



**LEARN
DREAM
ENGAGE**

Delta

A GUIDE FOR DELTA EDUCATORS

Engaging students into the Delta Social Action Plan Update
March, 2022

The guide was developed in collaboration between the City of Delta and Delta School District educators with support of SFU students.

The City of Delta acknowledges that we are on the shared, traditional, ancestral, and unceded territories of the scəwáθən (Tsawwassen), xwməθkwəyəm (Musqueam), and other Coast Salish Peoples. We extend our appreciation to these First Nations for the opportunity to enjoy this land together.

Work on yourself

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**overview:
WHY**

The City of Delta is in the process of updating its Social Action Plan. The 5-year Social Action Plan (SAP) for Delta was presented to Council on December 6, 2022. Between February – April 2022, the City is seeking input from residents on a draft plan (SAP – Phase 2 Update).

Children and youth are the decision-makers of tomorrow and the future of our communities.

It is important to make sure that the plan is reflective of the needs of future generations by engaging with children and youth.



Let's Talk Delta - Social Action Plan for Delta
<https://letstalk.delta.ca/socialactionplan>

An updated Social Action Plan for Delta will provide the City with a better understanding of community needs, pressures and gaps in service provision. It is also an opportunity to recognize community assets and identify key social planning priorities and actions to make Delta a more inclusive and healthy community. Additionally, an updated social action plan will assist in understanding the impacts of the COVID-19 pandemic on our community and systemic and emerging challenges faced by the City.



Overview: HOW?

The City of Delta partnered with teachers and administrators from Delta School District (DSD) and SFU students to develop a toolkit to support DSD educators in engaging K-12 students in the classroom to participate in the SAP –Phase 2 Update. Proposed engagement activities are focused on the key themes identified in SAP – Mobilizing and Driving Equity in Delta. The following types of activities were identified:

LEARN

Learn about the reasons for and the processes behind municipal planning. What is a SAP? Why do we need an SAP? How are SAPs made? How is Delta equitable or inequitable? Physically? Culturally/Age-wise?

DREAM

Reflect creatively and critically to imagine an equitable future city. What would a more equitable Delta look like and feel like?

ENGAGE

Think critically about the SAP and offer feedback. What do you like and dislike about the **draft** SAP? What is missing from the **draft** SAP? (Focus on the Strategic Priority 3: Thriving Children and Youth <https://letstalk.delta.ca/socialactionplan>)

RESOURCES

For *Dreaming* and *Engaging* activities in class, educators can use the resources developed by Delta School District to help students make decisions in groups.

The Decision Playbook – Make Thoughtful Decisions. Here's how. (deltalearns.ca)

Some of the proposed activities will be applicable for elementary school students while others are more suitable for more senior students in high school (Social Justice, Law Studies, Political Studies, Human Geography, Social Studies 11).

HOW CAN TEACHERS & STUDENTS SHARE THE RESULTS WITH THE CITY?

Send pictures, photos of drawings, essays and summaries to socialplanning@delta.ca.

LEGEND

Activity and
Suggested Age Group



Elementary
School



Middle
School



High
School



LEARN

1. What is equity?

What is equity?



As a class discuss what equity is:

- How is it different from **equality**?
- What are some synonyms of **equity**?



Draw what equity looks like

- Using a **venn diagram** to compare and contrast equity and equality
- Using images to indicate the differences between equity and equality

Example:

<https://interactioninstitute.org/illustrating-equality-vs-equity/>



Observe what equity looks like

- Walk around the neighbourhoods/ parks, malls to determine inequalities. Discuss as a class. Go outside and explore the school grounds and the street our school is on. What would make the school grounds feel fair for everyone in our school?
- Write about what you noticed.
- How can these neighbourhoods/parks/malls be improved for different age groups?

Think critically about the SAP and offer feedback. What do you like and dislike about the draft SAP? What is missing from the draft SAP? (Focus on the Strategic Priority 3: Thriving Children and Youth)
<https://letstalk.delta.ca/socialactionplan>

Teacher/Students:

Take a photo of drawings and summaries, and send them to socialplanning@delta.ca

Example Curricular Connections

Urban Studies, Grade 12

Understanding how urban planning decisions and other government policies can dramatically affect the overall quality of life in cities.





