

Call for Volunteer Instructors

What: Built Environment Education Program (BEEP) San Diego

Where: Middle Schools (Grades 6 thru 8) in San Diego

When: 2011-2012 Academic Year

Why: To further built environment education for kids, to engage youth as future leaders and decision-makers, and to have fun!

Who: Architects, Landscape Architects, Urban Planners, and other Allied Professionals in the San Diego region

The Built Environment Education Program (BEEP) is an award winning program with roots in the American Institute of Architects (AIA), the California Architectural Foundation (CAF), and the San Diego Architectural Foundation (SDAF) that has evolved into a new independent organization, **BEEP San Diego**, with a Steering Committee comprised of leadership and representatives from the American Planning Association (APA) San Diego Section, the AIA San Diego Chapter, SDAF, and the University of California, San Diego.

BEEP San Diego's program is launching in San Diego schools in the 2011-2012 academic year.

The organization is seeking Architects, Landscape Architects, Urban Planners, and other Allied Professionals to volunteer as Instructors in San Diego classrooms.

The BEEP San Diego Volunteer Instructor will teach lessons and concepts developed by BEEP San Diego at Partner Schools during the school day.

Volunteers are requested for lesson teaching and support on a lesson-by-lesson basis, which typically entails visiting the Partner School / classroom between one and three times weekly for up to three weeks. The Volunteer Instructor will be teamed with an Emerging Professional to help with in-classroom teaching and to provide general lesson and logistical support.

To volunteer please contact:

BEEP San Diego, Attn: Wendy L. Tinsley Becker
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Planning & Building Cities
8th grade

What are the characteristics of well-designed cities, and can you create one?

Theme:
 This lesson uses simple model-making materials to help illustrate the process of making land use decisions and aesthetic design considerations. Students create a city center based on a list of design considerations.

Student Objectives:

- The lesson begins with an overview of popular city centers. Students will then decide what kinds of buildings are most important to their city and should be included in their town center, and build a small paper model.

Background for Teacher:

- See Handout A for teacher

Related Lesson Ideas:

- P.E.: Making the sturdiest building. Using the design from one of their buildings, each student will make a cardboard model and then we'll vote to see which is the sturdiest.
- P.E.: Same idea making buildings, but students are put in a group and have to arrange a city with many people's work. Then its like capture the flag, but with buildings, and you have to keep rearranging your town center based on what is taken away and what is put in, but as a group.
- Math: Figuring out perimeters, areas, and volumes of the buildings and how they would fit together


Work Product to Demonstrate Understanding:

- Creation of a personal or group city center, with the ability to defend the placement of their buildings and general layout of the city

Activity Overview:
 Looking at large pictures of city centers, basic plans of these cities to connect the two types of visual together. Then, having the students do an art project when they design their own basic town center and create it out of paper

◆ **Activity Type:**
 ○ Indoor: Classroom activities

◆ **Activity Timeframe:**
 3 sessions of 45 min



California Education Standards Met

English

- ✓ Writing: 1.5
- ✓ Listening: 1.3, 1.4, 1.5, 1.6, 1.7, 1.9
- ✓ Speaking Application: 2.1

Visual Arts

- ✓ 2.2, 2.4, 2.5, 2.7, 3.1, 3.2, 4.3, 4.5

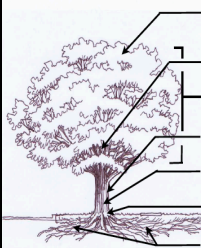
Teacher Preparation & Materials

- Handout A - List of City Center Buildings
- Photocopy (one per student)
- *Note this is a list generated by the class, so it must be photocopied from the first day, for the second day
- Photocopy the city plans onto their pages, have the materials ready to be used.

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Buildings & Plant Structures Work Sheet

Part 1: Key Components
 Use the handout from your class discussion to identify the key vocabulary words that correspond to the blank lines below. Fill in the blanks for the similar major structural components found in both plants and building structures.



1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

