

PATH ↳ BUILDERS

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Executive Summary

On a daily basis, we all have to get from one place to another, whether that's from home to school or work, or to the grocery store, visiting friends or family. This is a daily event where we're more focused on the destination than the actual journey.

What if you have to do this without the luxuries that you are used to? No car to get to your destination in a convenient amount of time? or heat in the winter? When you remove these things that we view as necessities your focus shifts from the destination to the actual journey and what you must do to get to where you're going.

As new ambassadors in the Brightmoor community for Nick Tobier's Change by Design course at Detroit Community High School. We took a walking tour of the community where we observed the lack of public infrastructure on the community streets of Brightmoor.

We found ourselves as well as other people in the community walking in the middle of the street to avoid debris on the side of the road and then quickly running to the side of the road every time we heard an approaching car.

A couple weeks into our time at Detroit Community High School. We observed a class being led out of their classroom through a back area of school where these students jumped from cardboard plank to dry patches in order to avoid large puddles and patches of mud.

We observed this lack of urban infrastructure in the larger context of the Brightmoor community and then saw an area to intervene on a smaller scale behind the school. As Pathbuilders, we look to address the issues of public sidewalks in Brightmoor which are vital to interactions, accessibility, and safety within the Brightmoor community.

DCH students are the catalyst and community leaders of Pathbuilders. They have autonomy in their own community where they have the opportunity to empower the Brightmoor community and envision the change and interventions that they want to see. Pathbuilders is merely the organizational structure that allows them to do this.

Once the "how" is no longer the concern, we can look to reinvent the functionality of these sidewalks, not only as a connection between places but as the destination that the community engages with.

Team Members

Tyrese : Detroit Community High School

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Edward: Detroit Community High School

Eli Stirling: University of Michigan

Y Nhi Tran: University of Michigan

Michael Belt: University of Michigan

Part II: Context

How can we begin to address the issues of public sidewalks in Brightmoor which is vital to interactions, accessibility, and safety within the community?

How can we re-envision the functionality of these sidewalks, not only as a connection between places but as the destination itself?

Problem Identification



Problem Identification



Project Context



The focus for this project is the area between DCH and the Makerspace garage

Precedent Projects

Neighbors Building Brightmoor
Brightmoor Youth Garden (Right)
Brightmoor Farmway (Left)
Brightmoor, Detroit, MI



ParkedBench
London, England



Highline
New York City ,NY



Porch Parade
Vancouver, BC



Workshop Plan

Goal: to investigate the key elements creating the concept of a “path”

Time Frame

15 minutes: Introduce key issue and show precedent for previous sidewalk intervention projects

- Present Slideshow of precedent projects
- Divide into 4 groups: trace paper sketch drawings with 4 groups focusing on:
 - lighting, overgrowth, trash, empty lots

5 minutes: Introduce Bridge Building project

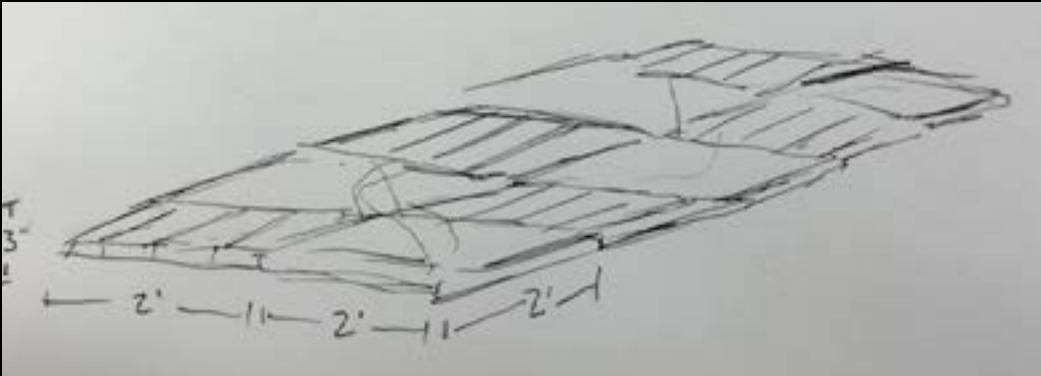
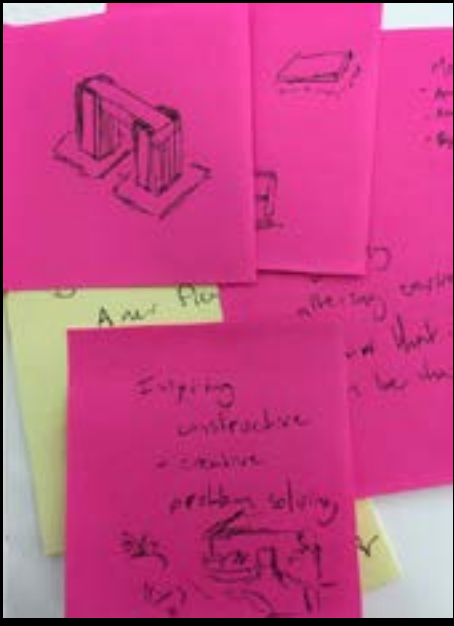
- bridge must span at least 12 inches between two tables
- elevate 3 inches off the ground,
- support the weight of a bowling ball