LEARN

2. Why develop Social Plans?

Watch a video

Watch a video explaining why local governments are developing social plans.

<https://letstalk.delta.ca/socialactionplan>

Discuss what was learned

Ask students to reflect on the video. Allow students to write or draw for at least 15 minutes.

- What did you learn from watching this video?
- Why is it important to have plans?
- What can cities do to improve quality of life?
- What could be outside of the city's mandate?

Teacher/Students:

Take a photo of drawings and summaries and send them to socialplanning@delta.ca

Example
Curricular
Connections

Social Studies 11 & Political Studies 12

Understanding how political decisions are made is critical to being an informed and engaged citizen.

Social Action Plan for Delta – Phase 2 Update





LEARN

3. What is a healthy community?

Discuss Healthy Communities



- Our communities are diverse and made of individuals who have a lot in common.
 - We shape the local environment and the environment shapes who we are and how we live.
 - Understanding our rights, roles, and responsibilities is important for building strong communities.
 - Healthy communities **recognize and respect** the diversity of individuals and care for the local environment.
 - **Access** to quality education, health care, nutrition and safe housing for everyone is critical for thriving communities.
- ▶ Ask student for evidence (anecdotes, observations, etc.) that demonstrate or refute the accuracy of each statement.
 - ▶ Discuss what might be done by the city and citizens to ensure these characteristics of a healthy community apply to Delta.
 - ▶ Encourage students to connect with their parents and seek insight on what possible improvements both students and parents may want to change and improve.

Teacher/Students:

Send a brief summary of discussion to socialplanning@delta.ca.

How do we live in ourselves

DREAM

1. Come to Delta



Example Curricular Connections

English Language Arts, Grade 2/3
Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

- ❑ How can we attract people to come to Delta?
- ❑ What can the city provide to them?
- ❑ What makes it enticing compared to other cities?

- Create an advertisement/poster encouraging people to come to move to Delta.
- Draw or make a collage of what a city of your dreams looks like and can offer.

Teacher/Students:
Take a photo of posters and send them to socialplanning@delta.ca



DREAM

2. Everyone is a Planner

Design a new city

- Build a model of the future City of Delta
- How would you design a future Delta?
- What kind of amenities will you add to future Delta?

Example Curricular Connections

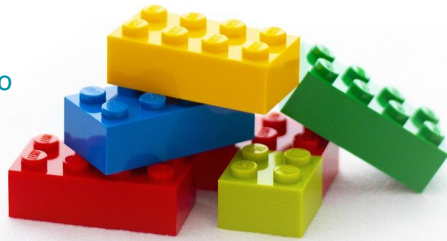
Applied Design, Skills, and Technologies, K-3

Designs grow out of natural curiosity. *Creating and Innovating activities may be fun, ... solve a problem, be a form of self-expression, or provide a new perspective that influences the way people think or act.*

Write a story/essay

- What will your dream city look like? Imagine that Delta is your dream city.
- What your life could be like in 20-30 years if you are still living in Delta?
- Imagine, what is there to do in Delta?

Teacher/Students: Send essays/photos of models to socialplanning@delta.ca





DREAM

3. Inclusive & kid-friendly neighbourhoods



Think critically and creatively to imagine an equitable future city.

- What would a more equitable Delta look like and feel like?
- What would inclusive and kids-friendly neighbourhood look like?

Fremantle Esplanade Youth Plaza from above showing its ramps, ping pong, and parkour areas for young people | Photo via City of Fremantle



A street scene in Fortaleza, Brazil, designed according to the principles provided in "Designing Streets for Kids." NATIONAL ASSOCIATION OF CITY TRANSPORTATION OFFICIALS/GLOBAL DESIGNING CITIES INITIATIVE



Inclusive neighbourhoods

Have students go around the room and answer these questions using sticky notes

- What is equity?
- How does equity affect people in cities?
- Do you think Delta is set up for kids your age to “dream”?
- What would it look like when our neighbourhood are treated fairly?

