

Ontario Professional Planners Institute



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Introduction

This unit of study was developed by the Ontario Professional Planners Institute (OPPI) to introduce Ontario's youth to the planning profession. Its goals are to explore how land is used to create community and how communities change over time, who leads those processes, and how members of the public and interest holders are involved. Importantly, another goal is to provide the necessary information to convey planning as an interesting and satisfying career path.

This unit of study is intended to be introductory in nature and catered to students in Grade 9 Geography. As such it deliberately explores a more general planning process and avoids addressing some specific, individual details or complexities of the planning practice in Ontario, such as legislation and policies (e.g., *the Planning Act and Provincial Planning Statement*). Every effort has been made to tailor the information and formatting of this unit of study to the educational interests, preferences and existing curriculum for Grade 9 students as a foundation for future education.

About OPPI

The Ontario Professional Planners Institute (OPPI) is the recognized voice of Ontario's planning profession with over 5,000 members who work in government, private practice, universities, and not-for-profit agencies in the fields of urban and rural development, community design, environmental planning, transportation, health, social services, heritage conservation, housing, and economic development. Our student members attend undergraduate and graduate planning programs at six accredited Ontario universities. Members must meet quality practice requirements and are accountable to OPPI and the public to practice ethically and to abide by a Professional Code of Practice. Only full OPPI members are authorized by the *Ontario Professional Planners Institute Act, 1994*, to use the title Registered Professional Planner (or RPP).

Learn more about the Ontario Professional Planners Institute at www.ontarioplanners.ca.

Introduction to Planning

Grade: 9 | Subjects/Strands: CGC1W - Exploring Canadian Geography, E. Livable Communities | Number of days: 12-15 (depending on the use of optional lessons)

Step 1: Curricular Connections

Big Idea for This Unit	Planning brings together expert advice, public involvement, political decisions, and technology to build sustainable communities, grow the economy, and protect the environment.
Essential Questions	• How are communities created and sustained over time? • How does civic engagement inform planning processes? • In what ways do planning decisions impact the natural and built environments, and the economy? • How can planners balance competing interests in a community? • What is the role of equity and inclusion in planning?
Overall Expectations (OE) & Specific Expectations (SE)	Other overall expectations may be explored, however only those being assessed during this unit are provided. • E1. Land Use in Communities • E1.1 analyze the characteristics of different land uses in various communities in Canada, and explain how these characteristics and their spatial distribution affect those communities • E1.2 analyze the impact of the natural environment and physical processes, phenomena, and events, including climate change, on land use in the built environment as well as on land-use planning • E2. Sustainability of Human Systems and Communities • E2.2 analyze existing and proposed transportation systems, locally, provincially, nationally, and internationally, with a focus on their sustainability, and assess options for their future development • E2.4 analyze issues related to the social, environmental, and economic sustainability of communities in Canada and various government and community-based strategies developed to address them • E2.5 analyze innovative methods and practices being applied in the planning of communities in Canada and around the world that use culturally informed design elements to enhance the sustainability of these communities
Cross-Curricular Connections	• <u>GLC20</u>, Career Studies B. Exploring and Preparing for the World of Work • B1. Exploring Work Trends and the Importance of Transferable Skills • B2. Preparing for Future Opportunities • B3. Identifying Possible Destinations and Pathways • <u>CHV20</u>, Civics and Citizenship • C1. Civic Contributions, Inclusion, and Service • C1.2 explain how various actions can contribute to the common good at the local, national, and/or global level





	• C1.3 analyze ways in which various beliefs, values, and perspectives are represented in their communities, and assess whether they are equitably represented and/or valued • C1.5 explain various ways in which people can access information about civic matters, highlighting the importance of applying related digital literacy and critical-thinking skills, and assess the effectiveness of ways in which individuals can voice their opinions and influence others' opinions on these matters, including through social media
Learning Skills & Work Habits to be Addressed/ Assessed in Unit	Learning skills taken directly from <i>Growing Success: Assessment, Evaluation & Reporting in Ontario Schools - Learning Skills and Work Habits</i>: • Independent work • Collaboration • Initiative

○ Step 2: Culminating Tasks - Assessment *OF* Learning

Rich Performance Assessment Task	Ontario communities face many challenges that need fresh ideas and teamwork to solve. In this assignment, you will have the chance to dive into a specific issue in your local area. Working in groups, you'll research an environmental, social or economic issue affecting your local community, gather important information, and look at different viewpoints to understand it better. Together, you will build a creative and sustainable plan that addresses the challenge and encourages people to get involved. This project will help you build your critical thinking and teamwork skills while giving you the opportunity to make a positive impact in your community.
Assessment Tools	The following assessment tools will be utilized for the culminating task: • Rubric - the rubric will aid teachers in assessing student success in the four categories of knowledge and skills (Knowledge & Understanding, Thinking & Inquiry, Application, and Communication) in the development and presentation of the culminating task. Assessment rubric can be found below in Appendix A of Lesson 1. • Self/Peer Assessment - Working in groups, students will also be offered the opportunity to assess their individual work as part of a group and be assessed by peers in their working group. This will enable students to think more critically about their individual role and the collective roles of their peers in development and presentation of the culminating task. Self/peer assessment form can be found below in Appendix A of Lesson 1.
Learning Goals	• Students will be able to demonstrate their understanding of the planning process and its impact on communities. • Students will be able to research and analyze complex issues related to community planning. • Students will be able to develop creative and sustainable solutions to community problems. • Students will be able to communicate their ideas effectively and persuasively.
Success Criteria	• Students identify a relevant and significant community issue. • Students gather and analyze data and information from reliable sources. • Students consider different perspectives, interested parties and rightsholders. • Students develop a creative and innovative planning solution. • Students present their plan clearly and effectively.



Questions and Prompts
to Guide Learning –
respond, challenge,
extend

- What is the most pressing issue facing our community?
- How can we gather information about this issue?
- What are the different perspectives on this issue?
- How can we develop a sustainable and innovative solution?
- How can we effectively communicate our plan to others?

○ Culminating Task: Local Planning Issue

Ontario communities face many challenges that need fresh ideas and teamwork to solve. In this assignment, you will have the chance to dive into a specific issue in your local area. Working in groups, you'll research the problem, gather important information, and look at different viewpoints to understand it better. Together, you will create a creative and sustainable plan that addresses the challenge and encourages people to get involved. This project will help you build your critical thinking and teamwork skills while giving you the opportunity to make a positive impact in your Ontario community.

The assessment rubric and self/peer assessment forms are in [Appendix A](#) of Lesson 1.

○ Step 3: Assessment AS and FOR Learning

Lessons

Lesson sequence:

1. Introduction to Planning & Communities
2. Land Use in Communities
3. Who is Involved in Planning? Pt. 1
4. Who is Involved in Planning? Pt. 2
5. Public Engagement Pt. 1
6. Public Engagement Pt. 2
7. Putting it all Together: The Planning Process
8. Culminating Activity 4-5 classes for research, preparation and presentations
9. OPTIONAL 1 - Introduction to Planning Using LEGO Bricks
10. OPTIONAL 2 - Guest Speaker
11. OPTIONAL 3 - Field Trip
12. OPTIONAL 4 - Community Walkabout

Lesson plans appear below. All curricular expectations, resources, suggested accommodations and differentiation ideas are included within each lesson plan.

Lesson Plan: Introduction to Planning and Communities

Grade/Subject: Grade 9 Geography, **CGC1W** | Sequence in Unit: **1** | Timing of Lesson: 60-75 min

Big Idea/Enduring Understandings

Planning is a process that leverages diverse perspectives of experts in different fields and utilizes civic engagement and technology to effectively create and sustain communities, stimulate economic growth, and protect the environment.

Curriculum Connections and Assessment

Overall Expectation:

- E1. Land Use in Communities
- E2. Sustainability of Human Systems and Communities

Cross-Curricular Connections:

- C1.2: Explain how various actions contribute to the common good.

Specific Expectations	Learning Goals	Success Criteria	Achievement Chart	Assessment FOR/AS/OF	Assessment Mode/Strategy/Tool
E1.1: Analyze the characteristics of different land uses.	• Understand what planning is, why it matters for communities, and introduce the culminating task.	• I can explain the basic concept of land use planning. • I can understand terms such as community, urban, suburban, and rural. • I can apply these concepts to the community in which I live.	• Knowledge/Understanding • Thinking • Application	• Assessment FOR learning • Assessment AS learning	• Write, or state their ideas about what defines a community • Write or state how these principles apply to their community

Considerations for Planning

Prior Learning: *Understanding of how to read and analyze map data is useful prior to this unit of study.*

Differentiation:

- Peer learning & group discussion
- Small group discussion & learning
- Parallel tasks (drawing maps vs. describing in writing or verbally)
- Use of technology (YouTube video) to augment learning
- Co-learning to define overarching concepts

Resources and Technology:

- Computer and projector with speakers, access to the internet (YouTube) or video pre-loaded
- Printed definitions of key terms: urban, suburban, and rural (sufficient amounts for small groups)
- Assessment rubric for culminating activity (printouts for all students plus digital copies as needed)

Three Part Lesson

Minds on: Motivational Hook/Engagement/Introduction (approximately 10-20%) (**Assessment “for”**)

Students will be asked to reflect on their trip to school that morning. They are encouraged to describe their trip in writing or drawing the route they took from home to school. Teachers may ask:

- How did they travel to school? (e.g., did they take transit, ride a bike, get a ride from a family member, or walk?)
- What kinds of community features did students pass on their way to school? (e.g., parks, businesses, highways, etc.)
- Are there other ways students could get to school? Is this method sustainable/affordable/accessible? Are any methods more convenient than others?
- Why did you choose this option? Are there barriers to other preferred options?
- Why and how was this community created? Who was it created by? When was it created, and how has it changed over time?
- Does this community need improvement? If so, what investment(s) are needed?
- Who is responsible for making changes to our community?

Students may wish to share their thoughts, experiences and responses with their peers.

Questions about how communities are created and how they change over time are central to the profession of planning. Teachers may wish to use the following video as a follow-up and help to introduce the topic of planning: www.youtube.com/watch?v=wP52wK_fC08

Action: During/Working on it (approximately 60%) (**Assessment “as, for”**)

Class brainstorming activity: defining “community.” Teacher to assign a scribe to record students’ thoughts on what a community is using a flipchart, whiteboard, etc.

Questions to help guide the discussion:

- What does the word “community” mean to you?





- Can a community exist without people?
- Is there a difference between a neighbourhood and a community?
- What characteristics make one community different from another?
- Do communities have common goals or interests? Do these goals or interests help to define a community?

The overall goal of this activity is to create and affirm a common understanding of what a community is.

Ask for questions and provide students with the opportunity to ask questions.

Discussion on the big idea of the unit: *Planning brings together expert advice, public involvement, political decisions, and technology to build sustainable communities, grow the economy, and protect the environment.*

With a common understanding of the concept of community, teachers may wish to shift the conversation to their local community/municipality/town/city/neighbourhood. A scribe may be used to record students' thoughts using a flipchart/whiteboard, etc. Questions to guide a discussion on the big idea of the unit, in the context of the local community:

- What characteristics does our community possess? Do these characteristics make our community unique?
- What do you like about our community? (e.g., parks, libraries, community centres, natural areas and/or conservation areas, transit systems, etc.)
- How could we improve the community and make it easier to navigate, and more desirable to live in?
- What role(s) can normal citizens play to see changes in their community?
- How do we move forward if two people have two different visions for improving or changing the community over time?
- What things do the people overseeing changes need to think about in their work? (prompts: environment, economic growth, future needs of the community, population growth, transit, infrastructure, etc.)

Listening to the needs and demands of citizens, forecasting and preparing for the future needs and growth of the community, and making places where people want to live, work, and play is all central to the role of the planner.

Ask for questions and provide students with the opportunity to ask questions.

Brainstorming activity: in small groups, students are provided with the definition of either:

- **Urban** - areas that are developed for cities or towns where there are lots of buildings, roads, businesses, and people. These areas are designed to support things like homes, schools, shops, offices, and transportation systems. Urban areas tend to have a higher housing density, and land uses are generally closer together.
- **Suburban** - towns, cities, or neighbourhoods within cities, that are characterized by somewhat lower density. These areas are typically a mix of residential homes, parks, schools, and small businesses. Suburban areas tend to be more spread out than urban areas, but they still have good access to the city for things like work, shopping, and entertainment. A suburban area is like a “transition zone” between the busy city and the quieter countryside. People often live in suburbs to enjoy more space, like bigger yards, while still being close enough to the city for commuting or services. An example of a suburban area might be Etobicoke, located within the City of Toronto.
- **Rural** - areas that are farther away from cities and towns, where there is more open space, fewer buildings, and less development. These areas are often made up of farmland, forests, or natural landscapes, and they usually have small populations. A rural area has a much lower housing density than urban or suburban areas, with more land for agriculture or nature. People in rural areas often live in smaller communities and the main activities might include farming or outdoor work. In some rural areas, there are few municipal services, like public water/wastewater systems. Some rural residents use private services such as wells for water and septic tanks for waste.





In their small groups, students are asked to brainstorm what characteristics an urban, suburban or rural community may have. What makes a community rural? Teacher to circulate and support students as needed. *Extension activity: students can brainstorm the kinds of challenges they believe urban, suburban or rural communities may face as they continue to grow and change over time.*

Introduction to Culminating Activity (Appendix A)

Consolidation & Connection (Reflect, Connect, and Assess) (approximately 10-20%) (Assessment “as, for, of”)

Reflection activity: students to consider the wider community they live in. Teachers may wish to come prepared with images of the community to help students to better visualize. This could be done with either photographs or Google Street View.

- Do we live in an urban, suburban, or rural community? How can you tell?
- What’s one element of the community they are proud of (e.g., a conservation area, park, community centre, public space such as a pool, art gallery, etc.)
- What is one area of the community that you would like to see changed?
- *Extension question: how do you think you’d change it?*

Students may share their thoughts in the next lesson; these thoughts may be useful for the culminating activity.

○ Appendix A: Introduction to Planning Culminating Activity

Develop a Planning Proposal to Solve a Local Challenge

Ontario communities face many challenges that need fresh ideas and teamwork to solve. In this assignment, you will have the chance to dive into a specific land use issue in your community. Working in groups, you will identify a problem, brainstorm possible solutions, research and gather important information, and develop a proposal on how to solve the problem. This assignment will help you build your critical thinking and teamwork skills, while giving you the opportunity to understand how planners make a difference in your community.

