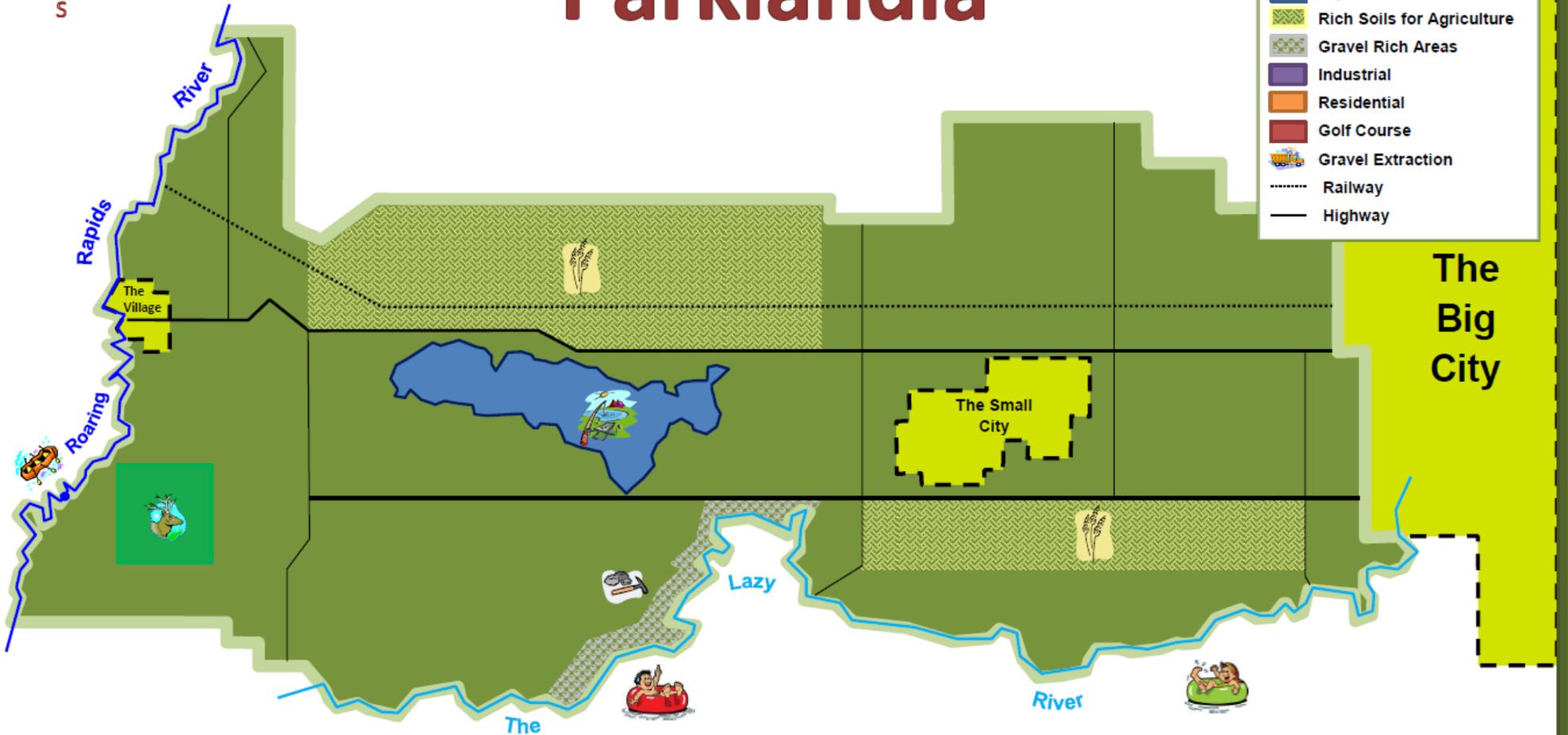
Video Lesson Option Maps

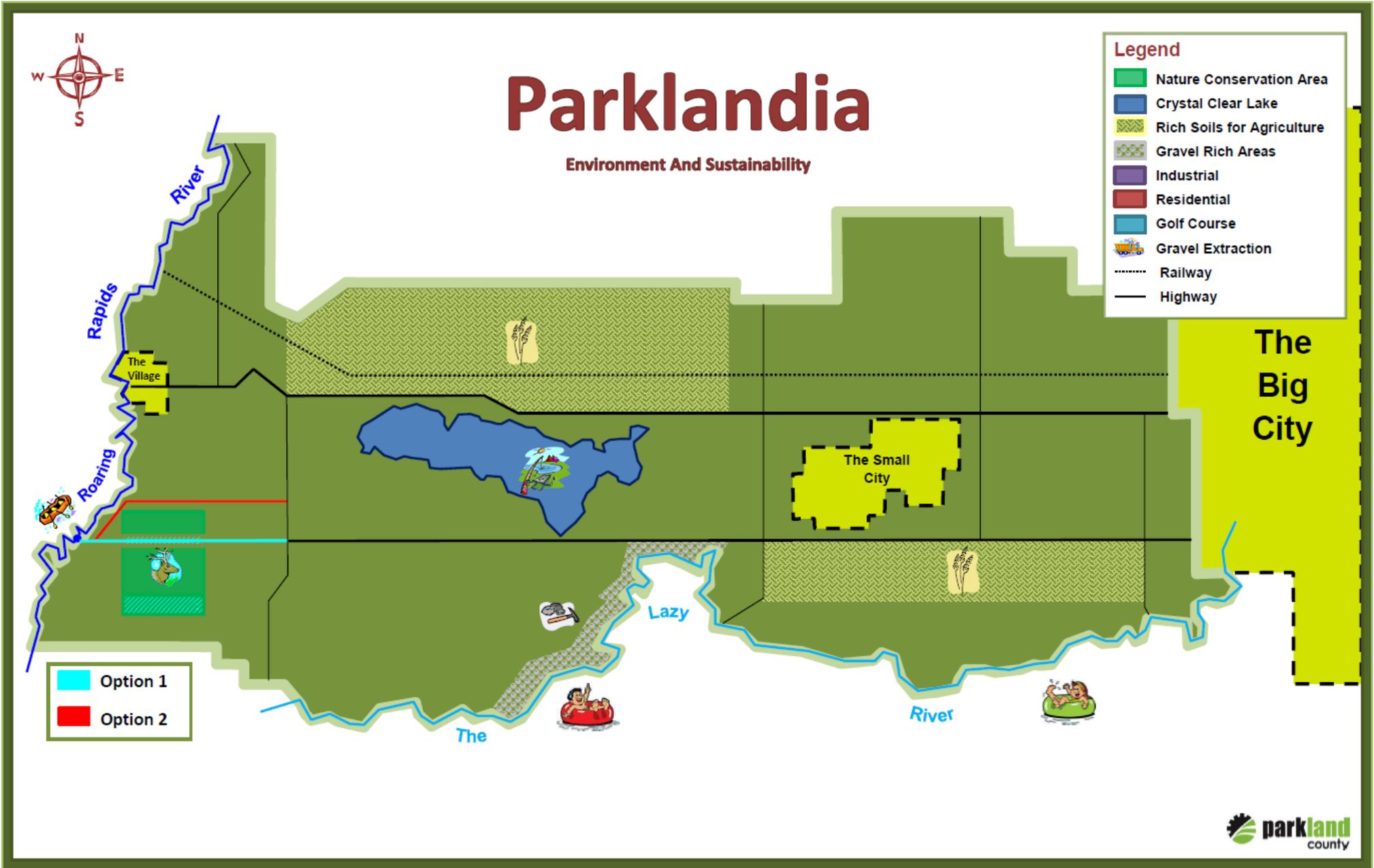
Parklandia



Legend

- Nature Conservation Area
- Crystal Clear Lake
- Rich Soils for Agriculture
- Gravel Rich Areas
- Industrial
- Residential
- Golf Course
- Gravel Extraction
- Railway
- Highway





Parklandia

Residential Development



Legend

- Nature Conservation Area
- Crystal Clear Lake
