Purpose

Architecture is all around us. In fact, the outgrowth of all that architects and designers create is called “the built environment,” and it sits atop our natural environment. Deepening students’ understanding of architecture and the built environment helps them “read the world” around them, empowering them to understand the intention and work that went into building, sustaining, and changing their neighborhood, city, and the world. The Architecture in Education (AIE) program provides the building blocks necessary to develop such understanding.

In each project students will need to understand and discuss the challenges, and work together in order to design and create their solutions. Thus, each project and its associated experiences engage and empower students to build to learn, and in doing so helps each student develop four key competencies of 21st century learners: Communication, Collaboration, Creativity, and Critical thinking.

Physical Considerations

Materials from Home that May be Needed

The AIE Program provides most all of the materials needed to build each project. The following materials might be helpful in allowing your imagination to get creative, but they are not necessary:

- Scissors
- Crayons/colored pencils/markers
- Tape or glue
- Cardboard paper towel or toilet paper rolls
- Plastic straws
- Old cardboard boxes

The Kit

Each student kit contains the materials for most all of the steps and explorations in the four projects and bonus project outlined in this notebook. Supplemental materials can be collected through found objects around the student’s home.

Student Architect’s Kit Contents

- Architecture Notebook + Instructions with extra paper
- Foam shapes
- Popsicle sticks
- Toothpicks
- Rubber bands
- Foam Balls
Educational Foundations

Driving Question
How do designed spaces, places, and things shape lives and communities?

Enduring Understanding About Architects and Citizens
- Architects create spaces, places, and objects that the public interacts with and encounters everyday, which influence, shape, enhance or empower people and their communities.
- Architects seek to create meaningful, useful spaces, places, and objects that help people live productive lives.
- All community members have the power to affect positive change in their neighborhoods through the built environment.

Enduring Understandings About Architectural Principles
- Design is accomplished by composing the physical characteristics of size, shape, texture, proportion, scale, mass and color.
- “Form follows function” is a design approach where the form of the building is determined by the function of its spaces and its parts given the physical needs of the users.
- Physics and structural requirements often guide the form or visual logic of a design.
- A variety of viewpoints create a more complete understanding of a designed space.
- Understanding and empathizing with the user often produces a design that better suits the user’s needs.
- Order is the arrangement and organization of elements to help solve visual and functional problems.
- Balance is the creation of visual harmony through the manipulation of form.
- Visual thinking is a key to awareness of the built environment.
Preliminary Lesson

Preparation
Context and Relevancy Building

Time frame
45-60 minutes

T-Chart Activity
- On the next page, look to the left side of the T-Chart. This is a place to record “What I think I know about Architects and what they do.” The right side of the chart is a place to record “What I have read and now know about architects.”
- What do you think you know about architects and what they do? Please write silently on the left side of your T-Chart the things you think you know about architects and what they do. It is ok if you can’t think of anything. The purpose here is to access and share prior knowledge. (Time: 1-2 minutes)
What I think I know about architects.

What I have read and now know about architects.
1. Building to Learn
Project 1: Building to Learn

Essential Question
How do architects create strong and sound buildings?

Materials Needed
- Your kit
- Your Architecture Notebook
- Blocks or any square or rectangular objects
- Something to write with

Challenge

Step 1: Your Body is a Building
Either by yourself or with friends or family members, try building different architectural structures with your body.

Step 2: Building Structures
Replace paragraph text with: Using the materials in your kit, create examples of the three architectural structures below. If you have blocks at home, you can use this too, but you can also use the popsicle sticks by stacking them together to create the support (vertical beams) and then lay the cross beams (horizontal).

Step 3: The Feeling of Spaces
Use your kit materials to design a play space where you can:
- Crawl
- Zig Zag
- Jump

Step 4: Reflect
In section one of your notebook, sketch one of the structures you built, and then complete “Today’s reflection” in your notebook.

Step 5: Take a Walk
On a walk in your neighborhood choose a building for yourself and draw an “x-ray” of it, showing how its structural frame or skeleton might look. Label any architectural structures you see. Do you see any of the structures you built with your body?
Sketch a structure your firm built
Today’s reflection

Today I helped build a ________________________________________________
________________________________________________________

Today I explored architecture with _____________________________
________________________________________________________

One thing I learned was _________________________________
________________________________________________________

The activity I liked most was _________________ because
________________________________________________________
2: The Shape of Things
Challenge

Step 1: Deconstructing Shapes
Use the building images in this notebook to find basic shapes in the buildings or parts of buildings pictured on the cards.