Project steps:

- 1. Identify a Challenge.** In groups, determine a community challenge, and brainstorm and discuss possible solutions to this challenge. The challenge should relate to how land in the community is used. For example:
 - An empty or under-utilized lot somewhere in town → *how could this land be better used?*
 - Traffic congestion in a certain area of town → *what could be done to better manage congestion?*
 - It’s difficult to get across town without a car → *what steps could be taken to make it easier to get across town?*
 - A historic building downtown is set to be demolished → *should the building be demolished, and something new built, or should the building be preserved and used in a different way?*
 - A main street in town is trying to attract tourists and more business → *what could be done to make the street a desirable destination?*
 - There is a shortage of housing in the community → *how can the community respond in a way that creates new housing opportunities for people, regardless of socio-economic status?*
- 2. Critical Thinking & Research.** Once the challenge has been identified and a possible solution has been determined, the group will conduct research that will help back up their proposal. Research should include diverse perspectives. For example:





- Are there other, similar projects elsewhere that propose the same, or a similar solution?
 - What kinds of impacts, positive or negative, would our proposed solution have on the natural environment?
 - How can we ensure that our proposal will protect against threats from climate change? (e.g., wildfire, flooding, extreme weather, etc.)
 - Will our proposed solution have any impact on existing infrastructure? (e.g., water, sewer, energy, traffic congestion, transit, etc.)
 - Are there different perspectives from members of the public that need to be considered in our proposal? Are there special interest groups or partners who have an interest in how the land is to be used (e.g., homeowners, business owners, business improvement areas, Indigenous Communities/First Nations)? How are their perspectives and needs addressed?
 - Emulating community engagement, students may also wish to “consult” with peers in their classroom or wider school community to obtain their opinion(s) on the challenge and proposed solution(s).
 - What other professionals are needed to support this work (e.g., engineers, architects), and what is their role?
3. **Prepare for Presentation.** The group will want to prepare a presentation that outlines the challenge, the solution, and any information that supports the proposed solution. Students may wish to include additional materials in this area, including:
- Designs/sketches of the proposed solution (e.g. concept drawings of parks, re-used buildings, re-designed streetscapes)
 - Maps
 - Testimonials or quotes from other, similar projects or peers who were “consulted” during the research phase
 - Any other supplemental materials which support the proposed solution
4. **Presentation.** The group will present to their class. The presentation should identify the challenge, the proposed solution, as well as the critical thinking and research conducted, and how that informed their final recommendation. Teachers may wish to use the class as a “jury” or “city council” to vote to approve the proposal(s). This could encourage peers to think more critically about the role of decision makers, and what they might think about when they consider whether or not to approve proposals.
5. **Self/Peer Assessment.** Following their presentation, students will assess their performance as a member of the group and their contribution to the overall project.

○ Assessment

This activity corresponds to the following curricular expectations.

- **E1. Land Use in Communities**
 - **E1.1** analyze the characteristics of different land uses in various communities in Canada, and explain how these characteristics and their spatial distribution affect those communities.
 - **E1.2** analyze the impact of the natural environment and physical processes, phenomena, and events, including climate change, on land use in the built environment as well as on land-use planning.
- **E2. Sustainability of Human Systems and Communities**
 - **E2.2** analyze existing and proposed transportation systems, locally, provincially, nationally, and internationally, with a focus on their sustainability, and assess options for their future development.
 - **E2.4** analyze issues related to the social, environmental, and economic sustainability of communities in Canada and various government and community-based strategies developed to address them.
 - **E2.5** analyze innovative methods and practices being applied in the planning of communities in Canada and around the world that use culturally informed design elements to enhance the sustainability of these communities.

Students will be assessed according to the following rubric:

	Level 4	Level 3	Level 2	Level 1
Knowledge & Understanding	Demonstrates an excellent understanding of the core concepts and processes of land use planning.	Demonstrates a good understanding of the core concepts and processes of land use planning.	Demonstrates a developing understanding of the core concepts and processes of land use planning.	Demonstrates a limited understanding of the core concepts and processes of land use planning.
Thinking & Inquiry	Demonstrates an excellent ability to think critically about the challenge, potential solutions, and other viewpoints that might inform or influence decision-making.	Demonstrates a good ability to think critically about the challenge, potential solutions, and other viewpoints that might inform or influence decision-making.	Demonstrates a developing ability to think critically about the challenge, potential solutions, and some viewpoints that might inform or influence decision-making.	Demonstrates a limited ability to think critically about the challenge, potential solutions, and some viewpoints that might inform or influence decision-making.
Application	Demonstrates an excellent ability to apply planning concepts and integrate the perspectives of other partners, interested parties, rightsholders or community members into their proposal.	Demonstrates a good ability to apply planning concepts and integrate the perspectives of other partners, interested parties, rightsholders or community members into their proposal.	Demonstrates a developing ability to apply some planning concepts and integrate the perspectives of other partners, interested parties, rightsholders or community members into their proposal.	Demonstrates a limited ability to apply some planning concepts and integrate the perspectives of other partners, interested parties, rightsholders or community members into their proposal.
Communication	Demonstrates an excellent ability to communicate the challenge, proposed solution, and research undertaken to support their solution.	Demonstrates a good ability to communicate the challenge, proposed solution, and research undertaken to support their solution.	Demonstrates a developing ability to communicate some elements of the challenge, proposed solution, and research undertaken to support their solution.	Demonstrates a limited ability to communicate some elements of the challenge, proposed solution, and research undertaken to support their solution.

Assessments may be augmented by student self/peer assessment.

○ Self/Peer Assessment Questions

Think about your performance in this assessment activity, through all stages of the process. Please share your honest opinion on how you felt you performed in this activity.

1. I was able to work independently on specific sections of this project, in support of the overall goal, with little challenge.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree

2. I worked effectively as part of a team and contributed to my group's overall success.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree

3. Throughout this assignment, I thought I was strongest in the following areas:

4. For future activities, these are the areas I think I could improve in:

5. I would like to share the following final thoughts:

○ Additional Resources:

- City of Mississauga, ON - [Guide to City Planning and Development](#)
- Town of Lincoln, ON - [Terms of Reference: Planning Justification Reports and Briefs](#)
- City of Hamilton, ON - [Guidelines for Planning Justification Reports](#)
- City of Hamilton, ON - [Planning Justification Report](#) (example)
- City of Kitchener, ON - [Planning Justification Report](#) (example)
- Town of the Blue Mountains, ON - [Planning Justification Report](#) (example)
- Municipality of Meaford, ON - [Planning Justification Report](#) (example)

Lesson Plan: Land Use in Communities

Grade/Subject: Grade 9 Geography, **CGC1W** | Sequence in Unit: **2** | Timing of Lesson: 60-75 min

Big Idea/Enduring Understandings

Planning is a process that leverages diverse perspectives of experts in different fields and utilizes civic engagement and technology to effectively create and sustain communities, stimulate economic growth, and protect the environment.

Curriculum Connections and Assessment
Overall Expectation: • E1. Land Use in Communities • E2. Sustainability of Human Systems and Communities Cross-Curricular Connections: • C1.2: Explain how various actions contribute to the common good.

Specific Expectations	Learning Goals	Success Criteria	Achievement Chart	Assessment FOR/AS/OF	Assessment Mode/Strategy/Tool
• E1.1: Analyze characteristics of different land uses. • E1.2: Analyze the impact of the natural environment on land use planning. • E2.4: Analyze issues related to the sustainability of communities.	• Analyze characteristics of different land uses. • Evaluate impact of the natural environment on how land is used.	• I can explain differences between different types of land use. • I can consider how different land uses may lead to different environmental impacts.	• Knowledge/Understanding • Thinking • Application	• Assessment FOR learning • Assessment AS learning	• Group presentations, guided discussions • Sticky note feedback

Considerations for Planning

Prior Learning: *A high-level understanding of what planning is, and the difference between urban, suburban and rural communities.*

Differentiation:

- Peer learning & group discussion
- Small group discussion & learning
- Parallel tasks (colour coding zoning vs. discussing appropriate land uses)
- Use of technology (YouTube video, interactive maps) to augment learning

Suggestions for Accommodation:

- Visual aids (use of maps, handouts, technology)
- Pair students with peers who can support and assist their learning
- Extra time for group work
- Glossary cards for key terms

Resources and Technology:

- Access to A/V equipment to watch a short YouTube video
- Printed copies of maps (below in [Appendix A](#))
- Interactive zoning maps of Ontario communities (see resources below)
- Access to computers for interactive zoning maps of Ontario, Google Maps, and for further student research
- Sticky notes

Three Part Lesson

Minds on: Motivational Hook/Engagement/Introduction (approximately 10-20%) (**Assessment “for”**)

Introductory Video: What is an Official Plan? www.youtube.com/watch?v=xp4v5u8iJE8

Students will watch this brief video to gain a better understanding of what an official plan is. In summary, an official plan is a document that sets the long-term vision for how land should be developed and used in a village, town, city, region, etc. While this example is for a large city, smaller communities, townships, and rural areas also have official plans, and they all have the same goal.

Think, Pair, Share

Individually, students will be asked to consider the following questions:

- What types of land use do you see in your neighbourhood?
- How do you think different land uses might affect life in the community?

Once they have had a chance to consider answers to these questions, they will pair with a peer to discuss further. The teacher may call upon students to share their thoughts.

Action: During/Working on it (approximately 60%) (Assessment “as, for”)

While the Official Plan sets the vision for how land should be used in a community, a **zoning by-law** puts the official plan into action and determines what kinds of land uses are appropriate in different parts of the community. Some key terms that describe how land may be used include:

- Residential: housing. Residential might be high-rise condos, townhomes, detached homes, or anything in between.
- Commercial: places where business is done. These might be restaurants, markets, a town's main street, office towers, or more.
- Industrial: places where goods are made or secured. This could include factories, mining, logging, shipping, and more.
- Agricultural: growing crops, raising animals (such as chickens or livestock) for food, fur or fiber.
- Recreational: hockey rinks, skate parks, local parks, and much more.

Activity: Community Mapping. Teachers choose to do either Activity A or B.

Activity A:

Your community is expanding by developing land within its boundaries that has never been developed before. In small groups, students will review one of two topographic maps (located in [Appendix A](#)) and discuss which areas on their map make the most sense to zone for each land use and colour code different sections of the map for each. So long as all five land uses are accounted for, students may zone as much of the map as they wish for different uses (e.g. there does not need to be only one residential area).

Guiding questions for students:

- What role does topography (hills, water, etc.) play in determining how land should be zoned?
- Do certain kinds of zoning go better “together?” For example, does it make sense to have heavy industry across the street from residential land?
- How does protection of the natural environment influence how land should be zoned or used?
- *Extension question:* where might you place schools, parks, and other public amenities?
- *Extension question:* how might you build infrastructure (e.g., roads, bike lanes, transit lines, sewers, etc.) in this community?
- *Extension question:* how might this community change in the next 25, 50, and 75 years? What land uses might be needed in future?
- *Extension question:* how could zoning be used to include or exclude certain people and uses?

Each group will briefly present their findings, highlighting any unique characteristics that dictated how the land should be best used.

Teacher may follow-up by showing students an interactive zoning map (see resources below) from an Ontario municipality, so students may see how certain communities currently zoned and what land use are is permitted where.

Activity B:

Teachers will use a map (topographic, Google Map, or other types of maps) of their community or a nearby community that students may already be familiar with from previous lessons or units of study. Together as a class or in small groups, students will analyze the map to identify the different components of the community. Students will be asked to identify areas within their community they may find one of the five land uses mentioned previously (residential, commercial, industrial, agricultural if applicable, and recreational).





Guiding questions for students:

- What role does topography (hills, water, etc.) play in determining how land was zoned in this community?
- Did you observe whether certain kinds of land uses go better “together?”
- Has protection of the natural environment influenced how land was used?
- *Extension question:* if you were going to expand the community, where would you expand it to? What land uses would go where, and why?
- *Extension question:* can you identify where the community was first established, and which areas it has expanded to over time?
What do you think was the reason for change or expansion in this community?
- *Extension question:* are you able to identify any other infrastructure (e.g., transit lines, water towers, main roads, etc.)?
- *Extension question:* are there any areas on this map that you believe are “good” uses of land? Why?

If students worked in groups, they may briefly present their findings and highlight any unique characteristics that dictated how the land should best be used.

Discussion: The impact of the natural environment on planning

Facilitate a discussion with students about the impact of the natural environment on planning. Guiding questions:

- How do you think the natural environment has shaped land use in your community? (Prompts: are there geographic features that limit how land can be used? E.g., rivers or lakes, mountainous areas/cliffs, good soil quality?)
- How might existing ecosystems and/or wildlife habitats influence land use decisions? (e.g., wetlands, forests?)
- What kinds of challenges do climate change pose for future land use planning? (e.g., is your community at risk from flooding? Are you at risk from wildfire?)
- How might the availability of certain natural resources influence how land is used? (e.g. lumber, precious metals, etc.)

Activity: Sustainability in land use planning

Sustainability can be defined as “meeting the needs of the present without compromising the ability of future generations to meet their own needs.” In Anishinaabe cultures, sustainability may be thought of as similar to the **Seven Generations Principle** (thinking ahead to the needs of people seven generations in the future and acting in a way that will ensure their needs can be met).

In the same groups as before, students will be assigned any community in Ontario (e.g., Kingston, London, Ottawa, Timmins, Thunder Bay, etc.) Using a computer/tablet and Google Maps with the terrain layer switch ON, students will view their assigned community and list at least three sustainability challenges they think their local community may face (e.g., urban sprawl, resource depletion, destruction of environmentally sensitive land, pollution from industry or other sources, etc.). Students may also wish to consult other sources online to learn more about their assigned community to get a better sense of what kinds of sustainability challenges they might see. Guiding questions:

Can you think of any sustainability challenges your community may face due to its physical geography? (e.g., depletion of resources in mining or forestry communities, effects of climate change on agricultural communities, dwindling supply of water in growing communities)

- Is it possible that industrial activities in your community may result in pollution? If so, how does this influence sustainability?
- Is the population in your assigned community growing? How might population growth be related to sustainability? (e.g., sprawl, destruction of environmentally sensitive lands, loss of biodiversity, loss of carbon sinks)
- Are there major highways in your assigned community? How might this influence air quality?



- Is there traffic congestion on local roads? How might this influence air quality and overall health?
- Does your community face any threats from climate change and how might this influence the community's sustainability? (e.g., wildfire, flooding, extreme weather)

Extension 1: Groups may wish to ideate possible solutions to the sustainability challenges they have identified.

Extension 2: Groups may research a region outside of Ontario or Canada to identify possible sustainability challenges there (e.g., Buenos Aires, Mumbai, Sydney, etc.)

Students may share their findings with the class and together, students can contribute ideas, possible solutions or innovative practices they have observed through research of their communities.

Consolidation & Connection (Reflect, Connect, and Assess) (approximately 10-20%) (Assessment "as, for, of")

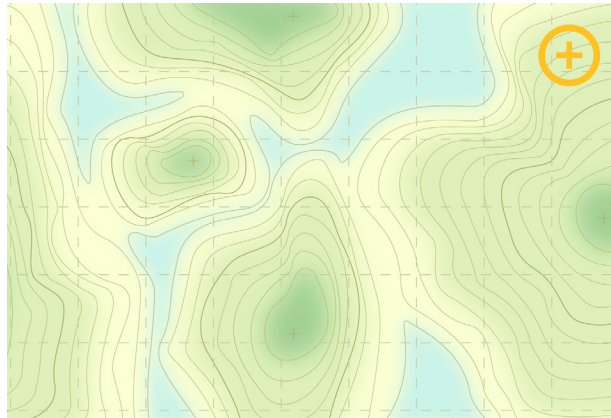
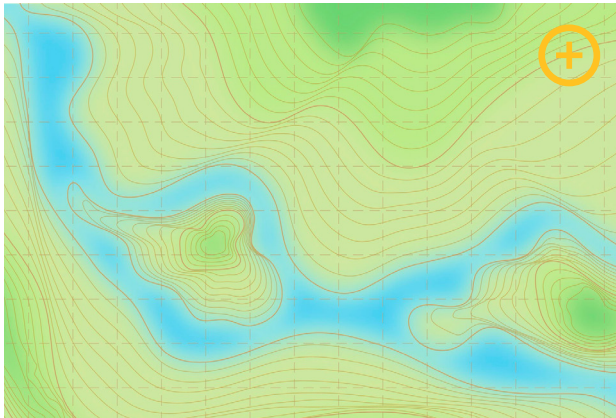
Reflection:

On sticky notes, ask students to respond to the following questions:

- What is one thing you learned about land use?
- What is one question you still have about land use?

