

Lesson Plan - Help Prepare Your Students

Enabling students to develop an observant eye for their environments allows them to take ownership of their surroundings. The goal of this assignment is to show students how to access their empirical skills and apply them to their own schools in preparation for an entry into the Guerrilla Green Sustainable Showdown.

Objective - to engage students about the very real issues of climate change, the ensuing health problems, and current social, physiological, psychological, and economic issues that would drastically improve with greener healthier spaces.

The rules of the competition are intentionally vague in order to maximize the creativity of student's imagination. However, a keen sense of critical observation is necessary in identifying the specific issues to tackle.

An effective way for teens to develop a critical response to a physical space is by getting them to question their own experiences. Guiding students through different spaces (stopping along the way) will cause them to see the space objectively. Asking questions and encouraging discussion enables students to become critical of their surroundings.

Additional Resources - Please see the end of the GG 101 presentation for relevant websites. Reaching out to a local design professional could also be beneficial. Having a volunteer in the design field present would enrich the conversations during the brainstorming session and facility walk-through. Contact us at Architecture for Humanity (guerrillagreen@architectureforhumanity.org) and

Class starter - Establish Key Definitions

Design – to conceive or execute a plan, to create, fashion, execute, or construct according to plan.

Criticize – to consider the merits and demerits of (something) and judge accordingly, evaluate.

Hack – to jury-rig or improvise something effectively, a clever or elegant technical accomplishment, especially one with a playful or prankish bent.

Guerrilla Green – to make something more ecological with unofficial means and resources, usually in a reactionary and critical manner.

Teaching Methods Employed

Experiential learning - through walking in spaces and discussing the students responses.

Lecture - involving images of inspiring precedents, alternative energies, and progressive activities.

Design Brainstorm - involving short creative brainstorming sessions, design time!

Introduction - Research (>20 min.)

Have your students spend some time perusing the EPA's Students Guide to Climate Change. This will help orient them to the basic issues of sustainability and the necessity for change.

<http://epa.gov/climatechange/kids/solutions/technologies/index.html>

Activity 1 - Experiential learning (>30 min.)

First assign your students (or have them choose) one of the following sustainability issues.

1. Transportation (how do people get from home to school, field trips...)
2. Day Lighting (how well lighted are spaces)
3. Water (how the building and people use/retain water)
4. Energy consumption (lights, equipment, technology...)
5. Air (ventilation and heating/cooling)
6. Ground (available play space, landscaping, paving)
7. Social (programs & overall learning environment)

Second, ask the students to keep their issue in their mind while guiding them around the school facility. Stop in different rooms, halls, and outdoor spaces to ask provocative questions: (examples)

How do you feel in this space?

What does this space make you want to do?

Is there a connection to the outside?

Is there a waste of energy in this room?

What are some problems with this space?

Is it too light? Too dark?

How does the temperature feel? Too hot? Too cold?

What do you think would make this space better?

Is there a lot of waste around you? Or perhaps potential to reuse? (cafeteria, kitchen, yard)

Activity 2 - Slide show lecture (>15 min.)

Show the Guerrilla Green 101 Presentation we have provided (or provide one of your own) allowing students to ask questions and engage in discussion. Point out the key advantages within the images as you are flipping through the slides. Ask questions about the pictures, comparing and contrasting them to the spaces in your own school or community.

The presentation begins with an explanation of guerrilla art. Use this to explain how people can make strong statements about issues they have within their communities. The slides then show examples of how to follow through with an idea. There are two slides giving examples of how to scale a project. This is an important skill to have, it allows ideas to flourish and keep people interested.

Highlight how the images showcase the task mentioned at the bottom of the slide. While going through the slides, encourage students to think of new ways to integrate alternative systems into the traditional systems and spaces they have in their own environments.

Activity 3 - Design brainstorm session (>45 min.)

To begin the design phase divide the students into the seven groups from the first exercise. If there are any students with ideas that do not fit into any of the categories please encourage their initiative. Ask the students to complete the following tasks, giving them time after each one to complete:

- Write down 6 key places (or actions) where your issue was failing the worst.
- Order the 6 places (or actions) from catastrophic failure to not so bad.
- Ask the students to focus on the top issue and begin to discuss possible solutions.
- Give students time to develop a plan of action. Have them describe their solution in what ever means they feel comfortable; drawing, modeling, descriptive writing, photography, lyrical description, really anything they feel will get the point across effectively.
- Have each group present their problem and possible solution.

Conclusion / Submittal -

Conclude the lesson by having the class vote on which issue is the most important to improve. Then discuss why. Informal assessment based on involvement and clarity of final idea.

End by challenging the student to take what they have learned and apply it to their homes as well.

Have your students submit their ideas (or submit for them) by **Feb. 1 2013** at:

<http://guerrillagreen.architectureforhumanity.org>

Students can win up to \$13,000 over three rounds in order to implement their designs, and then scale them throughout the campus. We will be entrusting the money directly to the students, in order to empower them to take ownership of the process.

The submissions can be rough sketches to very thorough programs for the school to implement. The students can submit via the website by uploading digital files (.jpg, .pdf, .mov, .tif,) when they register. Groups must include an image with their submission in order for their project to show up on the website.