

Observe! Patch Program

OVERVIEW

The *Observe! Patch*'s main goal is to develop civically engaged voices of girls and young women that lead to local and global action in the places they care about. The girls and young women will participate in a community-based patch program, learn about cities, and develop skills that will amplify their voices as they engage in place-based, creative action. Developed by the Center for the Living City, this patch program builds upon a successful pilot project completed with the Girl Scouts of Utah Troop 496 during spring 2016 in Salt Lake City.

Urgent challenges facing communities, including the impacts of climate change, rapid urbanization, access to safe drinking water and sanitation, food deserts, and other deficiencies are opportunities for creative responses from the change-makers of the future. Inspired by the broad impacts of women like Jane Jacobs, Wangari Maathai, Malala Yousafzai, girls and young women have new role models and new narratives to help them navigate through inequalities and push for creative expression. This patch program will provide skills and tools that both inform action and support their developing voices and leadership skills.

The elements of creative action might include, but are not limited to: those which may cause concern or joy; inform a sense of history; address problems of housing, mobility, food justice; access to education and sanitation; or a host of other problems witnessed through their observational skills. The girls are invited to propose ways to preserve, celebrate, heal or transform an area they discover.

Discover

Women boldly shape our communities and are influential for emerging young leaders. Learn from your communities through the power of observation to discover the nuances of everyday life.

Connect

Connect with your environment and the people in your communities! Share observations and gain new perspectives by connecting with other young women and girls around the world.

Take Action

Inspire and connect with members of your community. Lead a Jane Jacobs Walk to initiate conversations and spark creative action to preserve, celebrate, heal, or transform an area you care about.

Observe! Patch Program



Time Frame

If your troop meets once a week for an hour, then the *Observe!* program can be completed in 6 to 8 weeks. However, the *Observe!* program is flexible and can be completed at your troops own pace. Please feel free to adapt the *Observe!* program to fit the needs of your community whether it be rural, urban, suburban, or small town.

Ordering Patches

Once Girl Scouts have completed the activities listed below, submit the Patch Completion Form at the end of this packet and we will mail you your patches for free. Girl Scouts must complete:

- patch requirements
- email or mail photos, drawings, videos, or sound bites from walks
- completed pre and post assessments
- completed photo release forms

All materials can be emailed to kat@centerfortheivingcity with "Observe! Patch" in the subject line or can be mailed to our Rocky Mountain Office at

Center for the Living City
705 Tenth Avenue
Salt Lake City, UT 84103

We cannot tire or
give up. We owe it to
the present and future
generations of all species
to rise up and walk!

- Wangari Maathai

Pre & Post Assessments

Please take a few minutes before and after you participate in the *Observe!* program to tell us who you are and to help us make the *Observe!* program the best it can be. (or see pages 20-23)

Observe! Pre-Assessment

<https://centerfortheivingcity.typeform.com/to/hyxfHV>

Observe! Post-Assessment

<https://centerfortheivingcity.typeform.com/to/plJ8hE>

Patch Requirements

Daisies & Brownies

Please complete the following:

Discover

Part 1 (option 2)

Part 2

Part 3

Connect

Part 1

Part 2

Part 3 (option 2)

Take Action

Part 1 (option 2)

Ambassadors, Seniors, Cadettes, & Juniors

Please complete the following:

Discover

Part 1 (option 1 or 3)

Part 2

Part 3

Connect

Part 1

Part 2

Part 3 (option 1)

Take Action

Part 1 (option 1)

Part 2

Part 3

CENTER FOR
THE LIVING CITY



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The world becomes more rewarding when you let yourself look beyond what you're searching for.

- Candy Chang

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Discover

... your community
through new lenses. What we
see shapes our perceptions
and actions.

Materials Needed:

Part 1 Access to Youtube, *City Builder Book Club Reading Guide, paper and coloring utensils, [Genius of Common Sense](#) by Glenna Lang (optional)

Part 2 Map of neighborhood or community, knowledge about local amenities, transportation, and landmarks, [Urban Naturalist Guide](#) or *Five Senses Observation Guide

Part 3 Urban Naturalist Guide or Five Senses Observation Guide, writing utensils, journal, smart phone or camera

* *Materials found in Appendix*

Part 1

INFORMING OURSELVES

**1
hour**

Objectives: *Explore the roles of female community leaders and champions, such as Jane Jacobs, and their impact around the world. Introduce systems thinking about cities and communities. Learn how to strengthen your senses and experience your community in a new way.*

Jane Jacobs was a keen observer in her community. Jane's observations allowed her to identify the working components and challenges of cities that enabled them to thrive or decline. Cities are constantly changing; observation helps us to understand our community better and identify what makes it special and unique. Acknowledging all the components of our cities and communities allows us to celebrate, heal, repair, or transform them.

Complete ONE of the following options:

1. Watch one or more videos on the [Observe! Patch Program youtube channel](#) to learn about Jane Jacobs and other visionaries that have observed their communities and created meaningful change. Use questions in the City Builder Book Club Guide to help guide discussion and prompt the girls think of how they could make a change in their communities.

(recommended for Ambassadors, Seniors, Cadettes, and Juniors)

2. Give a brief oral overview of who Jane Jacobs is and explain how through using our five senses, we can observe things in our community and learn about the world we live in. Have the girls create a mental map of their community, home, or school by memory and encourage them to keep their five senses in mind while they draw their map. Mental maps allow youth to develop spatial thinking skills and also reflect on what makes their community special.

[Ex. 1 Mental Map](#) [Ex. 2 Mental Map](#)

(recommended for Brownies and Daisies)

3. Become more familiar with Jane Jacobs and her work by reading *Genius of Common Sense* or the City Builder Book Club Reading Guide. You can assign each girl one or two chapters to read and then present their summary to the rest of the troop or read the City Builder Book Club Reading Guide in small groups.

(recommended for Ambassadors, Seniors, Cadettes, Juniors)

DISCUSS

There are many strong and influential women like Jane Jacobs in communities around the world. Who are some inspiring women in your community? This may be someone in your neighborhood, city, region, or country. What did they do that helped shape and make an impact in their communities? What role did the power of observation play in their work? How have they influenced you?