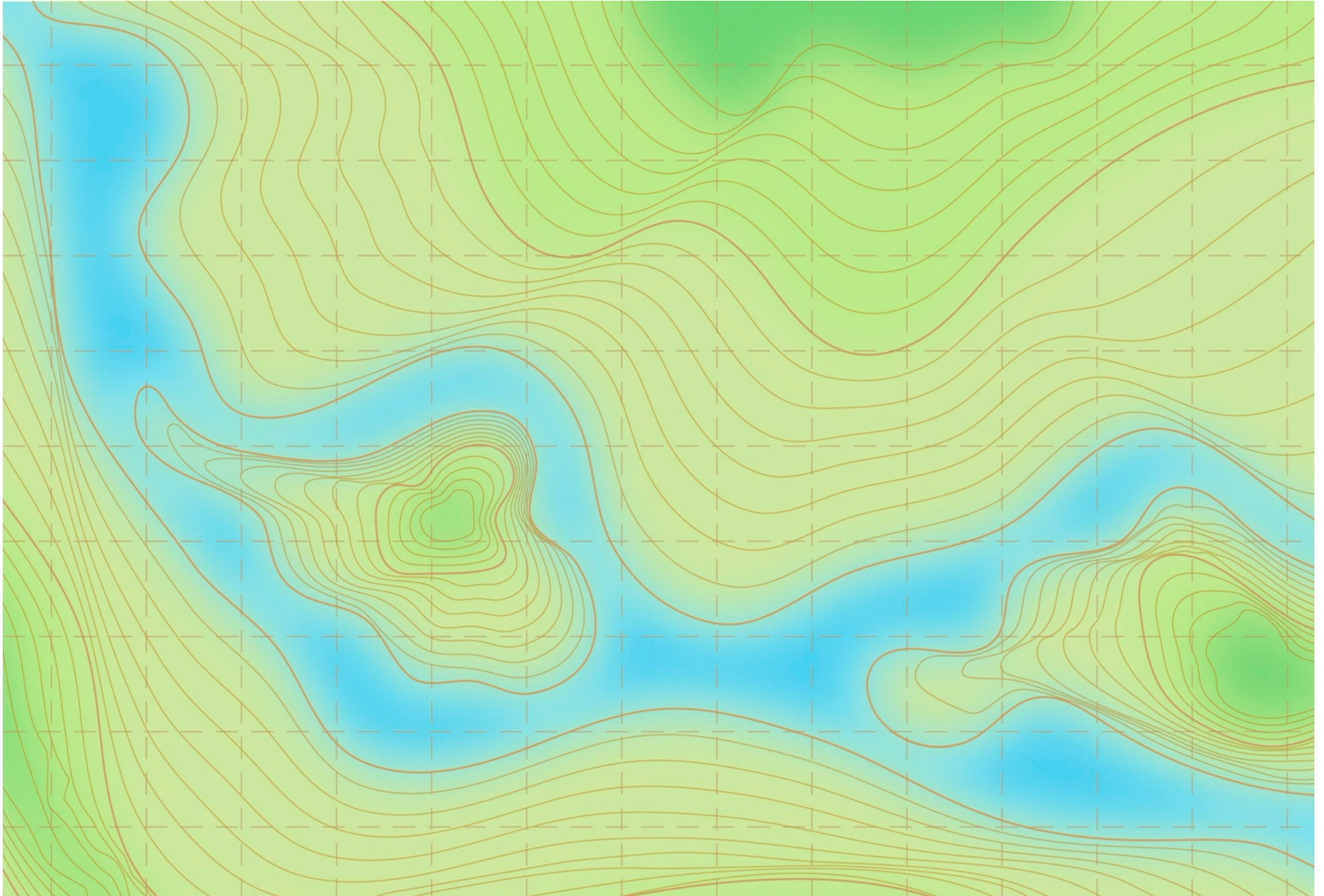
Sticky notes to be collected by the teacher to gauge student understanding and areas of further interest.

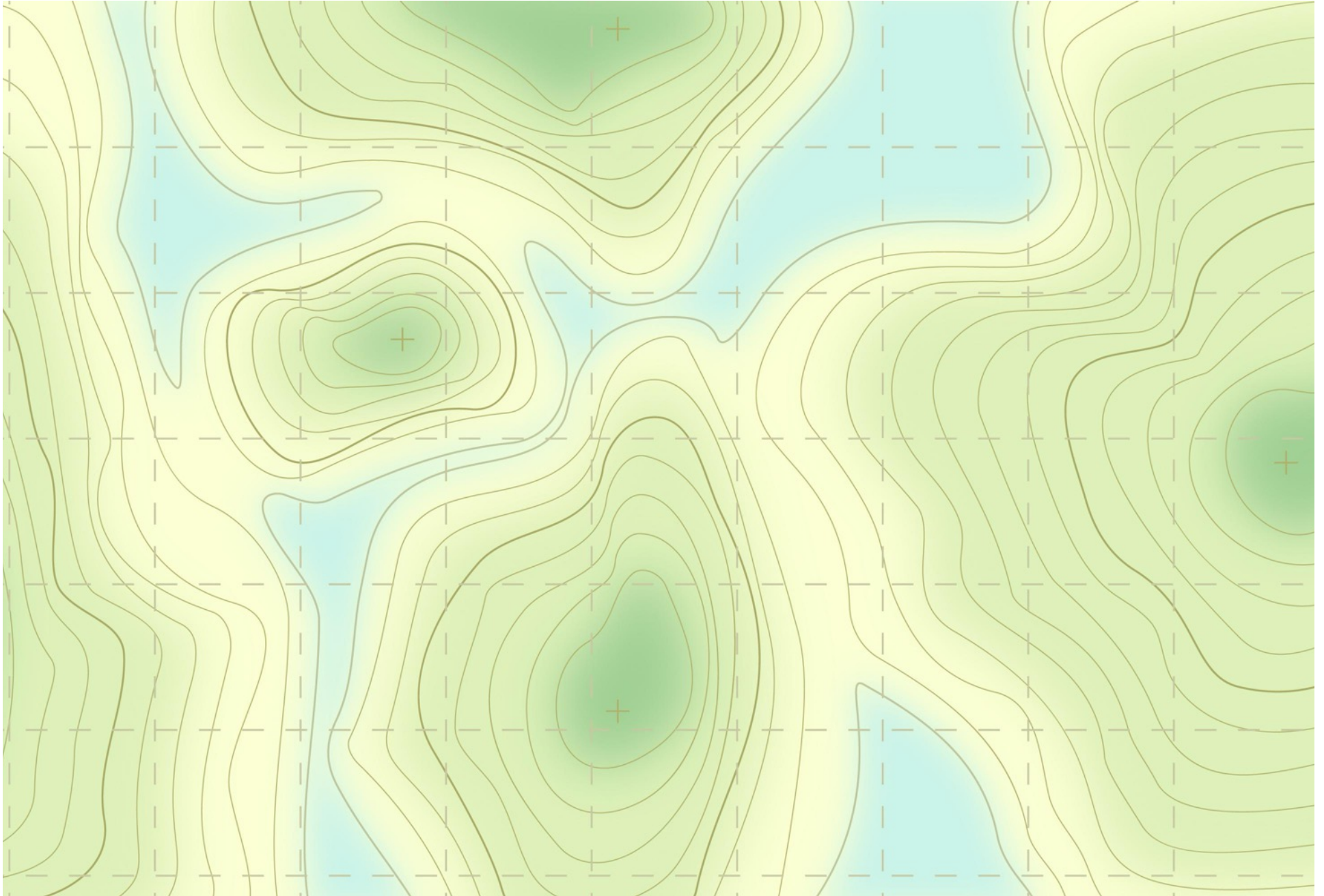
Appendix A: Community Mapping Resources - Maps designed by Freepik.



Additional Resources:

- Government of Ontario. [Zoning bylaws](#)
- City of Greater Sudbury. [Interactive Zoning Map](#)
- City of Guelph. [Interactive Zoning Map](#)
- Cities: [Skylines](#)
- [Indigenous Corporate Training, Inc.](#)
[What is the Seventh Generation Principle?](#)





Lesson Plan: Who is Involved in Planning? Part 1

Grade/Subject: Grade 9 Geography, **CGC1W** | Sequence in Unit: **3** | Timing of Lesson: 60-75 min

Big Idea/Enduring Understandings

Planning is a process that leverages diverse perspectives of experts in different fields and utilizes civic engagement and technology to effectively create and sustain communities, stimulate economic growth, and protect the environment.

Curriculum Connections and Assessment

Overall Expectation:

- E1. Land Use in Communities
- E2. Sustainability of Human Systems and Communities

Cross-Curricular Connections:

- C1.2: Explain how various actions contribute to the common good.

Specific Expectations	Learning Goals	Success Criteria	Achievement Chart	Assessment FOR/AS/OF	Assessment Mode/ Strategy/Tool
• E1.1 Analyze characteristics of different land uses and their impact on communities. • E1.2 Analyze the impact of the natural environment on land use and planning. • E2.4 Analyze social, environmental, and economic sustainability issues in communities.	• Analyze characteristics of different land uses. • Communicate the importance of the public having a voice in planning decisions.	• I understand the different groups whose needs and perspectives inform planning decisions. • I can communicate how different perspectives are important as part of the planning process.	• Knowledge/ Understanding • Thinking/Inquiry • Communication	• Assessment AS learning • Assessment FOR learning • Assessment OF learning	• Exit tickets • Class presentations

Considerations for Planning

Prior Learning: *An understanding of types of land use, and the idea of sustainability as a key consideration to land use*

Differentiation:

- Peer learning & group discussion
- Small group discussion & learning
- Use of technology (computers for research) to augment learning

Suggestions for Accommodation:

- A/V and/or printouts of image for introductory activity
- Visual aids (handouts with key terminology)
- Pair students with peers who can support and assist their learning
- Extra time for group work

Resources and Technology:

- Access to computers/tablets for research
- Printed copies of key terminology, exit tickets

Three Part Lesson

Minds on: Motivational Hook/Engagement/Introduction (approximately 10-20%) (**Assessment “for”**)

Introduction: Then & Now

Students to be shown the image (found in [Appendix A](#)) of Ave Daumesnil, Paris, France. It depicts the street before and after it was converted into a pedestrian and cycling-friendly street. Alternatively, teachers may wish to consult local historical resources for local examples; students may be able to better visualize this activity if it's somewhere they are familiar with. At their tables, students will consider the following questions:

- What differences do you notice between the two images?
- What do you think was the reason (or reasons) for these changes?
- Who do you think was involved in making this decision? (teachers may wish to suggest that planners were involved, however, there are other people and groups who informed the decision that led to this change).

The focus of this lesson is an exploration into the various interested parties, rightsholders and people involved in land use planning. Key questions to consider throughout the lesson: why is it important to involve different groups in planning? Who is entitled to a voice in planning discussions?

Action: During/Working on it (approximately 60%) (**Assessment “as, for”**)

Terminology. Teachers to share the following definitions with students. Can be done on a board, screen, through cards, etc.

- Interested party: *A person or group that has a personal or economic interest.*
- Rightsholder: *A person or group that possesses legal rights to something.*





Teachers to ask students to share their thoughts on the differences between interested parties and rightsholders. Teachers may ask if students are able to think of examples of either. Possible answers:

- An interested party might be a homeowner, a neighbourhood or community group, an environmental group, a business owner, a business improvement area (BIA), any member of the public, or more.
- While all Canadians are rightsholders and their basic human rights are upheld by the Canadian Charter of Rights and Freedoms, in this context a rightsholder would be an individual, or group of individuals who hold special rights. This often includes Indigenous Peoples; First Nations, Métis or Inuit populations whose unique rights to the land are affirmed in Section 35 of Canada's Constitution Act.

Interested parties and rightsholders are both critical components of planning.

Group activity

Part 1: interested party & rightsholder research. Students can be assigned one of the following. Their research should help them uncover answers to the following questions:

- Business improvement area (BIA)
 - What is BIA, and what role does it play in the community?
 - How does a BIA help local business?
 - What are some main goals or projects a BIA might work on?
 - How might a BIA be impacted by changes in the community, such as new housing developments or transportation plans?
- Neighbourhood association
 - What is a neighbourhood association, and how does it serve the people who live in the area?
 - What kinds of activities or events does a neighbourhood association typically organize?
 - How does the neighbourhood association advocate for the interests of its members?
 - How do neighbourhood associations collaborate with local government or other organizations?
 - Why might the neighbourhood association have concerns or interests about new developments in the area?
- Local business
 - How does a local business contribute to the community's economy?
 - What are some challenges that local businesses face in your area?
 - How might a local business benefit or be affected by changes like new infrastructure (e.g., bike lanes, housing developments)?
 - How do local businesses influence the culture or character of the neighborhood?
 - What can local businesses do to be more sustainable or community-friendly?
- Other community groups (e.g., local cycling or canoe club, farmers/agricultural groups, heritage preservation groups)
 - What is the purpose of a community groups like a local cycling or canoe club?
 - How does the group's mission or activities impact the community?
 - What issues or concerns might a community group have about development in the area?
 - How can special interest groups work with other community organizations to achieve their goals?
 - Why is it important for other community groups to have a voice in community planning?
- Local Indigenous Nation
 - Who are the local Indigenous People or Nations in your area?
 - How does the local Indigenous community connect to the land, and why is this important for them?





- What rights or claims does the Indigenous Nation have regarding land or development in your area?
- How can local development projects respect Indigenous traditions, rights, and land?
- What are some current issues or concerns that the Indigenous community might have regarding local development?
- Students are free to identify other interested parties or rightsholders they believe might be important
- Additionally, the following questions may be asked of any interested party/rightsholder groups:
 - What is the main goal or mission of this group?
 - How do they communicate with and involve their members or the wider community?
 - What impact or influence do they have on decisions related to community development?
 - How do they balance their interests with those of other community groups?
 - What strategies do they use to address concerns or advocate for their needs?

Students will present their findings to class. The remainder of the activity will be completed in the following lesson.