Play a game with yourself or with your friends or family to try to find as many shapes in the building images and match them to the foam shapes.

Step 2: Streetscapes
Using the foam shapes in your kit, design a streetscape on a blank piece of paper in your kit. The streetscape should include three different kinds of buildings and you should be able to explain what the buildings are.

Step 3: Views
Sketch a plan view and elevation view of an object in the room. The object should be small enough to sit on your desktop.

Share it with a friend or family member. Can they add any details to your sketch?

Pick two more objects in the room and arrange them in a particular way in front of you, and sketch all three objects from above. What kind of drawing is this?

Step 4: Reflect
Use the Architecture Notebook to reflect on today’s activities.

Step 5: Site Plans
Draw a site plan of a house/property for a character in a book you are currently reading. Write a paragraph explaining why you designed the site plan and house as you did.

Step 6: Building Structures
Use the colored foam shapes to create a composition. Organize the foam shapes by cool and warm colors. First, make a composition with only cool colors, then make one with warm colors, and lastly, one with both.

Step 7: The Shape of Your Neighborhood
Walk around your neighborhood and observe the different types of buildings. What kinds of shapes can you find in their construction? Sketch the structures and shapes in your Architecture Notebook.

<table>
<thead>
<tr>
<th>SQUARE</th>
<th>RECTANGLE</th>
<th>CIRCLE</th>
<th>TRIANGLE</th>
<th>CUBE, RECTANGLE</th>
<th>SEMI-CIRCLE</th>
<th>SEMI-Sphere</th>
<th>PYRAMID</th>
<th>CYLINDER</th>
<th>CYLINDER AND SEMI-Sphere</th>
<th>CONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>--- window, city block</td>
<td>--- door, skyscraper</td>
<td>--- clock face, porthole</td>
<td>--- pediment, roof peak</td>
<td>--- building, room</td>
<td>--- arch, fanlight, tunnel</td>
<td>--- dome</td>
<td>--- Egyptian pyramids</td>
<td>--- tower, telephone pole</td>
<td>--- silo</td>
<td>--- teepee</td>
</tr>
</tbody>
</table>
Which of these building types can you find in your neighborhood?

- Bank
- Rowhouses
- Skyscraper
- Factory
- Church
- Apartment Building
- Duplex
- Firehouse
aerial  fire hydrant  piazza  traffic light
alley  garden  plaza  traffic sign
avenue  gutter  public space  telephone pole
billboard  gate  paving, pavement  telephone wire
boulevard  grate  pike  vent
back street  highway  public  walkway
backyard  intersection  private  water silo
dirt road  lawn  road  yard
bench  lane  ramp
bus stop  meter
ribbon  mailbox
walkway

court, courtyard  mail storage box  safety
drain  medan  street
diveway  macadam  side street
electric wire  manhole cover  subway station
esplanade  neon  stop sign
expressway  newspaper stand  sign, signage
façade elements  pedestrian  sidewalk
fence  park  streetlight
freeway  playground  "street furniture"

CIRCLE ➔ SPHERE
HALF CIRCLE ➔ SEMI-SPHERE
SQUARE ➔ CUBE
RECTANGLE ➔ RECTANGULAR
TRIANGLE ➔ PYRAMID
RECTANGLE ➔ CYLINDER
TRIANGLE ➔ CONE
Try to imagine every object you see in plan, section, and elevation views!

**Drawing Types**

**Plan**
View from above (as in a map)

**Section**
A flat cross-section

**Elevation**
An upright picture of one side
Today's Reflection

Today I helped build a ____________________________________________
______________________________________________________________

Today I explored architecture with _____________________________
________________________________________________________________

One thing I learned was ________________________________
________________________________________________________________

The activity I liked most was __________________ because
________________________________________________________________
3: Interior Spaces & Favorite Places
Project 3: Interior Spaces & Favorite Places

Essential Question
What do we do to turn empty spaces into meaningful places?

Materials Needed
- Your Kit
- Your Architecture Notebook
- Interior images (in your notebook)
- Something to write with

Challenge

Step 1: Your Favorite Place
Describe your favorite interior place using the questions on the next page.

After viewing the images and having a discussion with your friends or family, reflect on what makes a place more than just a space.