35 minutes: build bridges with provided materials: cardboard, newspaper, straws, tape, string, spaghetti

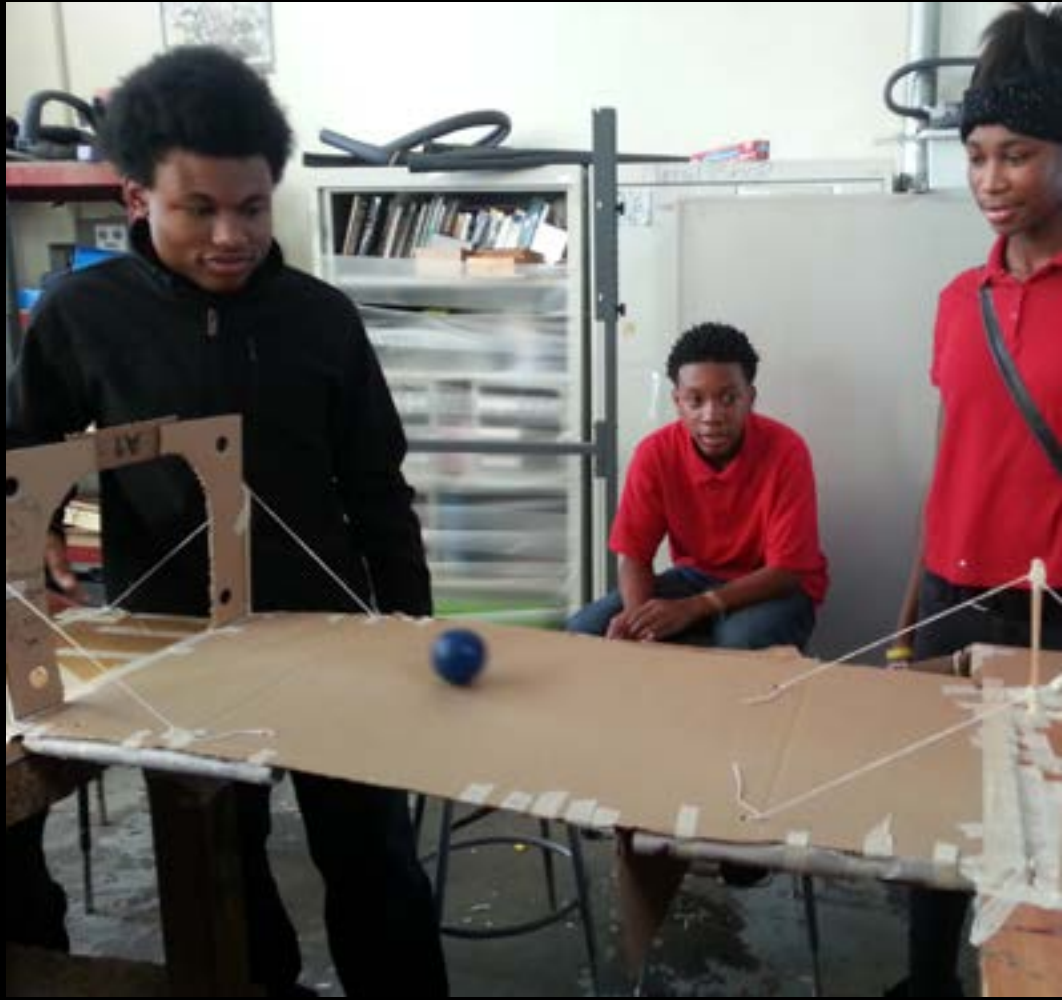
5 minutes: Testing

- Bridges are judged based on aesthetic and structural functionality

Workshop: Ideation & Construction



Workshop: Testing



Reflection

This workshop focused on design building skills. This wasn't a linear process and the teams went through several iterations before building their final bridge. We felt that this project was a good introduction to get the students engaged in being part of building something for their school and their community.