- Rich Soils for Agriculture
- Gravel Rich Areas
- Industrial
- Residential
- Golf Course
- Gravel Extraction
- Railway
- Highway



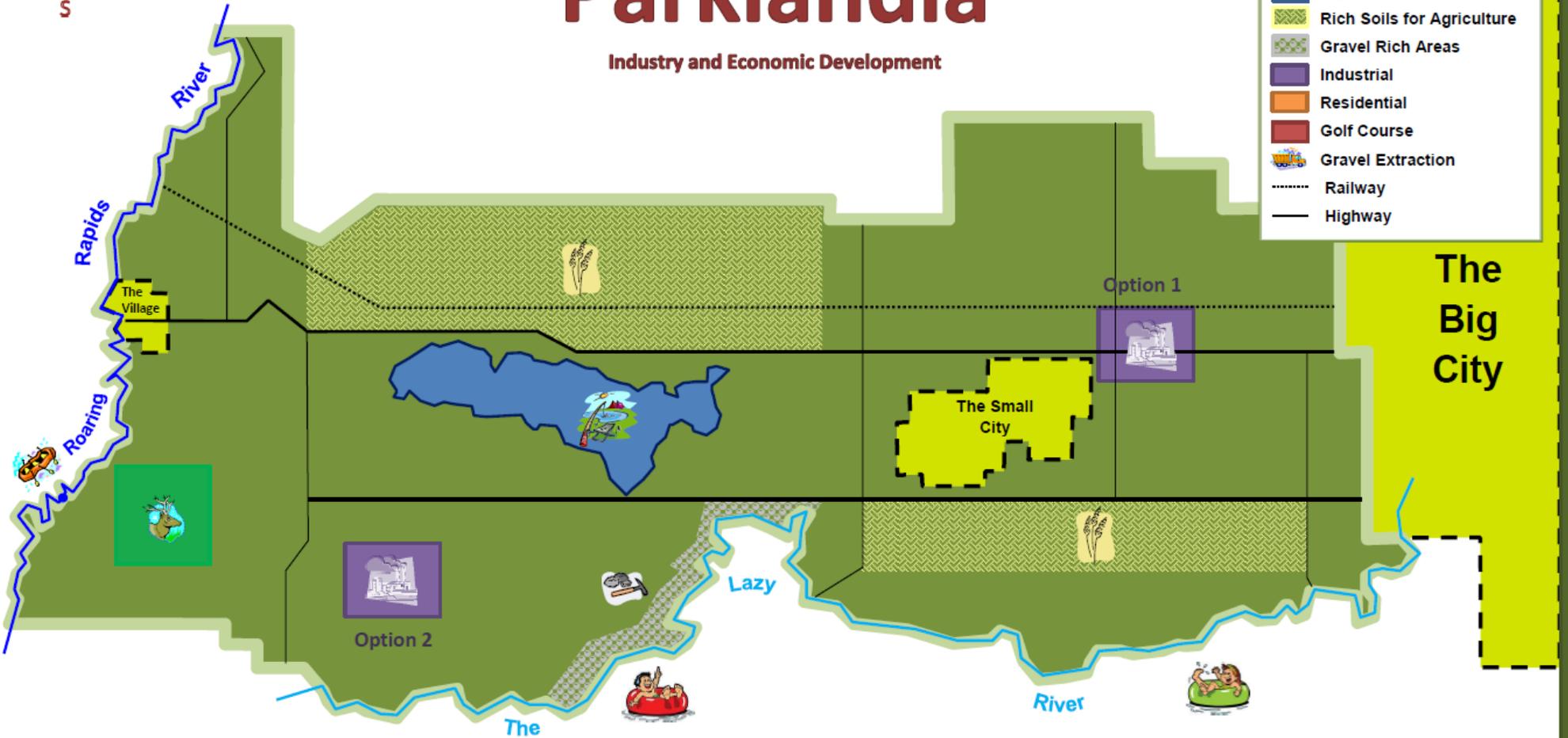
Parklandia

Industry and Economic Development



Legend

- Nature Conservation Area
- Crystal Clear Lake
- Rich Soils for Agriculture
- Gravel Rich Areas
- Industrial
- Residential
- Golf Course
- Gravel Extraction
- Railway
- Highway