Step 2: A Dream Room
In your Architecture Notebook, brainstorm a list of the kinds of things you would like in your dream room.

Using a blank piece of paper in your Notebook, draw your dream room (with furniture).

Color, decorate and build a few items in your room, using materials from your kit or around your house, draw your dream room (with furniture).

As you look at your dream room, discuss it with your friends or family and ask them what their dream room would be. Listening to your friend or family's dream room, respond with at least one “I wonder how/why/about” statement.

Step 3: Reflection
Reflect on your design using the questions at the end of Project 3 in the Architecture Notebook. Then, share your reflections.

Step 4: A Poem
Write a poem about your favorite place using the template in your Architecture Notebook. Your poem should tell us why your favorite place makes you feel the way you do about it.

Step 5: Designing for Others
Design a room for a character in a book you are reading (fiction or nonfiction). What things would the character like and want in his/her/its room? In either an elevation view or plan view, draw, color and decorate the room. Write a short paragraph explaining what character this room is for and why you’ve chosen to design the room this way. Explain your choices of color, decoration, and furniture.

Step 6: Someone Else's Room
Sketch the room of another person in your house. Focus on capturing the things that make this room special for that person. What makes it feel like “home”?

Write a paragraph about this person’s room and what makes it a favorite place for them.
Your Favorite Place

Name one or two words to describe your favorite place:

What would be your favorite kind of day there?

What is your favorite time of day there?

Name two or three sounds you hear there:
Name two or three things you see there:

Name two “-ing” words that describe what you do there:

How will you feel when you return?

What is the name of the place?
What Would You Like in a Dream Room?
Dream Room List

Why is the room designed as it is? (What criteria did the design need to meet to be successful?)

What is in the room that meets the design criteria above?

How could you incorporate some of these dream ideas in your own room today?
Furniture in Plan View

- Lamp
- Tables
- Armchair
- Tables With Chairs
- Couch
- Desk, Chair, Table Lamp
- Bed
- Toilet
- Rug
- Stove
- Sink
- Bathtub

What would other kinds of furniture look like from above?

Interior Vocab
<table>
<thead>
<tr>
<th>Types of Rooms</th>
<th>Elements</th>
<th>Furniture</th>
</tr>
</thead>
<tbody>
<tr>
<td>alcove</td>
<td>archway</td>
<td>bed</td>
</tr>
<tr>
<td>ante-room</td>
<td>banister</td>
<td>- crib</td>
</tr>
<tr>
<td>attic</td>
<td>baseboard</td>
<td>- trundle bed</td>
</tr>
<tr>
<td>ballroom</td>
<td>carpet</td>
<td>- twin, queen, king size</td>
</tr>
<tr>
<td>basement</td>
<td>carpet-padding</td>
<td>- cot</td>
</tr>
<tr>
<td>bedroom</td>
<td>chandelier</td>
<td>- Murphy bed</td>
</tr>
<tr>
<td>cafeteria</td>
<td>column</td>
<td>chair</td>
</tr>
<tr>
<td>carport</td>
<td>curtain</td>
<td>- easy chair</td>
</tr>
<tr>
<td>cellar</td>
<td>counter</td>
<td>- arm chair</td>
</tr>
<tr>
<td>chamber</td>
<td>dimensions</td>
<td>- recliner</td>
</tr>
<tr>
<td>closet</td>
<td>door knob</td>
<td>- stool</td>
</tr>
<tr>
<td>conservatory</td>
<td>doorway</td>
<td>- high chair</td>
</tr>
<tr>
<td>crawl space</td>
<td>drapes, drapery</td>
<td>- wing-back chair</td>
</tr>
<tr>
<td>den</td>
<td>duct</td>
<td>- straight-back chair</td>
</tr>
<tr>
<td>dining room</td>
<td>elevator</td>
<td>- kitchen chair</td>
</tr>
<tr>
<td>drawing room</td>
<td>escalator</td>
<td>- dining room chair</td>
</tr>
<tr>
<td>dressing room</td>
<td>fireplace</td>
<td>- throne</td>
</tr>
<tr>
<td>entrance</td>
<td>floor</td>
<td>couch</td>
</tr>
<tr>
<td>foyer</td>
<td>furniture</td>
<td>- sofa</td>
</tr>
<tr>
<td>garage</td>
<td>lamp</td>
<td>- love seat</td>
</tr>
<tr>
<td>half-bathroom</td>
<td>lighting</td>
<td>- bench</td>
</tr>
<tr>
<td>hall</td>
<td>mezzanine</td>
<td>- pew</td>
</tr>
<tr>
<td>kitchen</td>
<td>mirror</td>
<td>- table</td>
</tr>
<tr>
<td>library</td>
<td>moulding</td>
<td>- dining room table</td>
</tr>
<tr>
<td>living room</td>
<td>outlet</td>
<td>- kitchen table</td>
</tr>
<tr>
<td>lobby</td>
<td>paneling</td>
<td>- coffee table</td>
</tr>
<tr>
<td>nook</td>
<td>parquet</td>
<td></td>
</tr>
<tr>
<td>nursery</td>
<td>partition</td>
<td></td>
</tr>
<tr>
<td>office</td>
<td>parquet</td>
<td></td>
</tr>
<tr>
<td>pantry</td>
<td>partition</td>
<td></td>
</tr>
<tr>
<td>recreation room</td>
<td>parquet</td>
<td></td>
</tr>
<tr>
<td>root cellar</td>
<td>partition</td>
<td></td>
</tr>
<tr>
<td>sitting room</td>
<td>parquet</td>
<td></td>
</tr>
<tr>
<td>stairway</td>
<td>partition</td>
<td></td>
</tr>
<tr>
<td>study</td>
<td>parquet</td>
<td></td>
</tr>
</tbody>
</table>