Consolidation & Connection (Reflect, Connect, and Assess) (approximately 10-20%) (Assessment “as, for, of”)

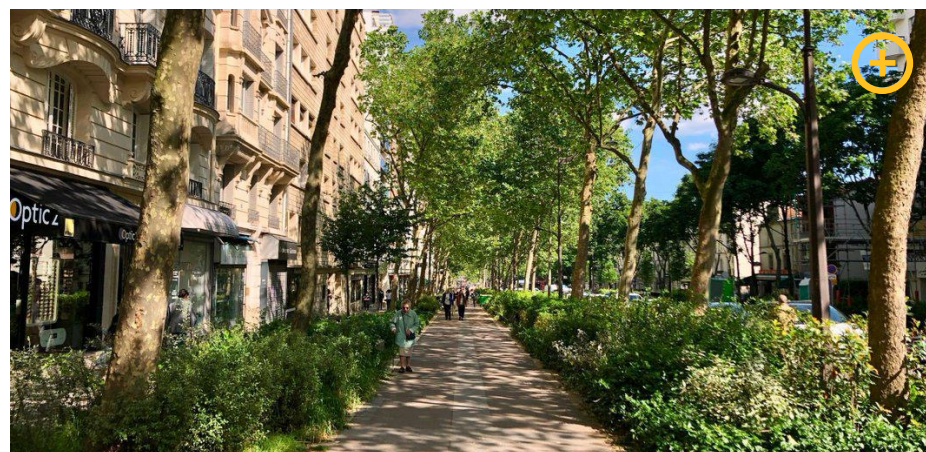
Exit ticket:

On a piece of paper supplied by the teacher (or other means of recording), students will answer the following:

1. Three things I learned today.
2. Two things I want to know more about.
3. One question I still have.

Teachers may use feedback from the exit ticket to assess for learning and to augment future lessons.

Appendix A: Avenue Daumesnil, Paris, France







Additional Resources:

- Government of Ontario: Land use Planning | [The Ontario Municipal Councillor's Guide](#)
- [Whose Land](#) (resource to learn about treaties and Indigenous Communities in different parts of Turtle Island)
- Yellowhead Institute. [Treaty Map](#).
- Mexico City, Mexico Ciclovía/Muevete en Bici (weekly road closures for cycling):
https://en.wikipedia.org/wiki/Mu%C3%A9vete_en_Bici; <https://www.lonelyplanet.com/articles/how-to-enjoy-mexico-citys-free-sunday-bike-rides>
- Seoul, Korea Cheonggyecheon project (transformation of elevated highway to river with multi-use trails):
<https://www.landscapeperformance.org/case-study-briefs/cheonggyecheon-stream-restoration-project>
- Amsterdam: Historic images depicting a transition from cars to bikes in the city centre- The Urban Observer.
<https://exploring-and-observing-cities.org/2016/01/11/amsterdam-historic-images-depicting-the-transition-from-cars-to-bikes>

Lesson Plan: Who is Involved in Planning? Part 2

Grade/Subject: Grade 9 Geography, **CGC1W** | Sequence in Unit: **4** | Timing of Lesson: 60-75 min

Big Idea/Enduring Understandings

Planning is a process that leverages diverse perspectives of experts in different fields and utilizes civic engagement and technology to effectively create and sustain communities, stimulate economic growth, and protect the environment.

Curriculum Connections and Assessment

Overall Expectation:

- E1. Land Use in Communities
- E2. Sustainability of Human Systems and Communities

Cross-Curricular Connections:

- C1.2: Explain how various actions contribute to the common good.

Specific Expectations	Learning Goals	Success Criteria	Achievement Chart	Assessment FOR/AS/OF	Assessment Mode/ Strategy/Tool
• E1.1 Analyze characteristics of different land uses and their impact on communities. • E1.2 Analyze the impact of the natural environment on land use and planning. • E2.4 Analyze social, environmental, and economic sustainability issues in communities.	• Analyze characteristics of different land uses. • Communicate the importance of the public having a voice in planning decisions.	• I understand the different groups whose needs and perspectives inform planning decisions. • I can communicate how different perspectives are important as part of the planning process.	• Knowledge/ Understanding • Thinking/Inquiry • Communication	• Assessment AS learning • Assessment FOR learning • Assessment OF learning	• Group presentations, guided discussions • Reflection activity

Considerations for Planning

Prior Learning: *Brief recap of the different types of interested parties/rightsholders involved in planning*

Differentiation:

- Peer learning & group discussion
- Small group discussion & learning

Suggestions for Accommodation:

- Suggestions for accommodation:
- Handouts for interested party/rightsholder definitions, case studies, discussion questions
- Pair students with peers who can support and assist their learning
- Extra time for group work
- Computers or tablets for students to record thoughts/responses

Resources and Technology:

- Pre-written interested party and rightsholder roles on cards
- Timer/stopwatch
- A voting tool (could be an online tool)

Three Part Lesson

Minds on: Motivational Hook/Engagement/Introduction (approximately 10-20%) (**Assessment “for”**)

Introduction: Simplified “debate” activity on interested party perspectives

Preparation:

Create interested party cards with descriptions of different roles. Each card should represent an interested party or rightsholder group discussed in the last lesson with clear goals or concerns (you can write these on slips of paper or index cards).

Interested parties and rightsholders discussed in the last lesson:

- Business improvement area (BIA): a group of people in a specific part of town who want to support and grow local businesses.
- Neighbourhood association: a group of neighbours, or a community who work together to improve the quality of life in their neighbourhood, community or town.
- Local business: individual businesses that provide goods or services to the public.
- Other community groups (e.g., local cycling or canoe club, farmers/agricultural groups, heritage preservation groups): any group with a special interest or focus: whether it's athletic, social, or more.
- Local Indigenous Community: original inhabitants of the land. In addition to First Nations, there may be other First Nations, Inuit or Métis communities within a town, city or community.





As previously learned, in land use planning, many different groups have their own priorities. Sometimes, their goals conflict with one another, and planners must find ways to balance all of them. Today, you're going to take on the role of one of these groups and debate a potential new development project. Students will be given an interested party card, and their goal is to argue in favor of what ***their group*** wants, based on the priorities they have.

Randomly assign each student an interested party card or allow them to pick one. Ideally, have a mix of perspectives in the class (about 3-4 groups, depending on class size).

Let students quickly read their roles, think about and brainstorm their main goals.

Debate (5-7 minutes):

Prompt for Debate: "The city is considering a new development project that could involve both residential buildings and businesses. Some of the land in question is currently green space, and there are concerns about pollution from the nearby industrial area."

Ask the students to share the pros and cons of the development from their assigned interested party's point of view. For example: each student/group will take turns presenting their perspectives. Allow 30-60 seconds for each group to speak and encourage students to listen carefully and prepare responses based on the opposing viewpoints. For example:

- Business improvement area (BIA): Support for development if it boosts foot traffic, with focus on infrastructure improvements (parking, public transport).
- Neighbourhood association- Concern about displacement, gentrification, and the need for affordable housing; also advocate for community amenities like parks and schools.
- Local business- Support for development to attract more customers; need for accessible parking and transportation; concern about increased rents.
- Other community groups- Push for sustainability, preservation of green spaces, and minimal environmental impact. Advocate for bike lanes, active transportation, and safe cycling infrastructure. Push for universal design, accessibility in all public spaces, and transport options for those with disabilities.
- Local Indigenous Community- Protect cultural/spiritual sites, assert consultation and consent rights, advocate for sustainable development and environmental stewardship.

Voting & Wrap-Up (2 minutes):

After the debate, ask students to vote on which plan (or combination of plans) seems most reasonable, given the arguments made by the various interested parties.

Teacher Prompt: "Given everything we've discussed, which group or approach seems most balanced? Should the city move forward with this development, modify it, or abandon it? Why?"

Discuss briefly why certain arguments were more persuasive and what compromises might be necessary in real-life land use planning to address the needs of multiple groups.

Extension (if necessary): students can write a short reflection after the debate on what compromises they would need to make if they were the planner, and how they would balance the needs of all interested parties and rightsholders. Alternatively, they could write a new development plan that incorporates elements from all interested parties and rightsholders.

Action: During/Working on it (approximately 60%) (Assessment “as, for”)

Activity: case study analysis. Based on research and presentations from the last lesson, students will review one (or more) of the following case studies.

- **Case study 1:** *You live in a medium-sized city in Ontario where downtown gets very crowded with traffic during rush hour, and local businesses are having a hard time. To help reduce traffic and encourage people to be more active, the city has suggested building separate, protected bike lanes through the downtown core.*

Prompts (if necessary):

- Some local businesses are against the plan because they believe taking away on-street parking will make it harder for customers to visit
 - Cyclists in the area say the current setup is unsafe for people who ride bikes and believe new bike lanes will make downtown safer and better for everyone.
- **Case study 2:** *Your town is growing, and there's a need for more housing. In a suburban area that relies heavily on cars, there's an empty lot with a large, abandoned house. The town plans to tear down the house and replace it with two four-plexes, which are small buildings with four rental units each. These new homes will provide affordable places for people to live.*

Prompts (if necessary):

- Homeowners in the area have expressed concern that the new buildings will add strain to existing infrastructure including water and sewer and make traffic worse.
 - Other homeowners believe the designs of the building don't fit with the “character” of the neighbourhood.
 - Still others believe that housing for low-income people will make the neighbourhood worse.
 - Your town has committed to building housing for everyone, and this represents an important way to make housing available to more people in need.
- **Case study 3:** *Your community is facing a serious shortage of housing, making it hard for people with lower incomes to find affordable places to live. A local developer has suggested building a new suburb in town, with affordable housing, on a vacant plot of land, next to a wetland.*

Prompts (if necessary):

- A local First Nation has expressed concern that the developer proposed this without first consulting them. Additionally, they have shared their concerns that the plan will cause damage to the natural environment.
 - A local environmental group is concerned about the possibility of habitat loss for vulnerable species of fish and birds in the area.
 - Your town has committed to building housing for everyone, and this represents an important way to make housing available for more people in need.
- **Case study 4:** *A mid-sized city in Ontario has decided to redevelop a long-neglected waterfront district to revitalize the area and attract both tourism and new businesses. The district, which was once an industrial hub, has been underused for decades, with large vacant lots, abandoned warehouses, and polluted soil. The city envisions transforming it into a mixed-use development with residential housing, commercial spaces, parks, cultural facilities, and recreational areas.*

Prompts (if necessary):

- Developers are keen to see this project move forward and hope to ensure it is profitable.
- The local community includes many low-income people/families and small businesses who have been living in or operating in the area for years. There is concern that redevelopment will drive costs up and push them out.
- A local First Nation has indicated that this waterfront location has traditionally been used for fishing and sowing wild rice.
- A small community group has expressed concern over redevelopment tearing down old, historic buildings.





Together, students will answer the following questions. The teacher may wish to have these on the board/screen or as handouts for students.

- What interested parties/rightsholders might be interested in this issue? Try to identify as many as you can.
- What concerns might each involved interested party/rightsholder have with the proposal? Think about possible impacts to existing buildings on infrastructure, traffic, the natural environment, climate change, etc.
- In what ways might an interested party/rightsholder be supportive of the proposal?
- How might the concerns or opinions of the interested parties/rightsholders inform or influence the decision to be made?

Students will present their findings to the class; they may wish to do an oral presentation or PowerPoint, or teachers may wish to facilitate a discussion, where they canvass the rest of the class for their opinion:

- Are there other interested parties or rightsholders who might have an interest in this matter?
- What might their perspective(s) be on the proposal; what other concerns might they have?
- Can you think of possible consequences of this proposal on the community?

Extension activity: if there is time at the end of this activity, students may wish to contemplate all perspectives from all interested parties/rightsholders to see if they can create a recommendation that addresses the challenge that does its best to balance the interests of each interested party/rightsholder.

Consolidation & Connection (Reflect, Connect, and Assess) (approximately 10-20%) (Assessment “as, for, of”)

Reflection & Role Swap: students to individually reflect on their learning. They can record answers to questions below in a notebook, on a computer, or any other means.

Step 1: Reflection (2 minutes)

Prompt: Think about the case studies and interested parties/rightsholders we explored today. How do you feel about their different perspectives? What did you learn about the challenges land use planners face when balancing the interests of different groups?

Have students quickly write down 1-2 sentences in response to this prompt. They could focus on:

- Which interested party or parties they found most compelling or surprising.
- Any conflicts or compromises they hadn't considered before.
- What they would prioritize if they were in charge of making a decision.

Step 2: Role Swap (3-5 minutes)

Prompt: Now, imagine you are a different interested party than the one you most agree with. How would your priorities change? Would you still support the same decisions, or would you approach things differently?

Have students quickly write down 1-2 sentences in response to this prompt.

Lesson Plan: Public Engagement in Planning

Grade/Subject: Grade 9 Geography, **CGC1W** | Sequence in Unit: **5** | Timing of Lesson: 60-75 min

Big Idea/Enduring Understandings

Planning is a process that leverages diverse perspectives of experts in different fields and utilizes civic engagement and technology to effectively create and sustain communities, stimulate economic growth, and protect the environment.

Curriculum Connections and Assessment
Overall Expectation: - E1. Land Use in Communities - E2. Sustainability of Human Systems and Communities Cross-Curricular Connections: - C1.2: Explain how various actions contribute to the common good.

Specific Expectations	Learning Goals	Success Criteria	Achievement Chart	Assessment FOR/AS/OF	Assessment Mode/Strategy/Tool
E1.1 Analyze the characteristics of different land uses in various communities in Canada and explain how these characteristics and their spatial distribution affect those communities. E1.2 Analyze the impact of the natural environment and physical processes, phenomena, and events, including climate change, on land use in the built environment as well as on land-use planning.	- Understand the importance, and identify different methods of public engagement used by planners. - Analyze the impact of public input on land use planning decisions. - Evaluate the challenges and benefits of engaging the public in land use planning and reflect on how diverse voices can be integrated into the process.	- I can describe key methods of public engagement and their benefits. - I can reflect on the importance of inclusivity and equity in public engagement, recognizing that all community members should have a voice in planning conversations. - I can contribute meaningfully to group discussions.	- Knowledge/ Understanding - Thinking - Application	- Assessment FOR learning - Assessment AS learning	- Group presentations, guided discussions - Sticky note feedback





- **E2.4** Analyze issues related to the social, environmental, and economic sustainability of communities in Canada and various government and community-based strategies developed to address them.
- **E2.5** Analyze innovative methods and practices being applied in the planning of communities in Canada and around the world that use culturally informed design elements to enhance the sustainability of these communities.

Considerations for Planning

Prior Learning: *Brief recap of interested parties and rightsholders; who they are, and their importance*

Differentiation:

- Peer learning & group discussion
- Small group discussion & learning

Suggestions for Accommodation:

- Technology to aid in discussion points
- Pair students with peers who can support and assist their learning
- Extra time for group work
- Glossary cards for key terms and scenario for learning activity

Resources and Technology:

- A/V materials to augment instruction
- Computers/tablets to aid in recording students' thoughts/input
- Handouts (as needed) for key terms

Preparation:

- Create a handout or presentation slide with various methods of public engagement (e.g., public meetings, online surveys, focus groups, participatory design workshops).

Three Part Lesson

Minds on: Motivational Hook/Engagement/Introduction (approximately 10-20%) (Assessment “for”)

Introduction: Whose voice is missing?

Scenario: Imagine your community is planning a new public park in a large urban area. The city has been collecting feedback **through public meetings and online surveys**. A proposal has been drafted, but before moving forward, the planners need to know if the community is happy with the designs. You are now the urban planning team preparing to launch the final proposal. However, there is one big question you need to answer: Whose voices might have been missing in the consultation process so far?

