

# Module 1

## CPI and your local planning process

This section helps communities understand the mechanics and impact of Community PlanIt, choose a game topic, and evaluate the community's readiness to implement.

Teachers work through this section to learn about the game and brainstorm local planning topics. Based on what they discover, teachers then work through the same section, with students, to help them learn about CPI and hone the topic for their game.

- 1. What is Community PlanIt?**
- 2. Planning and your community**
- 3. Are you ready?**
- 4. Recap**
- 5. Appendix**



# 1

## What is Community PlanIt?

**When you play Community PlanIt, your voice matters. You weigh in on important issues whenever you can, from anywhere, however you choose.**

Community PlanIt (CPI) is an online, social game that engages communities in local planning. Its goals are to increase the number and diversity of participants in the planning process, cultivate civic learning among players, and provide better data to planners about stakeholder views.

Learn how to play it at [communityplanit.org/how-to-play/](http://communityplanit.org/how-to-play/)

To learn about how each Community PlanIt game is tailored to local needs, do a scavenger hunt through a past game:  
[communityplanit.org/all/](http://communityplanit.org/all/)

### Scavenger Hunt questions:



What topics do you notice in each mission?



How do local details figure into the challenge questions?



What kinds of causes won the most coins?

Organizations without time to create a customized game from scratch can play our Community PlanIt: Life Online game:

[communityplanit.org/salemlol](http://communityplanit.org/salemlol). Its broad focus on school social media policy

enables it to be played in any community. Interested school or youth-serving organizations simply need to create local causes for the game.

# 2

## Planning and your community

**Local planning is a chance to shape the future of your community.**

Planning considers both the present and the future, the real and the ideal, and the perspectives of many different stakeholders.

Community PlanIt has supported a range of city, regional, and national planning processes, including:

- ❖ [mapc.org/salempointvision](http://mapc.org/salempointvision)
- ❖ [phila2035.org](http://phila2035.org)
- ❖ [watersheds.capecodcommission.org](http://watersheds.capecodcommission.org)



For some background, see the American Planning Association's explanation of the process (Figure 1). After looking through this website, consider what planning means to some Detroit residents (Figure 2).

Community PlanIt games have typically engaged youth as part of these larger planning processes, but the game can also support youth engagement and leadership in school and district planning process, such as those at: [youthonboard.org/bsac](http://youthonboard.org/bsac). (Click on the pdf of their accomplishments, and view a summary in Figure 3.)



## Youth Activity

Choose one of the planning processes above.

Create a collage, document, diagram, or multimedia presentation, e.g., via Voicethread ([www.voicethread.com](http://www.voicethread.com)) or Photovoice ([www.photovoice.org](http://www.photovoice.org)), to represent it. Consider the issue and the stakeholders involved.

- ❖ What issue or community need is their focus?
- ❖ What is the evidence (background information, data, stories) that help us understand why this decision needs to be made?
- ❖ Who are the different stakeholders? What do they feel is at stake (important to change or keep the same?) Complete a power analysis/map of the stakeholders involved (Figure 4).
- ❖ Who stands to benefit from the decision? How?
- ❖ Who makes the final decision?

**Your community is probably home to a lot of planning already.** Take this opportunity to explore your own perspective on local needs and opportunities, then explore partnerships with local planners. Choose a local issue for which planners need substantial community input. Once teachers or staff of the hosting organization choose the topic, they can do the following activity with youth.



## Youth Activity

Consider different elements of life in your community.

Examples from past games includes transportation, green space, youth employment, shopping and recreation, and digital media and technology access and use.

**Ideal Vs. Real:**

For each topic, what is your ideal, your dream? What do you hope to see in the future? Then consider how things look right now. What would it take to move from the real to the ideal? What obstacles stand in the way? Represent your ideas with a chart or diagram.



# 3

Are you ready?