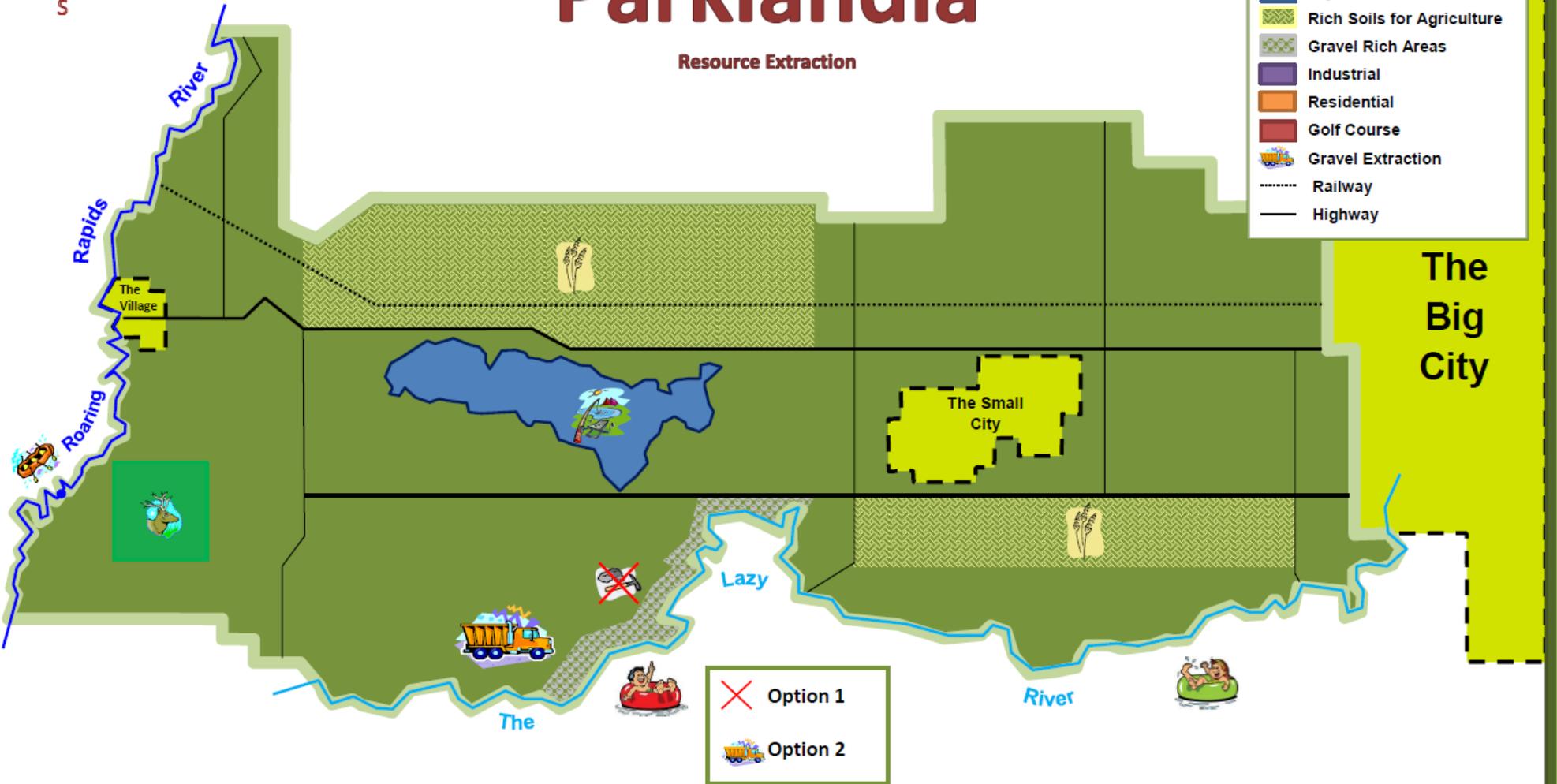
Parklandia

Resource Extraction



Legend

- Nature Conservation Area
- Crystal Clear Lake
- Rich Soils for Agriculture
- Gravel Rich Areas
- Industrial
- Residential
- Golf Course
- Gravel Extraction
- Railway
- Highway



Parklandia

Parks And Recreation



Legend

- Nature Conservation Area
- Crystal Clear Lake
- Rich Soils for Agriculture
- Gravel Rich Areas
- Industrial
- Residential
- Golf Course
- Gravel Extraction
- Railway
- Highway



Planning Fair Project Outline

Planning Fair Project Outline

Your Planning Fair project must include the following five aspects:

- 1 Map**
- 2 Model**
- 3 Poster**
- 4 Promotional Materials**
- 5 Presentation**

1 Map

Your map should be large enough to read easily. Where possible use a legend to avoid cluttering the map with labels. Maps can be handmade or digital and should include the following things:

- 1) Your Community's name at the top in large bold writing.
- 2) Your Community's boundaries.
- 3) The boundaries and situation of the surrounding communities. For example boundaries may be shared with cities, other communities, other countries, natural areas, oceans, etc. Your community may share boundaries with several different situations or with only a few.
- 4) The physical geography of your community such as mountain ranges, lakes, rivers, islands, coasts, deserts, glaciers, rainforests, volcanoes, canyons, wetlands, etc. Your community may have a varied physical geography or a very simple one. Keep in mind that not all of these geographic features occur in the same climates.
- 5) The main transportation networks such as highways, railroads, transit centres, ferries, ports, airports, etc. Your community may have several different transportation methods or only a few.
- 6) The natural resources that occur in your community such as oil, aggregate, lumber, fisheries, agriculture, wind energy, hydro energy, etc. Your community may have several different natural resources or only a few.
- 7) The location of any extraction or utilization of natural resources and agriculture. You may choose to use all, a few or none of your resources.
- 8) The location of industrial and/or commercial activities.
- 9) The locations of a low, medium and high density residential development.
- 10) The location of any nature conservation areas.
- 11) The location of any recreational activities such as public beaches, campgrounds, golf courses, amusement parks, ski hills, sports facilities, trails, concert facilities etc.
- 12) The location of social spaces such as community halls, etc.
- 13) The location of any cultural activities such as museums, heritage sites, etc.
- 14) The location of local government buildings and services including protective services and hospitals. Keep in mind some of these services may be shared with other municipalities.
- 15) Any additional information that you feel creates a better community.

Accompanying your map should be a written description of the following:

- 1) The climate of your community, for example, it could be tropical, dry, moderate, continental or polar. Your climate should align with your physical geography.
- 2) The physical geography of your community. Your geography should align with the climate of your area.

- 3) The natural resources and agriculture that occur in your community and why you chose to, or not to, extract or utilize them
- 4) How you chose the location of industrial and/or commercial activities.
- 5) How you chose the location of the low, medium and high density residential developments.
- 6) How you chose the location of any nature conservation areas.
- 7) How you chose the location of any recreational activities.
- 8) How you chose the location of local government buildings and services including protective services and hospitals as well as an explanation as to whether any of these services are shared with other municipalities.
- 9) Any other description that you feel is necessary.

2 Model

Where possible your model should be three dimensional. Your model should include all of the aspects in your map. Be as creative as possible. Your model does not need to be labeled or accompanied by a legend.