Brainstorming: Give students a few minutes to individually brainstorm. Ask them to jot down all the potential community groups, interested parties or rightsholders they think might not have been fully represented in the consultation process. Some ideas to guide them:

- Low-income residents? Could they have attended the public meetings or accessed online surveys?
- Young people or children? How can their needs be considered if they didn't participate in the meetings?
- Elderly or disabled individuals? Did the process account for mobility issues or other accessibility concerns?
- Indigenous communities? Were their cultural perspectives considered in the design, especially if the land has historical or cultural significance?
- Local businesses? Did planners gather feedback from local shop owners who might be impacted by the park?
- People who don't use the internet regularly? Did the online survey reach all members of the community?
- Newcomers to Canada?

Encourage students to think about various groups, especially those who might traditionally be marginalized or excluded from public consultation.

Group sharing: After the silent brainstorming, have students share their ideas with a partner or in small groups. They can list all the groups they think might have been overlooked or underrepresented in the process. Encourage them to think about the barriers these groups might face in participating in public engagement (e.g., lack of time, language barriers, disability, economic barriers, etc.)

Action: During/Working on it (approximately 60%) (Assessment “as, for”)

Methods of Public Engagement

Use a slideshow or whiteboard to explain different methods of public engagement. Key methods to cover:

- Public Meetings: Open forums where community members can ask questions and share concerns.
- Surveys and Questionnaires: Tools used to gather quantitative data and general public sentiment.
- Focus Groups: Smaller, in-depth discussions with specific groups of interested parties.
- Participatory Design Workshops: Community members are involved in brainstorming and designing aspects of the project.
- Online Platforms and Social Media: Increasingly common tools for gathering feedback, especially for younger or more tech-savvy populations.
- Community Advisory Committees: Groups made up of community representatives who provide ongoing input throughout the planning process.





For each method, highlight its advantages (e.g., inclusivity, speed, cost-effectiveness) and challenges (e.g., low turnout, biased representation, limited resources). If possible, share examples of how these methods were used in local or international land use planning projects. For instance, discuss how a public consultation led to a change in the design of a park or how a city used online surveys to decide on public transit routes.

Activity: Designing Inclusive Public Engagement for Land Use Planning

Objective: students will work in small groups to design a public engagement strategy for a hypothetical land-use planning scenario, with a particular emphasis on ensuring inclusivity and overcoming barriers to participation for marginalized or underrepresented groups.

Introduction to the Hypothetical Planning Scenario (10 minutes)

Present a brief overview of the planning scenario. This is a fictional land-use project in a fictional city that requires community input. Provide students with a brief of the community context, the project, and its potential impacts.

Teachers may wish to use a local case study for the following activity, or this scenario:

The City of Verdelune, ON is planning a new development on a 50-acre plot of land. This development will include a mix of homes, stores, and parks. The area has a lot of different people living there, including low-income families, Indigenous communities, and newcomers to Canada. The land is also near wetlands, which are important for the environment. People are worried that the development could lead to higher prices and push out current residents, a process called gentrification. Before finalizing the plans, the city wants to hear from local residents. However, in the past, some groups, like low-income people and Indigenous communities, have had trouble being part of these planning meetings or consultations.

Group Work - Develop the Engagement Methodology

In small groups (3-4 students), students will develop a public engagement methodology for this planning scenario. They should aim to create a plan that addresses barriers to participation and ensures the inclusion of underrepresented groups. Each group should focus on:

- Identifying Key Interested Parties and Rightsholders
 - Who are the key groups affected by this project? (e.g., low-income residents, Indigenous groups, local businesses, environmental advocates, youth, seniors, etc.)
 - Which groups may be harder to reach or may face barriers to participation? (e.g., people with disabilities, non-English speakers, working individuals with limited time, etc.)
- Engagement Methods
 - What methods will be used to engage these interested parties? (Consider a variety of approaches, including but not limited to surveys, town hall meetings, social media, community workshops, focus groups, public art initiatives, etc.)
 - How will you make sure that the methods are accessible? (Think about language, timing, location, digital access, etc.)
 - How will you ensure that marginalized voices are heard? Consider methods for reaching out to underrepresented groups (e.g., door-to-door outreach, collaborating with community organizations, offering childcare during meetings, providing transportation to events, translating materials, etc.)
- Barriers to Participation:
 - What barriers to participation might exist for different groups? (e.g., financial, linguistic, geographic, time-related, cultural, technological, etc.)
 - How will you overcome these barriers to ensure diverse input?
- Tools for Feedback:
 - What tools will you use to gather feedback? Consider a mix of quantitative (surveys, polls) and qualitative methods (open-ended interviews, community conversations).
 - How will you analyze and incorporate the feedback from different groups, especially those with differing concerns?





Group Presentations

Each group will present their public engagement strategy to the class. The presentations should include:

- The key interested parties and rightsholders identified, and why these groups are important.
- The engagement methods they propose to use, including how they will address barriers to participation.
- How they will ensure inclusivity, particularly for marginalized or underrepresented communities.
- Any unique strategies or tools they have devised to ensure broad community involvement.

Class Discussion and Reflection

After all groups have presented, facilitate a class-wide discussion on the following questions:

- Which methods do you think would be most effective in reaching underrepresented groups? Why?
- What challenges do you anticipate in engaging marginalized groups in real-life land use planning processes? How can these challenges be overcome?
- In your opinion, why is it important to include marginalized groups in land-use planning?
- Do you think public engagement is always effective in shaping land-use decisions? Why or why not?

Encourage students to reflect on the importance of public engagement and consider how they might address real-world challenges in their own communities.

Consolidation & Connection (Reflect, Connect, and Assess) (approximately 10-20%) (Assessment “as, for, of”)

Exit ticket: as students leave the classroom, ask them to answer the following questions on a small piece of paper or sticky note:

1. What is one key takeaway from today’s lesson about public engagement in land use planning?
2. Why do you think it’s important for planners to involve the public in decision-making processes?
3. What might be a challenge in ensuring that all community members have a voice in the planning process?

Teacher Review: Review exit tickets to assess student understanding of the importance of public engagement and the challenges involved in land use planning.

Additional Resources:

- City of Toronto - [Engagement 101: Growing Conversations](#)
- Ontario Municipal Social Services Association (OMSSA) - [Guide to Accessible Public Engagement](#)

Lesson Plan: Public Engagement in Planning- Part 2

Grade/Subject: Grade 9 Geography, **CGC1W** | Sequence in Unit: **6** | Timing of Lesson: 60-75 min

Big Idea/Enduring Understandings

Planning is a process that leverages diverse perspectives of experts in different fields and utilizes civic engagement and technology to effectively create and sustain communities, stimulate economic growth, and protect the environment.

Curriculum Connections and Assessment
Overall Expectation: - E1. Land Use in Communities - E2. Sustainability of Human Systems and Communities Cross-Curricular Connections: - C1.2: Explain how various actions contribute to the common good.

Specific Expectations	Learning Goals	Success Criteria	Achievement Chart	Assessment FOR/AS/OF	Assessment Mode/Strategy/Tool
E1.1 Analyze the characteristics of different land uses in various communities in Canada and explain how these characteristics and their spatial distribution affect those communities.	- Understand the importance, and identify different methods of public engagement used by planners. - Analyze the impact of public input on land use planning decisions.	- I can describe key methods of public engagement and their benefits. - I can reflect on the importance of inclusivity and equity in public engagement, recognizing that all community members should have a voice in planning conversations.	- Knowledge/Understanding - Thinking - Application	- Assessment FOR learning - Assessment AS learning	- Group engagement activities - Debrief activity





- **E1.2** Analyze the impact of the natural environment and physical processes, phenomena, and events, including climate change, on land use in the built environment as well as on land-use planning.
- **E2.4** Analyze issues related to the social, environmental, and economic sustainability of communities in Canada and various government and community-based strategies developed to address them.
- **E2.5** Analyze innovative methods and practices being applied in the planning of communities in Canada and around the world that use culturally informed design elements to enhance the sustainability of these communities.

- Evaluate the challenges and benefits of engaging the public in land use planning and reflect on how diverse voices can be integrated into the process.

- I can contribute meaningfully to group discussions.

Considerations for Planning

Prior Learning: *Previous lesson concerning public engagement in planning*

Differentiation:

- Peer learning & group discussion
- Students can design different engagement activities in different platforms (e.g., online surveys, etc.) to appeal to different learning styles/preferences

Suggestions for Accommodation:

- Pairing students for beneficial exchange of ideas and/or academic support
- Use of technology to develop different engagement activities





Resources and Technology:

- Access to computers/tablets for the design of different types of engagement activities (e.g., surveys, information posters)

Preparation:

- Create a handout or presentation slide with various methods of public engagement (e.g., public meetings, online surveys, focus groups, participatory design workshops).
- Print/develop handouts or visuals to showcase the scenario to students, and/or guidelines for designing their engagement activity.

Three Part Lesson

Minds on: Motivational Hook/Engagement/Introduction (approximately 10-20%) (Assessment “for”)

Introduction: Brief refresher on the previous lesson.

Scenario: The city of Greenwood, ON is planning a new development on a 50-acre plot of land. This development will include a mix of homes, stores, and parks. The area has a lot of different people living there, including low-income families, Indigenous communities, and newcomers to Canada. The land is also near wetlands, which are important for the environment. People are worried that the development could lead to higher prices and push out current residents, a process called gentrification. Before finalizing the plans, the city wants to hear from local residents. However, in the past, some groups, like low-income people and Indigenous communities, have had trouble being part of these planning meetings or consultations.

As a class, discuss the challenges of reaching diverse groups (e.g., low-income families, Indigenous communities, newcomers, and small business owners) and the potential barriers to participation, such as language, time, digital access, and trust in government.

- Ask students to brainstorm different **methods of engagement** that might be effective for reaching these groups.
- Share ideas such as town halls, surveys, focus groups, online platforms, art exhibits, door-to-door outreach, and more. Emphasize inclusivity and accessibility.
- Ask students to brainstorm different **methods of engagement** that might be effective for reaching these groups.
- Share ideas such as town halls, surveys, focus groups, online platforms, art exhibits, door-to-door outreach, and more. Emphasize inclusivity and accessibility.

Action: During/Working on it (approximately 60%) (Assessment “as, for”)

Activity: building on the previous day’s lesson, where students explored the fictional city of Greenwood, ON, today, students will have a chance to develop and conduct a brief community engagement session for their peers. Based on time available and size of groups, this might take 1-2 lessons to complete.

Define the Task:

- Tell students that, in small groups, they will create their own community engagement activity to gather feedback from the community about the proposed development (from the scenario in the introduction and from the previous lesson).
- The goal is to design an activity that reaches a diverse range of people and makes it easy for them to share their opinions and concerns.





Split students into small groups of 3-4 (or use the same groups from the previous lesson). Each group will act as a team responsible for creating an engagement event/activity for a specific interested party or rightsholder group. Teachers may wish to refresh students' memories on some examples of interested parties and rightsholders from previous lessons. Some interested parties might include the general public, environmental groups, neighbourhood associations, BIAs, local businesses, local youth, etc.

Designing the activity. Each group must:

- Identify the needs of their interested party group: What challenges or concerns might this group face in the land-use planning process? (e.g., language barriers, access to technology, limited time, distrust of government)
- Choose an engagement method: What will the group do to reach their audience? (e.g., a community meeting, survey, art project, online platform, etc.)
- Make the event accessible and inclusive: How will they make sure the event is welcoming and easy for people to participate in? Consider factors like language, location, timing, digital access, and childcare if needed.
- Develop key questions: What kinds of questions will they ask the community to gather their opinions and concerns about the development project? (e.g., "What are your top priorities for this development?" or "How do you think this project might impact your community?")

Prepare materials. Groups should create any materials or resources needed for their engagement activity (e.g., survey templates, posters, sample questions, event agendas). This could be done digitally or on paper.

Facilitating the Engagement. Each group will have a designated space in the classroom to facilitate their engagement activity. Groups will be responsible for setting up their event area (e.g., putting up posters, preparing materials). Each group will run their engagement activity (e.g., a mini-town hall meeting, survey collection, or discussion group) and gather feedback from their classmates.

- If it's a survey, students will distribute the survey and collect responses.
- If it's a discussion or focus group, students will facilitate the conversation and ask for feedback.
- If it's an art-based activity (e.g., creating a vision of the development), students will guide the group in providing feedback through drawing or creative expression.

Teachers may wish to use this activity as an assessment of learning. See [Appendix A](#) for an assessment rubric for this activity.

Consolidation & Connection (Reflect, Connect, and Assess) (approximately 10-20%) (Assessment "as, for, of")

Debriefing the Activity (10 minutes):

After all groups have facilitated their engagement activity, have each group share:

- What was the feedback from their interested parties/rightsholders? What concerns or ideas were raised?
- What went well in their engagement activity? What challenges did they face?
- How did they ensure that their event was inclusive and accessible?

○ Appendix A: Public Engagement Activity- Assessment Rubric

	Level 4	Level 3	Level 2	Level 1
Knowledge & Understanding	Demonstrates an excellent understanding of the role of a planner in balancing competing interests in a community.	Demonstrates a good understanding of the role of a planner in balancing competing interests in a community.	Demonstrates a developing understanding of the role of a planner in balancing competing interests in a community.	Demonstrates a limited understanding of the role of a planner in balancing competing interests in a community.
Thinking & Inquiry	Demonstrates an excellent ability to think critically about the challenges one or more interested parties or rightsholders may experience in being meaningfully consulted as part of the planning process.	Demonstrates a good ability to think critically about the challenges one or more interested parties or rightsholders may experience in being meaningfully consulted as part of the planning process.	Demonstrates a developing ability to think critically about the challenges one or more interested parties or rightsholders may experience in being meaningfully consulted as part of the planning process.	Demonstrates a limited ability to think critically about the challenges one or more interested parties or rightsholders may experience in being meaningfully consulted as part of the planning process.
Application	Demonstrates an excellent ability to apply knowledge about interested parties and rightsholders into a meaningful engagement activity.	Demonstrates a good ability to apply knowledge about interested parties and rightsholders into a meaningful engagement activity.	Demonstrates a developing ability to apply knowledge about interested parties and rightsholders into a meaningful engagement activity.	Demonstrates a limited ability to apply knowledge about interested parties and rightsholders into a meaningful engagement activity.
Communication	Demonstrates an excellent ability to communicate, verbally, through writing or other means, the intent and process behind their engagement activity.	Demonstrates a good ability to communicate, verbally, through writing or other means, the intent and process behind their engagement activity.	Demonstrates a developing ability to communicate, verbally, through writing or other means, the intent and process behind their engagement activity.	Demonstrates a limited ability to communicate, verbally, through writing or other means, the intent and process behind their engagement activity.

Additional Resources:

- City of Toronto - [Engagement 101: Growing Conversations](#)
- Ontario Municipal Social Services Association (OMSSA) - [Guide to Accessible Public Engagement](#)

Lesson Plan: Putting it all Together - the Planning Process

Grade/Subject: Grade 9 Geography, **CGC1W** | Sequence in Unit: **7** | Timing of Lesson: 120-150 min

Big Idea/Enduring Understandings

Planning is a process that leverages diverse perspectives of experts in different fields and utilizes civic engagement and technology to effectively create and sustain communities, stimulate economic growth, and protect the environment.

