

# Creating Outdoor Spaces for Students & Community Members



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2021 extern at  
Des Moines Park & Rec

## Part I: Des Moines Park and Rec



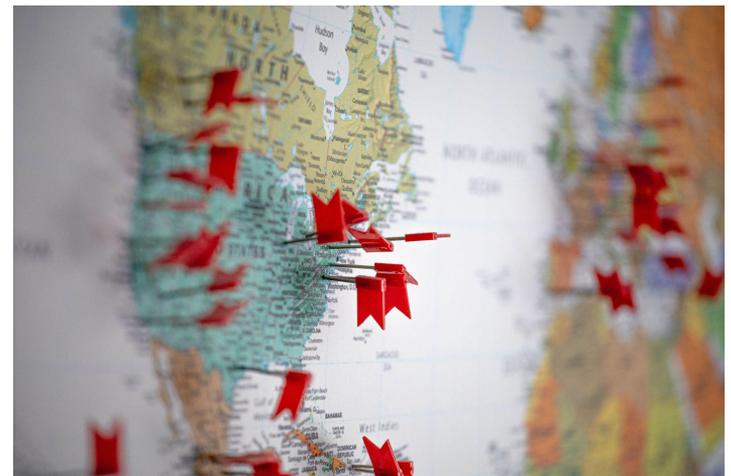
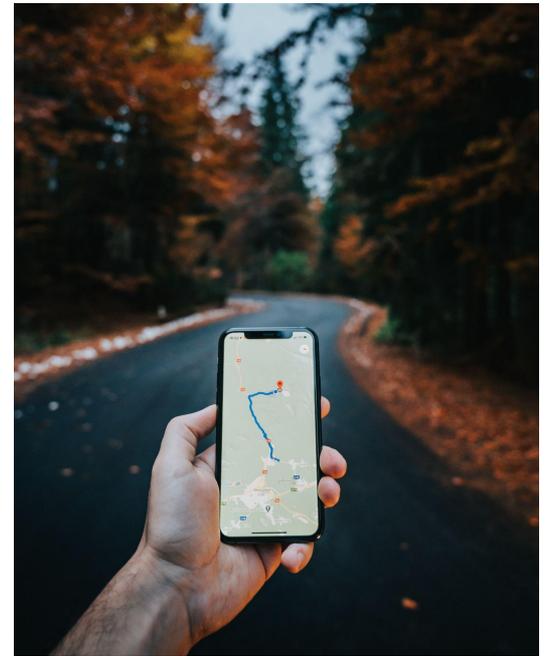
The Des Moines Parks and Recreation Department was established in 1892 and is responsible for the management of over 4,000 acres of land and 76 parks across Des Moines.

With millions of dollars of capital improvements annually, our park planners need a baseline inventory of our parks, trails, and park facilities.

GPS and GIS together can help our Department gather and analyze data to help us plan for a better tomorrow. Inventorying and analyzing our facilities will help us identify gaps, create capital improvement plans, improve preventative maintenance and make our City run more efficiently into the future."

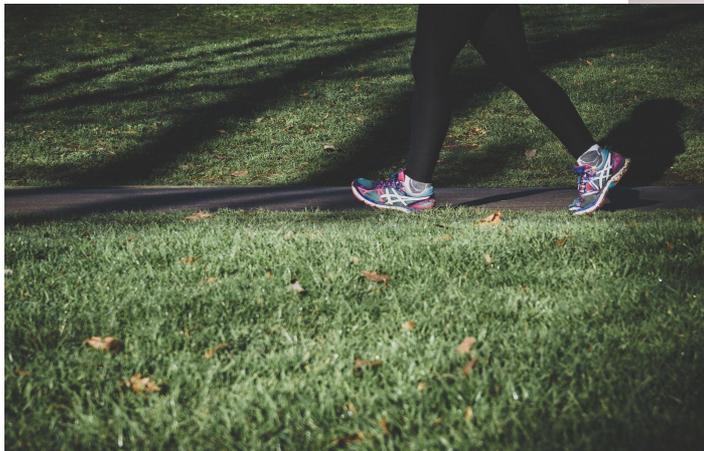
## Part II: Workplace Focus

Log park assets location and condition of physically and visually into the GIS system. This will allow the department to use different layers of this system to decide where capital improvement funds should be spent by looking at the condition of each park.



West Marshall does not have any outdoor places for intermediate or elementary students or residents to work out or to track their walking distance during recess. Students at the intermediate building do not have access to an outdoor classroom. Where could we add these features to the school area? What would be the benefit for the citizens of the community? What would that look like? How much space would be needed?

What will be the public product? Students can use google maps to find areas in town or on school grounds where these features could be added. They will research the benefits for the community. Students will create a google slideshow showing the need, benefits of having these features available in the community.



# Part IV: Standards, Driving and Essential Questions

What classroom standards and learning targets could this learning unit cover?

**4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.** For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

**4.HL.3 Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.**

Demonstrate decision making skills

- Explain different approaches to making decisions
- Describe the effectiveness of health-related decisions
- Demonstrate the ability to seek assistance when making health related decisions
- Recognize that health related decisions have an impact on individual, family, community, and environment

Demonstrate goal-setting skills

- Develop goals to enhance health status

**4.TL.4 Use technological resources to develop and refine questions for investigation.**

- Choosing from a variety of real-world issues and/or problems, use technological resources to develop and refine questions for investigation.
- Use technological resources to conduct research and complete a project.
- Identify trends or solutions or assist students in making decisions.
- Identify and explore diverse perspectives and processes to find multiple solutions to problems.

## Part IV: Standards, Driving and Essential Questions

What are the main driving questions and underlying questions to help move students toward learning targets, benchmarks and the eventual project or problem solution?

- What area could be utilized?
- What funds would be needed to make these improvements?
- What would the benefit be from this project? Who would benefit?



## Part V: Extern Host Role

What is the role of your extern host in this learning unit? Colby provided me with a book about GIS to use with the unit, guidance on where to go, and went with me when I began this externship.

Des Moines Park and Recreation

Colby Fangman

Park Planner

## Part VI: Student Learning

Do they have some level of voice and choice? Yes - students can choose whether to work on learning area or recreational area.

Are there opportunities for revision? Students can create their own ideas, meet with others, revise - decide on best ideas and work together to improve.

Are there opportunities for reflection along the way? As students work and collaborate, they can reflect together. If this is used during May-term, there won't be tons of reflection time. We would need to finish the project in 2-3 days.

Photos:

[unsplash.com](https://unsplash.com)