Since we told the students that their bridge would have to support a bowling ball, they were very serious about structural stability and created truss systems to support the bridge from underneath. Also as a way for students to engage in visual elements, points were also based on formal aesthetics. Subconsciously students began to define the key elements that create what we call a "path." One of the groups created a beautiful threshold, or gateway, that announces the presence of entrance to the path. The other group laid down two lines of wood down their path to show visually where the path starts and stops. Along this path were these amazing vertical strips made from straws that can conceptually be seen as shading or lighting elements.

Name & Logo Ideation

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URBAN INITIATORS

PIONEERING
BRIGHTMOOR

BRIGHTMOOR PIONEERS
BUILDING A BETTER BRIGHTMOOR

GROUND WORKS

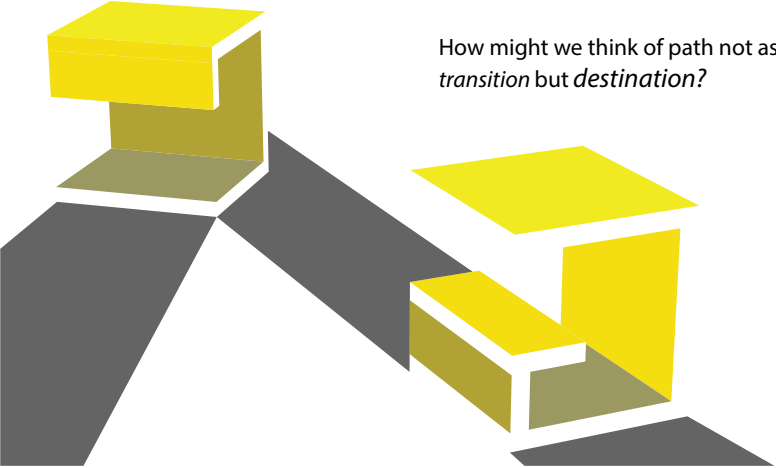
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Part III: Infographic Development

Version 1



Version 2



How might we begin to re-envision the functionality of sidewalks as they are a critical element contributing to the communication, accessibility, and atmospheric qualities within a community?



How might we think of a PATH not merely just as
transition but as *destination*?

Project Clarification

With what we learned from the workshops in mind, Our team started to brainstorm ways to enhance the pedestrian experience in order to make getting from point A to b more than just a simple matter of traveling through space

in order to think of a path as something more than just a transition, a place, or destination in itself, we came to a design solution that includes paths within the city that are inhabited with modules.

These modules are assembled from individual modular blocks that can be arranged in multiple forms. And because of the varying form, each module also varies in its programmatic elements: for example

Some also will function as emergency beacons to give people a sense of security in the same way that the blue light poles function on college campuses.

Some will serve as benches to provide a place for a moment of rest, moment of pause some are used to provide lighting shelter and shading

Part IV: Project Development: Constructing frames for concrete



We are working with students and helping them to develop design build skills while instilling creative confidence by helping them to engage in on hands-on activities.

Project Development: Constructing frames for concrete



In these photos we are working with the students to construct wooden frames in which we will pour concrete blocks for the path module behind the school.

Part IV: Project Development: Mixing and Pour concrete molds



Once the frames were assembled, we began to mix concrete and pour the concrete into the wooden frames.

Part IV: Project Development: Mixing and Pour concrete molds



Part IV Mixing, Molds, and Constructing Bench



The DCH Students then customized their concrete squares and we laminated and glued the wooden boards together for the top of the bench which will be installed as part of the path module.

Part III: Project Development: Assembly

5 Levers of Social Change

1. Bright Spots

Freight Farm: concept of a mobile microclimate hub allows people to grow food in any location using the recycled shipping containers turned hydroponic farms

Urban Land Infrastructure Initiative: aim is to promote sustainable infrastructure investment choices and to foster improved relationships between infrastructure and land use.

Boy Scouts of America: one of the nation's largest and most prominent values-based youth development organizations It provides a program for young people that builds character, trains them in the responsibilities of participating citizenship, and helps to develop personal fitness

5 Levers of Social Change

2. Data-Driven/ Data-Based Insights

Project Echo: Based in New Mexico, they realized a pattern that Hepatitis C patients had to wait months in order to be seen and couldn't afford to travel to distant cities for treatment. This led to the establishment of Project Echo which moves treatment out of the hands of specialists and into the network of local physicians through apprenticeship.