Curriculum Connections and Assessment

Overall Expectation:

- E1. Land Use in Communities
- E2. Sustainability of Human Systems and Communities

Cross-Curricular Connections:

- C1.2: Explain how various actions contribute to the common good.

Specific Expectations	Learning Goals	Success Criteria	Achievement Chart	Assessment FOR/AS/OF	Assessment Mode/Strategy/Tool
• E1.1 Analyze characteristics of different land uses and their impact on communities. • E1.2 Analyze the impact of the natural environment on land use and planning. • E2.4 Analyze social, environmental, and economic sustainability issues in communities.	• Interpret different stages of the planning process through the context of a provided real world or fictional cast study. • Communicate with peers the impact(s) that certain approaches might have on the natural environment, or existing community.	• I can apply my understanding of planning to the various elements of the planning process. • I can engage in problem solving and navigate the challenges of balancing community needs. • I can work collaboratively in small groups to research, analyze and present proposed development plans.	• Knowledge/Understanding • Thinking/Inquiry • Communication • Application	• Assessment FOR learning • Assessment AS learning	• Group Learning Activities • Reflection activity

Considerations for Planning

Prior Learning: *Students have already learned basic concepts related to community planning, zoning, the role of interested parties and rightsholders, and various methods of community planning.*

Differentiation:

- Peer learning & group discussion
- Small group discussion & learning
- Use of technology (YouTube video, interactive maps) to augment learning

Suggestions for Accommodation:

- Visual aids (use of maps, handouts, technology)
- Pair students with peers who can support and assist their learning
- Groups have the ability to progress at their own pace
- Glossary cards for key terms (official plan, zoning bylaw, etc.)

Resources and Technology:

- Flip charts or whiteboards (for group notes)
- Markers
- Handouts/worksheets with questions or prompts for each station
- Case study example(s) if needed
- Access to computers for interactive zoning maps of Ontario, Google Maps, and for further student research

Preparation:

- Prepare a variety of scenarios for student groups to explore. Example case studies are provided below in [Appendix A](#).
- Ensure that the activity guideline for students ([Appendix B](#)) is readily available to help guide students.
- Ensure appropriate room set-up and materials allocation to allow students to complete all stages over the course of the lesson.

Three Part Lesson

Minds on: Motivational Hook/Engagement/Introduction (approximately 10-20%) (**Assessment “for”**)

Introduction: Video- step-by-step guide to the land-use planning process

Students will watch the following video: www.youtube.com/watch?v=93-ECN55_9E

While this video is being aired, students will be asked to look for elements of this process that are familiar to them, after having learned more about planning in previous lessons. *It is important to remind students that this video, and the following activity, deliberately highlights a simplified planning process and that in reality, for a variety of reasons, the process is often more detailed and complex.*





Class discussion question: based on what you now know about planning, do you feel like this process makes sense? Why or why not?

- *Extension question 1: What elements of this process were familiar to you? What elements of this process were not familiar to you?*
- *Extension question 2: Are you aware of any areas in our community where this process might currently be in use?*
- *Extension question 3: Are there ways you think this process could be improved?*

Action: During/Working on it (approximately 60%) (**Assessment “as, for”**)

Activity: a (simplified) land use planning process in Ontario

Introduction: explain that students will simulate the process showcased in the introductory video by moving through different stations. Each station represents a step in the planning process and at each one, students will complete a task or discussion on that phase.

Students should be divided into small groups. To maximize understanding of the process and sequence of events, all groups will start at the same stage of the process and progress at their own speed through each stage (1-8) in order.

Stage 1: Research and Preparation

Task:

- Investigate current zoning laws and land use restrictions for a piece of land in your community, or a hypothetical piece of land (the teacher could create a basic scenario for them, e.g., a plot of land near a residential area is being considered for commercial development).
- Consult local planning authorities for guidance (this could be a discussion prompt where students think about who would be involved and what questions they would ask). Possible discussion questions for the group to explore:
 - How is this land currently zoned?
 - What factors (environmental, social, infrastructure) do you think need to be investigated before proceeding?

Many Ontario communities have digital maps which show how different parts of their community are zoned for different land uses. Teachers may wish to make use of a digital zoning map for their community or another, nearby one.

Stage 2: Pre-consultation Meeting

Task:

- Role-play a meeting with municipal planning staff. Students (in groups) will discuss their proposed land use change with the “planning staff” (the teacher or a designated student who acts as the staff member). Prompts:
 - Provide a clear description of the proposed project.
 - Is it residential, commercial, industrial, or mixed-use?
 - How is the land currently zoned? Does the proposal comply with current zoning?
 - If not, what changes would need to be made (zoning by-law amendment)?
 - Are there any restrictions (such as conservation areas, floodplains, heritage sites, other geographic features) that might affect your proposal?
- Students should discuss their project, get feedback, and ask questions about the process. Prompts:
 - What feedback did the planning staff give you about your proposal?
 - What additional information or documentation might you need?





Stage 3: Environmental Assessments

Task:

- Conduct an environmental impact study for the site. Address any key concerns, such as water management, impact on wildlife, or air quality.
- Students should outline mitigation (prevention) measures for any negative environmental impacts (e.g., how could they manage stormwater from heavy or frequent rainstorms? What about destruction of habitat for native flora and fauna? What about air quality or noise pollution?) Guiding questions:
 - What environmental concerns should be considered in your proposal?
 - What steps can be taken to mitigate negative impacts?

Students may wish to use the internet to research possible mitigation methods for different environmental impacts.

Stage 4: Official Plan Amendment (OPA)

Teachers may wish to refresh students' memories on what an Official Plan (OP) is.

This video was shared in lesson 2: www.youtube.com/watch?v=xp4v5u8iJE8

Task:

- Write a brief statement for an Official Plan Amendment (OPA) to change the land use designation of the site.
- Address any environmental concerns and describe how the new development will fit into the municipality's long-term plan. Guiding questions:
 - What changes are you requesting in the Official Plan?
 - How does your proposed development align with the municipality's long-term goals?

Official Plans for Ontario communities are generally available online. The teacher may wish to have copies available to students or let them research the Official Plans themselves.

Stage 5: Zoning By-law Amendment

Task:

- Review the zoning by-laws and draft an amendment proposal to change the zoning regulations for the land.
- Ensure the development proposal adheres to the municipality's zoning rules (e.g., height restrictions, land use, setbacks). Guiding questions:
 - What zoning changes are necessary for your proposal?
 - How will these changes fit into the surrounding area?

Teachers may wish to familiarize themselves with some of the community's zoning rules in advance and prepare a simplified list of what those rules may be.

Stage 6: Site Plan Approval

A site plan is a drawing that shows the current and proposed conditions of a property, including its buildings, roads, parking, and other features. For the sake of this exercise, students may plot their plan on a map, assuming they have previously learned basic mapping skills.

Task:

- Develop a rough site plan for the proposed development, outlining key features like the layout of buildings, parking, roads, and green spaces.
- Review your site plan with the group and ensure it meets the approval criteria. Guiding questions:
 - How does your site plan address community needs (e.g., parking, green space, pedestrian access)?
 - Are there any potential issues (e.g., traffic congestion) that need to be addressed?





Stage 7: Public Consultation

Task:

- Prepare a presentation for a public consultation meeting to share the proposal and gather community feedback.
- Each group will present their development plan to the rest of the class, who will act as the community and raise concerns or questions. Guiding questions:
 - What concerns might the community have about your development?
 - How can you address these concerns in your final proposal?

Stage 8: Final Approval

Task:

- Finalize the proposal based on feedback received during the public consultation. Make any necessary adjustments to the plans.
- Submit the final proposal to a mock municipal council or planning board for approval. Ensure all required permits and approvals are obtained. Guiding questions:
 - Have you addressed all key concerns from public consultation?
 - What is your strategy for obtaining final approval?

Debrief and Reflection

After all groups have gone through the process, bring the class together for a debrief.

Class Discussion: Ask each group to share their experience and reflect on the challenges of the land use planning process.

- Discuss how the different steps in the process are interconnected and how planning decisions impact the environment, economy, and society.

Consolidation & Connection (Reflect, Connect, and Assess) (approximately 10-20%) (Assessment “as, for, of”)

Reflection Question: How would you balance the needs of developers, the environment, and the community in a real-life land use planning situation?

Formative Assessment: Observe student participation during each station and their ability to engage in critical thinking around the planning process.

Exit Ticket: Have students write a brief reflection on which step in the land use planning process they think is the most challenging and why.

Additional Resources:

- City of Mississauga: [how land gets developed](#)

○ Appendix A: Case Study Examples

Case Study 1: Remediation of an Old Industrial Site for a Public Park in Toronto's Port Lands

Location: Toronto, Ontario

Current Land Use: The site is an old industrial area near Toronto's waterfront. The land is underused and has some pollution issues from previous industrial activities.

Proposed Change: Convert a small, abandoned parcel of land into a public park with green space, walking paths, and recreational areas for the community. The goal is to provide a space for the public to enjoy nature and promote outdoor activities.

Zoning Considerations:

- The land is currently zoned for industrial use, so it would need to be rezoned for recreational use.
- There may be some environmental cleanup needed to address contamination from the industrial past.
- Because the site is near the waterfront, flooding and erosion risks should be considered when planning the park.

Case Study 2: Traffic Management in a Small Rural Community in the Niagara Region

Location: Niagara Region, Ontario

Current Land Use: A small rural community with farmland surrounding the town. There is a main road through the town that has become congested, especially during tourist season, when people visit nearby wineries and attractions.

Proposed Change: Improve traffic flow by adding bike lanes and enhancing public transit options (such as a small bus route) to help reduce car traffic and make it safer for pedestrians and cyclists. The goal is to make it easier for residents and tourists to move around without relying so heavily on cars.

Zoning Considerations:

- No zoning changes are needed, but the town would need to consider where to place bike lanes and bus stops while ensuring there is enough space for vehicles to travel safely.
- Local businesses and residents may have different opinions about changes to the road system, and these should be considered during public consultation.

Case Study 3: Developing a Small Tourist Information Centre in Muskoka

Location: Muskoka Region, Ontario

Current Land Use: A forested area near a popular lake for tourists. The site is used by people for outdoor activities like fishing and boating, and there is no dedicated space for tourism information.

Proposed Change: Build a small, eco-friendly tourist information centre that provides visitors with maps, brochures, and information about the area's natural parks, activities, and environmental concerns. The goal is to provide a place where tourists can learn more about the region and its natural beauty, while also minimizing the environmental impact of tourism.

Zoning Considerations:

- The land is currently designated as recreational use, so a zoning change may not be necessary for a small development.
- The development should be low-impact to preserve the area's natural beauty. This might include using sustainable building materials and ensuring that the centre blends in with the environment.

○ Appendix B: Activity Guideline for Students

In this activity, you will be assigned a case study and will use it to simulate the planning process shown in the video. You will complete activities at eight different stations, where each station represents one step in this planning process. The table below outlines each stage and the activities to go along with it.

Stage 1 Research and Preparation	
Using your case study, investigate any current zoning laws or land use restrictions that might be in place in the area. As a group, after identifying zoning laws or land use restrictions, discuss: • How is this land currently zoned? • What factors (environmental, social, infrastructure) do you think you need to be investigated before proceeding?	
Stage 2 Pre-Consultation Meeting	
In your group, role play a meeting between the “applicant” and “planning staff” to discuss your proposed land use change(s). Half the group will participate as applicants and the other half as planning staff.	
Applicants are reminded to: • Provide a clear description of the proposed project • Is it residential, commercial, industrial, or mixed-use? • How is the land currently zoned? Does the proposal comply with current zoning? • If not, what changes would need to be made (e.g., zoning by-law amendment?) • Are there any restrictions (conservations areas, floodplains, heritage sites, other geographic features) that might affect your proposal?	Planning staff should remember: • Is the proposed project clear and easy to understand? • Does it address what type of land use(s) are intended? • Does the proposal comply with current zoning? • What changes need to be made if it does not? • Did the proposal acknowledge or leave out any restrictions that might affect the area? • Is there any other information or documentation that planning staff would need?

Stage 3 | Environmental Assessments

As a group, conduct an environmental impact study for the site. Groups should consider:

- What environmental concerns exist in the area, and should be considered in the proposal?
- What steps can be taken to mitigate negative impacts?

Environmental concerns might include water management, impact on wildlife, or air quality. Mitigation measures might include how to manage stormwater from heavy or frequent rainstorms, methods to prevent destruction of habitat for native flora and fauna, or measures to reduce or eliminate air quality or noise pollution.

Groups may wish to take time researching possible mitigation methods for different environmental impacts.

Stage 4 | Official Plan Amendment (OPA)

Write a brief statement for an Official Plan Amendment to change the land use designation of the site.

The statement should include any environmental concerns and mitigation efforts and describe how the new development will fit into the community's long-term plan.

Questions to consider for this statement:

- What changes are you requesting in the Official Plan?
- How does your proposed development align with the municipality's long-term goals?

Official Plans for Ontario communities are usually available online and groups may wish to review some examples as they draft their statement.

Stage 5 | Zoning By-law Amendment

Your group will review any zoning by-laws for the community in your case study and will draft a simple proposal to amend the by-law to change zoning regulations.

Your proposal should answer the following questions:

- What zoning changes are necessary for your proposal?
- How will these changes fit into the surrounding area?

Stage 6 | Site Plan Approval

A site plan is a drawing that shows the current and proposed conditions of a property, including its buildings, roads, parking, and other features.

For the sake of this exercise, your group can plot your plan on a map.

- Develop a rough site plan for the proposed development, showing key features like the layout of buildings, parking, roads, and green spaces.
- As a group, review the plan and make sure it answers the following questions:
- How does this site plan address community needs (e.g., parking, green space, pedestrian access)?
- Are there any potential issues (e.g., traffic congestion) that need to be addressed?

Stage 7 | Public Consultation

Prepare a presentation for a public consultation meeting to share the proposal and gather community feedback. Your group will present the development plan to the rest of the class, who will act as the community and raise concerns or questions. You should work to anticipate what concerns the community has about your development, and how you can address these concerns. Consider including:

- A brief overview of your case study, including your group's proposal for how the land will be used
- How you believe this development will align with the community's long-term goals
- How the land is currently zoned, and what zoning by-law amendments (if any), you require
- Environmental concerns that were raised, and proposed mitigation efforts
- The site plan or other drawings for how the site may look

The class will provide feedback for you to consider in the final stage.

Stage 8 | Final Approval

Finalize the proposal based on feedback received during the public consultation. Make any necessary adjustments to the plans. Seek to ensure that any other key concerns raised from the public consultation have been addressed.

Submit the final proposal to a mock municipal council or planning board for approval.

Lesson Plan: Culminating Assessment

Grade/Subject: Grade 9 Geography, **CGC1W** | Sequence in Unit: **8** | Timing of Lesson: 60-75 min

Big Idea/Enduring Understandings

Planning is a process that leverages diverse perspectives of experts in different fields and utilizes civic engagement and technology to effectively create and sustain communities, stimulate economic growth, and protect the environment.

Curriculum Connections and Assessment
Overall Expectation: - E1. Land Use in Communities - E2. Sustainability of Human Systems and Communities Cross-Curricular Connections: - C1.2: Explain how various actions contribute to the common good.

