



**Thank you!**

As a Classroom Mentor, you are not only volunteering your time and talents, but you are going the extra mile to do so during your work day.

We appreciate your important role in realizing the mission of the Terrace Town program- to teach students how cities are planned, what makes a quality city, and how citizens can participate in the improvement of their community. Your real-world experience and expertise enriches the students' learning a great deal.

Thank you for your service, and **Have Fun!**

*Heather*

## Terrace Town Mentor Orientation

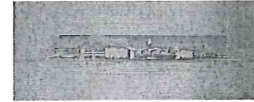


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## Why Monona Terrace?

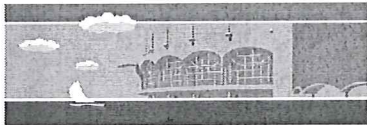
Architecture  
education mission  
because of Frank  
Lloyd Wright design



LEED Silver  
certification drove  
sustainability  
theme "Going  
Green!"

## In its sixth year...

- Terrace Town has been offered biennially since 2000 to Dane Co elementary students
- It has grown from 350 students in its first year to over 1500 in 2017/18!



## Program Goals

- Students will learn how cities are planned, what makes a quality sustainable city, and how they can participate in the improvement of their environment.
- Educators will develop curriculum about the built environment that supports academic standards.
- The program connects schools to community resources, and engages architecture and planning professionals in the education of youth in their community.

## Monona Terrace's Role

- To support and provide resources for teacher and mentor participants
- Host and coordinate in-service and culminating events
- Act as a clearinghouse for curriculum, books, websites, materials

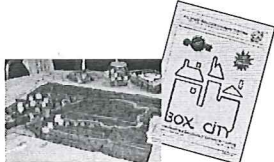


## A Multi-Phase Program

- January 23 4:30-7:30pm  
Teacher and Mentor Kick-off Workshop
- Culminating events on April 12-14 at Monona Terrace
  - Thursday and Friday- School Building Days
  - Saturday- Open House

## The Curriculum

- "Box City"
  - from the Center for Understanding the Built Environment (CUBE) [www.cubekc.org](http://www.cubekc.org)



## What are they building?

The students are focused on kid-friendly, sustainable communities and green buildings.



Cities represent their actual community or their vision, usually the latter....

## What are they building?



- They build on "lots" that can be as large as 16 x 36ft. It depends on how many classes participate.
- Materials range from recycled to craft supplies like pipe cleaners and construction paper.
- The best building material is recycled stuff from home.
- Focus is on process, not product!!

## The Mentors

The mentor program has grown and each year includes more and more professionals in sustainable fields.



## Mentor expectations

- Attend the workshop on January 23
- Meet with teacher to create an action plan
- Visit the classroom 4-6 times
- Attend the School Building Day on April 12 or 13



## Mentor expectations

- Teachers have requested that Terrace Town mentors speak to these topics
- Architectural features of building types
  - Zoning guidelines
  - Green buildings and sustainable cities
  - Discussion of what goes into the students' city
  - Scale



## Meeting with teacher

- Ask about the teacher's goals for students
- Tell them your areas of expertise and what topics you can participate in leading
- Be open to their suggestions for age appropriate techniques
- Discuss a timeline and schedule compatibility- teachers work in blocks of time and scheduling is critical

**\*\*Teachers are often not sure what to ask of mentors, so let them know your expertise and your interests**

## Resource links

<http://www.mononaterrace.com/terrace-town-resources>



## Sustainability Framework

- Mixed Use
- Transportation Options
- Diversity
- Urban Centers
- Public Spaces
- Community Identity
- Preserve Natural Resources
- Public and Open Spaces



## Sustainability Framework

- Building Siting
- Reusing Buildings
- Daylighting
- Green Roofs
- Materials
- Energy Efficiency
- Water Efficiency
- Renewable Energy .... Among others

## Sharing what you do

- Ask teacher to have students prepare questions for you
- Use visual images to illustrate your words
- Great books include:
  - ◊ Roberto, the Insect Architect
  - ◊ The Little House
  - ◊ Where Things Are, From Near to Far

## Field Study

- You are able to help students interpret what they see around them.
- Provide a sheet of items to look for.
- Have students record in a variety of methods:
  - ◊ A survey or inventory
  - ◊ Scavenger hunt
  - ◊ Sketching
  - ◊ Using descriptive words
  - ◊ Photographing
- Ask them to evaluate their surroundings. What do they like? What doesn't work for them?

## What should be in the city?



- Start with a "bill of rights"
- Instead of McDonald's, think "places to eat"
- Encourage a period of thinking outside the box, then ground students in realities of zoning
- Develop design guidelines and revisit throughout the process
- What will make this city unique?
- Kid-friendly = sustainable development

## Scale vs. Proportion

- Some teachers care about precise scale and others don't, depending upon their academic objectives
- For those who use pre-made boxes, the recommended scale is 1/8"
- Get creative with homemade engineer's scales out of popsicle sticks or other materials
- Use a pipe cleaner or reduced image of a person to get at proportion or human scale

## Construction



- Occurs in last few weeks leading up to April events
- All hands on deck!
- Art teacher can be a good partner
- Students can work individually to create homes & team up to do larger buildings

## Tips of the Trade

- Make collages for or with the students
- Tracing paper and acetate are wonderful design and re-design tools
- Get the kids moving! Use bodies to illustrate congested traffic, zoning
- Begin with their experiences: of their school building, their homes, their route to/from school
- Ask them questions to keep them involved
- Hands-on, hands-on, hands-on

## Terrace Town



*Cities that work for kids work for everybody.*

-- Ginny Graves

## Thank you!



Questions?

