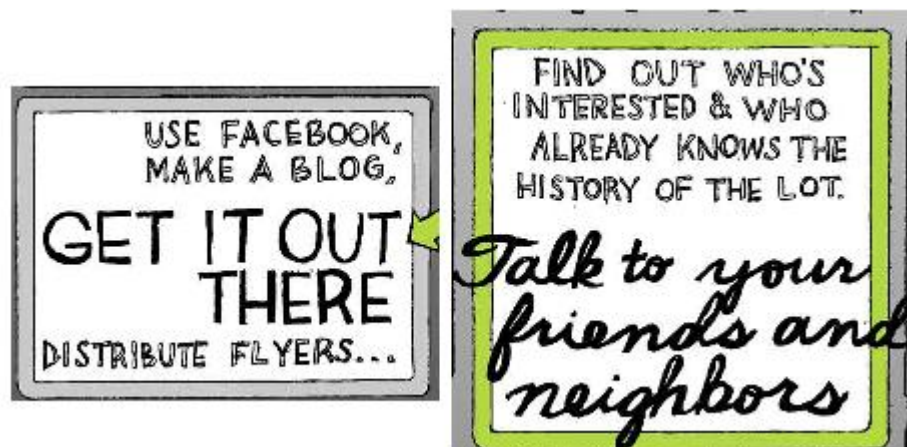




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Activities Overview

Brainstorming Vacant Lots

Ages 6 – 8 years

Time Allotted: 45 minutes to 1 hour

SUMMARY

This activity uses drawing and imagery to act as an introduction to expose the realities of public vacant land and the way it affects communities. Students will draw a vacant lot in their community, then discuss as a class the similarities and differences between their lots. Then students form pairs and use a worksheet with questions to interview each other about the lot they have drawn. The pairs then work together to draw a new illustration of what could be created inside either of their lots, and discuss the differences between their new drawing and their previous individual ones. This activity also allows students to creatively brainstorm alternative uses for public land that are beneficial, as well as realize the potential that is created when teaming up with others.

MATERIALS

Copies of the You've Found the Lot in Your Life Worksheet (one per student)

Colored Pencils or Pens

Copies of the Brainstorming Vacant Lots Questions (one per student)

Copies of the Now What? Worksheet (one per two students)

NEW YORK STATE STANDARDS

The Arts

Standard 2: Knowing and Using Arts Materials and Resources

Standard 3: Responding to and Analyzing Works of Art

English Language Arts

Standard 1: Language for Information and Understanding

Standard 3: Language for Critical Analysis and Evaluation

Standard 4: Language for Social Interaction

Strengths of Your Group

Ages 8+ years

Time Allotted: 45 minutes to 1 hour

MATERIALS

Pens or Pencils

Copies of the Strengths of a Group Example Sheet (one per student group)

Copies of the Strengths of Your Group Worksheet (one per student group)

SUMMARY

This interactive activity helps students learn about the foundation of forming groups and addressing how individual strengths can benefit those groups toward transforming a vacant lot into a community space. The activity begins with a

discussion about when students have worked in groups in the past and is followed with a discussion about what makes a group successful. Students are then divided into groups where they discuss their general areas of strength and practical skills, what they enjoy doing, and what they can improve upon. Students will use an example sheet of group strengths to then fill in their own worksheet and share with the rest of the class.

NEW YORK STATE STANDARDS

Career Development and Occupational Studies

Standard 2: Integrated Learning

English Language Arts

Standard 1: Language for Information and Understanding

Standard 3: Language for Critical Analysis and Evaluation

Mathematics, Science, and Technology Education

Standard 1: Analysis, Inquiry, and Design

Standard 7: Interdisciplinary Problem Solving

Social Studies

Standard 5: Civics, Citizenship, and Government

Flyer Making 101

Ages 10 – 14 years

Time Allotted: 30 to 45 minutes

MATERIALS

Copies of the Flyer Making Example Sheets 1 (one per student)

Copies of the Flyer Making Example Sheets 2 (one per student)

Paper (one sheet per student)

Pens or Pencils

Crayons, Colored Pencils or Markers

Scissors, Colored Paper, Glue (optional)

SUMMARY

Students begin by comparing and contrasting two example flyers with each other and discussing their key words and essential information. Students then create their own mock flyers for a meeting using the examples as inspiration as well as including their own ideas.

