

## Local Plan Review Lesson Plan

### Objectives:

- To give young people the chance to explore different view points
- To encourage young people to have their say in how their local planning authority should work in the future
- To introduce national parks, in particular the Peak District National Park
- To explain what consultations are and why it is important for young people to get involved
- To introduce planning, looking at issues, stakeholders and proposed solutions. This focusses on how to meet the demand for developments in a protected landscape

### Links to the Curriculum:

**Citizenship** encourages them (pupils) to take an interest in topical and controversial issues and to engage in discussion and debate. Pupils learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy. They learn to take part in decision-making and different forms of action. They play an active role in the life of their schools, neighbourhoods, communities and wider society as active and global citizens.

### KS2:

- to research, discuss and debate topical issues, problems and events
- why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- take responsibility
- participate
- make real choices

KS3: the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

KS4: the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity

### **Geography:**

### KS4:

- gain understanding of the interactions between people and environments
- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues

Time	Activity	Instructions	Resources
5 minutes	Introduction		Power-point, slide1
2 minutes	Map	<ul style="list-style-type: none"> <li>• <b>Do you live or go to school in the Peak District National Park?</b> Look at the map to find whether you live in the national park or not</li> </ul>	Slide 2
10 – 15 minutes	Intro to the PDNP	<ul style="list-style-type: none"> <li>• <b>In pairs, think of 3 things that a national park should do; i.e. why do we have national parks?</b></li> <li>• <b>In pairs list 3 things that you think an area should have, to be allowed to call itself a National Park</b></li> </ul> <p>Guess the special qualities of the PDNP from the pictures</p> <ul style="list-style-type: none"> <li>• <b>In pairs, put them in order, with the most important at the top. Try to agree as a class</b></li> </ul>	Slide 3  Paper & pens Slide 4
5 – 10 minutes	Intro to consultations and why it is important to hear from young people	<p>As a class discuss:</p> <ul style="list-style-type: none"> <li>• <b>What do you think you can bring to this consultation as a young person?</b></li> <li>• <b>How do you think your views might differ from someone in their 50s?</b></li> </ul>	Slide 5
20 minutes	Intro to planning	<p><u>Activity 1:</u> Split the class into groups:</p> <ol style="list-style-type: none"> <li>1. Home owner (of a house on the edge of a village)</li> <li>2. Young person looking to buy their first home (first-time buyer)</li> <li>3. Landowner, selling off farmland</li> <li>4. Campsite owner / entrepreneur</li> <li>5. Campaigner for local wildlife and the environment</li> <li>6. Tourist</li> </ol> <p><b>Scenario:</b> <b>A farming family plan to sell off their land, surrounding this house, for development. It has not been decided whether to build houses, a business park or a campsite. Each group to answer the following questions:</b></p> <ol style="list-style-type: none"> <li>1. <b>Is this something you want? Why / why not?</b></li> <li>2. <b>Will it benefit you or cause you problems? How will it do this?</b></li> <li>3. <b>What wider benefits could the developments bring to the community?</b></li> <li>4. <b>What wider issues could the developments bring to the community?</b></li> </ol>	Slides 6 & 7

5 – 10 minutes		<u>Activity 2, as a class</u> <ul style="list-style-type: none"> <li>• <b>Where do you travel and why?</b></li> <li>• <b>What transport do you use?</b></li> <li>• <b>Do you encounter any problems with transport when visiting these places? E.g. delays, parking</b></li> </ul>	Slide 8
5 – 10 minutes		<u>Activity 3, in small groups, then share</u> <ul style="list-style-type: none"> <li>• <b>What would make your travel more enjoyable, safer and more environmentally friendly?</b></li> <li>• <b>Why should we think about the future of transport networks?</b></li> <li>• <b>How can we encourage more people to use cars less and walk and cycle more often?</b></li> <li>• <b>How can we encourage them to use public transport more?</b></li> </ul> <p>These are all the things planners need to take into account, especially when trying to reduce our carbon footprint. I hope that these activities have given you an insight that will help you undertake our survey (consultation) and give us the views of younger generations.</p>	Paper & pens
5 minutes	Look at pictures	Look at the pictures to get thinking about issues with planning in a national park	Slides 9 - 16
20 – 30 minutes	Take the survey	<a href="https://smartsurvey.co.uk">Peak District Local Plan Survey (smartsurvey.co.uk)</a>	Computers

Total time 90 – 100 minutes