Specific Expectations	Learning Goals	Success Criteria	Achievement Chart	Assessment FOR/AS/OF	Assessment Mode/Strategy/Tool
E1.1 Analyze the characteristics of different land uses in various communities in Canada, and explain how these characteristics and their spatial distribution affect those communities. E1.2 Analyze the impact of the natural environment and physical processes, phenomena, and events, including climate change, on land use in the built environment as well as on land-use planning.	- Understand core concepts of planning. - Think critically about challenges that planners may face in their work. - Apply planning concepts to a real-world scenario. - Communicate the challenge and proposed solution(s).	- I understand core concepts of planning. - I can think critically about the challenges that planners may face in their work. - I can apply planning concepts to real-world scenarios and contemplate how members of the community might be involved in the process.	- Knowledge/Understanding - Thinking/Inquiry - Communication - Application	Assessment FOR learning	- Culminating assessment - Self and group reflections





- **E2.2** Analyze existing and proposed transportation systems, locally, provincially, nationally, and internationally, with a focus on their sustainability, and assess options for their future development.
- **E2.4** Analyze issues related to the social, environmental, and economic sustainability of communities in Canada and various government and community-based strategies developed to address them.
- **E2.5** Analyze innovative methods and practices being applied in the planning of communities in Canada and around the world that use culturally informed design elements to enhance the sustainability of these communities.

- I can effectively communicate the challenge and proposed solution(s) to my peers.

Considerations for Planning

Prior Learning: Students have learned basic concepts related to community planning, zoning, the role of interested parties and rightsholders, and various methods of community planning. This lesson plan scaffolds the preparation for the culminating assessment over several lessons, giving students ample time to collaborate, research, and refine their land-use proposals before presenting. Estimated time allocation:

- 1 Day to introduce the assessment, form groups and brainstorm ideas
- 2-3 days for research,
- 2-3 days for presentation

Suggestions for Accommodation:

- Extra time for students
- Offering alternative methods for students to present research





Resources and Technology:

- Project description & assessment rubric handouts
- Markers, sticky notes
- Local newspapers (if available) highlighting current planning issues in the community or province
- Whiteboard or chart paper for group brainstorming
- Computers/tablets/library access for research
- Paper for mapping (if students prefer physical maps/drawings)

Preparation:

- Print off copies of the project description and assessment rubric (**Lesson 1**) to be made available to all students.
- Teachers may wish to conduct research to identify some current examples of land use matters in the community or elsewhere in Ontario to assist students in determining which matter that wish to research and explore.

Three Part Lesson

Minds on: Motivational Hook/Engagement/Introduction (approximately 10-20%) (Assessment “for”)

Culminating class discussion: Teacher to prompt students by asking whether, after this unit of study, they are more aware of any planning or land use issues in their community. The teacher may wish to come prepared with a few examples.

Teacher to facilitate a brief discussion concerning one or more land use issues in the community, asking students questions relating to different elements of planning. For example:

- What environmental considerations are there for this project?
- Do we know how the land is currently zoned, and whether it might need to be re-zoned?
- What kind of interested parties do you think might be involved?

Action: During/Working on it (approximately 60%) (Assessment “as, for”)

Step 1: Introduction to the Project

- Present the culminating assessment (Project Steps 1-5) and explain the expectations.
- Review the rubric and assessment criteria for Knowledge & Understanding, Thinking & Inquiry, Application, and Communication.
- Divide students into groups 3-4 (based on interests, or randomly, depending on classroom dynamics).
- OPTIONAL: As a class, brainstorm potential land-use challenges facing the local community. Examples might include traffic congestion, vacant lots, heritage preservation, housing shortages, etc.
- Each group selects a challenge to focus on and begins brainstorming possible solutions.





Step 2: Research

- Review the importance of researching the challenge and its impacts. Introduce key questions for students to investigate:
 - Similar case studies
 - Environmental impact
 - Climate change considerations
 - Infrastructure implications
 - Community perspectives (interested parties, rightsholders, public consultations)
 - Students conduct their research in groups, focusing on their specific challenge and solutions.
 - Encourage them to look for a variety of sources, including reports, articles, interviews, and case studies from other communities.

Teacher to circulate around the room, check group progress, and address any research challenges.

Step 3: Applying research and developing proposal

- In each group, students outline their proposal. They should address the following:
 - What is the challenge?
 - What is the proposed solution?
 - What are the environmental, economic, and social impacts of the solution?
 - How will the proposal be implemented?
- Design and Visuals
 - Students begin sketching out concept drawings or maps that support their proposal. They can use free online mapping tools or simply hand-drawn visuals. Encourage creativity in presenting their ideas.
- Peer Feedback
 - Groups exchange proposals and visuals with another group to provide feedback. Focus on clarity, feasibility, and the integration of research into the solution.
 - Each group makes necessary adjustments based on peer feedback.

Step 4: Preparing the presentation

- Review the structure of the presentation:
 - Introduction: Briefly explain the challenge and why it matters.
 - Body: Describe the proposed solution, the research conducted, and its expected impacts.
 - Conclusion: Summarize the solution and propose next steps.
- Group Work on Presentation:
 - Groups organize their findings into a PowerPoint or Google Slides presentation. They incorporate visuals and data to support their argument.
 - Ensure that each member of the group has a speaking role.
- Rehearsal:
 - Allow time for students to practice their presentation. Encourage them to check the flow of the presentation and ensure everyone is clear on their part.





Step 5: Presentations to “City Council”

- Group Presentations:
 - Each group presents their proposal to the class, who will act as a “city council” or “jury” to evaluate the proposals.
 - Presentations should be 5-7 minutes long, followed by 2-3 minutes of questions and feedback.
- Peer Feedback:
 - After each presentation, students provide constructive feedback on their peers’ proposals. Focus on strengths and areas for improvement.
 - Encourage students to ask thoughtful questions about the proposals and solutions.
- Class Discussion:
 - After all presentations, have a brief discussion on the various proposals. Ask students to reflect on the diversity of solutions and how different proposals addressed the same or similar issues.

Consolidation & Connection (Reflect, Connect, and Assess) (approximately 10-20%) (Assessment “as, for, of”)

Students complete their group and self/peer assessments, reflecting on their contribution to the group, their ability to work effectively, and areas for future improvement.

Group Reflection and Class Debrief

- Discuss as a class what they learned about the planning process, teamwork, and problem-solving.
- Share reflections on what strategies worked well and what could be improved in future projects.

Teachers to use rubric to assess group presentations, including knowledge of planning processes, critical thinking, application of research, and communication skills.

Lesson Plan: Planning with LEGO

Grade/Subject: Grade 9 Geography, **CGC1W** | Sequence in Unit: **OPTIONAL/INTRODUCTORY** | Timing of Lesson: 60-75 min

Big Idea/Enduring Understandings

Planning is a process that leverages diverse perspectives of experts in different fields and utilizes civic engagement and technology to effectively create and sustain communities, stimulate economic growth, and protect the environment.

Curriculum Connections and Assessment

Overall Expectation:

- E1. Land Use in Communities

Cross-Curricular Connections:

- C1.2: Explain how various actions contribute to the common good.

Specific Expectations

- **E1.1** Analyze the characteristics of different land uses in various communities in Canada, and explain how these characteristics and their spatial distribution affect those communities.

Learning Goals

- Understand fundamental principles of land use planning such as zoning, infrastructure and environmental considerations.
- Think critically about how and why different buildings and land uses are placed where they are.

Success Criteria

- I can explain fundamental principles of land use planning.
- I can consider how factors such as geography or natural heritage might influence how and where land is developed.

Achievement Chart

- Knowledge/Understanding
- Thinking/Inquiry
- Application

Assessment FOR/AS/OF

- Assessment FOR learning
- Assessment AS learning

Assessment Mode/Strategy/Tool

- Class discussion
- Exit tickets

Considerations for Planning

Prior Learning: *Ideally, this activity would be used prior to lesson 1 as an introductory activity as a means to get students more interested and excited in what planning is. As such, no prior learning is necessary.*

Suggestions for Accommodation:

- Students work at their own pace/extra time





Resources and Technology:

- LEGO bricks of assorted colours and sizes
- Definition cards with key terminology
- Makers and sticky notes (to label elements of their community)
- A/V equipment and/or whiteboard for students to see instructions
- Handout located in [Appendix A](#)

Preparation:

- Prior to the lesson, the teacher will need to ensure they are able to acquire enough LEGO bricks in different colours for all students to participate.
- Ideally, desks can be grouped together to provide large, flat surfaces for each group to construct their LEGO town with.

Three Part Lesson

Minds on: Motivational Hook/Engagement/Introduction (approximately 10-20%) (Assessment “for”)

Introduction:

Brief discussion to introduce the concept of planning. Possible guiding questions to introduce the concept might include:

- Have students ever built a town in a video game like Minecraft or Cities: Skylines?
- Have students ever built a town using blocks, LEGO, or other materials?
- When you were building your town, how did you decide where to place certain buildings, and why?
- When you were building your town, what kind of threats did you need to consider, and how did that impact your construction? (Minecraft: monster attacks, etc.)

The real-world idea of planning to build a community, like you might have done in Minecraft, other video games or activities, is basically land use planning!

Action: During/Working on it (approximately 60%) (Assessment “as, for”)

There are some basic concepts that students will need to understand in order to complete this activity.

Teachers may wish to present this on a board/using A/V, and/or with handouts for students. Concepts:

- **Zoning:** dividing the space into areas for residential, commercial, industrial, etc.
- **Infrastructure:** designing streets, water systems, and other necessary services.
- **Environmental considerations:** where to put parks or green spaces.

Building the Community Model

Divide students into groups of 4-5. Provide each group with a set of LEGO bricks and a large flat space to build their community.

Provide students with a planning worksheet, which includes prompts for students to consider, such as:

- What types of land use will be in your community? (e.g., residential, commercial, industrial, recreational)
- How will the roads and infrastructure connect the different areas?
- Where will parks, green spaces, or other natural areas go?
- How will you ensure the community is livable? (consider things like noise, pollution, safety)





Teachers to set a time limit (the amount of time is at the teacher's discretion) groups to design their communities. They should use the LEGO bricks to represent different zones. For example:

- Yellow/orange- residential
- Blue- employment
- Black- industrial
- Red- commercial
- Purple/pink- recreation
- Green- open space
- White- institutional
- Brown/beige - other

Community building considerations: encourage groups to think critically about their design. For example:

- Can they fit a commercial area near a residential area?
- How will they address transportation (roads, rail, etc.)?
- Where will they place parks, water bodies, or recreational areas?

Appendix A contains a simple handout for students that offers them other planning hints to consider as they are building their communities.

Each group will briefly present their LEGO community model to the class, explaining:

- What types of land uses they included (residential, commercial, industrial, recreational).
- How they decided on the layout (e.g., proximity of commercial areas to residential areas, location of parks).
- Challenges they faced during planning (e.g., space limitations, balancing residential vs. industrial needs).
- How they ensured the community would be livable (addressing issues like transportation, green space, etc.).

Peer Feedback

- After each presentation, allow a few minutes for peer feedback. Other students can ask questions or provide suggestions on how the community design could be improved (e.g., "What would you do if there were more residents or less space?")

Reflection and Class Discussion

- After the presentations, ask students to reflect on the activity:
 - What was the most challenging part of land use planning?
 - How did you decide where to place each type of land use?
 - How did you balance different needs (e.g., residential vs. industrial areas)?
 - Why is it important to have green spaces and parks in a community?
- Lead a brief discussion on the following:
 - How do land use planners make decisions in real-life cities?
 - What other factors might influence the decisions they make (e.g., budget, environmental concerns, population growth)?
 - How does zoning help ensure that a community is organized and functional?





Extensions & Variations

- Advanced Challenge:
 - For more advanced learners, you could ask them to plan for sustainable development. For example, how would they design a community that considers environmental sustainability, like renewable energy sources, waste management, or climate change adaptation?
- Mini Project:
 - This could be expanded into a longer project, where students design a whole town or neighborhood over several lessons, considering factors like population growth, transportation networks, and environmental challenges.
- Virtual Option:
 - If you don't have LEGO bricks available, students can use online tools like Google SketchUp, Minecraft, or other virtual building platforms to create their community models.

Consolidation & Connection (Reflect, Connect, and Assess) (approximately 10-20%) (Assessment “as, for, of”)

Quick Check for Understanding:

- Use a brief exit ticket or ask students to write down one thing they learned about land use planning.
- You could ask them to answer the question: “Why is it important to plan how land is used in a community?”

Quick Planning Hints to Consider

1. Each block represents one floor of a building, so stacked blocks can represent multi-storey buildings.
2. A house is two spaces wide by one space deep. An apartment is a single space block, while a townhouse is three spaces wide by one space deep.
3. Based on the above house sizes, please try to consider the scale of other buildings accordingly.
4. Try not to have very tall buildings next to very short buildings.
5. Each road has to be two spaces wide. A trail for walking or bicycling can be one space wide. You don't need to use a separate colour or block for roads or trails, the blank spaces between other colours on your base plate will be assumed to be roads/trails.
6. We need roads, but we also want a town where walking and bicycling are easy to do. We need to consider distances when thinking about how far people can reasonably walk or bicycle. Please also think about how this distance can change with different age groups (e.g. kids versus adults).
7. Some uses (colours) need to be separated, for example residential should be separated from industrial.
8. Some uses can be combined i.e. ground-floor commercial or offices, with residential apartments above.
9. Parks, recreation, and open spaces are important.
10. Have fun and start planning!

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LEGO® Planning Challenge



Yellow / Orange = Residential

Where people live - types of housing include houses, semi-detached houses, townhouses, and apartments



Blue = Employment

Where people work - offices, call centres, tech start-ups



Black = Industrial

Where things are made or stored - factories and warehouses



Red = Commercial

Where people shop and eat - stores, restaurants, malls



Purple / Pink = Recreation

Where people play indoors - tourist attractions, bowling alleys, movie theatres, arcades, trampoline park



Green = Open Space

Where people relax and places for nature
- parks, sports fields, and wildlife areas



White = Institutional

Where people go for community services - schools, hospitals, police stations, firehouses, and city hall



Brown / Beige = Other

Where people go for any other places or buildings that make your community a great place to live (i.e. you tell us what we missed)

Lesson Plan: Planner Guest Speaker

Grade/Subject: Grade 9 Geography, **CGC1W** | Sequence in Unit: **OPTIONAL** | Timing of Lesson: 60-75 min

Big Idea/Enduring Understandings

Planning is a process that leverages diverse perspectives of experts in different fields and utilizes civic engagement and technology to effectively create and sustain communities, stimulate economic growth, and protect the environment.

Curriculum Connections and Assessment

Overall Expectation:

- E1. Land Use in Communities
- E2. Sustainability of Human Systems and Communities

Cross-Curricular Connections:

- C1.2: Explain how various actions contribute to the common good.

Specific Expectations

- **E1.1** Analyze the characteristics of different land uses in various communities in Canada and explain how these characteristics and their spatial distribution affect those communities.
- **E1.2** Analyze the impact of the natural environment and physical processes, phenomena, and events, including climate change, on land use in the built environment as well as on land-use planning.
- **E2.2** Analyze existing and proposed transportation systems, locally, provincially, nationally, and internationally, with a focus on their sustainability, and assess options for their future development.
- **E2.4** Analyze issues related to the social, environmental, and economic sustainability of communities in Canada and various government and community-based strategies developed to address them.
- **E2.5** Analyze innovative methods and practices being applied in the planning of communities in Canada and around the world that use culturally informed design elements to enhance the sustainability of these communities.