**Community PlanIt is not a stand-alone experience; it's the center of broad community engagement effort.**

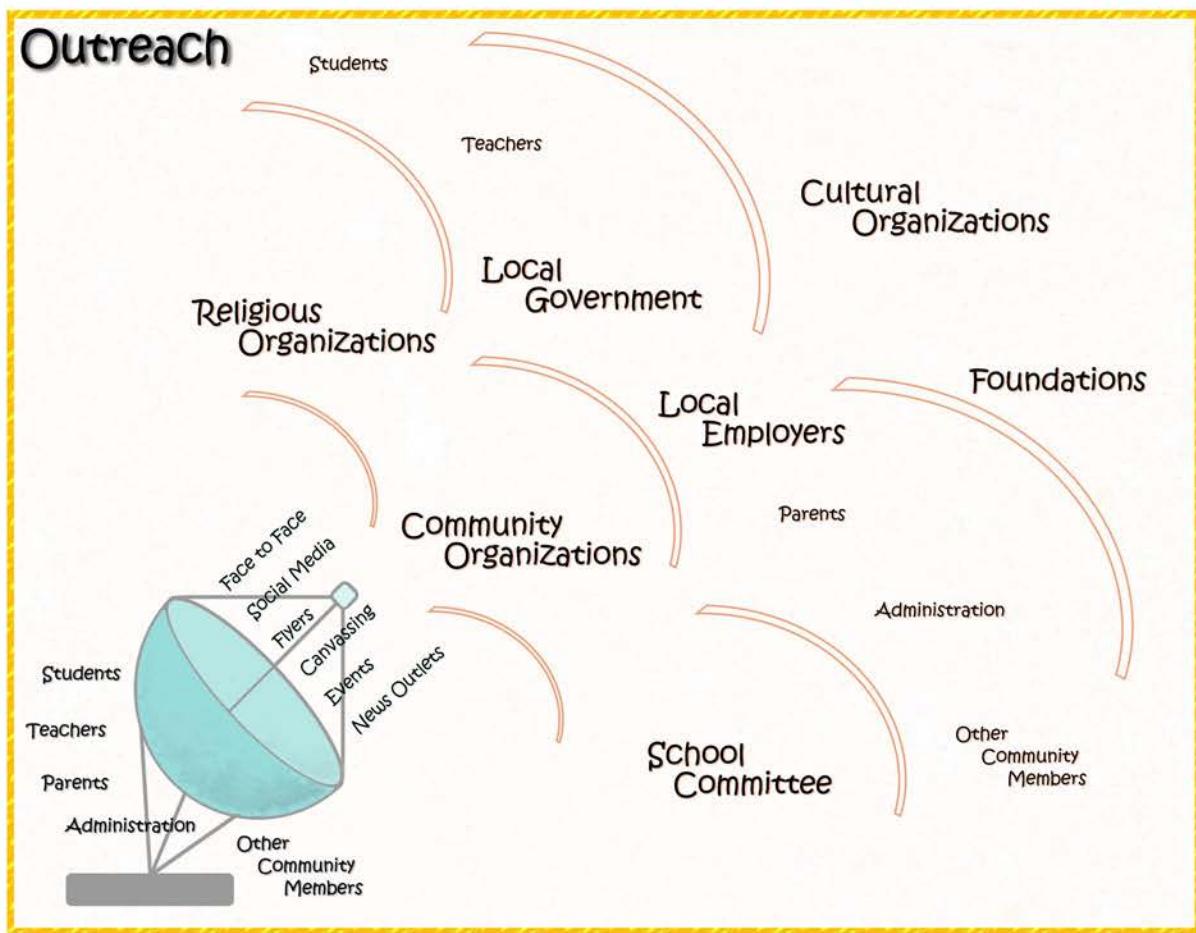
Consider the capacity of local partners to support outreach, game development, game play, and use of game data to realize the community's goals.

Which local organization would create game content and moderate game play?

What kind of community outreach would the host organize to shape content creation and support game play?

Would community organizations host game launch and game play events?

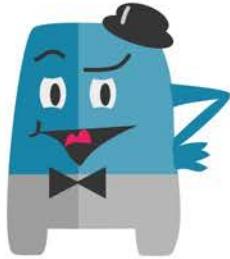
Would public officials be willing to play the game?



Which local organization would create game content and moderate game play? What kind of community outreach would the host organize to shape content creation and support game play?

Would community organizations host game launch and gameplay events? Would public officials be willing to play the game? Who would use the game data, and how?

## Module 1 Recap



**You've explored the potential of Community PlanIt to support local planning and considered issues in your community that could be a good fit for the game.**

You've also considered the level of local support needed to create meaningful impact. Now you're ready to dive in deep and explore your chosen game topic from multiple perspectives in module 2 so that you can eventually build a game that engages the whole community.