Teacher/Students: Send a quick summary of discussion/pictures of sticky notes to socialplanning@delta.ca

Kids-friendly neighbourhoods

Go on a walking field trip to a nearby kid-friendly landmark. Think about whom this place attracts.

- Does it attract kids?
- If yes, what are they doing?
- If not, why?

Use a clipboard to brainstorm what is working and and what can be changed.

Teacher/Students: Take a photo clipboard and send it to socialplanning@delta.ca



DREAM

4. Listening to Youth Voices

Capacity Cafe



Capacity Cafe is an opportunity for youth to share their thoughts and have adults listen.

May need pre-teaching/ discussion for the youth and adults to be more prepared for their roles.

- Knowing the differences between facilitated and un-facilitated discussions.
- Have a list of questions prepared by youth and adults.
- Suggest seating as a circle to avoid students from just speaking to teacher but to the whole group.
- If too difficult, use a special object which can be handed to the person who is speaking.

Teacher/Students: If possible, send a brief summary from the session to socialplaninng@delta.ca

Example Curriculum Connections

Social Studies 9
Disparities in power alter the balance of relationships between individuals and between societies.



DREAM

5. Unique Delta

Reflect and Discuss

Have a class discussion about how resources (community amenities, social/health services, etc.) should be allocated.

- Think about Delta: what are the features that come to mind?
- What do we have in Delta that children/youth do not have in other communities and vice versa?
- How should resources be allocated to serve the needs of Delta communities?

Population:

- North Delta | 55%
- Ladner | 22%
- Tsawwassen | 21%
- Rural Delta | 3%

Debate

Have a friendly debate where one group is talking about all the benefits of living in their community vs. living in another community in Delta.

Have students to write short summaries of their debate points.

Teacher/Students: Take a photo of summaries and send it to socialplaning@delta.ca.

- Example
- Curricular
- Connections

English Language Arts, Grade 6
Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.



Work on myself

DREAM

6. What my dream day looks like...

Dream Day



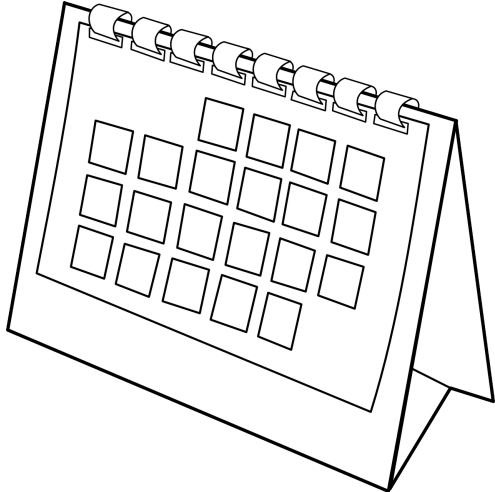
Have students to draw their dream day.
OR
Have students to write their current weekly schedule.

- What is missing in your schedule?
- What would you like to do more?
- What would we like to do on our dream day?
- Is it more sports activities? Or tech/art/music?

Students will start with a blank weekly schedule and create a dream schedule of opportunities and programs.

- Are we realistic?*
- For example, can we dream about an indoor ski hill?
 - Or outdoor pools in winter?

Teacher/Students: Take photos of dream schedules and send them to socialplaning@delta.ca.





ENGAGE

1. Seeing is believing

Provide Your Feedback

Review the background section for the Strategic Priority 3: Thriving Children and Youth.

<https://letstalk.delta.ca/27720/widgets/115414/documents/75298>

Individually or in groups, students record a short video speaking about what they can relate to in the background section and what is missing.

Students should be provided with the option to record video or just audio recording.

Ask students to think critically about the Social Action Plan and offer feedback.

- What do you like and dislike about the draft SAP?
- What is missing from the draft SAP?

Teacher/Students: Send video and/or audio recordings to socialplaning@delta.ca.

Students can also provide their feedback on a draft Social Action Plan through the Let's Talk Delta platform:

<https://letstalk.delta.ca/socialactionplan>

There are various ways to participate:

- Participate in the survey
- Submit their ideas
- Ask a question
- Attend a public information session

Survey participants can win one of five \$50 gift cards to local businesses. 