NEW YORK STATE STANDARDS

The Arts

Standard 2: Knowing and Using Arts Materials and Resources

Standard 3: Responding to and Analyzing Works of Art



Brainstorming Vacant Lots

This activity uses drawing and imagery to act as an introduction to expose the realities of public vacant land and the way it affects communities. It also allows students to creatively brainstorm alternative uses for public land that are beneficial, as well as realize the potential that is created when teaming up with others.

Materials:

Copies of the You've Found the Lot in Your Life Worksheet (one per student)

Colored Pencils or Pens

Copies of the Brainstorming Vacant Lots Questions Worksheet (one per student)

Copy of the Now What? Worksheet (one per two students)

What to Do:

1. Ask students to think about a vacant lot or building that they've passed near where they live. Have them draw an image of what the lot looks like on the You've Found the Lot in Your Life Worksheet. Talk about the similarities of the students' drawings, as well as the differences.
2. Have students break off into partners. Using the Brainstorming Vacant Lots Interview Questions, have each student interview their partner and fill in their partners answers. Discuss the questions as a group as well so students can hear what others answer.

Questions from Brainstorming Vacant Lots Interview Worksheet

- WHERE HAVE YOU SPOTTED VACANT SPACES IN YOUR COMMUNITY?
 - WHAT IS SURROUNDING THESE LOTS? BUSINESSES, HOMES, OR SCHOOLS?
 - WHAT IS INSIDE THESE LOTS?
 - HOW DO YOU FEEL WHEN YOU PASS THESE VACANT LOTS?
 - HOW DO THEY POSITIVELY IMPACT THE COMMUNITY? HOW DO THEY NEGATIVELY IMPACT THE COMMUNITY?
 - WHAT COULD THE LOT BE USED FOR INSTEAD THAT WOULD BENEFIT THE COMMUNITY?
 - WHAT KINDS OF THINGS COULD BE CREATED IN THIS LOT?
3. Have the partner groups then move on to the Now What? Worksheet to draw together the potential that they see could be achieved in either of their lots – and this can be anything from gardens, an arts center, a dog park, or even community movie viewing space. Have students share and discuss what they imagine their lots for.
 4. Have students look at their individual lot drawings and compare them to the drawings they did with a partner for the potential in the lots. Discuss the question below as a group:
 - WHAT IS THE MOST NOTICABLE DIFFERENCE BETWEEN YOUR TWO DRAWINGS?
 - WHAT DID YOU PARTNER ADD INTO THE DRAWING THAT YOU WOULD NOT HAVE? HOW DID THIS IMPROVE THE DRAWING OR IDEA?
 - WHICH DRAWING IS MORE APPEALING OR BENEFICIAL TO THE COMMUNITY?



Ask your partner the following questions and write their answers in the space provided.

WHERE HAVE YOU SPOTTED VACANT SPACES IN YOUR COMMUNITY?

WHAT IS SURROUNDING THESE LOTS? ARE THERE BUSINESSES, HOMES, OR SCHOOLS?

WHAT IS INSIDE THESE LOTS?

HOW DO YOU FEEL WHEN YOU PASS THESE VACANT LOTS?

HOW DO THEY POSITIVELY IMPACT THE COMMUNITY? HOW DO THEY NEGATIVELY IMPACT THE COMMUNITY?

WHAT COULD THE LOT BE USED FOR THAT WOULD BENEFIT THE COMMUNITY?

WHAT KINDS OF THINGS COULD BE CREATED IN THIS LOT?

YOU'VE FOUND ^{T H E} LOT ^{I N} YOUR LIFE

Think about a vacant lot in your neighborhood that you have passed.
Draw a picture below of the lot and what is inside of it.



In the space below draw a picture of what your lot could be used for instead. This could include a garden, a public meeting spot, or even a park to watch movies.



Strengths of Your Group Activity

This interactive activity helps students learn about the foundation of forming groups and working together within those groups to take steps toward transforming a vacant lot.