“Cities have the capability of providing something for everybody, only because, and only when, they are created by everybody.”

- Jane Jacobs

Part 2

COMMUNITY MAP

20
min

Objectives: Practice small-scale trip planning as a group. Learn how to travel and navigate your city or neighborhood in a new way.

Organize an informal exploratory walk with your troop in your local community, such as a downtown or a close by neighborhood. Make it exciting by taking public transportation, biking, or walking to get there. Use one of the following guides to help document your observations.

Urban Naturalist Guide

This guide provides instruction for observing community characteristics similar to those Jane Jacobs critiqued in the communities where she lived and visited. In order to use this guide, you will need to use your “Genius of Common Sense” and select a neighborhood to study. This neighborhood could be one where you live or one you can easily access to observe for a few days.

(recommended for Ambassadors, Seniors, Cadettes, and Juniors)

Five Senses Guide to Observation (Found on page 17)

Practice using your five senses to better understand all the systems that make up your community.

(recommended for Brownies and Daisies)



Part 3

EXPLORATORY WALK

1
hour

Objectives: *Observe your community! See and perceive your community through a new lens. Discover the people and places that make your community unique. Investigate the possibilities for creative responses.*

Take a walk with your group. During your walk, use all your senses and your chosen observation guide to discover the different nuances of your downtown or selected neighborhood. Make some observations about different things that catch your eye. Be present! Really observe your surroundings. Take a journal, your electronic devices or a camera with you. Make sure you take notes about what you see, smell, and hear during your walk, keeping the things you learned from Jane Jacobs and her observation of city life in mind. Take pictures or make drawings of the things you notice. Connect with your environment and the people who live in it!

Questions to think about as you explore and OBSERVE

- What are the sounds you hear?
- What do you smell?
- What and who do you see?
- Do you have memories of this place?
- What feelings do you have and why?
- Do you feel joy? Concern? Sadness? Inspiration?
- Could you navigate this area if you were in a wheelchair?
- Do you feel connected to nature in this area?
- Why or why not?
- How can you interact with this space?
- What makes a space a place?
- How has this place changed over time?
- What is the history of this place?

“One child,
one teacher, one book,
one pen can change
the world.”

- Malala Yousafzai



Connect

Collaborate and connect
with other passionate
people to make a
difference.

Total Time:
2 hours

Materials Needed:

Part 1 Writing Utensils, paper or journals, completed Urban Naturalist Guide or Five Senses Observation Guide, pictures taken during exploration walk

Part 2 Paper, writing utensils, sticky notes, colored pencils or markers

Part 3 Access to the internet, poster board, paper, makers or colored pencils

Part 1

SHARE

**20
min**

Objectives: Use your communication skillset. Share and express your ideas by communicating verbally, in writing, and through other communication tools such as video clips, pictures, social media, and through conversations and interviews.

After your walk, finish documenting your observations with your chosen observation guide. Then, share your findings with your group. Compare and contrast your observations and talk about the things that influenced you the most. Share your drawings, photos, or journals, and discuss the highlights from your exploration

Part 2

BRAINSTORM

**40
min**

Objectives: There are no bad ideas in brainstorming. Practice sharing all ideas no matter how out there they might seem.

Keeping in mind everything you have discussed and shared as a group, brainstorm together and write down ideas for things you would like to celebrate, change, preserve, or transform in your neighborhood or community based on the observations you made on your walk. Think about:

What were some observations that were surprising? What were common themes that came up amongst the group? From your observations, what are some things you'd like to preserve in your community? What are some things you wish to change? Why?

Part 3 VISIONING

1
hour

Objectives: Practice teamwork and collaboration skills. *Tip: use the power of the internet to present and share ideas to a wider audience.*

Collaborate with your group and do one of the following:

1. Send your photos, videos clips, or sound bites that you captured on your walks to kat@centerfortheivingcity.org so we can share your observations with the world on the *Observe!* Patch Program Instagram page [@observe_patch](#) or use your own Instagram account to share your observations using the hashtag [#observepatch](#)

(Recommended for Juniors, Cadettes, Seniors, and Ambassadors)

2. With your group, create a collage, vision board, or idea web, using your own photos and drawings as well as pictures from magazines or the internet. Stemming from these observations, how does this visioning exercise help you to see the many layers of your community? For example, the relationships among community members, the environment, and the businesses that are in your community. Discuss your community's strengths and challenges. What is your favorite thing in your community? How could you celebrate or create more of the things you love? How could you heal and transform the things you are concerned about in your community?

(Recommended for Daisies and Brownies)

Tip: To expand on this section, check out our *YouthCity Speak Modules* [Exploring Our Connections to Nature](#) and [Your Home Your Community Your Impact](#) to further explore our connections with our communities and how to engage in meaningful change.



janejacobspatch
Al Jannat Mall Saddar Rwp

janejacobspatch Pakistan photowalk

hibba 7/13/16
this picture displays how on the roads of Pakistan there are street shops everywhere and they have different things ranging from jewelry to technology. this is where many people can buy things for less because of the bargained price.



sardar1806, khan.asma92 and hooriya.h like this

SEPTEMBER 5, 2016

Add a comment...



Total Time:
2 1/2 hours -
infinity

Take Action

Create and be the change
in your community.

Materials Needed:

Part 1 A map of your community or access to Google Maps via computer, paper, and writing utensils, *How to Write a Press Release (optional)

Part 2 Camera or smartphone

Part 3 Whatever resources are needed to complete your desired goal. This is your chance to be creative and think about all the options

Part 1

JANE JACOBS WALK

1
hour

Objectives: Connect with members of your community. Plan and organize a Jane Jacobs Walk or participate in community service. Have a conversation with your community about the challenges and opportunities in your community.

1. Plan to lead a Jane Jacobs Walk in your neighborhood. Jane Jacobs Walks are free walking conversations that provide the opportunity for people to connect with their community and environment. Based on your observations from your exploratory walk, decide why and where you would like to plan a walk in your community.

(Recommended for Juniors, Cadettes, Seniors, and Ambassadors)

Be creative! Visit janejacobswalk.org for inspiration and keep in mind:

What will inspire your walk? What is the outcome you hope for? Why would people want to join you for your walk?

Go to janejacobswalk.org to register your Jane Jacobs Walk and upload information to be posted on the website. The following steps will help plan and implement your walk:

1. Make a list and identify at least **5 observation** stopping points for possible change, preservation, or improvements in the area you are walking in.
2. Map the route for your walk and the stopping points for discussion about these observations. You can use Google Maps to create the map. Watch this video for a tutorial: <https://youtu.be/Z5N6sgBs2Wc>
3. Decide which group members will lead each discussion point. Remember, this isn't a 'tour' but a walking conversation. Have fun with it!
4. Invite at least **5 people** to join your Jane Jacobs Walk! **Invite local leaders, business owners, or community members to have meaningful conversations with you about the future of your community!**

2. Give back and do something to make a difference in your community by volunteering. Is there a specific group of people or cause that you are passionate about? Look for volunteer opportunities that relate to your passions and interests.

(Recommended for Daisies and Brownies)

To add an extra level of challenge to Part 1, create a press release. Use the [How to Write a Press Release](#) document found on page 19

Part 2 LEAD

1 1/2
hours

Objectives: Use your voice and have meaningful conversations about with your community. Become comfortable leading groups of people. Have conversations with other people who are concerned about their community.

- 👣 Lead your Jane Jacobs Walk! Lead the conversation with interesting insights and stories about your neighborhood and encourage people to share their own stories, opinions, and observations.
- 👣 Listen and learn from the members of your community and gain understanding and appreciation about the history and possibilities your neighborhood possesses.
- 👣 Share your ideas about the possibilities for preservation, healing, and transformation that you discovered together on your walk.
- 👣 Have someone take pictures to document and share your walk. You can continue to send your observations to kat@centerfortheivingcity to see your stories shared on the **@observe_patch** Instagram page and the future online Story Map. Also, continue to use the hashtag **#observepatch** on Instagram to share your stories, experiences, and actions.

Part 3 RESPOND

Time:
Varies

Objectives: Identify your talents and resources to decide what is the best way you can take action supporting the issues you care about. Practice presenting your ideas in a way that will encourage others to care about their community and take action themselves. Learn about the ways you can claim your voice and use it effectively.

Turn your ideas into meaningful responses and inspire others in your community to do the same by addressing the issues that created conversation and instilled concern in your walk. How can you strengthen and improve what is already in your community through your observations? What are the best options for sharing your specific ideas and concerns that you identified from your observations? Some possibilities are:

- Create an art project in your community
- Contact a community leader to bring about the change you want to see
- Write a blog post and share it with other girl scouts and guides
- Make a petition for change
- Hold a meeting with a community council member or city official
- Attend a public city council meeting to voice your concerns
- Write a letter to the mayor, community leader, business, or newspaper

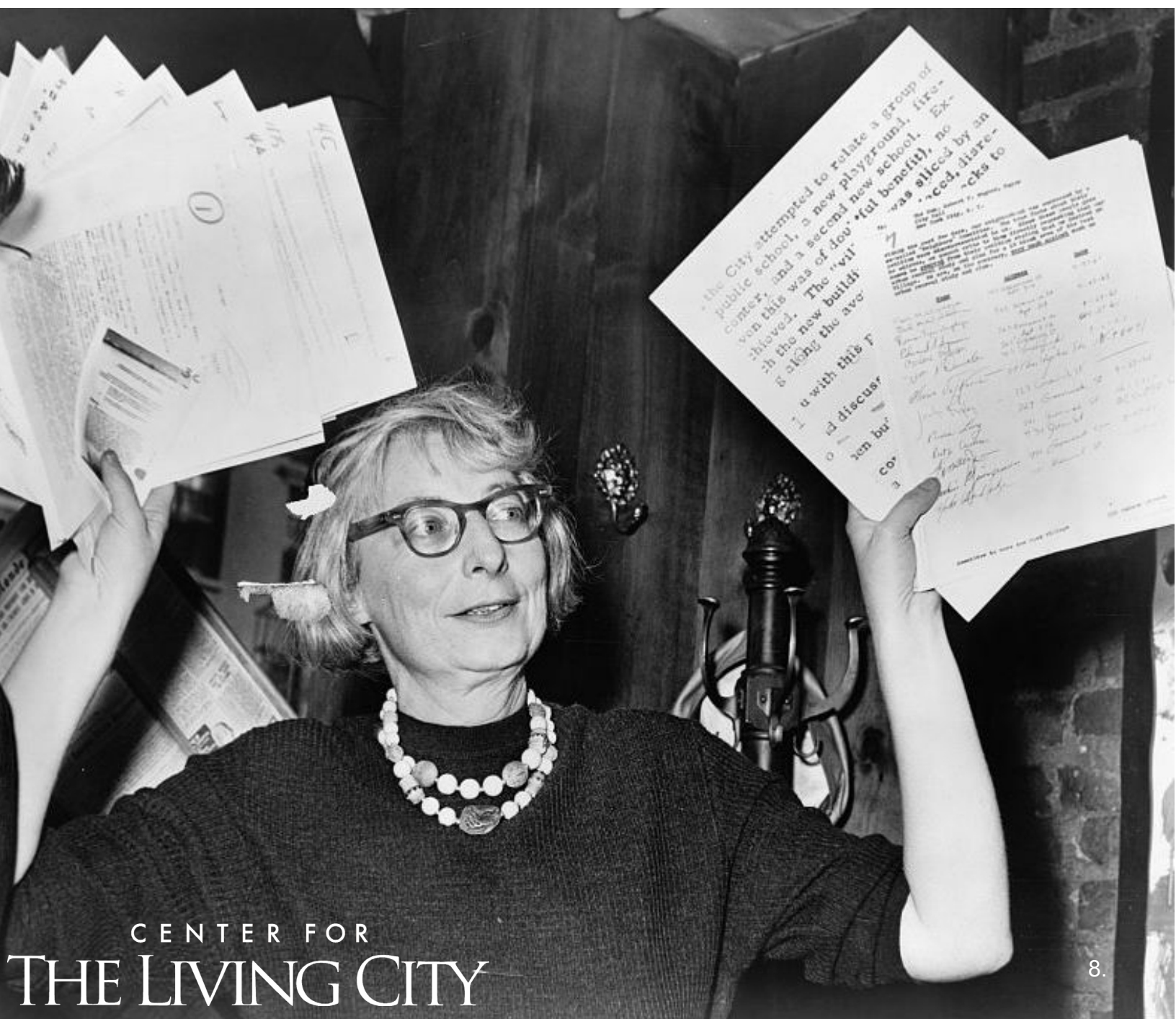
Get your Bronze, Silver, or Gold Award!

There is no limit to what you can do for your community. Did your observations create a spark in you to make change? This patch program is a great pathway to finding a meaningful Bronze, Silver, or Gold Award project. Ask your council if hosting a Jane Jacobs Walk can earn you your Bronze award. Go farther and create an urban intervention that will help your community using your “genius of common sense” where you design and implement a project that stems from your observations.

For questions, concerns, or feedback please contact Kat Nix at kat@centerfortheivingcity.org

City Builder Book Club Reading Guide to *Genius of Common Sense*

This reading guide was designed to assist leaders in discussion about the Jane Jacobs biography by Glenna Lang, *Genius of Common Sense*. It can be used as a supplement to reading the book, or as an introduction to learning about Jane's life. The discussion questions with each chapter summary will aid leaders to guide thought and discussion about the important concepts of this program. The questions will help the girls and young women earning this patch, to think about how Jane modeled the power of observation in her own attempts to preserve and change the communities she cared about, and how the girls can practice the art of observation in their own lives and claim their voice as members of their community.



CHAPTER 1

An Obstreperous Young Girl

When Jane was a young girl in fourth grade, she heard her teacher explain something that didn't make sense to her. Her teacher explained that cities always develop around waterfalls. Jane thought about Scranton, Pennsylvania, the city where she grew up and knew that most people who lived there worked in the coal mines or worked in something related to the coal industry. Coal was very important to Scranton, so Jane raised her hand and confidently told her teacher that it didn't make sense that all cities formed around waterfalls because there were no major waterfalls in Scranton and the city was centered around coal. Although Jane could sometimes be described as "obstreperous" it was her keen observations that would one day encourage people everywhere to celebrate and appreciate their communities. "Obstreperous" means to go against the rules or norms, and to be loud and uncontrollable.

Think about your peers and classmates in school. Do you have any obstreperous classmates, or maybe you are obstreperous yourself? What benefits might there be to being obstreperous? When you know something isn't true, do you speak up and share what you know?

CHAPTER 2

Growing Up in the Electric City

Jane grew up in the booming city of Scranton, Pennsylvania. Her father was a well-known doctor and Jane was very close to him. He taught her how to look up things she didn't know in the encyclopedia, observe her surroundings, and encouraged Jane to be a free-thinker. Jane loved to write, but didn't love school. In fact getting to school was her favorite part because she got to ride the Streetcar. Scranton was famous for being the first city to have an electric streetcar system in which cars ran on tracks powered by electricity throughout the city; it was also one of the first cities to use electric streetlights giving Scranton the nickname, "The Electric City". Jane loved going to downtown Scranton on the electric streetcar and loved the excitement of the lively streets and variety of stores. When Jane was 12 years old, she was offered the opportunity to visit New York. Seeing the skyscrapers, elevated trains, and bustling streets with lots of people made a long lasting impression on Jane and her love of cities only grew. Once Jane finished high school, she followed her passion of writing and got her first job reporting small stories for the local newspaper. She also studied stenography which was a type of note-taking skill before recorders. After a year at the newspaper, Jane visited her Aunt in a small town in the Appalachian Mountains. She enjoyed seeing a different part of the country, but after six months there she longed for bustling streets and felt the pull of the big city.

Scranton, Pennsylvania was nicknamed "The Electric City" because of its electric streetcar system. What makes your city or town unique? What are your favorite things about where you live? What does it mean to be a free-thinker? What are the differences living in a city versus living in a small town? Which do you prefer and why?

CHAPTER 3

Becoming a Writer in New York

When Jane was 18, she moved to New York City to live with her sister. The city was different from when she had visited it from years before because it had been greatly affected by the Great Depression. There were a significant amount of people without jobs, and jobs paid much less than they did before. Jane also found herself without a job much of the time, and spent her free time exploring parts of the city by selecting places to go at random. During this time, she also spoke to shopkeepers and business owners, taking notes on scrap papers and writing articles that were sometimes bought by Vogue and the Herald Tribune. By cultivating her talent of writing and telling people's stories, and after taking classes at Columbia University, she was able to get a job working for The Iron Age where she wrote articles on the metal industry. It was at The Iron Age where Jane wrote her first major article "Scranton, Neglected City" which argued that Scranton was the perfect city for new and expanding businesses. Soon after Jane's article was published, she spoke at a protest rally and her efforts paid off, new factories started to open in Scranton. Jane was becoming a writer that informed people but also moved them to take action.

What are some talents you have that you could use to convince people to make a change? Do you think that taking notes and talking to members of your community is important to do? Why or why not? Why do you think Jane picked places at random to discover? Is this a good way to get to know your community better?

CHAPTER 4

Cupid at the Candy-Store House

In 1943, Jane got a new job writing articles for the State Department's Magazine Branch in a magazine called Amerika Illustrated. Her articles celebrated democracy and helped educate other societies about American life. During that year, Jane had met her future husband and soon became Jane Jacobs. When Bob, her husband, and Jane started a family, Jane started to see her community in a different way now that she was a mother. She started wondering what made her community's streets safe at night. They loved the house they lived in because it was surrounded by shops, places to eat, and other small businesses, and was packed with lots of different kinds of people. Jane watched the life in the streets while she nursed her babies and she observed at all hours of the day, whether in the morning or night, that her street was always in use. Jane called what she saw on the streets, "an intricate sidewalk ballet". The sidewalk ballet was very interesting to watch whether it was filled with young children going to school, business people off to work, cafes and bakeries filled at lunchtime, teens doing their homework on the stoops after school, or when the pizza shops and bars opened in the evening. Jane's small everyday observations started to grow into big ideas; those ideas would soon grow into a book that would change the way people thought about cities.

What does the "sidewalk ballet" in your town or neighborhood look like? Or your neighborhood might not have a sidewalk ballet, why is that? Jane's big ideas grew from many small observations. What do the small things in your community say about the whole community?

CHAPTER 5

Reporting and Learning at *Architectural Forum*

In 1952, Jane began working at *Architectural Forum Magazine* with no experience as an architect. The magazine editor thought that no experience could be an advantage because Jane had great observational skills and could look at buildings with a fresh eye. At this time in America, cities were undergoing big transformations. After the Depression, wealthy and middle class people were moving to the suburbs because the automobile allowed them to drive to places that were far away and they could have more space to have a single family home and a yard. They wanted to move from the city because they had been told that cities were full of crime, poverty, and disease. Immigrants who often had little to no money, moved to the city to look for jobs but they didn't pay much and so the buildings they lived in started to get run down as there wasn't enough money to take care of the buildings. Racial discrimination forced African Americans and other racial minorities to live in certain parts of the city. Urban planners worried that the run-down parts of cities, called slums, would spread and cause overall deterioration of the cities. Urban planners and architects thought the solution was to begin building new, much larger buildings that lots of people could live in. This was called "urban renewal", but planners and architects didn't know the disastrous effects that would come of destroying old neighborhoods and building new sterile high-rises. These new, gleaming, modern areas didn't have the small shops, bakeries, businesses, and restaurants like the older parts of town did, and there were rarely people out and about in the streets. From the high-rises, parents couldn't watch their kids play in the street and vital social interactions and networks were broken. Jane felt that this "urban renewal" was destroying communities and taking the character away from city life. In fact, these attempts at getting rid of poverty and crime only made things worse. Seeing the negative effects of getting rid of old vibrant neighborhoods deeply affected Jane, so she began a project to get people of East Harlem involved in planning the housing of their community so they could create the community they wanted instead of getting stuck with high-rises.

Why is it important for communities to have people with lots of different jobs and different amounts of money? Are there places in your city that are separated because of racial discrimination or by the amount of money that people have? Why do you think this is and what are the effects of it? Are there places in your city that are considered "older" and places that are considered "new"? When you think about these different areas in town, what do you feel? Why do you think you feel that way?

CHAPTER 6

Jane's Good Fortune Article

In 1956, Jane had the opportunity to give a speech about urban renewal at Harvard University. In her 10 minute speech, Jane boldly stated that the high-rise buildings planners and architects who thought were saving communities were actually destroying them. She talked about why it was important to have small shops along the streets. Without little shops, people had no place to meet and talk and so there was no sense of community.

Jane's big ideas had given the urban planners, architects, and magazine/newspaper editors in the audience a lot to think about and most of them had mixed opinions. Some people loved her original thoughts and ideas, while others doubted her because she was a woman and they believed she didn't have enough experience with the subject matter.

However, an editor at the major business magazine *Fortune*, was very impressed with Jane's ideas and asked her to write an article for the magazine. So Jane wrote what became a famous and widely read article called "Downtown is for People" in which she claimed that "you've got to get out and walk." She urged readers to fight to preserve the things that made their cities, neighborhoods, and communities unique and challenged city planners and architects to take advantage of the features that made all cities different and to "treasure its individuality." She also criticized all the major project plans to rebuild the cities and encouraged her readers to ask questions that got to the root of the problem and observe their community more thoroughly. Jane's article was so original that people at Rockefeller Foundation offered Jane a grant to write a book about her ideas on cities and an editor at Random House wanted to publish her book.

Think about a time when you had a different opinion than someone else. How did that make you feel and what did you do about it? Think about the things that make your city unique, special, or different. Do the people in your city celebrate these things and want to preserve them?

CHAPTER 7

A Bunch of Mothers... And Children

While writing her book, Jane learned of a plan that would devastate Washington Square which was at the heart of her community in Greenwich Village. A man named Robert Moses was in charge of the project and wanted to build a four-lane highway next to the beloved park. Robert Moses had a lot of power; he would tear down homes and communities to make way for the automobile by building expressways all over the city. Jane was outraged because this construction would take away from the city's livelihood and would destroy what was a major gathering place in the community. Jane helped to organize protests and petitions to educate people about the plans, and encouraged them to write letters to community leaders about their concerns. Dismayed New Yorkers came together and collectively sent 30,000 postcards to city officials asking them to ban the highway construction. Robert Moses was angry to hear that his plan was in danger, and was even more outraged when his plan was shut down. Jane and the community were thrilled to have saved the park where the community gathered to share and create memories. Jane had become a public figure and would soon be called to action again. Shortly after the victory of saving Washington Square, Jane's son, Jimmy, learned of a plan to widen the streets by shortening the sidewalks on Hudson Street where Jane and her family lived. Jane observed that making more room for cars only increased traffic, and she knew it would be more dangerous for children, businesses would suffer, and there would be less room for people to walk and connect on the sidewalks. Jane and her community mobilized again and formed a committee to save the sidewalks. They were successful again and the community knew they could lead successful efforts to stop urban renewal and preserve communities.

Have you ever been so passionate about something that you decided to do something to change it? What did you do? Did it work? If so, why do you think it did? If not, what could you do differently next time?

CHAPTER 8

An Attack on City Planning

Jane's famous book, the *Death and Life of Great American Cities*, focused on attacking the modern methods of urban renewal but it also focused on what Jane thought made cities great. She argued against urban plans to build large networks of highways that would break up cities and therefore lose the vibrant character that Jane loved so much about city life. She said that these plans were actually "anti-city" because they were so uniform, organized, and "tidy" that they got rid of the more unorganized and unique districts that actually worked. She argued that preferable districts had dense populations, and organized chaos. These vibrant districts almost always had mixed-use businesses, shorter blocks that allowed for lots of meeting places, a mix of old and new buildings, and most importantly lots of different kinds of people. The new, modern city plans separated residential areas from shops, restaurants, and businesses, which according to Jane would stop the intricate "sidewalk ballet" of city life. In her book, Jane talks about how this "sidewalk ballet" is important for safety because it keeps "eyes on the street" at all times, meaning that there were always people around no matter the time of day, which would minimize crime.

Why would having lot of people and "eyes on the street" minimize crime? What are some of the elements that Jane thought cities needed to work? Do you have any of those elements in

CHAPTER 9

Saving the West Village

Only weeks after finishing her book, Jane learned that her very own neighborhood, the West Village, was being considered as one of the slum clearing projects which she opposed so strongly. She and hundreds of her neighbors formed the Committee to Save the West Village. The goal of the committee was to stop the clearing of their neighborhood. People of all ages and backgrounds used their talents to join together to fight against the demolition of the West Village. Smaller committees were formed within the committee in which the groups studied how government works, looking at legal issues, translating documents, or making posters and flyers. They soon learned that in order for the government to clear out a neighborhood, they had to have "citizen participation," so they worked hard to ensure that city and state government officials knew that they wanted the slum designation dropped. After almost a year of fighting, all the members of the City Planning Commission voted to drop the West Village Slum Designation.

What are some of the different talents that people might have in a community? Have you worked with your peers to accomplish a goal?

CHAPTER 10

The Impact of *Death and Life*

Jane's famous book, *The Death and Life of Great American Cities*, was published in October 1961. Critics immediately regarded it as a groundbreaking work. Her book was very controversial. Some people loved that Jane's ideas and observations challenged the ways they thought about cities or they were very angry that Jane would dare to disagree with their architecture and planning expertise. Jane was certain however that tearing down communities to build modern high-rise housing and make more room for speedy cars was not going to make cities better. In her book, Jane talks about all the components that make cities great and that they are very complicated and take a lot of moving parts to make them be colorful and livable. One man praised Jane for seeing the city as an ecologist would; meaning Jane understood that every component of a city is interconnected and changes have to be made slowly with a lot of consideration. Even though not everyone agreed with Jane's book, people everywhere would think differently about their streets and neighborhoods after reading it.

Have you started to notice things differently in your streets and neighborhoods? Does everyone have to like your idea for it to be a good idea? Why or why not?

CHAPTER 11

Fighting City Hall and the Expressway

The same highway that Jane and her community fought years earlier was brought up again by Robert Moses. This time he wanted the highway to be ten lanes and it would cut through the entire width of lower Manhattan and destroy many communities. Big expressways allowed for people to live in single family housing in the suburbs far away from the city but still be able to drive to the city for work every day. These homes were often referred to as "cookie cutter homes" meaning they all looked the same. The effect of these types of houses led to a very different experience from one in the city because there was fewer stores, little street life, and less community. Building the expressway would come at the cost of devastating many neighborhoods in Lower Manhattan such as Chinatown, Little Italy, and the Jewish Lower East Side. More cars would also create more pollution and more traffic. Once again, Jane and the community banded together to form the Joint Committee to Stop the Lower Manhattan Expressway and prevent the construction of the expressway. They successfully convinced the government to cease planning for the highway, but six years later, the plan for the highway came up again! Hundreds of people came together to stop the expressway for the final time. At a large hearing about the plans for the expressway, Jane spoke out that she was tired of these "phony" hearings that she believed were designed to give people the sense that they had a say in the city's plans. Hundreds of people stood with her at that hearing, approaching the speakers and officials who in support of the expressway construction. There was chaos in the courtroom and Jane was arrested for starting a riot and obstructing government administration. She was eventually released, but the protesters had made impression and in August of 1969 the Board of Estimate finally voted to remove any plans for the Lower Manhattan Expressway. This victory showed that, "The power of people was greater than the power of cars".

***What are the negative effects of driving a lot? What are the benefits of walking?
What are some things in your neighborhood that you would fight for? Are there any things in
your neighborhood that you would want to preserve?***

CHAPTER 12

Reviving Cities Everywhere

Jane and the Committee had made a lasting impact. Together they showed that when people come together and make their voices heard, they can accomplish even the seemingly impossible. Newspapers and magazines all over the country reported on the victory of ordinary citizens stopping a major expressway from destroying their neighborhoods. This inspired many other cities to hold “expressway revolts” to convince their governments to preserve aging neighborhoods and to prioritize people rather than cars. Eventually, city planners began catching on to her advice from her book, *The Death and Life of Great American Cities*. Urban planners got rid of urban renewal as they knew it and instead began working with citizens to decide how their neighborhood would grow and change. Jane uncovered some working components of healthy neighborhoods like mixed-use buildings, a mix of old and new buildings, shorter blocks, and density, but she didn’t give the magic recipe for fixing cities. That is because Jane believed that every city was unique and every solution grew from the people who knew that community best. An Architect named Paul Goldberg in 2006 said, “So if there is any way to follow Jane Jacobs, it is to think of her as showing us not a physical model for city form but rather... a model for trusting our eyes and our common sense more than the common wisdom.”

What does it mean to use your common sense? Have you started to see your community in a different way? Why or why not?

Lang, Glenna, and Marjory Wunsch. *Genius of Common Sense: Jane Jacobs and the Story of The Death and Life of Great American Cities*. David R. Godine, Publisher, 2012.

Glossary

Adaptability - the quality of being able to adjust to new conditions.

“Eyes on the Street” - People whose presence in adjacent buildings or on the street make it feel safer. Jane Jacobs (1961) writes: ‘the sidewalk must have users on it fairly continuously...to add to the number of effective eyes on the street’.

Organized Chaos - a complex situation or process that appears chaotic while having enough order to achieve progress or goals.