- sun room
- verandah
- vestibule
- spiral stairway
- stairway
- upholstery
- wainscoting
- wall
- wall paper
- window; sash, shade, sill
- archway
- banister
- chest
- cabinet
- closet
- shelves
- spiral stairway
- stairway
- upholstery
- wainscoting
- wall
- wall paper
- window; sash, shade, sill
- archway
- banister
- chest
- cabinet
- closet
- shelves
- end table
- work table
- desk
- cabinet, closet, shelves
- - wardrobe
- - chifferobe
- - cedar closet
- - chest
- - hutch
- - sideboard
- - dresser
- - bureau
- - chest of drawers
- - book shelves
- - kitchen cabinet
- - end table
- - work table
- - desk
- - cabinet, closet, shelves
- - wardrobe
- - chifferobe
- - cedar closet
- - chest
- - hutch
- - sideboard
- - dresser
- - bureau
- - chest of drawers
- - book shelves
- - kitchen cabinet
Reflecting on Other People’s Rooms

I like _________________________________________________
I wonder _____________________________________________

I like _________________________________________________
I wonder _____________________________________________

I like _________________________________________________
I wonder _____________________________________________

I like _________________________________________________
I wonder _____________________________________________

I like _________________________________________________
I wonder _____________________________________________
Today’s Reflection

Today I made a _______________________________________________________

Today I explored architecture with ____________________________

One thing I learned was ________________________________

The activity I liked most was __________________ because

4: Neighborhood Planning
Project 4: Neighborhood Planning

Essential Question
What is the architect’s role in developing community?

Materials Needed
- Your kit
- Your Architecture Notebook
- Scale figure in your Notebook
- Scissors
- Something to write with

Challenge

Step 1: Understanding Neighborhood
On the first page of Project 4 in your Architecture Notebook, reflect on what kinds of buildings make up a neighborhood. How does the built environment meet the needs of the people in a neighborhood?

Share your ideas with your friends and family.

Step 2: Understanding Clients
Read about your clients and capture their needs and wants with regards to housing, commerce, education, and recreation. Then, share these observations with your friends or family.

Pretend you work in a large architectural firm that has 4 different committees listed below, pick one of the committee below that you want to work on:
- Housing Committee
- Commerce Committee
- Education Committee
- Recreation Committee

Brainstorm ways to design a structure to meet the needs of your clients in your committee area.

Consider where your clients want to live, what they like to do with free time, and how they get around. Answers to these questions will be important to developing your structure.

Step 3: Build It
Use your blank pieces of paper in this Notebook as your land. You can tear the paper out and make a larger area to work with.

Use the green folded paper as your piece of land. You may choose to color, cut, crinkle, or otherwise manipulate it based on need.

Have fun! Imagine wildly! But make sure you meet the needs of your clients. Think about how solutions for one character might help others as well. Base your model’s scale on the figure provided.