Learning Goals

- Understand how concepts learned in this unit are applied practically by professional planners.

Success Criteria

- I can consider how planning concepts are applied in practice.
- I can explain some of the challenges that planners face in their professional practice.

Achievement Chart

- Knowledge/Understanding
- Thinking/Inquiry
- Application

Assessment FOR/AS/OF

- Assessment FOR learning
- Assessment AS learning

Assessment Mode/Strategy/Tool

- Feedback activity

Considerations for Planning

Prior Learning: *Ideally, this lesson will come near the end of the unit of study, so students have some understanding of basic planning concepts (official plans, zoning, interested parties and rightsholders, etc.)*

Suggestions for Accommodation:

- Visual aids (presentation deck, handouts for students)
- Presenter materials made available to students

Resources and Technology:

- Whiteboard and markers
- Guest speaker presentation materials
- Projector/computer for guest speaker presentation
- Student note sheets to track key takeaways from presenter

Preparation:

Invite a professional planner who can speak about the practical aspects(s) of their work, particularly how they balance different land uses (residential, commercial, industrial, recreational) and how they address challenges like climate change, transportation, and community needs. Encourage the speaker to prepare examples of recent or ongoing planning projects with an emphasis on sustainability, cultural considerations, or community engagement.

Teachers may wish to contact their local government, or the Ontario Professional Planners Institute (OPPI) to identify a potential guest speaker. **Additionally, teachers are responsible for ensuring that they comply with the individual School Board's policies concerning the vetting and admittance of external guest speakers.**

Three Part Lesson

Minds on: Motivational Hook/Engagement/Introduction (approximately 10-20%) (**Assessment “for”**)

Introduction:

Begin with a brief discussion to refresh students' memories on the concepts they've already learned about land use planning. Ask questions like:

- What factors influence how land is used in a community?
- Can you think of some recent developments or planning changes in your community?
- What challenges do planners face when trying to make decisions about land use?
- Why did you choose to become a planner? How can I become one?

Connection to the Guest Speaker: Explain that today's guest speaker, a planner, will show how these concepts are put into practice, addressing both the challenges and the innovative solutions involved in land use planning.

Action: During/Working on it (approximately 60%) (Assessment “as, for”)

Guest speaker presentation

Students will be asked to note their main “takeaways” from the lesson to be discussed at the end. The teacher will then provide a brief introduction of the speaker, whose presentation should focus on some or all of the following:

- Real-world Applications: How planners balance land use decisions across residential, commercial, and recreational areas.
- Sustainability: How planners ensure that developments are socially, environmentally, and economically sustainable.
- Addressing Challenges: How planners respond to issues such as climate change, increased demand for housing, urban sprawl, and the integration of transportation systems.
- Community and Cultural Considerations: The importance of involving the community and understanding local cultures in the planning process.
- Technology and Innovation: Use of tools like GIS (Geographic Information Systems), zoning maps, and public consultations in the planning process.
- Case Studies: Concrete examples of planning projects, with a focus on projects that reflect sustainable design or those that have had to adapt to changing environmental conditions.

Q&A Session

Student Questions: Encourage students to ask the speaker questions based on their interests and the topics discussed. Some guiding questions could be:

- What kinds of skills do you need to be a planner?
- If I want to be a planner, what should I study in school?
- Are there certain kinds of technology that planners use in their day-to-day work?
- What is the role of planners, and who else is involved in the planning process?
- How do planners deal with competing interests from different community groups?
- What role does climate change play in land use decisions?
- How can cities address issues of transportation in a way that supports sustainability?
- Can you give an example of a planning project that successfully integrated cultural elements?
- What roles do Indigenous communities play in your work?
- What does a consultation session with members of the public typically look like?

Teacher Facilitation: As students ask questions, the teacher can help facilitate the discussion, linking the guest speaker’s insights to specific curriculum expectations.

Consolidation & Connection (Reflect, Connect, and Assess) (approximately 10-20%) (Assessment “as, for, of”)

Class to discuss key takeaways from guest speaker’s presentation.

Lesson Plan: Planner Field Trip

Grade/Subject: Grade 9 Geography, **CGC1W** | Sequence in Unit: **OPTIONAL** | Timing of Lesson: 2-3 hours (or longer)

Big Idea/Enduring Understandings

Planning is a process that leverages diverse perspectives of experts in different fields and utilizes civic engagement and technology to effectively create and sustain communities, stimulate economic growth, and protect the environment.

Curriculum Connections and Assessment

- Overall Expectation:
- E1. Land Use in Communities
 - E2. Sustainability of Human Systems and Communities
- Cross-Curricular Connections:
- C1.2: Explain how various actions contribute to the common good.

Specific Expectations	Learning Goals	Success Criteria	Achievement Chart	Assessment FOR/AS/OF	Assessment Mode/ Strategy/Tool
• E1.2 Analyze the impact of the natural environment and physical processes on land use. • E2.2 Analyze existing transportation systems and assess their sustainability. • E2.4 Analyze issues related to social, environmental, and economic sustainability. • E2.5 Analyze innovative land use practices and community planning strategies.	• Understand how concepts learned in this unit are applied practically by professional planners.	• I can consider how planning concepts are applied in practice. • I can explain some of the challenges that planners face in their professional practice.	• Knowledge/ Understanding • Thinking/ Inquiry • Application	• Assessment FOR learning • Assessment AS learning	• Post-trip discussion

Considerations for Planning

Prior Learning: *Ideally, this lesson will come near the end of the unit of study, so students have some understanding of basic planning concepts (official plans, zoning, interested parties and rightsholders, etc.)*

Suggestions for Accommodation:

- Students may work in pairs to complete activity sheets
- Students may wish to type their responses to activity sheets rather than hand write
- Extra time after the field trip for students to complete their activity sheets

Resources and Technology:

- Clipboards
- Student work/activity sheets
- Pen & pencil

Preparation:

- Teachers to research possible sites to visit near/within their community. These may include new housing developments, transit developments (e.g., a new LRT), heritage sites, a downtown redevelopment, a new park or green space, or more. A local planning department may have ideas as to what types of sites in the community might be ideal for an educational tour.
- Activity sheets to be prepared beforehand. These sheets should include questions specific to the location being visited, and items for students to look for during their tour.

Three Part Lesson

Minds on: Motivational Hook/Engagement/Introduction (approximately 10-20%) (**Assessment “for”**)

Introduction to the Field Trip Location

Ensure students are familiar with the local area and what they will be observing during the trip. This can be done through the following activities:

- Provide an overview of the location, explaining the different land uses they will encounter (e.g., residential, commercial, public spaces, etc.)
- Discuss how land-use planning impacts communities in the area (e.g., traffic congestion, green spaces, housing affordability)
- Identify key areas where students will look for sustainability practices or challenges (e.g., parks, public transit options, mixed-use developments)

Action: During/Working on it (approximately 60%) (**Assessment “as, for”**)

Students to be provided with a worksheet and clipboard to record their thoughts and guide their learning during the field trip. The work sheet should be developed to reflect the specifics of the site being visited, but may include questions such as:

- What is the intended use of the site you are visiting?





- Can you describe how the site appeared or functioned before this development? (e.g., was it previously used for something else?)
- What kinds of challenges were being experienced in this area, or in this community, that led to this development?
- How does this development address those challenges? (e.g., are there enhanced transit or mobility options? Does it address accessibility for vulnerable or disabled members of the community? Are there strategies in place to ensure economic growth, more widespread use of this space by the public, etc.?)
- How were interested parties and/or rightsholders involved in this project; what kinds of engagement occurred to ensure the plan reflected community needs and interests?
- What environmental considerations had to be made for this project?
- How are environmental considerations included in the site? (e.g., green roofs, bioswales, pollinator or butterfly gardens, etc.)

Students are encouraged to take notes and/or photos (if permitted) to aid in their understanding.

Consolidation & Connection (Reflect, Connect, and Assess) (approximately 10-20%) (**Assessment “as, for, of”**)

Post-trip discussion. The discussion should be focused on responses to questions included in the worksheet, as well as providing students the opportunity to share any other observations or things they learned onsite.

Lesson Plan: Planner Community Walkabout

Grade/Subject: Grade 9 Geography, **CGC1W** | Sequence in Unit: **OPTIONAL** | Timing of Lesson: 1-3 hours

Big Idea/Enduring Understandings

Planning is a process that leverages diverse perspectives of experts in different fields and utilizes civic engagement and technology to effectively create and sustain communities, stimulate economic growth, and protect the environment.

Curriculum Connections and Assessment
Overall Expectation: - E1. Land Use in Communities - E2. Sustainability of Human Systems and Communities Cross-Curricular Connections: - C1.2: Explain how various actions contribute to the common good.

Specific Expectations	Learning Goals	Success Criteria	Achievement Chart	Assessment FOR/AS/OF	Assessment Mode/Strategy/ Tool
- E1.2 Analyze the impact of the natural environment and physical processes on land use. - E2.2 Analyze existing transportation systems and assess their sustainability. - E2.4 Analyze issues related to social, environmental, and economic sustainability. - E2.5 Analyze innovative land use practices and community planning strategies.	Understand how planning concepts might be applied (or not) in reality.	- I can consider how planning concepts are applied in practice. - I can understand the importance of good planning to ensure a community's sustainability and livability.	- Knowledge/ Understanding - Thinking/ Inquiry	- Assessment FOR learning - Assessment AS learning	Post-walkabout discussion

Considerations for Planning

Prior Learning:

- *Ideally, this lesson will come near the end of the unit of study, so students have some understanding of basic planning concepts (official plans, zoning, interested parties and rightsholders, etc.)*

Teachers should be aware of school/board policies or permissions that are required to take students on a walk in the school community. Furthermore, teachers should consider student accessibility and safety as the most important considerations and might include weather, condition of trails/paths and whether they are accessible, washrooms along the way, material(s) students may need to bring (including coats, snacks, medication, water), and supervision.

Suggestions for Accommodation:

- Students should work and travel in pairs
- Students may wish to type their responses to activity sheets rather than hand write afterward
- Extra time after the walk for students to complete their activity sheets

Resources and Technology:

- Clipboards
- Pen & pencil
- Student work/activity sheets and/or digital version to complete on phones if preferred

Preparation:

- Teachers should plan, and ideally, test walking routes within their community prior to the lesson/trip. Routes might include local landmarks, parks, community centres, trails, heritage buildings or districts, business areas, transit hubs and more, intended to showcase the breadth of land use in the community.
- A map of the route should be produced to be shared with school administration and parents/carers.
- Activity sheets to be prepared beforehand. These sheets should include questions specific to the locations being visited, and items for students to look for during their walkabout. Example questions provided below.
- Teachers should travel with a first aid kit.

Three Part Lesson

Minds on: Motivational Hook/Engagement/Introduction (approximately 10-20%) (Assessment “for”)

Introduction to the walking route. This should include an acknowledgment of the Indigenous Peoples on whose territory we are privileged to be located, along with mention of any treaty or treaties in the area, neighbouring First Nations, or other Indigenous communities (e.g., teachers in Ottawa may wish to mention that the City of Ottawa is home to the largest urban Inuit population in Canada, or that Killarney is home to an historic Métis community, developed in the 1820s as a result of the fur trade, etc.).

Teachers should also:

- Ensure students are at least somewhat familiar with the walking route;
- Assign partners to each student so that no person is alone;
- If applicable, ensure students are aware of the other guides or staff who are joining the walkabout, in case of emergency;
- Identify a list of things students should look for during the walkabout: heritage buildings, notable community features, etc.

Action: During/Working on it (approximately 60%) (Assessment “as, for”)

Students to be provided with a worksheet (or access to a digital one) and clipboard to record their thoughts and guide their learning during the walkabout. The worksheet should be developed to reflect the specifics of the route, but may include questions such as:

- What kinds of mobility does this area support? (e.g., cars, bikes, pedestrians, transit)
 - In what ways do these types of mobility contribute to, or take away from, this area’s livability?
- What kinds of land uses do you see in this area? (e.g., residential, commercial, etc.)
 - Are you able to see more than one type of land use in this area? (e.g., ground floor commercial, with residential above, nearby parks, business park, community centre, etc.)
- What kinds of businesses do you see in this area? (e.g., “big box” stores, well known brands, independently owned businesses)
- Why do you believe it is important to preserve heritage sites (such as historic downtowns or buildings)?
 - In what ways do heritage sites contribute to the community’s character?
- Are you aware of any previous ways this land has been used?
 - Have any of these buildings been adapted to a new use? (e.g., an old mill being converted into a hotel or restaurant, etc.)
 - Are you aware of how this land may have previously been used by Indigenous Peoples, prior to contact with European settlers?
- Have you identified any elements of the community which improve its accessibility for all? (e.g., textured sidewalks, audio cues at traffic lights, wheelchair ramps at shop entrances, elevators, public washrooms)
- Are you able to locate any elements of the community that were developed with the natural environment in mind? (e.g., butterfly gardens, bioswales, stormwater ponds, natural floodplains, green roofs, solar panels)
- Are you aware of any challenges the community is facing that might impact its long-term prosperity or sustainability?

Teachers may wish to build rest stops into their routes which allow students to stop, sit and have a snack, shop at local businesses, or take in the surrounding area; this might be a park, another publicly owned space, a nature trail or conservation area, or a downtown area.

Students are encouraged to take notes and/or photos (if permitted) to aid in their understanding.

Consolidation & Connection (Reflect, Connect, and Assess) (approximately 10-20%) (Assessment “as, for, of”)

Teacher to facilitate a discussion to respond to questions from the worksheet and ask students to share any additional thoughts or observations that they may have recorded in writing or in pictures.

Exit card: final thoughts

Teachers to ask students a few simple questions to confirm understanding and encourage critical thinking of their own communities:

- Did you observe anything in the walkabout that you believe makes this community MORE or LESS livable? If so, what was it?
- What suggestions would you make to improve the area’s livability?

Other Resources for Teachers

- Ontario Professional Planners Institute (OPPI)
<https://ontarioplanners.ca/home>
- Canadian Institute of Planners (CIP)
<https://www.cip-icu.ca>
- City of Mississauga: Guide to City Planning and Development
<https://www.mississauga.ca/services-and-programs/planning-and-development/guide-to-city-planning-and-development>
- Urban Minds
<https://www.urbanminds.co>
- Government of Ontario: Citizen's Guide to Land Use Planning
<https://www.ontario.ca/document/citizens-guide-land-use-planning>
- Town of Stratford, PEI. Shape Stratford - Planning
<https://www.shape.townofstratford.ca/planning>
- Not Just Bikes
<https://www.youtube.com/c/notjustbikes>
- Strong Towns
<https://www.strongtowns.org>

Acknowledgments

Planning is a critically important profession, and understanding how it works is essential to grasp the dynamics of the communities around us. It helps explain how these communities were created, how they evolve over time, and what they aspire to become in the future. This knowledge also empowers individuals to engage more actively, contribute positively, and ensure their voices are heard.

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