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[www.mononaterrace.com/terrace-town-resources](http://www.mononaterrace.com/terrace-town-resources)

## PLANNING YOUR CLASSROOM VISITS

### School protocol

**Allow yourself a few extra minutes to park and enter the building.**

While parking lots are generally available, you may need to park on the street at some schools. During the school day, most doors are locked and you must enter at the main entrance of the building.

**All schools require visitors to check in at the Office.**

Sign in at the front desk and grab a name badge if available (or use one from your Toolkit). The administrative assistant can contact the teacher to meet you at the office, or provide you directions to find the room yourself.

### Planning and delivering your presentation

**A. First and foremost, students in Grades 2-5 generally learn best through active, concrete experiences.** Abstractions must be related to something they have directly experienced.

What this means for you....

- Refer to as many personal and professional stories as you can to convey your point.
- Visual aids are extremely useful, but use them judiciously and avoid a lecture presentation.
- Demonstrations and hands-on activities are always best for this age group. Use simple household items in your demonstration so that it can be repeated by teachers or students at another time.
- Novelty can generate excitement. Can you bring in any tools from the job that would be unfamiliar to students?

Always vet your presentation plans with your partnering teacher. He/she may offer feedback that will ensure even greater success.

And remember to read your audience and adjust accordingly!

**B. Incorporate humor and you will better connect with the students.** Self-effacing humor is effective, but negative humor and sarcasm typically are not. Don't use humor for the sake of humor, but as a way to communicate a point.

**C. Don't try to be cool- they will catch on. Be natural.**

**D. Choose topics that you can speak about with enthusiasm and knowledge.** Students may not remember all the details of your presentation, but your enthusiasm is infectious.



**E. Generally avoid jingo and technical language, unless you're making the point to define a new word for the class.**

**F. Use students' names whenever possible.** These are usually on tags affixed to the desks. Young audiences love the recognition.

### **Asking questions**

Ask students questions to engage them. Some tips:

- Ask open-ended questions. The yes/no variety can sometimes bring the conversation to a dead halt.
- Start with simple questions. Students are very reluctant to make mistakes in front of their peers and need to feel safe. As the group warms up and becomes more comfortable, proceed with more challenging questions.
- Wait five seconds after asking a question to give guests time to think. If no one replies after five seconds, try to clarify the question instead of answering it yourself.
- Don't play "guess what I'm thinking"... Fill-in-the-blank questions often require visitors to mind-read.

As you develop a question, always consider the reason you are asking it. Is it to...

- Pique curiosity?
- Observe a particular detail?
- Get them to apply information they have just learned?

### **Classroom management**

A classroom is an exciting, energetic place, but it can be scary if unfamiliar. Here are some tips to navigate that crazy jungle! And remember... bored students equal trouble☺ The best way to avoid a distracted classroom is to prepare lessons that engage.

#### **A. Scenario: Students are not paying attention.**

Try a callback of clapping. Clap a rhythm and the students will usually respond with the same rhythm without prompting. It's like magic! Teachers often use this technique.

Other classrooms use a "give me five" hand gesture. Hold up your hand and count to five with your fingers.

Or... try waiting silently at the front of the room until the students notice that you're waiting.

**B. Scenario: You ask a question to engage them, and then... nothing.**

The answer again is to wait! "Wait time" is a valuable technique for eliciting the responses you want. Patience pays off.

**C. Scenario: The same student is the only one with his/her hand up.**

Thank the student for his/her enthusiasm and then ask, "Can anyone else tell me..." You may also want to say as if you were thinking out loud, "I'd like to call on as many different students as possible... Who haven't I called on yet? Is there anyone out there who can answer my question?"

**D. Scenario: A student has an "out there" question or tells a story that has nothing to do with the topic at hand.**

If it's possible to address the question or story in your presentation, do so. If not, thank the student and redirect back to the subject at hand.

**E. Scenario: You may be surprised, but kids you just met 30 minutes ago may want to hug you at the end of your visit.**

It's ok to lightly steer students to a handshake. You can treat this as a teachable moment and tell them that when you meet clients or colleagues, you give them a firm handshake. It's all part of the job of being a planner, architect, designer, etc.

**F. Scenario: You feel you need to shout to be heard.**

Generally, using your natural voice is best. You'll save your voice, and the students will respond better to a calmer, less stressed tone.

Remember, discipline problems are not your problems. Step away from the class and speak to the teacher if you need support. **Expect Respect!**



## **Childhood Development**

### **Attributes of Second Graders**

At seven, students begin to calm down a bit. They:

- Begin to reason and concentrate.
- Worry, are self-critical, and may express a lack of confidence.
- Demand more of their teacher's time.
- Dislike being singled out, even for praise.

### **Attributes of Third Graders**

The average eight-year-old is explosive, excitable, dramatic, and inquisitive. She:

- Possesses a "know-it-all" attitude.
- Is able to assume some responsibility for her actions.
- Actively seeks praise.
- May undertake more than she can handle successfully.
- Is self-critical.
- Recognizes the needs of others.

### **Attributes of Fourth Graders**

Nine is a time of general confusion for kids. Nine-year-olds:

- Want to put some distance between themselves and adults, and may rebel against authority.
- Need to be part of a group.
- Seek independence.
- Possess a high activity level.
- Can express a wide range of emotions and verbalize easily.
- Can empathize.
- Can think independently and critically, but are tied to peer standards.
- Begin to increase their sense of truthfulness.
- Are typically not self-confident.

### **Attributes of Fifth Graders**

The average ten-year-old has a positive approach to life. She:

- Tends to be obedient, good natured, and fun.
- Possesses a surprising scope of interests.
- Finds TV very important and identifies with TV characters.
- Is capable of increasing independence.
- Is becoming more truthful and dependable.
- Tends to be improving her self-concept and acceptance of others.
- Forms good personal relationships with teachers and counselors.