Step 4: Neighborhood Planning
Once you have designed and built your structure(s), merge your structure with the structures of all those in your corporation. Consider moving things around. Where should your structures be placed in order to create the best neighborhood? Imagine you are your client. Are your needs being met? What might you still need? Talk about why you made the decisions you did.

Step 5: Keep Going!
Once you’ve reflected on what you still might need, add more detail to your model.

Step 6: Dive Into Minecraft Edu
Use Minecraft to digitally recreate your space.
Understanding Neighborhood

What kinds of buildings make up a neighborhood?

How does the built environment meet the needs of the people in the neighborhood?

Write your own definition of the word “neighborhood.”
Lloyd Jenkins (Age: 13)

What Does He Need?

• Lloyd is a brilliant piano player for his age, but he is afraid to show it to his friends or others.

• Wants to study piano more but has difficulty getting to his weekly lessons as they are an hour away and his mom doesn’t have a car.

• Lloyd is passing school, but mostly he thinks about playing piano and composing.

• He is an amazing painter of self portraits.

• Lloyd loves to read and will often spend time talking to his principal after school about books.

• Hangs out down near the river because he has no yard or place to relax at home except his room.

• Lloyd has a problem with his metabolism and is about 150 lbs overweight. He seems ok with himself on the outside, but on the inside he worries a lot.

• Lloyd has a close friend, Steve, who appreciates Lloyd’s talents, but Lloyd doesn’t really talk about his feelings to anyone.

• Lloyd lives with his mom in a row home that is the only one still standing on its side of the block.

• There are no grocery stores in the neighborhood, only Quick Marts, so most of the time they eat boxed food like mac and cheese or peanut butter and jelly sandwiches.
<table>
<thead>
<tr>
<th>Kiara Logan (Age: 11)</th>
<th>What Does She Need?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Kiara lives in a second floor apartment with her mom, dad, and older brother, Clive.</td>
<td></td>
</tr>
<tr>
<td>• She is the point guard for her local YMCA basketball team. Her brother taught her all about the game.</td>
<td></td>
</tr>
<tr>
<td>• Kiara loves to play and run from morning until night.</td>
<td></td>
</tr>
<tr>
<td>• Her apartment is in a building with four other apartments. There’s no backyard and only a street out front.</td>
<td></td>
</tr>
<tr>
<td>• Kiara feels alone a lot because her brother works after school now, and her parents sometimes don’t get home until just before she has to go to basketball practice.</td>
<td></td>
</tr>
<tr>
<td>• Kiara has incredible balance and gymnastic abilities. In addition to basketball, she is accomplished at skateboarding.</td>
<td></td>
</tr>
<tr>
<td>• Kiara almost lost her life when a bus narrowly missed her as she darted out into the street to grab a little boy chasing a ball.</td>
<td></td>
</tr>
<tr>
<td>• Her favorite thing to do besides play sports is read about sports. She dreams of writing for ESPN or Sports Illustrated.</td>
<td></td>
</tr>
<tr>
<td>• Kiara’s family doesn’t have a computer, but they have two smartphones in the family.</td>
<td></td>
</tr>
<tr>
<td>• Kiara is struggling with her school work. Her mom helps when she can, but Kiara needs more help.</td>
<td></td>
</tr>
</tbody>
</table>
Mr. Jacobs (Age: 44)

• Mr. Jacobs is the principal of the neighborhood K-8 school.

• Mr. Jacobs grew up here and always wanted to come back and help other kids in the neighborhood flourish and grow up strong. He sets a great tone for his school and the children like him. His school has the highest reading scores in the city.

• Mr. Jacobs is an accomplished writer of short stories but also has coded a few apps to help students read.

• Mr. Jacobs’ school is almost 70 years old and in need of many repairs. There are no air conditioners except in the computer lab, the nurse’s office, and the office waiting room. Many of the windows do not open, and the building has problems with water leaking from the roof. Mice live in the school’s basement.

• The playground is a few pieces of blacktop with some lines drawn on it for four-square and hopscotch. There used to be playground equipment but that was destroyed two years ago when one of the two oak trees in the playground fell over in a big storm.

• Mr. Jacobs knows that a new school and some businesses would help the neighborhood feel and look better.

• Mr. Jacobs lives a few blocks from the school and walks to school early each morning.