Techonomy Detroit: Conference focused on using Detroit as a model for urban revival through technological innovation. Lovelan technologies presented at the conference is analyzing and mapping Detroit property data at a level that once wasn't possible.

Autism Speaks: a multi-year Ad council public service advertising campaign that stresses the importance of recognizing the early signs of autism and seeking early intervention services

5 Levers of Social Change

3. Change in Public Perception

Earthcare: spreads awareness on earth-friendly solutions through workshops that provided service-learning. The leaders were peer mentors who connected with the students in the same age groups in order to capture the attention of students.

Bronzeville, Chicago: This south side community of Chicago is a unique case of gentrification. Bronzeville is becoming the first example of Black gentrification and community leaders want it to be come a destination in the city for black history and heritage.

5 Levers of Social Change

4. Shifts in Public Policy

Anti-Smoking activism has led to change in policies in restaurants, campuses, and other environments

Gay Marriage Legalization: The Supreme Court's ruling to legalize gay marriage across the United States has changed public perception and has allowed for marriage equality.

Baltimore, MD: Federal Food policy changes have led to an increase in the availability of healthy foods at urban convenient stores in Baltimore.

5 Levers of Social Change

5. Disruptive Technology

Skylight: a device amplifying global health by the sharing of photos any smartphone or photo-capturing device to professionals outside of the region for diagnosis

Snapchat: a time-based video, picture, and messaging app has changed how we communicate with friends and family, and share information.

Anonymous Texting Tip Line: A high school outside of Chicago realized students were reluctant to report crimes involving other students and faculty. They developed an anonymous texting service so students can report a crime without the same stigma that would come from peers after telling an authority figure.

Business Model Canvas

<p>Key partners</p> <ul style="list-style-type: none"> • Detroit Community High School <ul style="list-style-type: none"> - students- leaders of the organization - faculty- community relations • Arts & Scraps- Brightmoor nonprofit that recycles scrap material • Brightmoor Alliance - coalition of community organizations <ul style="list-style-type: none"> - gather volunteers that want to empower the community 	<p>Key Activities</p> <ul style="list-style-type: none"> • Permission from community leaders to install modules • Grants/ Donations for funding • Motivated volunteers from the community to help build and make vision a reality 	<p>Value Proposition</p> <p>Pathbuilders goal is to improve public infrastructure (side-walks) in the Brightmoor community.</p> <p>“active” space modules built throughout the community</p> <p>We want to do this by engaging and empowering Brightmoor Youth to be the leaders and make decisions for their community</p>	<p>Customer Relationships</p> <ul style="list-style-type: none"> • Brightmoor Community-involvement from both individuals who want to see changes in their community as well as community leaders who have resources to make these changes a reality 	<p>Customer Segments</p> <ul style="list-style-type: none"> • Current “customer” is the Brightmoor community or other communities. • Communities that lack public infrastructure and that want or seek to change.
<p>Cost Structure</p> <ul style="list-style-type: none"> • Pathbuilders mainly relies on community and volunteer involvement (organizations that have access to materials and workers) • Only costs will come from materials (dependent on installation) and transportation of materials to installation sites 	<p>Key Resources</p> <ul style="list-style-type: none"> • Active/ Strong ties with Brightmoor and Detroit Community leaders • Committed volunteers with background in construction. • Taubman College urban planners for Research and development 		<p>Channels</p> <ul style="list-style-type: none"> • Main channel is through direct engagement and involvement in the community (Brightmoor) <ul style="list-style-type: none"> - social media - guerilla marketing 	
<p>Cost Structure</p> <ul style="list-style-type: none"> • Pathbuilders mainly relies on community and volunteer involvement (organizations that have access to materials and workers) • Only costs will come from materials (dependent on installation) and transportation of materials to installation sites 		<p>Revenue Streams</p> <ul style="list-style-type: none"> • No revenue will be generated from installations <p>All extra funds, will be put back into Pathbuilders organization for future projects or for workshops for volunteers and students</p>		

Moving Forward

In the immediate future, we imagine Pathbuilders intervention with the Detroit Community High School will result in a active pathway that allows access to the facilities throughout the DCH campus.

We imagine improved access to the Brightmoor makerspace as well as an area between the school and makerspace that will allow for students to hang out and gather on a nice day.

In the larger scale and In the future, we intend this intervention to be the first of many modules we envision to occupy and connect the community and city of Detroit.

We believe that this small scale intervention will be a model for Pathbuilders moving forward and help to empower and invoke action with students and community members, not just within in DCH, or Brightmoor, but in other cities around the United States.

