

CIRCLE GAME

Planning for Our Community

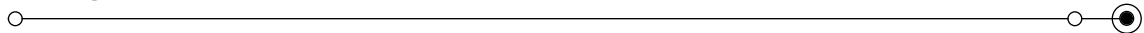
Purpose and Overview of Town Planning

OBJECTIVE



To consider community needs in the planning process

KEY QUESTIONS



- > How diverse are the needs of a community?
- > How does the planning process contribute to the sustainability of local communities?
- > How and why do different communities develop?

SUGGESTED APPROACH

50 Minute Lesson

Introduction

Inform pupils of the project by presenting a letter from the Borough Council inviting the School to take part in a consultation exercise to inform future planning for the area.

Resources Per Group

Scissors, glue sticks, felt tip pens, one sheet of plain A3 paper, one sheet of A2 (or 2 x A3), 4 x A4 sheets of different coloured paper with photocopied buildings, colour coded as per box in pupil instruction sheet, one sheet of lined A4 and one pupil instruction sheet.

STARTER ACTIVITY

5 minutes

Circle Game

In groups pupils are given a sheet of A3 paper on which they draw a circle of land, as large as possible, in which they can build. Pupils are instructed that they can build what ever they wish. Pupils are then told by Tutor that there are constraints to land use and shows on circle on board that part of the land in marsh land, flood plain, a conservation area, that there is a tree preservation order, etc. Tutor reinforces the point is that there is a need for planning and introduces the Stafford Borough Council Planning Department's role. All development has to be approved for good reasons.

TASK

5 minutes

In groups pupils are given a sheet of A2 paper and they draw a circle of land, as large as possible in which they can build. They can build whatever they wish e.g. houses, shops, school, pub. Time limit of 5 minutes.

Transparencies are then given or using the board show constraints to land use e.g. marsh land, flood plain, conservation area, tree preservation order. Tutor reinforces the point that there is a need for planning to balance need for land use and introduces the planning department's role.

Design Time 40 minutes

PUPIL INSTRUCTION SHEET

Design your ideal community. Make up a name for your area of land. Buildings can be selected only from those given.

15 minutes

Before you start designing the development for your area, think about the needs of a community. What type of housing is needed? What facilities are needed, which are good to have, what may attract others to your area (if this what people want!)

The buildings are colour coded using 4 colours

GREEN > housing

YELLOW > facilities considered to be needed e.g. a school

BLUE > good to have for the community e.g. a public house

RED > facilities that may attract others to your area, if this is what the group would like.

15 minutes

Our Community

Identify the type of building by writing on or near the building(s) e.g. OAP bungalows. 3 bedroom detached house with garage.

You do not have to build on all the land.

You will need to build roads. Think about transport links as they are obviously important.

You have 15 minutes to discuss and list housing needs and facilities as a group, before deciding on the best position for buildings. **Pasting must not take place until the group are in agreement about the overall plan.** You have 10 minutes pasting time. Remember that if there are not enough people living in your area, businesses may not have enough custom and could close, new businesses would not be attracted. You need to get a realistic balance between population needs and facilities.

Appoint a spokesperson to present your groups ideas to the rest of the class.

Also complete the following:

- > List 5 rules for the community e.g. no smoking in public places.
- > List 3 features that make your groups community unique e.g. trees line every road.
- > Choose a Councillor and list 3 things that they promise to do for their community. You could choose someone famous e.g. soap star if you wish.

CIRCLE GAME PART 2

Same land but with roads, a tree with a preservation order, a listed building, river and wetland. Buildings can be selected from a large range that have some constraints detailed on the back. Pupils are encouraged to think about the needs of a community.

Plenary

Results at end of this unit will be presented by a Planning Officer. What have you learnt about planning? Tutor summarises pupil responses: constraints of land use, historical legacy, physical barriers to development.

NEXT LESSON

A game designed to get a feel for how the planning process works for individuals.



OUR COMMUNITY

○ WHAT I LIKED

○ WHAT I DISLIKED

○ HOW THE EXERCISE COULD BE IMPROVED

○ WHAT I LEARNED ABOUT PLANNING

○ FULL RATING - MARKS OUT OF 10