3 Poster Board

Your poster board should be a standalone, three-fold cardboard poster. It should be colourful and creative while remaining organized. **Everything should have a title.**

Your poster board should include the following:

- 1) Map with legend.
- 2) Map descriptions.
- 3) Your community's name, which should be large and bold, placed wherever you think it is most visually appealing.
- 4) A paragraph explaining why this is an appropriate name for your community should be placed near your community's name.
- 5) PICTURES with accompanying CAPTIONS that describe each of the following:
 - The three densities of residential development within your community where your citizens can live
 - One way your community's citizens can work within the community
 - One way your community's citizens can play within the community
 - One way your community's citizens social needs have been met
 - One way your community's citizens cultural needs have been met
 - One way your community's citizens economic needs have been met
 - One way your community's citizens governance needs have been met
 - One way your community's citizens environmental needs have been met

*NOTES:

- The pictures in #5 can be a combination of: hand drawn and colored pictures; photos you have taken; pictures from the internet which you have cited appropriately.
- The captions should begin with the phrase that identifies what you are describing. Examples: "The different places within our community where citizens can live are ... "; "One way our citizens can play within the community is..."
- The examples you choose to showcase with pictures and captions for #5 also need to be represented on the map.

4 Promotional Materials

Separate from your poster you will need to create a minimum of two written promotional materials. These materials should promote the community generally, promote a specific aspect of the community or promote a specific event that occurs within the community. Potential forms that these materials could take may include:

- Brochure
- Newsletter Article
- Handout/Leaflet
- Newspaper Advertisement

5 Oral Presentation

The presentation should be split equally between the team members and include the following:

- 1) The team members should introduce themselves by name and school.
- 2) The presenters should point out various aspects of the community on the map and or model as they mention them.
- 3) The team members may be asked to answer various questions about their community.

Judges' Scoring Document

Judges' Scoring Document

Parkland County Regional Planning Fair

Judge _____

Team Members _____

School _____

Name of the community this team created _____

Directions to Judges:

1. Overview- Begin by spending a minute or so at each of the displays, just to gain a general sense of the calibre of the displays.
2. Scoring for **Physical Exhibit**- Visit each display. Introduce yourself and meet the team members. Then spend 5-10 minutes looking closely at all the materials at each display- score each of the five criteria in the "Physical Exhibit" section, and note evidence from the display to support each score.
3. While waiting for the oral presentations to begin, familiarize yourself with the criteria for the **Content of the Oral Presentation** and the **Delivery of the Oral Presentation**.
4. Once judging of the physical exhibits is complete, each group will proceed with their team's oral presentation.
5. Score each of the criteria for both components of the oral presentation, noting evidence to support each score.
6. Return score card to coordinator for tally.

Scoring:

Physical Exhibit = $\frac{\quad}{34}$

Content of Oral Presentation = $\frac{\quad}{18}$

Delivery of Oral Presentation = $\frac{\quad}{6}$

TOTAL SCORE $\frac{\quad}{58}$

Physical Exhibit

Criteria: Logical and Comprehensive		
Score	Level of Demonstration	Evidence (judge's notes)
5 or 6	Layout is very logical and can be followed easily; All the key information is presented (refer to project outline)	
3 or 4	Layout is somewhat logical and can be followed to some degree; Most of the key information is presented (refer to project outline)	
1 or 2	Lacks layout organization; Some of the key information is presented (refer to project outline)	

Criteria: Visuals		
Score	Level of Demonstration	Evidence (judge's notes)
5 or 6	Display demonstrates creative AND effective use of materials	
3 or 4	Display demonstrates effective use of materials	
1 or 2	Display demonstrates ineffective use of materials	

Criteria: Alignment		
Score	Level of Demonstration	Evidence (judge's notes)
5 or 6	All components of the community clearly align with each other	
3 or 4	Components of the community align with each other somewhat	
1 or 2	Lack of alignment amongst components of the community	

Criteria: Quality and Clarity		
Score	Level of Demonstration	Evidence (judge's notes)
5 or 6	Written documents, drawings and model are extremely well constructed and very easy to understand; any photos used enhance the clarity of ideas	
3 or 4	Written documents, drawings and model are somewhat well constructed and fairly easy to understand; any photos used support the ideas	
1 or 2	Written documents, drawings and model are poorly constructed and difficult to understand; any photos used support ideas somewhat	

Criteria: Convincing (May Be Supported By Oral Presentation)		
Score	Level of Demonstration	Evidence (judge's notes)
7 - 10	The rationale behind the community's structure convinces viewers, to a great extent, that the community was created wisely	
4 - 6	The rationale behind the community's structure convinces viewers, to some extent, that the community was created wisely	
1 - 3	The rationale behind the community's structure convinces viewers, to a small extent, that the community was created wisely	

CONTENT of The Oral Presentation

Criteria: Introduction

Score	Level of Demonstration	Evidence (judge's notes)
3	The introduction is clear and creates an understanding of the community's situation.	
2	The introduction is apparent.	
1	The introduction is not evident.	

Criteria: Organizes the Content

Score	Level of Demonstration	Evidence (judge's notes)
3	The content is organized logically with fluid transitions to capture and hold the listener's attention throughout the entire presentation.	
2	The organization of the content is somewhat logical; transitions are evident.	
1	The content lacks organization; transitions are abrupt or distracting.	

Criteria: Supports Ideas

Score	Level of Demonstration	Evidence (judge's notes)
3	Important details add to the interest and depth of the presentation; details work to connect the listener to the presentation.	
2	Basic details are provided that are necessary for the listener to understand the premise of the presentation.	
1	The majority of ideas are unsupported by additional information or explanation.	

Criteria: Uses Appropriate Vocabulary

Score	Level of Demonstration	Evidence (judge's notes)
3	Vocabulary is descriptive and accurate , engaging the listener.	
2	Vocabulary provides clarity and avoids confusion.	
1	Vocabulary is awkward or inappropriate for the topic, making the speaker difficult to understand.	

Criteria: Completeness

Score	Level of Demonstration	Evidence (judge's notes)
5 or 6	The presentation was very thorough and any questions asked were answered well.	
3 or 4	The presentation summarizes the main ideas and answers question adequately.	
1 or 2	The presentation lacked pertinent information and left questions unanswered.	

DELIVERY of The Oral Presentation

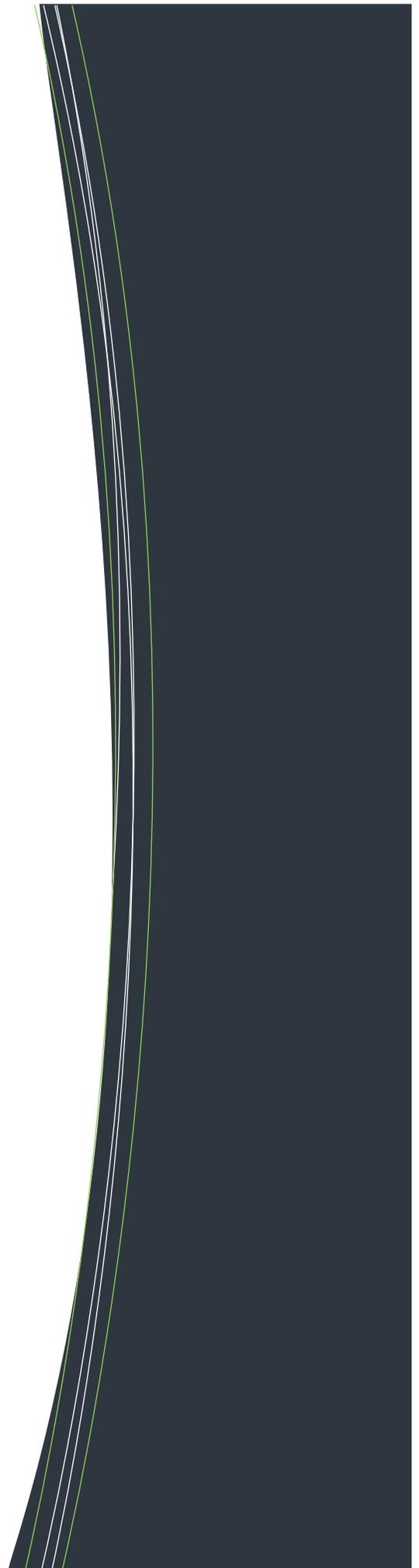
Criteria: Uses Tone, Speed and Volume as Tools

Score	Level of Demonstration	Evidence (judge's notes)
3	Speaker manipulates tone, speed, and volume, using these tools to emphasize important ideas and hold listener's attention .	
2	Speaker avoids distracting vocal fillers or physical mannerisms and uses adequate speed and volume throughout presentation.	
1	Vocal fillers are present throughout the presentation. Speed and volume are inappropriate for the presentation.	

Criteria: **Appears Comfortable with Audience**

Score	Level of Demonstration	Evidence (judge's notes)
3	Eye contact and physical gestures demonstrate the speaker's energy and interest, guiding the listener through the presentation.	
2	Eye contact and physical gestures are natural and fluid.	
1	Eye contact with the audience is lacking. Gestures are missing or awkward. Speaker depends heavily on written speech or notes.	

Parklandia Project Feedback





Where the world opens up

4603 - 48 Street T 780 963 4010
 Stony Plain, AB F 780 963 4169
 T7Z 2A8 E mailroom@psd70.ab.ca

April 14, 2014

Mayor Shaigee and CAO Pat Vincent
 Parkland County
 53109A SH779
 Parkland County, AB
 T7Z 1R1

Dear Mayor Shaigee and Mr. Vincent;

On behalf of Parkland School Division, we wish to acknowledge the amazing "*Parklandia Project*" that was lead by your staff and involved five of our Grade 6 classrooms during the past four months.

We applaud your leadership in engaging students in relevant and meaningful curriculum. The project offered a powerful learning opportunity for our students. The final projects and presentations were excellent; however, the deep learning that resulted for the students beyond those at the April 9th event was exceptional. Your staff offered a very high quality experience from their planning, classroom lessons, video, communication, etc. Their ability to align the project with current curricular outcomes and strategies was exceptional.

It is important to us that we express our appreciation for your commitment in building community and reaching out to our schools with such a quality approach. In particular, we wish to recognize the exceptional leadership of Deanna Cambridge, Martin Frigo, Duncan Martin and Gabriel Clarke in the development of the *Parklandia Project*.

We truly value our relationship with Parkland County and thank you for your generous and meaningful contribution to the success and well-being of the students of Parkland School Division. We look forward to the opportunity to partner with you to offer this opportunity and others in the future.

Sincerely,

Eric Cameron
 Board Chair

Tim Monds
 Superintendent

CC: Board of Trustees



Curriculum Facilitator

From a curriculum facilitator's perspective, for an educational partnership project to be successful, it must meet a specific set of criteria.

The Parklandia project successfully met all these criteria:

- Align with the curriculum - The project addressed outcomes from the Grade 6 Social Studies program.
- Be engaging for students – Students were engaged through classroom discussions and debates to determine the best location for different entities of the fictitious community of Parklandia. The culminating Planning Fair offered additional engagement, as it gave students a hands-on opportunity to demonstrate their learning by planning and creating their own fictitious communities.
- Enhance existing classroom programs - Students were able to learn about planning implications directly from experts in the field. Having the Parkland County planners in the classrooms teaching 4 of the 8 lessons was a huge part of Parklandia's success.
- Require minimal additional work for teachers – Parkland County's team developed the lesson plans and classroom materials for the 8 lessons. For the 4 lessons that were taught by the teachers, Parkland County's team developed animated videos to present the content needed for the debates.

In addition to meeting these 4 criteria, Parkland County also contributed to the costs incurred by Parkland School Division to participate in the Regional Planning Fair. In order for teachers to attend the Regional Planning Fair with their selected groups of students, they required substitute teachers in their classrooms to teach the remaining students who had not advanced to the Regional Planning Fair. Parkland County paid for half of the costs of substitutes teachers required that day. This was a very positive gesture in nurturing our partnership.

The Parklandia partnership project has been beneficial for Parkland School Division students. It is my hope that Parkland County will be able to offer the Parklandia Project again in the upcoming school year.

Diane Lander
Curriculum Facilitator
Parkland School Division

Blueberry School

Grade 6 students at Blueberry had an amazing time developing and planning their own community. The project was designed to familiarize students with local government and to understand the components within a community to be successful and self-sufficient.

Their plan included five aspects: map, 3D model, poster, promotional materials and an oral presentation. The community had to have a name, and the boundaries may share cities, other communities, and natural areas. Physical geography of the community including mountain ranges, lakes, rivers, islands, coasts, deserts, glaciers, rainforests, volcanoes, and canyons. Transportation networks with highways, transit centres, ferries, ports, and airports. Natural resources that occur such as oil, aggregate, lumber, fisheries, agriculture, wind energy and hydro or coal energy. Along with the natural resources the location of any extraction or utilization of natural resources was to be identified. Students also incorporated agriculture and the consumption of these resources and how they affect the community. Industries and commercial activities, low, medium and high density residential development, nature conservation areas, recreational activities, such as public beaches, campgrounds, golf courses, amusement parks, ski hills, sports facilities, trails, and concert venues. The Social spaces, which encompass museums and heritage sites, and the location of local government buildings and services which contain protective services and hospitals were also a necessary component of the project.

Written and oral descriptions were presented to clarify how all of the components work together to be a successful community. They also explained why transportation networks were placed where they were, explained choices of housing development, decisions of placing conservation and recreational areas to benefit the community. They clarified how all of these components met the various needs of the community.

Maps, pamphlets and pictures supported their community and one group even included a website to further explain the opportunities and the areas in their community.

Children loved building their community and organizing the aspects to make it work well. They even included a scale for their model and map. Population was specific for the various areas of the community. This activity allowed them to discuss and debate options of placing components in specific areas. This allowed them to weigh the pros and cons of their decisions and then present to the local government their positions and then the council voted and made a decision to approve on of the options. (Stakeholders)

This was a worthwhile and hands on project that also allowed us to buddy with Parkland County to aid the learning of a local government.

The grand finale was going to the County Office Building and competing against other schools. Blueberry was very successful.

I am very proud and excited for the Grade 6 students in Blueberry.

Cheryl Dawes
Blueberry School
Parkland School Division

Blueberry School Student Feedback

The Parklandia Project

By Madison Pusch
Copper Top Flop Writer

This is the biggest project ever in Parkland School Division! In various schools around Parkland County, we as Grade 6 students, have been challenged to design our very own communities. Many of us have been working hard and have been preoccupied on an all-inclusive project called Parklandia.

A planner from Parkland County named Duncan Martin visited some of the schools in Parkland County to teach us about planning a peaceful community. We had eight wonderful lessons on the needs of a community and had to problem solve after each lesson based on what we had learned. We solved issues by discussing the perspectives of different stakeholders and then had a controlled debate.

After all eight valuable lessons, we were a very ecstatic group of Grade 6 students ready to take on our assignment; to create our own beautiful community. We worked in groups of about seven people.

With continuous collaboration we were required to name our community, create a landscape, design a map with cities, towns, nature reserves and more.

In addition, we were required to construct a 3-D model including all of the aspects in the map and pro-

vide a poster board with a written component explaining the climate, geography, and cultural and environmental needs plus more.

It was necessary to include eye-catching promotional materials like brochures, newsletter articles and handouts.

Once we were able to pull everything together we presented our projects with an engaging oral presentation where

each of the group members spoke about their project. We were then judged on our creations!

When we had finally completed our community projects, we were automatically entered into a contest competing against the other groups within our school.

Two winners from each school went on to compete against the other Parklandia Projects in Parkland County at the County office.



Photo Supplied

A group of Grade 6 students from Blueberry School proudly showed off their Parklandia Project, called Wopkwn Land on March 11. Parklandia is a program for students in Grade 6 that educates them about democracy and how to make a successful community.

Each group put a great amount of effort and thought into this project. The results are extraordinary!

Prizes are included for the finalists. It was definitely an amazing learning opportunity that allowed us to collaborate, create and construct our own unique designs of various communities and I think Blueberry School has a great chance of winning!

Muir Lake School

Hi Deanna

I would like to take this opportunity to thank you and the other planners for the excellent job on Parklandia. This project was a fantastic learning opportunity for my grade 6 students. They enjoyed the hands on activities, group work and the opportunity to present their projects.

This project incorporated many subject areas and outcomes that needed to be covered in all areas of the Grade 6 curriculum. Students were given the opportunity to write creatively through the variety of assignments and use their artistic skills when building and creating their models. They also gained confidence when they presented their projects to their peers, parents, teachers, and judges.

My grade 6 class enjoyed having an outside presenter guide them through some of the lessons. The lessons were very creative and interesting for students. The videos and debates were an excellent mixture of activities that kept students interested. Students were able to successfully take what they learned in the lessons and debates and apply their knowledge and ideas learned to their own projects. The lessons gave them the understanding of how to plan their communities. During the presentations, it was clear that students understood the lessons and could apply the concepts learned.

The student and parent feedback was very positive overall. I know several parents are already hoping that the project will run again next year. Thank you so much for the time and effort that was necessary for this project to be so successful.

Debbie Wayken
Blueberry School
Parkland School Division

Duffield School

The grade 6 class at Duffield School learned about the structure of municipal departments and their decision making processes as they took part in the Parklandia project this year. Our awesome leader from Parkland County was Deanna Cambridge. She presented information to assist the class in making decisions about placement of industrial, residential, transportation, and recreational areas, and whether or not to develop natural resources. The scenarios were real life allowing students to buy in and take the creation of Parklandia seriously.

One of the most engaging aspects of the lessons was the debate process, where students in groups, for, opposed, and mayor and council, debated a potential decision. Over time, students improved their listening, presentation and debate skills, and loved this part of lessons.

Parklandia gave all students a chance to succeed—whatever level they were at. Because of the various aspects of the final project, (map and legend making, creation of a 3-D model, inferring what the climate and lifestyle may be like based on chosen geographical features, organization of group efforts, presentation skills) there was something each child could do well. Students were proud of their individual effort and group results. As their teacher I was proud of them too!

The Parklandia project was a positive experience for me (because of the high level of organization and quality of materials provided—as a teacher I know how much work went into this) and for my students. I appreciate having the chance to participate.

Cindy Charleson
Duffield School
Parkland School Division

St. Thomas Aquinas School (Boyko)

The Parklandia Project was a very interesting project that my class participated in this year. Students learned how a local government functions and the processes and decisions that it has to make to run effectively. I think they became aware of the fact that a government has to take into account many different viewpoints and perspectives before making a decision. These decisions will not always make everyone happy in a community. The weekly lessons culminated with the design of their own community. Students were expected to use all of the knowledge gained over the eight lessons. This was a worthwhile project that lets students gain valuable insight into the workings of a local government.

Joel Boyko

St. Thomas Aquinas School

Evergreen Catholic School Division

St. Thomas Aquinas Student Feedback (Boyko)

- I thought Parklandia was cool and fun I think all the grade 6 students should do it again next year and now I know what a local government plans for the city.
- Parklandia was a helpful program that teaches you how to locate and plan buildings. Through this program it was stressful but at the end it was fun!
- Parklandia was a really fun project to do. It made your brain have to think. You had to make good choices and put yourselves in other people's heads.
- Parklandia was very fun and I wish I could do it again. But, then again, there were some down falls, I wanted to be the winner all the time, but that wasn't about to happen any time soon. Thank you for teaching me in a slightly weird way.
- It was fun but it took a lot of hard work and effort I wish I could do it again. It really made you think about where buildings should go and decision making. The Parkland County should do this project again next year.
- Parklandia was a great experience for me and all my friends here at STA. I think you should do it again next year because all the grade 5s will love to do all the fun things we did.
- Parklandia was really fun it taught me a lot about or local government. I think it would be a great experience for Grade 5s next year.

- Parklandia was very fun. Sometimes it was hard and stressful building the model but in the end it was very good. It made you have to use your brain and that's what I liked about it!
- Completing the models was awesome! That was the best part of Parklandia!
- I loved Parklandia! It took a little bit long to complete the model. I think we should do it again next year because it gives students a good opportunity to learn how to build models!
- I think that it was a great learning experience but it was not that fair. It was not fair to me because some people could bring more stuff than others. Also some had more people in their group personally I only had 2 people in my group and he slacked off but overall I say it's a great idea for other grade 6 students!
- Parklandia was an awesome idea I think we should do it every single year. It was really fun because you could design your own city and make a model and map for it. It was also fun because you made a huge poster. There were many things you learned about in Parklandia like making decisions with other people and learning how to design a city and also how to design things like a map or base. It took a lot of work to make this one of the days we used a whole school day to make it and we still didn't finish. Thank you for making this an awesome time and an awesome experience for us all.
- Parklandia was a great experience for me and how we learned how hard it is to make a choice and that you might make a lot of people mad and a lot happy you never know if you make the right choice in Parklandia. I think it was a really good idea and it was a good time and I think you should do it again next year.
- Cool! Parklandia was a great idea to give kids the skills to make good decisions and see what consequences come with it. I would do it every year if I could because we make decisions and this program teaches how to make good decisions knowing some people might not be happy with a certain choice but there is always an upside to each time you choose. THANK YOU! This program was really helpful.
- Parklandia I think is a good idea. It was very fun to make the project at the end. The debates were very cool but sometimes it got a little crazy! I think you should do it again for grade 6. (wish all of the classes could do it) At the beginning I wasn't too sure about Parklandia but throughout the lessons it got better and better. (and AWESOME jamming music at the beginning of the video lessons)



St. Thomas Aquinas Catholic School

381 Grove Drive, Spruce Grove, Alberta T7X 2Y9

Phone 780-962-1585 • Fax 780-962-1588

April 14, 2014

Dear Mayor and Council,

I just wanted to thank you all for the invitation to participate in the Parklandia Project this year.

I was intrigued when I received the initial information and invitation to the teacher information day, and absolutely sold on the project once I attended the teacher information day. It looked to be a fun learning adventure!

I was right! My class thoroughly enjoyed having Martin Frigo come in to be their "teacher", participating in the video debates, and building their final projects.

We have five grade six classes at our school, but only two of us chose to participate this year. The other three teachers decided to "let us do it first – and if it was good they would join us next year". ☺ Students and teachers alike from the other classes often came to see what cool things we were doing, and asked if they could tour our final project fair.

Our final Project Fair judging portion was held the afternoon of March 25. Students were nervous and excited when they found out that they would have "guest judges" (which consisted of Evergreen Superintendent, Deputy Superintendent, Division Principal, and Outreach Teacher). Students were also surprised and excited to have CTV News show up to record a piece on the project. The parents were invited to attend the Project Fair that evening. Parents and students (and teachers alike) were honoured to have Mayor Shaigec and Councillor Jensen also attend the evening Project Fair.

When the other teachers heard what a wonderful job that Deanna Cambridge and her project partners had done on completely designing the project (so that basically all we had to do was facilitate), and how much fun our students had participating in the project, they were also sold on it. With that said, I sincerely hope that you will be hosting the Parklandia Project again next year!

It was interesting to listen to the students' conversations after completing the project. Some were busy chatting at recess how they would completely re-design their community 'next time'. Some were busy 'debating' the best locations for certain things. I had a mom tell me that her daughter went home to look up what University courses she would need to be a "Planner". I noticed a girl in my class designing a home during her free time. When I asked her about it, she explained that she was working with her friends from other classes to design an entire housing community.

A special thank you again to Deanna Cambridge and partners for designing this excellent learning opportunity, Martin Frigo for being a great 'teacher', and Mayor Shaigec and Councillor Jensen for taking the time out of their busy schedules to attend our evening Parklandia Project Fair.

A project like Parklandia is truly a fun and "hands-on" way to learn, that students will remember for a life-time! Thank you so much for allowing us to be a part of it this year! ☺

Sincerely,

Miss Lori Green
Grade 6 Teacher

Cc: Deanna Cambridge, Martin Frigo

St. Thomas Aquinas Student Feedback (Green)

Dear Mayor Shaigec,

Thank you for the entire Parklandia Project.

You have given us knowledge about planning a community. For example, we learned that a house has 12 truckloads of gravel that is taken in from land and then the buildings go on that land.

One of our favorite parts of the project was the project itself. You should continue this project for future grade six classes. Our second favorite part of the project was the little animations, they were funny.

We liked Parklandia because we got to act like government people and it took a lot of time to agree where everything went on the Parklandia map.

Our group really liked everything about Parklandia because about everything went through a fun process and a lot of hard work.

Sincerely,

Amari, Avery & Kale

Dear Mayor Rod Shaigec,

Thanks for coming to the Parklandia Fair! We really enjoyed making the project, and presenting it. We think next time the groups should get more time to work on the final project. We all enjoyed making the poster board for the final project, and presenting it. We also enjoyed making the brochures and business cards.

Kaylie's favorite part was the final presentation. Brooklynn's favorite part was making the model. Lauren's favorite part was doing the debates in class. Our whole group's favorite part was designing the map for Pine Village. We all hope you will continue teaching the Parklandia Project for grade 6 classes.

Thank you for teaching us Parklandia, we all enjoyed the lessons and the videos. We will miss Mr. Frigo teaching us Parklandia. Thanks so much for coming to the Parklandia Fair. We hope you liked our project, brochures, and business cards. We hope to see you all next year.

Thanks! 😊

Sincerely,

Brooklynn, Kaylie and Lauren in 6G 😊

Dear Mayor Rod Shaigec,

Thank you for coming to our Parklandia Fair and taking your time to help our group with this fun Parklandia Project.