Materials:

Pens or Pencils

Copies of the Strengths of a Group Example Sheet (one per student group)

Copies of the Strengths of Your Group Worksheet (one per student group)

What to do:

1. Begin a discussion about working in groups. Use the questions below:
 - HAVE YOU EVER WORKED IN A GROUP? WHAT WAS IT LIKE?
 - WHAT GOAL WERE YOU TRYING TO ACCOMPLISH?
 - WHAT WERE THINGS THAT WENT WRONG? WHAT WENT RIGHT?
 - WHAT WOULD YOU DO DIFFERENTLY THE NEXT TIME YOU NEEDED TO WORK WITHIN A GROUP?
2. Begin a discussion about what makes a group successful. The following words should come up:
 - Teamwork
 - Communication
 - Participation
3. Divide students into groups of 4 or 6. Instruct the groups to discuss amongst themselves their strengths. Have the students go around within themselves and talk about what they are good at, and what practical skills they have. Also, address what they like doing that they can improve upon.
4. Pass out a copy of the Strengths of a Group Example Sheet and as a class look at an example group's strengths and how they are organized and applied to creating a community garden. The boxes on the left hand side are to fill in the name or names of people in each group that may have strengths in that area. In the boxes to the right students can fill in how these different skill areas can benefit the process of turning a vacant lot into community space. There can be more than one name in each box, and the same names can be in several different boxes.
5. Pass out a Strengths of Your Group Worksheet to each group to complete, using the Example sheet as a guide.
6. Have the groups fill in the empty Strengths Worksheet and share them with the rest of the class.



strengths of a group example sheet

In the boxes below write the name or names of group members.	Write a skill or skill area that the person is good at.	How can this skill be used towards changing your groups lot? How is the skill helpful?
ayumi	taking notes	When we have meetings we will need a note taker. Also, when we speak to the people who own the lot, we need someone to follow along and take notes
aiza, sam, & mike	arts and crafts	We will need to make flyers for our first meeting! Later on, we will need to draw up plans for the changes we want to make to the lot
chloe	gardening	Chloe's grandparents live in the country and she gardens with them in the summer. She knows a lot about plants and can help us choose how to organize once we begin planting.
adonia & david	speaking with others	We will need people that can reach out to others in the neighborhood and speak on our behalf. Adonia and David are very outgoing and are great at communicating ideas



strengths of your group

<p>In the boxes below write the name or names of group members.</p>	<p>Write a skill or skill area that the person is good at.</p>	<p>How can this skill be used towards changing your groups lot? How is the skill helpful?</p>



Flyer Making 101

Here students can create their own mock flyers for a meeting and use the example flyer sheets. This is also a discussion on how to successfully create a flyer that will bring others to your cause.

Materials:

Copies of the Flyer Making Example Sheets 1 (one per student)

Copies of the Flyer Making Example Sheets 2 (one per student)

Paper (one sheet per student)

Pens or Pencils

Crayons, Colored Pencils or Markers

Scissors, Colored Paper, Glue (optional)

What to do:

7. Pass out the Flyer Making Example Sheets 1 & 2. Discuss the following questions as a group:

- WHAT DID YOU SEE IN THE EXAMPLE FLYERS THAT SEEMED ESSENTIAL? WHAT ARE DIFFERENCES BETWEEN THE FLYERS?
- WHAT KEY WORDS DID THE FLYERS SHARE?
- WHAT MESSAGE ARE THE FLYERS TRYING TO EXPRESS TO THEIR NEIGHBORHOODS?

8. Have the students use crafting supplies to make their own flyers, using the examples as inspiration. Then discuss the following questions:

- WHAT IMPORTANT IDEAS DID YOU TAKE FROM THE EXAMPLE FLYERS?
- IS THERE SOMETHING NEW YOU ADDED THAT WAS NOT ON ONE OF THE EXAMPLE FLYERS?
- WHAT MESSAGE IS YOUR FLYER TRYING TO EXPRESS TO YOUR NEIGHBORHOOD?

Hi Neighbors!

We're looking to turn the vacant lot at 100 Quincy into a potential **community garden** that can benefit everyone in the neighborhood.

If you would like to be involved in a community project, would like to give your input, or are just curious about the possibilities of this space, join us for a meeting:

**Sunday, August 12th
11 AM
100 Quincy St.
(near Franklin Ave.)**





ARE YOU SOMEONE WHO LOVES ALL THINGS GREEN?
HAVE YOU ALWAYS WANTED TO
GROW YOUR OWN FLOWERS,
FRUITS, VEGETABLES, AND HERBS?
HERE IS YOUR OPPORTUNITY!
WE HAVE A POTENTIAL SPACE FOR
A COMMUNITY GARDEN!

COME TO GARDEN DAY & LEARN MORE!

WHEN _____

WHERE _____

GET INVOLVED AND GROW!

FOR MORE INFORMATION, CONTACT:

