

Kitchen Table Conversation Report

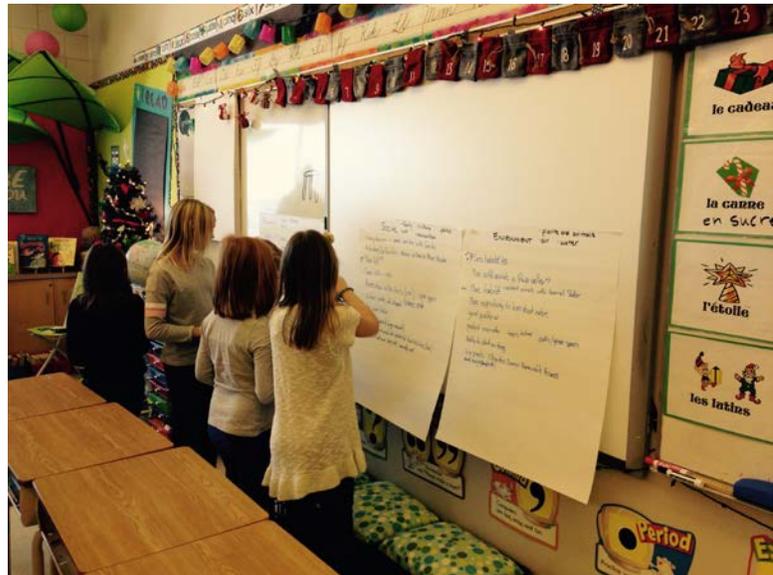
Name of Group/Organization: Mrs. Bloudoff's Grade 4 Class, Dr. Gerald B. Probe School

Conversation Topic: Our City's Future

Date: December 9, 2016

Describe your Conversation: During the morning of December 9, 2016, Perry Stein and Genesis Hevia Orio, Community Planners at the City of Lethbridge led a planning and visioning activity with a class of Grade 4 students at Dr. Gerald B. Probe School.

The activity started by introducing community planning to the students, and a conversation about the role of planning, our City's Master Plan (the Integrated Community Sustainability Plan / Municipal Development Plan) and City Council. The class was then asked to describe their ideal future city (Lethbridge 20 years from now). The students' comments were organized into three main areas: environment, economic and social, using the concept of the "three-legged" sustainability stool; the idea being that a healthy community seeks to balance environmental, social and economic priorities and outcomes, and that each leg supports the others. When one leg is missing the stool falls over.



Listed below are the community priorities, ideas, visions, dreams of the class in each of the three areas.

Environment:

- Less habitat loss
- More wild animals in the river valley
- More habitat—protect animals with animal shelters
- More opportunities to learn about nature
- Good quality air
- Protect the river valley
- Trees give us fresh air
- Parks and green spaces
- Ability to plant our own trees
- Alternative energy / renewable energy: solar panels; wind energy

Economic:

- Building a third bridge
- Vet clinics
- Jobs: carpenter/homebuilder; police office; artist; Xbox tester; dentist/orthodontist; paleontologist; nurse
- Restaurants (unique ones like Cat Cafes)
- Universities and training schools
- Housing options: single detached homes; apartments; farms; duplexes; acreages; cottages

Social:

- Strong families—where families are spending more time together
- More activities for families (e.g., drive in movie theatres)
- More art
- More opportunities to learn skills (e.g., cooking)
- Recreation activities (e.g., zoo, open gym, science centre)
- Enhance parks with playgrounds
- More animal shelters
- Opportunities to get involved in activities (like choir)
- More paths to more places we want to go: parks, river valley, jobs

After brainstorming these ideas, students were given the chance to vote on the community priorities, ideas, visions, dreams that they thought were most important to them. The community priorities, ideas, visions, dreams that received the most votes were grouped into the following:

Environment

Protecting habitat and animals
Alternative energy

Economic

Different types of houses
Opportunities to learn different skills

Social

Unique restaurants
More art



While the visioning was taking place, a classroom election was also held by secret ballot. The students elected one mayor and two councilors.

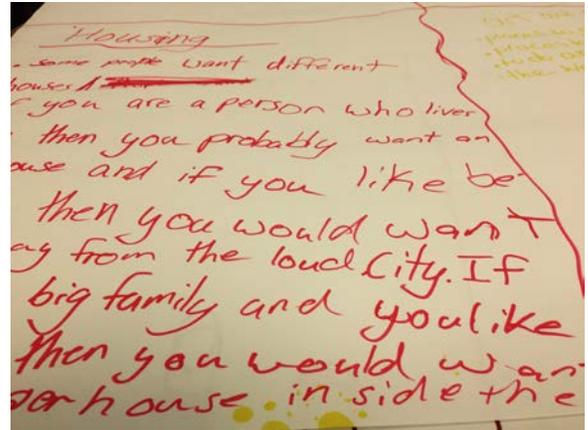
With the visioning complete, students were put into groups and tasked with creating a project (building, program, business etc.) that they think could achieve all of the main community priorities (those that received the most votes). After spending time working in their groups, each group had to present their project to the class. After all the presentations, the mayor and councilors chose the best project to

“fund”.

Below is a short description of each project:

1. This first project was organized around a series of specific outcomes that would help achieve the big ideas:

- a. Protecting the river valley (coulees and wild life), and keeping the park system clean
 - b. Creating places to learn special skills
 - c. Creating social opportunities by integrating public art into senior facilities
 - d. Linking home building and the incorporation of renewable energies with the University, College and a new trade school
 - i. Also focusing on the need for more affordable housing
 - e. Build cat cafes, food bank restaurants, restaurants with parks, and restaurants for kids
2. The second project was a neighbourhood that featured a variety of housing types (tall homes, castles, apartment buildings, cottages etc.), a park network with a river (habitat), art studios and unique restaurants, as well as solar panels to provide energy.
3. The third project was also organized around specific outcomes to help achieve the big ideas:
- a. Housing:
 - i. Some people want different houses
 - ii. Some people want big homes, others small; some people want to live in the loud city, others want to be alone.
 - b. Art and cafes
 - i. People want places to go and see art, as well as places to eat.
 - ii. We need more places to do art in west Lethbridge.
 - c. Animal protection
 - i. Pets need food, water and shelter
 - d. Schools
 - i. People need education and need to prepare to get good jobs



All of the projects tried to balance environmental, social and economic outcomes.