

City Classroom CAP - Series

PBL support for using your City Climate Action Plan as a Living Textbook for local relevance, student agency, and community impact.



Credit: Kevin Lisota

SOUTH PARK NEIGHBORHOOD

PROBLEM STATEMENT

What actions can we take as students to measurably increase the sustainability of our neighborhood? By sustainability we mean equity for all, a vibrant economy, and a thriving ecosystem.

PART ONE

BREAKING DOWN THE PROBLEM STATEMENT

1. How do I define my neighborhood? See [Ideas for Guided Inquiry](#)
2. How does the city define my neighborhood?
 - a. [Seattle Department of Neighborhoods](#)
 - b. [Neighborhoods and Council Districts](#)
 - c. City of Seattle GIS Program - [Map of Seattle Neighborhoods](#)
 - d. 2020 US Census Data - [City of Seattle Population and Demographics](#)
3. How does the school district define my [School Service Area Boundary](#)?
4. What do we mean when we talk about **sustainability**? Is there an accepted definition?
 - a. Consider this [Collection of Definitions](#)
 - b. [Triple Venn Diagram of the Triple Bottom Line](#)
 - c. And this visual metaphor of a [Sustainable Systems Sandwich](#)
5. How can we assess each subsystem of sustainability at the scale of my neighborhood?
 - a. See goals (systems) for the [Typical Elements in a Climate Action Plan](#).
6. What performance measures does the city use to assess progress towards improving the sustainability of my neighborhood?
 - a. [Seattle's Environmental Progress Reports](#)
 - b. [Seattle Office of Sustainability and the Environment](#)
 - c. [Seattle Climate Action Planning](#)

- d. [Green New Deal Climate Impact Options](#)
 - e. [One Seattle Climate Change Portal](#)
 - f. [Seattle's Clean Transportation Electrification Blueprint](#)
 - g. [2020 Community Greenhouse Gas Emissions Inventory](#)
7. Prior to colonization, what was the traditional, indigenous knowledge of this “neighborhood?” See Guided Inquiry for [Indigenous Knowledge of this Neighborhood](#)
 8. What is the history of my neighborhood?
 - a. [Search History Link](#)
 9. What is the timeline of decisions that have determined the current demographics, boundaries, infrastructure, and services of my neighborhood? What were some of the larger social, political, economic, or environmental forces that drove early decision making in our region that impacted my neighborhood? Who made these decisions? Who was left out of the decision-making process? Recommended books for the Classroom Library:
 - a. Emerald City; An Environmental History of Seattle, by Matthew Klingke
 - b. Chief Seattle and the Town that Took His Name, by David M. Buerge
 - c. The River That Made Seattle; A Human and Natural History of the Duwamish, by BJ Cummings
 - d. Native Seattle, Histories from the Crossing Over Place, by Coll Thrush
 10. How are community voices being included now in decision making?
 - a. See Seattle Green New Deal: [Landing Page](#) | [Oversight Board](#)
 - b. What would it be like to have our classroom form our own Green New Deal “Youth Oversight Board” and contribute our ideas, energy, and impact project data to the Seattle Oversight Board?

PART TWO

CASE STUDY JIGSAW - SOUTH PARK COMMUNITY

Jigsaw (Five expert groups followed by mixed expert groups)

GROUP ONE: Map it!

1. Use the map layers at [My Watershed Address](#). Explore additional maps on this site under the menu “LOVE” especially “Seattle History Maps”
2. See this [flyover video map](#) visualizing sea level rise on the Duwamish River if it rises by 2 feet which is a possibility within this century. The 2-foot amount falls into the “Likely Range” by 2100 based on [this critical 2018 Study](#).
3. Use City of Seattle GIS Program - [Map of Seattle Neighborhoods](#)
4. Find [School Service Area Boundaries](#)
5. Study the [Seattle Transit Map](#)

6. Unpack the [Washington Environmental Health Disparities Map](#)
7. Which neighborhoods have the most “[Built Green](#)” Certified Homes?
8. Track stormwater management and green infrastructure at [12,000 Rain Gardens](#)
9. Use the [Tree Equity Score Map](#)
10. Explore the USDA [Food Access Research Atlas](#)
11. Duwamish Estuary Subbasin - [Salmon Restoration Project Map](#)
12. Capture screenshots of the most useful maps in a slide show so that all the other research teams can reference them.

