



2 KNOW YOUR SITE





01

THE PREPARATIONS

Get ready! In Activity Sheet #2, you will prepare your chapter to learn more about potential sites in your area for your design-build project through a site visit.

Before your site visit

Identify Stakeholders

- From the list of potential sites in your community that was brainstormed during Activity Sheet #1, identify 3-4 locations to contact the stakeholders involved (tip: focus on the locations closest to your school)
- These people could include your school principal (if on school grounds), community organizations, local parks and recreation department, etc.
- Email, call, or meet these people in person to discuss your plan to visit the site and learn more about their work

Get Permission

- If your site is **outside school property**, speak to your teacher supervisor first, as your school may require you and your members to complete a field trip permission form with parental/guardian consent
- If your site is on **private property or an indoor space** (e.g. library or community centre), you must contact the owner or management to get permission to visit as a group

How to prepare for your site visit

What you need

- Something to take notes with (e.g. notebooks and pens, phone, etc.)
- Printed maps of the site (you can print them off Google Maps)
- Phone or camera to take pictures

Who's going?

- Create a list of participants and make sure everyone is accounted for before and after the visit, especially if you are leaving school property
- If there are more than 4 people, divide into smaller teams and assign at least 1 executive team member to each team



01 THE PREPARATIONS (CONTINUED)



Review Method Cards

- Take a look at the [Action Method Cards](#), and predict how people will move, play, and/or work at the site:



Answer the guiding question at the bottom of the card.



Example cards are those with underlined words and a Move/Play/Work icon at the bottom left. They are prompts to help you think about different considerations.

- Take a look at the [Place Method Cards](#), and predict how the site conditions influence use of the space



Answer the guiding question at the bottom of the card.

Comfort and safety

- Remind team members to wear comfortable shoes and dress for the weather. Reschedule the visit if necessary
- Always obey rules of traffic and look both ways before you cross a street
- Do a head count before and after each visit. Don't leave anyone behind!
- Ask your teacher supervisor to accompany your group if they are available



02

SITE VISIT

Explore the site!
45 minutes (includes travel time)

Visit the chosen community site and use the following questions as a guide to collect useful data. Take lots of photos!

People

Find out more about the users.

- Who is using the site? What are their demographics?
- How do they use the site? What are they doing?

Features

What physical features do you see? List all features (see examples below) and mark the location of where you saw them on the map.

- For a park: trees, benches, areas of shade, trails/paths, water fountains, garbage/recycling bins, etc.
- For a bus stop: seating, cover/shelter, signs, schedules, garbage/recycling bins, heating, advertisements, etc.
- For a street: sidewalks (none/one side/both sides), crosswalks, pedestrian islands (middle curb), traffic lights, street lights, benches, trees, etc.
- For an indoor space: entrances, lighting, switches, electrical outlets, furniture, sinks, heaters, etc.

Surroundings

What kind of buildings, amenities or services exist around your site? Identify as many places as possible (e.g. houses, parks, businesses, schools, etc.)

Connections & Barriers

How do people access this place? Do they walk, bike, bus, or drive?

- Identify the streets, parking lots, bus stops, and entrances
- Identify any barriers that prevent or discourage people from entering. E.g. fences, bollards, locked entrances, signs, poor maintenance, questionable activities, etc.



03 DISCUSSION

Reflect on what you just observed
15-30 minutes

Review and share your observation notes.

Share the Results

- Everyone briefly shares their observations with the rest of the group (e.g. what were the key takeaways?)
- Other members are encouraged to ask for clarifications or follow-up questions
- An exec member (e.g. the Secretary) should take notes during the discussion

Data Collection

- Assign 1 exec member to collect and keep all the maps with markings, and bring them back to the next meeting
- The Secretary should compile a summary of the observation notes



04 SUBMISSION

Complete the following items before your first check-in with your Mentor and Program Coordinator (mid-October):

Add these items to your chapter's whiteboard on Canva:

- Observation notes from your site visit
- Annotated maps of your site
- Site photos

* SNEAK PEEK: ACTIVITY SHEET #3 WARM-UP ACTIVITIES

These warm-up activities can help your chapter members build a stronger sense of empathy and practice their communications skills, particularly in interviews and surveys.

You can play one or more of the following games with your chapter members before you start Activity Sheet #3.

- 20 questions, or similar variations:
 - Players try to guess what someone is thinking of (can narrow down to a specific theme, e.g. urban planning related) by asking 20 "Yes" or "No" questions
- Mystery games like Clue
- Naming a famous character (e.g. cartoon show character, celebrity, teacher) and identifying for what reasons they might be in a random space - this can be silly or wacky in nature
 - E.g. for what reasons would Mickey Mouse be at Best Buy?
 - Possible answers: He needs to upgrade the technology in his clubhouse (e.g. increased security by buying security cameras, phones and computers for communication with Minnie Mouse)