# Module 1 Appendix

**Figure 1:**

[www.planning.org/aboutplanning/whatisplanning.htm](http://www.planning.org/aboutplanning/whatisplanning.htm)

### What Do Planners Do?

Professional planners help create a broad vision for the community. They also research, design, and develop programs; lead public processes; effect social change; perform technical analyses; manage; and educate. Some planners focus on just some of these roles, such as transportation planning, but most will work at many kinds of planning throughout their careers.

The basic element is the creation of a plan. Planners develop a plan through analysis of data and identification of goals for the community or the project. Planners help the community and its various groups identify their goals and form a particular vision.

In the creation of a plan, planners identify the strategies by which the community can reach its goals and vision. Planners are also responsible for the implementation or enforcement of many of the strategies, often coordinating the work of many groups of people. It is important to recognize that a plan can take a variety of forms including: policy recommendations, community action plans, comprehensive plans, neighborhood plans, regulatory and incentive strategies, or historic preservation plans.

Other examples of plans include: redevelopment plans, smart growth strategies, economic development strategic plans, site plans, and disaster preparedness plans.

**Figure 2:**

[www.detroitfuturecity.com/wp-content/uploads/2014/02/DFC\\_Neighborhoods\\_2ndEd.pdf](http://www.detroitfuturecity.com/wp-content/uploads/2014/02/DFC_Neighborhoods_2ndEd.pdf)

## DETROIT FUTURE CITY

# A Day in the Life

### *Improving the Qualities of Life*

Irma, Bill, and Aisha's neighborhood is having its first block party in 30 years today. That's because the Neighborhood Watch organization that Aisha started six years ago has gone from arson-busting and crime reports to moonbounces and cake walks. It hardly seems possible that the pleasant green space where neighborhood kids are playing and grown-ups are cooking out and talking was once a notorious vacant lot that neighbors used to call "The Blob."

It started when Bill, a bank teller, went to an open brainstorming session the CDC co-sponsored with the local church to gather "small but beautiful" ideas for making the neighborhood more healthy. He asked the CDC to talk to his bank's vice president about a small donation or micro-loan for a community garden. Then Irma—a neighbor Bill had seen but never really talked to—asked if her grandson's Boy Scout troop could volunteer. Aisha offered her group's watchful eye for clean-and-green efforts. With a grant for seeds and supplies from a local family foundation, the project was underway. "Take Back the Blob," became the neighborhood's rallying cry.

No one quite expected or foresaw the real bonus of that meeting: When the Detroit Strategic Framework was launched and the City called for transformative ideas for neighborhoods, Irma, Bill, and Aisha were ready with a vision. Their relationships with the CDC, bank, and the foundation helped them take their idea to reality.

The word "Community" shows up a few times in this story. What do you think it means to these characters? What kinds of collaboration and coordination show up in this story? How does planning figure into this story?

# Module 1 Appendix

## **Figure 3:**

Below is a selection of their work. More detail available at:

[www.youthonboard.org/sites/yob.civicactions.net/files/BSAC%20ACCOMPLISHMENT%202026%20202013\\_0.pdf](http://www.youthonboard.org/sites/yob.civicactions.net/files/BSAC%20ACCOMPLISHMENT%202026%20202013_0.pdf)

