



Lesson 10: The Way Ahead

In this lesson students define their priorities for the conservation and development of their community, then consider specific proposals.

Support material: Worksheet B10, Department of the Environment leaflets PL 1, 2, 3, 8, 9 and 10, Local Development Plan.



Spotlight

Planning issues



Key Concepts

Negotiating change.

Review of work

Drawing on their conclusions in Lesson 9, what steps would the students like to see taken to improve their community? List, and then place in order of priority:

- Actions to conserve or improve the existing fabric of the community. These could include the demolition of unsightly structures or the relocation of unsuitably placed activities.
- New facilities or services which need to be provided.

Discussion — Planning Laws

- What implications do the Planning Laws have for the development of a community?
- What is the function of the Local Development Plan?
- If you want to have some influence on the Development Plan, how would you go about it?
- What is the role played by the elected members of the Local Authority?

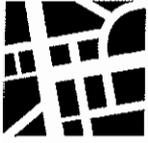


Activity – Negotiating Change

Working in teams, the students propose new developments for the community. They choose suitable sites and apply for permission from the Class Planning Authority.

Four specific development proposals are listed in Worksheet B10, but space is left for two more. Each of these additional proposals should answer a community need identified by the class. For example, an ugly gap in a street of small buildings might be the proposed location for a badly needed crèche.

Materials: Each team will need a map of the area, copies of the Department of Environment leaflets PL 1, 2, 3, 8, 9, 10, and a copy of Worksheet 10B. The class will also need copies of the sections of the Local Development Plan which apply to the study area. Each county has its own Development Plan, but many Local Authorities also prepare separate development plans for individual towns and their environs. This



is particularly true of counties which have well-developed urban areas. This information is available from the Local Authority. It should be pinned up where all of the teams can consult it.

Conclusion

The class now represents the whole community and reviews the map showing all of the agreed sites. Will the community be better off as a result of these developments?

Discuss the range of problems which arose and which were:

- common to many proposals
- unique to one proposal

Homework

1. Each student chooses the action they think would be the most valuable contribution to their own community.
2. Check Worksheet B10 for **Scrapbook** and **Vocabulary Files**.

Cross Curricular Connections

1. Social /Environmental Studies — A company wants to build a factory in your town. Should they put it on an abandoned industrial site near the town centre or on a greenfield site on the edge of the town? Investigate the advantages and disadvantages for the company and for the town.
2. Civics / Environmental Studies — Ireland's planning laws require the preparation of an Environmental Impact Assessment for some kinds of development. Find out when and why this must be done, and what issues must be included in the assessment.
3. Civics/Social and Environmental Studies — Local Agenda 21 is intended to translate sustainable development principles into practical action at the local level. What is meant by 'sustainable development' and 'Local Agenda 21'? Prepare a ten point action plan as a Local Agenda 21 for your own community. Explain why you chose these ten.
4. Environmental Studies/ Design — Many short journeys are made by car where they could be made by walking or cycling. Identify improvements that could be made in your community to encourage people to walk or cycle to school, to the shops or to visit friends. Show your proposals on a map. Identify on the map the activities that might attract a lot of walking/cycling trips, e.g. school, church, shops.
5. Design/Engineering — Select a street with shops and a lively atmosphere. Draw a plan of the street where you reduce the width of the roadway to 4 - 5 metres. Show in your design how you would use the space that becomes available. For example, you could widen the footpaths, install street furniture, extend buildings into the street, etc. Use tracings from photographs of the street to show the existing situation and your proposals. Show the materials and colours you would use.