Mixed-use - shopping, restaurants, housing, and other uses all in the same building

“Sidewalk Ballet” - Jane Jacobs coined the phrase sidewalk ballet from observations of busy city sidewalks filled with many uses and many people throughout the day, demonstrating the many layers of city life.

Urban Density - the number of people inhabiting a given urbanized area.

Urban Ecology - is the scientific study of the relation of living organisms with each other and their surroundings in the context of an urban environment.

Urbanism - The study or appreciation of the process of change in towns and cities; making towns and cities work

Urban Acupuncture / Interventions- Jaime Lerner describes urban acupuncture as mimicking traditional acupuncture theory, pinpointing areas of stress that need to be alleviated or repaired within a community. It begins with fundamental ideas of what makes cities thrive: familiar sounds, smells, gathering places, people, key infrastructure, adequate land use, and mass transportation.

Urban Metabolism - The process by which an urban area takes in resources such as water, food, and raw materials, and puts out products and wastes.

Urban Renewal - social improvements in urban neighborhoods. Renewal objectives may be wide ranging but will seek to deliver improved work and business opportunities, improved residential attractiveness, and improved public services

Walkability - a measure of how friendly an area is to walking. Being able to walk in your neighborhood comfortably has great benefits for the health of our bodies, finances, and communities.

Cowan, Robert. *The Dictionary of Urbanism*. Tisbury: Streetwise Press Limited, 2005. Print.

OBSERVE!

Using the Five Senses

Observe

Question?

**Write and draw
your observations**



What do you see? Who do you see?
What makes this area special?
How many people do you see?
What are they doing?
What do you like about the streets?
Sidewalks? Buildings?
What do you dislike?
Anything else?



What do you hear?
Is it Quiet? Noisy?
Do you hear any animals? Music?
Cars? People?
Anything else?

Observe

Question?

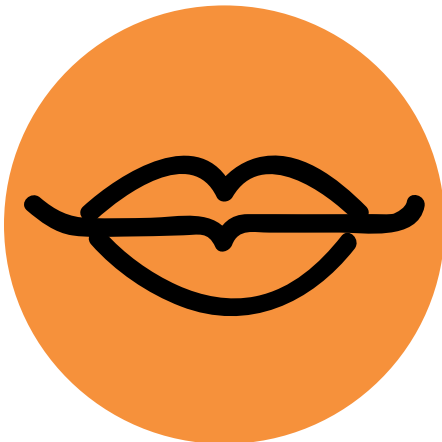
Write and draw your observations



What do you smell?
Something sweet? Stinky?
Do you smell anything familiar?
Do you smell something strange?
Anything else?



How can you move in this area?
Can a blind person get around?
Can a person in a wheelchair get around?
Does this place feel safe?
Does it feel vibrant and alive?
Anything else?



Is there anything in the area making your
mouth water?
Can you walk to any restaurants or bakeries?
Are there lots of places to eat that you can
walk to?
Are there lots of people you could talk to?
Anything else?

Writing a Press Release

For Your Jane Jacobs Walk

What is a press release? Why should I write one?

A press release is a formal, quick, and easy way of gaining publicity. They can announce an event, provide news, or advertise a new product. Writing a press release will help you announce and advertise your Jane Jacobs Walk and invite and encourage community members to join you for the event. A published press release may even get you media coverage—like an article in your local newspaper or a segment on local television.

Step 1: Start with a Headline.

Just like a news or magazine article, press releases start with a headline. Use action words and be creative to try to make it interesting. You want it to catch attention so that people will read the rest and be interested in what you have to say. Make the headline engaging, while still accurate.

Step 2: Write the first Paragraph.

It is important to include all of the most important facts in the first paragraph. That way, even if someone doesn't finish reading the whole document, they have all the information they need right off the bat. Include the *Who?*, *What?*, *When?*, and *Where?*. You have the rest of the article to expand on this information and to talk about the *Why?*, so focus on the hard facts for this part.

Samples of Information to Include in the First Paragraph:

Who: Girl Scout Troop #1111
What: A free, hour-long guided walk and conversation about the community.
When: Saturday, March 11th at 2-3pm.
Where: Start at the library at 123 Jane Street. End at the Starbucks at 456 Jacobs Avenue.

Step 3: Write the Body of the Article.

You'll want to keep the press release fairly short, so that people will read it; but you want to give enough information that people are interested in coming. Keep it under one page in length. After the first paragraph, you can expand on the information already provided. For example, how many girls will be leading the Walk? How old are you? Be sure not to give out personal information. You should also focus on the *Why?* in the body of your article. Yes, you are leading this Walk because it is a part of earning the Observe! patch, but why is the Walk important? Why is it important to talk about the places we live? Don't give too much information about the specific things you will be talking about—let people be interested enough to come to your Walk and find out for themselves! You can use quotes in your article and provide links to learn more about Jane Jacobs Walks or who Jane Jacobs is.

Step 4: Write the Conclusion.

At the end of your press release, be sure (with parental guidance) to provide contact information in case anyone wants to learn more about what you are doing. Provide one email and/or one phone number of an adult (with their permission), such as your troop leader. It might even be a good idea to ask people to let you know if they will be attending so you know how many people to expect.

Step 5: Proofread.

Proofread! After you finish a draft of your press release, have your peers and an adult or two look over it to catch any grammatical errors or to see if something you wrote is confusing. The less errors and confusion in your article, the more professional you will look and the more people will trust that you have important things to say—both in your press release and on your Walk!

Step 6: Get the Word Out!

Once you have proofread your press release and you are ready to start advertising for your Walk, send it to local newspapers or TV stations. They may decide to help you advertise or even send a journalist to cover your event. Remember—the more professional and informative your press release is, the more likely they will be to help you out! You can also send your press release to people in charge of organizations or groups that would have people interested in attending. For example, you could send it to your principal at school, or to business owners near where you will be holding your walk. Your group may even decide to send it to city or county government officials and community leaders. With parental permission and guidance, you could advertise the event, using your press release, on social media like Facebook or Twitter.



Observe!