• Mr. Jacobs is not married but he has a dog named “Al” (short for Alfonzo). Mr. Jacobs loves to play with Al, but Al doesn’t run much. There’s not a lot of space for Al in the neighborhood and taking him out to a park means Mr. Jacobs would have to drive, and Al gets car sick.
Shivani Kumar (Age: 30)

• Shivani owns a rowhome in the neighborhood. It has a small backyard with 1 tree, a 4 foot square garden where she tries to grow flowers, and a deck on the roof.

• Shivani graduated from Temple University with two degrees, one in Chemistry and the other in Education.

• Shivani works at the local high school teaching Biology and Chemistry to 9th and 10th graders. She loves her job but is exhausted at the end of the day teaching 160 students.

• Shivani rarely has time to meet people her age because there’s no place in the neighborhood that feels safe or is nice enough to invite friends or acquaintances to.

• Shivani’s parents are older and still live in the neighborhood just two blocks from her. Shivani was their only child.

• Shivani takes care of her parents whenever she can, but between work and trying to have a social life she feels guilty that she’s not doing enough. She would like them to get out of the house more.

• Shivani likes to spend time on her roof deck, but her parents’ needs make it difficult to find the time to go up there, so her deck has fallen into disrepair.

• Shivani dreams of getting a master’s degree in Chemistry, moving to a larger house, and working for a company that makes medicines for people’s medical care.
What Does She Need?

• Faith lives by herself on the 3rd floor of an old row home she owned with her husband, Harry, who died 4 years ago. Pictures of Faith and Harry in their younger days line the walls. They owned the cafe on the corner of the block until Harry died.

• Faith and Harry never had any children but she loves to watch and hear children playing.

• Faith is healthy, but she suffers from problems with her feet that make it painful to walk for more than 20 minutes at a time. Climbing the stairs everyday is a painful chore.

• Faith had a stroke a few years ago. While she can walk fine, she doesn’t react as quickly to things she sees, so she can no longer drive a car.

• Growing flowers and vegetables bring Faith joy. Unfortunately, she has only enough space on her fire escape for a few plants.

• Faith is a great cook. She loves to host lunches and poker games with the other ladies in the neighborhood.

• Faith knows how to shop for the best produce and foods, but the store she trusts most is about 30 minutes away from her neighborhood. This makes it hard for her to get the food she loves.

• Faith loves to read (she doesn’t have a TV) but the local library is 45 minutes away by bus and walking.
Committee Planning

What committee are you on?

What could your committee design for your clients? Draw or list as many ideas as possible.
Plan Out Your Best Ideas!
Plan Out Your Best Ideas!
Bonus: Solving Neighborhood Needs
**Bonus: Solving Neighborhood Needs**

**Essential Question**

What is the architect’s role in developing community?

**Materials Needed**

- Your kit
- Your Architecture Notebook
- Blank paper in your Notebook
- Additional building materials you found around the house: cardboard; paper towel or toilet paper rolls
- Scissors
- Tape or Glue
- Something to write with

**Challenge**

**Step 1: Define Neighborhood Needs**

*Neighborhood Walk*

Take a walk through the neighborhood and identify possible areas for improvement. Find a spot that:

- Is colorful
- Is busy
- Is abandoned or underused
- Makes you feel happy
- Makes you feel sad

Also, develop one or more questions based on what you see, such as “why is that fence so tall?”

*Optional: Resident Interviews*

Bring in one or more long-time residents of the neighborhood. This could be a family member, a school principal, a corner store owner, a friend, or someone else.

Interview questions:

- What makes this neighborhood great?
- What kind of places does this neighborhood need for children? For adults? For families? For the elderly?

**Brainstorm**

Discuss with a friend or family member, or just reflect on the following questions:

- What do we know about our neighborhood?
- Why is the neighborhood the way it is?
- What are your favorite places in the neighborhood?
- What do you need in your neighborhood that you don’t have?

**Step 2: Model a Solution**

Use your cardboard box, the building cards, pre-cut paper shapes, and any other found materials to build the solutions.

**Step 3: Keep Going!**

Once you’ve reflected on your model, get feedback from people in your community. Find ways to improve it and add more detail.

**Step 4: Dive Into Minecraft Edu**

Use Minecraft to digitally recreate your space.
What Are Your Neighborhood Needs?
Plan Out Your Best Ideas!
Plan Out Your Best Ideas!
What Was It Like to Design For Your Own Community?