Strategic Priority 3: Thriving Children and Youth

What we are trying to achieve: OBJECTIVES

- Advocate for and identify opportunities to Improve accessibility, affordability and quality of childcare in Delta.
- Increase access to child and youth programs and services that promote their healthy development.
- Improve Delta's youth sense of belonging and access to services and public places in Delta.

A table of actions for each strategic priority can be found on page 63.

Why it is important:

Children and youth are the decision makers of tomorrow and the future of our communities. They learn by observing and participating; hence, young people are greatly affected by their daily routines and the environments they interact with – the environment adults create for them. What will it look like to grow up in Delta in 10 years? How do we create a safe, nurturing and child and youth-friendly city where children thrive and which more young families will call their home? The seeds of change we plant today will be our harvest in years to come. Addressing children and youth needs in Delta is a shared responsibility and together with our community partners and senior levels of government, the City will work towards a more children and youth-friendly community.



Have your say!



- Review the objectives for the Strategic Priority 3: Thriving Children and Youth (see below)
- Have each objective (3) for the Thriving Children and Youth priority written on a separate sheet of paper
- Each student is provided with 1 dot and asked to vote for the objective that is the most important to them

Discussion

- Why do you think these objectives got the most votes?
- What would happen if your parents were voting?
- Why might this not be the best way to vote?
- Are there better ways to express your views?

Teacher/Students:

Send essays/photos of models to

ENGAGE

2. Dotmocracy



Draft SAP. Thriving Children and Youth I Objectives

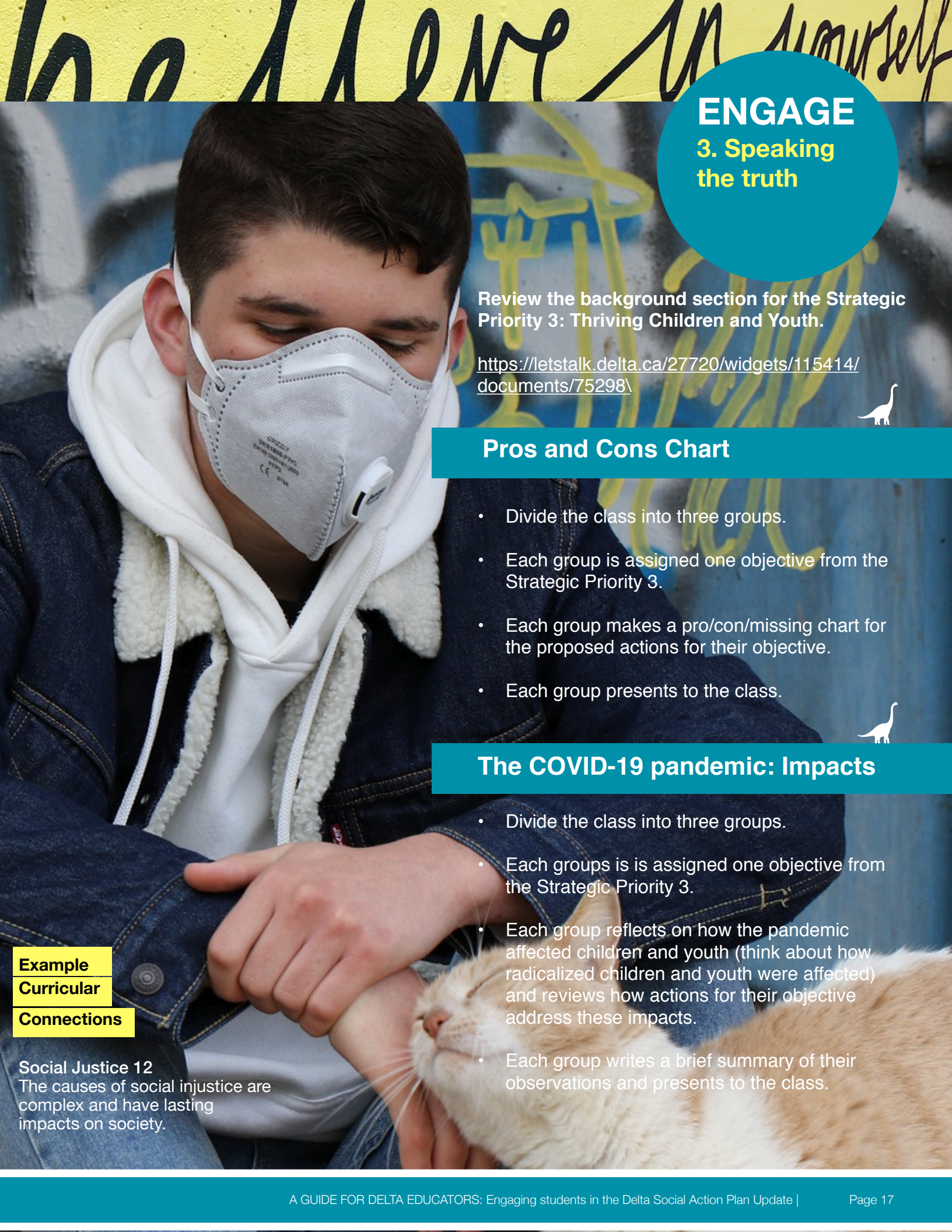
- Advocate for and identify opportunities to improve accessibility, affordability and quality of childcare in Delta.
- Increase access to child and youth programs and services that promote their healthy development.
- Improve Delta's youth sense of belonging and access to services and public places in Delta.