Pre - Questionnaire

Your responses to this questionnaire will be kept confidential

Name (optional):

Date:

Age:

Troop #:

Gender is how you express yourself as a person.

What is your gender?

☐ Female

☐ Male

☐ Non-binary / third gender

☐ Prefer to self-describe _____

☐ Prefer not to say

Ethnicity refers to the idea that one is a member of a particular cultural, national, or racial group that may share some of the following elements: culture, religion, race, language, or place of origin.

What is your Ethnicity/Race? (Select all that apply)

☐ American Indian or Alaska Native

☐ Asian American, Hawaiian, or Pacific Islander

☐ Black or African American

☐ Hispanic or Latino Native

☐ White

☐ Multiracial

☐ Prefer to self-describe _____

☐ I prefer not to respond

Rating Scale

1 = not at all

2 = not really

3 = neutral

4 = somewhat

5 = very much

How often do you walk in your neighborhood in a week?

0 to 1 hour

1 to 3 hours

3 to 5 hours

5 or more hours

On a scale of 1 to 5, how much do you enjoy walking in your neighborhood?

1

2

3

4

5

On a scale of 1 to 5, how safe do you feel in your neighborhood?

1

2

3

4

5

How many hours do you spend on your computer, phone, or tv in a day?

0 to 1 hour

1 to 3 hours

3 to 5 hours

5 or more hours

On a scale of 1 to 5, do you feel like you belong in your community?

1

2

3

4

5

On a scale of 1 to 5, do you think you can make a positive difference in your community?

1

2

3

4

5

On a scale of 1 to 5, do you feel like your ideas and concerns are heard in your community?

1

2

3

4

5

How often do you participate in community service?

Never

Sometimes

Often

Almost Always

What is your favorite thing about your neighborhood or community and why?

What is your least favorite thing in your neighborhood or community and why?

Anything else you would like us to know about your neighborhood and community?

Observe!

Post - Questionnaire

Your responses to this questionnaire will be kept confidential

Name (optional):

Date:

Age:

Troop #:

Gender is how you express yourself as a person.

What is your gender?

☐ Female

☐ Male

☐ Non-binary / third gender

☐ Prefer to self-describe _____

☐ Prefer not to say

Ethnicity refers to the idea that one is a member of a particular cultural, national, or racial group that may share some of the following elements: culture, religion, race, language, or place of origin.

What is your Ethnicity/Race? (Select all that apply)

☐ American Indian or Alaska Native

☐ Asian American, Hawaiian, or Pacific Islander

☐ Black or African American

☐ Hispanic or Latino Native

☐ White

☐ Multiracial

☐ Prefer to self-describe _____

☐ I prefer not to respond

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On a scale of 1 to 5, how safe do you feel in your neighborhood?

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3

4

5

How many hours do you spend on your computer, phone, or tv in a day?

0 to 1 hour

1 to 3 hours

3 to 5 hours

5 or more hours

On a scale of 1 to 5, do you feel like you belong in your community?

1

2

3

4

5

On a scale of 1 to 5, do you think you can make a positive difference in your community?

1

2

3

4

5

On a scale of 1 to 5, do you feel like your ideas and concerns are heard in your community?

1

2

3

4

5

How often do you participate in community service?

Never

Sometimes

Often

Almost Always

Did your least or most favorite thing in your neighborhood or community change? Why or why not?

Did you learn any new words or concepts? What are they?

Would you change or add anything to the *Observe!* Program?

Anything else you would like us to know?

Observe! Patch Program Completion Form

When you have completed the activities to earn the patch, please fill out this form and send it to Center for the Living City via email or mail.

Please send this form, the pre and post assessment (if not filled out online), and the photo release form; you do not need to send the whole packet. Please submit one patch order form for the entire troop, mark how many patches at the bottom of this form.

Please be sure to include your mailing address so we can send you your patches!

Email: kat@centerforthelivingcity.org with "Observe! Patch" in the subject line or send to our Rocky Mountain Office at

Center for the Living City
705 Tenth Avenue
Salt Lake City, UT 84103

Print Leader's Name:

Leader's Signature:

Date of Program Completion:

Total number of patches earned:

Troop Level and Ages of Girls:

Troop #:

Mailing Address:

How did you find out about the Observe! Patch Program?

VIDEO CONSENT AND RELEASE

Effective as of the date shown below, approval for past use and permission for present and future use is being granted to The Center for the Living City/ Jane Jacobs Walk of 705 Tenth Avenue, Salt Lake City, Utah, 84103, to use a picture or voice recording of _____.

Permission is being given by the undersigned, _____, of _____, _____, _____ (the "**Recorded Party**"), as more fully explained in this Consent and Release. The undersigned is an adult and fully authorized to sign this Consent and Release.

For a valuable consideration, receipt of which is hereby acknowledged, the undersigned hereby grants to The Center for the Living City/ Jane Jacobs Walk its agents, employees, licensees, and successors in interest (collectively, the "**Released Party**") all ownership rights and the absolute and irrevocable right and permission to copyright, use and publish the recorded image and/or voice of _____ (the "**Image and/or Voice**") that has been (or is being) obtained pursuant to this Consent and Release.

The Image and/or Voice may be copyrighted, used and/or published individually or in conjunction with other photography, video works, and recordings, and in any medium (including without limitation, print publications, public broadcast, CD-ROM format) and for any lawful purpose, including without limitation, trade, exhibition, illustration, promotion, publicity, advertising and electronic publication.

The undersigned represents and warrants that (i) no other party has been granted an exclusive license with respect to the Image and/or Voice, and (ii) no other party's authorization or consent is required with respect to the permission granted to the Released Party under this Consent and Release.

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THE UNDERSIGNED WARRANTS THAT THE UNDERSIGNED HAS READ THIS CONSENT AND RELEASE PRIOR TO THE SIGNING OF THIS DOCUMENT, THAT THE UNDERSIGNED UNDERSTANDS IT, AND THAT THE UNDERSIGNED FREELY ENTERS INTO THIS CONSENT AND RELEASE.

Date: _____

Signature of Recorded Party: _____

Name of Recorded Party: _____