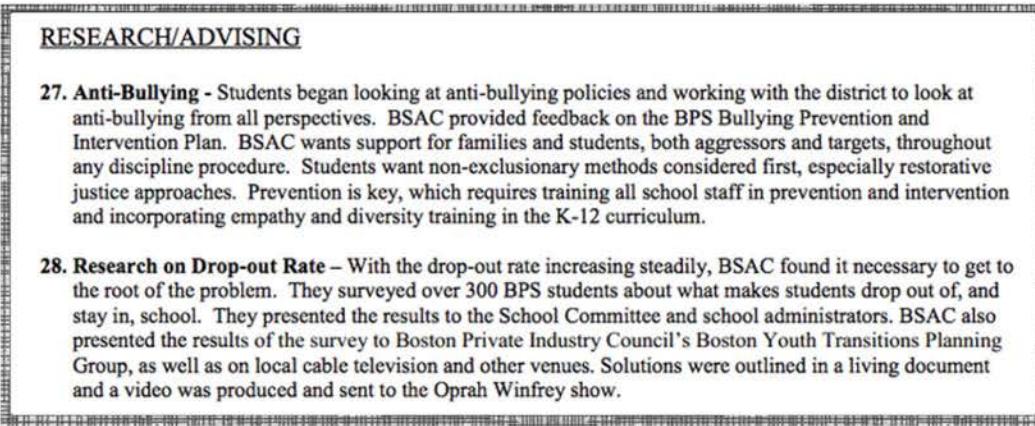
### POLICY CHANGES

- 1. Student Feedback in Teacher Evaluations** – Following the success of Constructive Feedback in the district, BSAC lobbied the Massachusetts Board of Elementary and Secondary Education to include student feedback as an official component of teacher evaluations. In a set of regulations passed by the DOE in July 2011, all districts in the state must include student feedback in educator evaluations beginning in the 2013-2014 school year. BSAC's success at the state level directly affected the Boston Public Schools where BSAC is currently leading a Student Feedback Working Group with the BPS Department of Teacher and Leadership Effectiveness to develop a model survey tool and pilot for student input in teacher evaluations in Boston. BSAC is also actively engaged with the Department of Elementary and Secondary Education to develop a model survey tool and develop best practices in implementation for all Massachusetts districts.
- 2. Student to Teacher Constructive Feedback** – In May 2010, the Boston School Committee passed BSAC's "Student to Teacher Constructive Feedback Policy" mandating that all high school teachers administer the "Constructive Feedback Form" in their classrooms which allows students to give their teachers constructive feedback on their strengths and weaknesses and is proven to improve classroom culture by promoting positive relationships. Every full time high school teacher will administer the constructive feedback survey at least once per year beginning in the 2010-2011 school year. The initial implementation was piloted using the paper survey that allows for anonymous completion and an online version will be considered for the future. A professional development workshop is offered each fall to provide school leaders with more information about the tool.
- 3. Health and Wellness** – Driven by the belief that all students deserve a holistic education which includes issues of health and sexuality, BSAC is working with community groups and BPS to improve the quality of health education, particularly around sexual health and safety in the district and across the state. BSAC students lobbied State Senator Sonia Chang-Diaz around legislation that pushed for comprehensive health education in Massachusetts. While the bills did not make it out of committee, they made it further in the process than they ever have before. BSAC was also instrumental in editing the Boston Public Schools' new health curriculum, dubbed the "Health Frameworks," which has since been used to train teachers in the district.

### ADVOCACY

- 15. Youth Affordabili(T) Coalition** – BSAC joined the YAC coalition to help in advocating for the Youth Way on the MBTA campaign. BSAC believes that every young person should have affordable access to the MBTA. Given that it serves as a major form of transportation for students and their families to travel to work and school. The goals of this campaign are to stop the MBTA's 100% fare hike proposals, proposed service cuts, place pressure on the state to fund MBTA, and create a \$10 monthly youth pass. BSAC has taken a significant leadership role in the planning and organizing of the campaign and actions. BSAC has participated in the biweekly Saturday YAC Coalition & planning meetings, sent letters to State legislators & School Committee representatives, rally and march at the State House, Lobbied Chairmen of MBTA & House speaker DeLeo (chief of staff), and etc. YAC was successful in influencing MassDOT Board which approved MBTA fare hike proposal for a 23% increase, a reduction from the initially proposed 100% increase. BSAC is continuing its campaign efforts with YAC in pushing for the monthly youth pass.
- 16. National Student Bill of Rights ( NSBR)** – BSAC believes that ensuring youth and student rights will cause systematic change in education. NSBR is an national movement bringing together youth from across the country to define youth vision for education and social justice. Youth from different cities are developing local bills ad working together to write a national bill that will become a unifying document for youth nation-wide and a driving force for the youth movement. BSAC has played a major role in providing feedback and recommendations for the document. In March, BSAC co-hosted an NSBR workshop with the Baltimore Algebra Project at the Harvard organizing conference to raise awareness around NSBR. BSAC is continuing to increase awareness around NSBR in Boston and is also assisting in the implementation of the national youth voting week.

# Module 1 Appendix



**Figure 4:**

[www.moveon.org/organize/campaigns/powermap.html](http://www.moveon.org/organize/campaigns/powermap.html)

The Move On power mapping guide offers a detailed process and cites the Missouri Votes Conservation's Guide to Power Mapping, from which this image is drawn.