Example

Curricular

Connections

Social Studies, Grade 6 - Global Issues and Governance
Complex global problems require international cooperation to make difficult choices for the future.



ENGAGE
3. Speaking the truth

Review the background section for the Strategic Priority 3: Thriving Children and Youth.

[https://letstalk.delta.ca/27720/widgets/115414/documents/75298\](https://letstalk.delta.ca/27720/widgets/115414/documents/75298)



Pros and Cons Chart

- Divide the class into three groups.
- Each group is assigned one objective from the Strategic Priority 3.
- Each group makes a pro/con/missing chart for the proposed actions for their objective.
- Each group presents to the class.



The COVID-19 pandemic: Impacts

- Divide the class into three groups.
- Each groups is is assigned one objective from the Strategic Priority 3.
- Each group reflects on how the pandemic affected children and youth (think about how radicalized children and youth were affected) and reviews how actions for their objective address these impacts.
- Each group writes a brief summary of their observations and presents to the class.

Example Curricular Connections

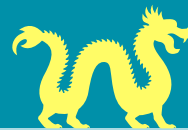
Social Justice 12
The causes of social injustice are complex and have lasting impacts on society.

The City of Delta would like to acknowledge the contributions of Delta School educators who suggested classroom activities and provided their input on the guide.

We also would like to thank SFU students, namely Ashley Bennett, Kelly Chau, Tope Daodu, Emily Lam, Gianna Wei [HSCI 449/891, Community and Health Services course] for their support in developing this guide and supporting youth outreach during the Phase 2 Social Action Plan Update process.

If you have any questions about the guide, how to use it or how it was developed, please contact Corporate Social Planner, Olga Shcherbyna at oshcherbyna@delta.ca.

Suggested Activities By Age Group



	ACTIVITY	5-10 YR OLD	11-14 YR OLD	15-18+ YR OLD
LEARN	1. What is Equity?	x	Let's go!	Yes!
	2. Why Develop a Social Plan?	x	Let's go!	Yes!
	3. What is a Healthy Community?	x	Let's go!	Yes!
DREAM	1. Come to Delta	Yeh!	Let's go!	Yes!
	2. Everyone is a Planner	Sure!	Let's go!	Yes!
	3. Inclusive & Kid-friendly Neighbourhoods	x	Let's go!	Yes!
	4. Listening to Youth Voices	x	Let's go!	Yes!
	5. Unique Delta	x	Let's go!	Yes!
	6. What My Dream Day Looks Like	Go for it!	Let's go!	Yes!
ENGAGE	1. Seeing is Believing	x	x	Yes!
	2. Dotmocracy	x	Let's go!	Yes!
	3. Speaking the Truth	x	x	Yes!