In our group, Anthony liked building the model and Carter liked building the model. Dominic liked making the website the best. I hope you will do this project for the grade 6's next year and in the future.

Our group loved this project and that's why we hope you will do this in the future for the grade sixes. Next year we hope that all of our grade six classes will be able to do it.

Our whole entire class had a fun time. Carter didn't only like building the model, he also liked presenting our model to the judges. Dominic also loved building the model, and Anthony liked building the back board poster. Dominic, Carter, and Anthony all had fun working as a group, and had fun with our other friends making our project and going to each other houses to make the model. That is also why we hope you will do this for grade six in the future. We loved working with Mr. Frigo, and Dominic hopes one day he will be a Mayor .

Sincerely,

Dominic, Carter, and Anthony

Dear Mayor Rod Shaigec,

Thank you for letting us take part in Parklandia. I really enjoyed the debates and presenting the final project. My partner enjoyed the debates and doing the final project. I hope you do this in the future because lots of people enjoyed doing it and maybe some of us may become planners when we're older. Thanks for coming and teaching us how to be planners and making our own community. We also liked the videos.

My favorite debate was the debate for the golf course because my group was Mayor and Council. My partner's favorite debate was the housing debate. His group had a lot of great ideas for the debate. My partner was very excited when his group won!

We got second place in the final project! Our province's name was Dukoski.

It's a tropical community close to the equator. Its main jobs are commercial fishing & farming. It has a rainforest, a trench, and a reef. Russell City (it's actually the big city) is powered by a hydro dam, and has a litter patrol that picks up trash around the city. Our national animal is the Tuckeeet, a rainbow colored bird with a beautiful singing voice.

Anyways, we just want to thank you for letting us do Parklandia, and helping us learn to be excellent planners. We learned so much during our Parklandia unit. We hope to see more sixth graders do Parklandia.

Many thanks,

Danielle and Bryce



Dear Mayor Rod Shaigec,

Thank you for the whole Parklandia Project.

Our favorite parts were the map making and the model. We liked making the model because you got to make the clay and the model on your own. The map making was cool because you got to plan where to put everything. I hope we can do it again next year because it was awesome. We want to thank everyone that helped put Parklandia together.

We learned how to put stuff together in a community. I hope you can do it with other schools and they can enjoy it too and some of our younger siblings. We hope you can continue this awesome program for many years. Please know it was a lot of fun, and we really enjoyed it.

Know we really understand that it really works like that. For example, how places like the TLC came here in Spruce Grove. We really enjoyed choosing where places would go in the community by debating on it in three groups, and choosing who won. Being mayor and council was fun. Doing the project was fun and getting to be on CTV news was fun.

Sincerely,

Owen, Slade, and Dylan

Grade 6G

Dear Mayor Rod Shaigec,

Thank you so much for letting us participate in Parklandia, we had a blast making the project!! Our group came in 3rd place! We are super proud!! Deana's favorite part of the project was debating the options, Emma's favorite part was making the business cards, and so was Taylor L.'s.

We learned how to make a city if we ever grow up to be community builders; we would thank you for everything you taught us. We think you are very smart for making this type of unit. We can't wait for you to pass this on to our younger siblings. We learned a lot from this unit, and we had fun debating, watching the videos, and creating the community

We loved your Parklandia unit and you should definitely keep teaching it. The model turned out beautifully and we love it so much and we couldn't have done it without you. And we want to thank you for teaching us how to build our own community.

Love, Emma, Taylor L., and Deana😊😊😊.

Dear Mayor Shaigec,

Thanks for coming to our Parklandia Projects Fair and teaching us about local government. We really liked learning that, and the videos were cool. What our group really liked was the debates at the beginning of Parklandia. Making the final project like the map and model was the most fun of all. You should keep doing the Parklandia Project for other years because we enjoyed it and we think other grade six classes would too. We liked learning about it and it was fun.

We liked when Mr. Frigo came in and taught the class. We also liked all the new stuff and the videos taught us lots about planning and development. We also liked presenting our project. Thank you for teaching us all this new stuff. We liked Parklandia!

From,

Zayta, Taylor.N. And Mitchell

Dear Mayor Rod Shaigec,

Thank-you for coming and seeing our projects. We enjoyed learning about Parklandia and our favorite part was building the model and poster board. We also liked doing the debates and watching the videos.

Please continue teaching Parklandia to the next grade 6 classes. We hope they will enjoy it as much as we did.

In Parklandia we learned about how to make decisions and create a community. We wish this project could have been longer, even though we learned a lot through the program. Some new words we learned were low, high, and medium density and industrial.

We also made it to Regional Fair! It was a great experience and lots of fun. Thank you for putting your time and effort into this program.

Have a great day!

~ Willow, Payton, & Lily

Dear Mayor Rod Shaigec,

We are very grateful for the opportunity to do the Parklandia Project. We enjoyed Parklandia and we would do it again next year! We hope next year the grade 6 classes have the opportunity to do it too.

Our favorite part of the experience was making the model, it was really fun! It was also fun to learn with Mr. Frigo he was a fun teacher!

Thank you for setting it up. Thanks for judging our projects, giving us helpful tips, and teaching us how to plan a city.

It was fun to get to build our city and it was a great experience for our group. It was fun to create the map, the stuff we put in our city, and to make descriptions of everything in the city. We learned that it takes a lot of work to plan a city/town.

We also really enjoyed the video debates. We loved that it took a lot of time out of our school work because it way more fun than regular school work!

Thanks 😊

From,

Ethan Pankewich, Skyler Howe, and Noah Kramps

École Meridian Heights Feedback

Deanna,

I wanted to let you know that my grade 6 class thoroughly enjoyed the Parklandia Project. It was a great way to have insight into what responsibilities they have, as well how they complete tasks and set priorities for growth in the area. The videos were positive and easy for students to follow so they could focus on the task in each week's lesson. Being able to debate the topics assisted students in using their skills to prioritize how a community should form. When groups got to build their own community, they could use the skills they had worked on as a large group and apply their knowledge to make a community. It was neat to see the students who took on leadership roles and expressed their ideas clearly during discussions and presentations.

Colleen McGhan-Cox
École Meridian Heights School
Parkland School Division

Additional Photos

Classroom Sessions



School Fairs





Regional Fair



Lobby Display



Contact Information

Contact Information

If you have questions about *The Parklandia Project* or would like additional information, please contact:

Deanna Cambridge
Parklandia Project Manager
Planner, Parkland County
780 968 8443 (ext. 8321)
dcambridge@parklandcounty.com.