

**Project Title: What is there to do around here?: A guide for local teenagers**  
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**Class: UEN 2009**

Project Description	<p><b>Guide of local businesses that are teenager friendly</b>  Students will build relationships with local businesses and find those who have services and products that are teenager friendly. Students will create brochures that highlight their favorite local hotspots in their city or neighborhood. The Chamber of Commerce and or the local library can be involved to print and distribute these pamphlets. In completing this project, students will become familiar with GPS (Global Positioning Systems) and GIS (Geographic Information Systems) technology.</p>
Community Issue or Problem Selected -How project evolved?	<p>When there is nothing to do or nowhere to go, teenagers tend to find or make trouble. Local businesses can increase their sales by catering to the 13-19 year old consumer in a positive relationship rather than being adversaries.</p>
Community Partner(s)	<p>GIS experts and professionals, Chamber of Commerce, local businesses, and the public library.</p>
Project Objectives	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Research the products of local businesses.</li> <li>• Students will build partnerships to obtain discounts, coupons or specials for teenagers.</li> <li>• Students will document locations via photography, GPS waypoints and written description.</li> <li>• Students will become familiar with GPS and GIS technology.</li> <li>• Students will map all locations using a combination of GPS and GIS.</li> <li>• Create a brochure or poster with a map and descriptions.</li> <li>• Students will present the finished product to someone such as the Chamber of Commerce and/or the City Council.</li> <li>• Students will offer a digital copy of the brochure for publication on the internet.</li> <li>• Students will work with the Chamber of Commerce or another local business to create brochures for distribution.</li> </ul>
Utah Core Standards/Objectives	<ul style="list-style-type: none"> <li>• Standard 1 <b><i>Students will understand the world in spatial terms.</i></b> <ul style="list-style-type: none"> <li>○ <b>Objective 1</b>  <i>Use maps and other geographic tools to acquire information from a spatial perspective.</i> <ul style="list-style-type: none"> <li>b. Examine characteristics of maps and globes such as latitude, longitude, great circle routes,</li> </ul> </li> </ul> </li> </ul>

	<p>cardinal directions, compass rose, legend, scale, relief, grid system, and time zones.</p> <p>d. Collect and interpret geographic data using maps, charts, population pyramids, cartograms, remote sensing, and Geographic Information Systems (GIS).</p> <ul style="list-style-type: none"> <li>• Standard 4 <b><i>Students will understand how human activities shape the earth's surface.</i></b> <ul style="list-style-type: none"> <li>○ <b>Objective 2</b> <i>Analyze economic interdependence among regions and countries.</i> <ul style="list-style-type: none"> <li>a. Examine economic networks, from local to global.</li> </ul> </li> </ul> </li> <li>• Standard 6 <b><i>Students will use geographic knowledge to connect to today's world.</i></b> <ul style="list-style-type: none"> <li>○ <b>Objective 2</b> <i>Apply geographic concepts to interpret the present and plan for the future.</i> <ul style="list-style-type: none"> <li>b. Investigate career opportunities available through the application of geography skills and concepts.</li> <li>c. Participate in community activities respecting the environment and personal property.</li> </ul> </li> </ul> </li> </ul>
Essential Question(s) -Spatial Issue	<p>Where can teenagers go to spend their time after school and support the local economy?</p> <p>How can students and businesses find common ground to support and help each other?</p>
Assessments (rubrics, scoring guides)	<p>Students will create a brochure, flyer or other approved format displaying their information. The rubric will be graded for inclusion of essential elements such as photos, locations, quality, neatness, spelling and information about their sites.</p>
Project Products	<p>Brochures, flyers, posters, webpage, newsletter or other approved format.</p>
Project Timeline (include a step by step Procedures)	<p>Pre-requisites are digital photography skills, basic writing and summary skills, familiarity with GPS and GIS.</p>
Resources Needed	<p>At least 5 GPS units for classroom use or check out, ArcView or other GIS software installed, internet connection, lab or classroom computers, printer, and digital cameras or camera phones.</p>
Skills Required	<p>Basic digital photography, GPS, ArcMap (GIS software),</p>

	publishing software, summarize data into descriptions, ability to work in groups, and communication skills.
Project Team Member Roles	<p><b>Teacher(s):</b></p> <ul style="list-style-type: none"> <li>• Joan Cartmill <ul style="list-style-type: none"> <li>○ Facilitator for students</li> <li>○ Instructor for project requirements</li> </ul> </li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• World Geography/Geography for Life <ul style="list-style-type: none"> <li>○ Data collectors</li> <li>○ Publishers of final projects</li> <li>○ Liaisons with business leaders</li> </ul> </li> </ul> <p><b>Partner(s):</b></p> <ul style="list-style-type: none"> <li>• Community partners fluent in GIS <ul style="list-style-type: none"> <li>○ These experts in GIS can help explain the professional uses of GIS and be a resource for using the ArcMap program</li> </ul> </li> <li>• Business owners <ul style="list-style-type: none"> <li>○ Provide data to students</li> <li>○ Provide possible discounts</li> </ul> </li> <li>• Chamber of Commerce <ul style="list-style-type: none"> <li>○ Provide forum for students to present projects</li> </ul> </li> </ul>
Celebration/Presentation	Digital photography, GPS, ArcMap (GIS software), publishing software (i.e. MS Word, Publisher, other software capable of making brochures, flyers, etc.)
Project Evaluation	Self-evaluation Peer Evaluation Comments from business and community partners Teacher evaluation for improvement of future projects
Project Bibliography	ArcMap 9.3 MS Word Publishing program GPS and GIS manuals Internet sites related to local economy City Chamber of Commerce website
Plans for Future CMAP Activities	Historic Buildings in the area Where do the students live?