GROUP TWO: In the News!

1. Here is a suggested keyword search for digging up news on any given neighborhood:
 - a. **Keyword search:** South Park Community, Neighborhood, Duwamish Valley, Duwamish River, Seattle Times, West Seattle Blog, The Urbanist, KOMO News, KING 5 News, KUOW Radio
2. A FEW EXAMPLES... (find more!)
 - a. [South Park Joins Growing Movement to Dismantle Freeways](#)
 - b. [Duwamish River floods Seattle’s South Park neighborhood](#)
 - c. [How displacement feels in this South Seattle community](#)
 - d. [32,000 square feet of property in South Park will become ‘El Barrio,’ a community-owned cultural space](#)
 - e. [How South Park neighbors created a farmers market as an ‘act of social justice’](#)
 - f. Notice that the Duwamish River Community Coalition features a section on their website called [In the News](#). You’ll find lots more articles here.

GROUP THREE: Community Organizations!

1. Analyzing the work of community organizations by exploring their website.
 - a. What is their mission?
 - b. What are their main goals and program areas?
 - c. Do they feature reports, newsletters, or updates on the success of their programs?
 - d. Who is on their staff and board? What are their bios or stories?
 - e. What resources and background info do they provide (History? Maps? Photos? Videos?)
2. A sampling of community organizations and programs in South Park.
 - a. [Duwamish River Community Coalition](#)
 - i. [Duwamish River Superfund Site](#)
 - ii. [Duwamish River History](#)
 - iii. [Duwamish Valley Youth Corps](#)
 - b. [South Park Community Center](#)
 - c. [Reconnect South Park](#)
 - d. [Marra Farm Community Garden](#)
 - e. [South Park Business District](#)

f. [Cultivate South Park](#)

GROUP FOUR: City Policies, Plans, Programs and Performance Measures

1. [Seattle's Environmental Progress Reports](#)
2. [Seattle Office of Sustainability and the Environment](#)
3. [Seattle Climate Action Planning](#)
4. [Duwamish Valley Action Plan](#)
5. City of Seattle [Green New Deal](#)
6. [Green New Deal Climate Impact Options](#)
7. [One Seattle Climate Change Portal](#)
8. [Seattle's Clean Transportation Electrification Blueprint](#)
9. [2020 Community Greenhouse Gas Emissions Inventory](#)

GROUP FIVE: History, Changing Demographics & Equity

1. History Link - [South Park Neighborhood](#)
2. 2020 US Census Data - [City of Seattle Population and Demographics](#)
3. See 1936 Map Layer at [My Watershed Address](#) (zoom in to the Duwamish Valley)
4. Click on the Historical Duwamish Map layer at [My Watershed Address](#)
5. Use the Equity map layers at [My Watershed Address](#)
6. Explore "Seattle History Maps" at [My Watershed Address](#) under the menu "LOVE" using the tag "History"
7. What are the key findings in the [Cumulative Health Impacts Analysis](#)
8. To find information on school demographics in this neighborhood go to...
 - a. [OSPI Washington State Report Card](#) and...
 - b. Search for Seattle School District in the search box provided.
 - c. Click on the name of the school of interest in the search box "Choose a School." Use the drop down menu in the box
 - d. Once you have your school of interest, scroll down to click on "Enrollment."

PART THREE

EXPERT PANELS and RECOMMENDED ACTIONS

Instructions: 3-5 student panelists take a row of seats or stools at the front of the classroom. Switch out the panel members for PANEL 2. Select 1-2 facilitators who have the respect of the class to facilitate final voting on priority recommendations for student impact projects.

PANEL 1: Come to consensus on the current community assets and most promising solutions for this neighborhood (plus Q&A from peers)

PANEL 2: Come to consensus on the top three obstacles or challenges for this neighborhood (plus Q&A from peers)

VOTING: Prioritize the top 3-5 most actionable recommendations for youth-led impact projects that could measurably increase the sustainability of this neighborhood.

REFLECTION: What elements of this case study might we apply to identify needed actions in our own neighborhood?

Option for Longer Timeframes

Explore the [Sustainable Neighborhood Inventory Protocol](#)