

# 5 Planning for my future

## Lesson Overview 3-4, 30 minute periods

1. Concept Attainment: Low Density, High Density, Urban Sprawl and Intensification
2. PMI chart & Role Playing
3. Point of View: Write a Letter
4. Building the Region: Intensification or protecting activity

## Targeted Curriculum Expectations

### Social Studies: Urban and Rural Communities

- identify geographic and environmental factors that explain the location of various urban and rural communities
- sort and classify information about communities to identify issues and solve problems;
- ask questions to gain information about urban and rural communities
- compare population density in urban and rural communities

Science: identify examples of environmental conditions that may threaten plant and animal survival (e.g. changes in habitat because of human activities such as construction)

### Language:

Identify their point of view and other possible points of view on the topic, and determine if their information supports their own view  
Write a short text using a variety of forms

## Background Information

The Region of Peel is one of Canada's fastest growing regions due to immigration and its situation within the GTA with 400-series highways and Pearson International Airport. Regional planners are constantly working to find the best way to manage this growth. Planners report on the best location to build housing, stores, parks and roads. They must take into consideration the opinions and values of a diverse population. The Region of Peel supports growth and development which takes place in a sustainable manner. Planners must balance the needs of growth, while limiting urban sprawl into natural areas. Planners develop policies to intensify urban area while limiting sprawl into natural protected areas.

**Materials:**  
Hula Hoops or masking tape  
BLM 1.1.

## Teaching/Learning Sequence

### MINDS ON...

1. Briefly review the Map of the Region and the rural and urban areas (BLM 1.1). Ask where most people live in the Region of Peel?
2. To introduce student to the concepts of High Density, Low Density complete the following activity:
  - a) Place two hula hoop on the floor or create two square boxes with masking tape to illustrate a land area.
  - b) Choose 6 or 7 students to gather in the first hula hoop. Tell students that many people living in an area close together represents a high density area like Mississauga or Brampton.
  - c) Chose 1 or 2 student (s) to gather in the second hula hoop. Explain to students that very little people living in an area with open space represents a low density area like places in Caledon. How do you feel standing in the hula hoop?

**Materials:**  
Hula Hoops  
Role Play  
Cards TR 5.1  
PMI TR 5.2

## **ACTION!:**

1. **Create the following scenario\*:** What happens if more people move to Brampton and Mississauga. Where do we plan for them to live, work and play. (Reactivate knowledge of the growth area) We have 2 choices: 1) Make room for them in the cities or 2) To build new houses in the rural areas? What would you do?

\*Prior to this activity you may want to discuss the advantage and disadvantage of an increase in the school population so that students can make connections to their lives.

**Key Questioning:** If the city is already built how do we fit more people into it. Where do we find housing, jobs, and play place to place for these new people moving into the city? Do we spread them out into the rural area where there is lots of space?

**Note to teacher:** You can use the analogy of reduce, reuse, recycle. Don't use or waste new land, work with what we have already have. Most often it is the goal of planners to limit new development into a rural area that has environmentally sensitive natural areas and productive agricultural lands. Regions often plan to intensify urban areas and accommodate more people and development by redevelopment of old industrial lands and building tall structures that create higher densities. It is a balancing act to accommodate growth, provide employment, and protect natural areas.

2. Use a PMI chart (TR 5.2) to consolidate ideas about whether to build up the city area for more people to live or to build new homes, and factories in rural areas social impacts and the impacts on the natural environment (air, land, water).

- a) Use a PMI chart to discuss the advantages and disadvantages of growth in an urban area? What does growth look like in an urban area?
- b) Use a PMI chart to discuss the advantages and disadvantages of growth in a rural area? What does growth look like in a rural area.

**Extension:** Repeat the activity using role playing cards (TR 5.1). Provide students with a role playing card. Student decide if their opinion has changed based on a different point of view.

## **CONSOLIDATION AND CONNECTION:**

### **What do I do? People People Everywhere!**

a) Provide a piece of paper to the students. The paper represents the Region of Peel. Fold the paper in half (The top half represents the rural areas in Peel, the bottom half represents the urban areas in Peel.)

b) Let them know that 10,000 people move to the Region. Draw a picture illustrating the following:

What would you want the urban area to look like after all the people moved in?

What would you want rural area to look like after all the people moved in?

**Revisit BLM 1.2** How do you want the people to feel in your new Region?

**Materials:**  
Writing Journals

## ENVIRONMENTALIST

I am an environmentalist. I care that the land around us is protected so that that we have clean air to breathe and clean water to drink. I believe that it is important to protect natural space for plants and animal to live. New development and urban sprawl will can create more pollution and destroy plant and animal habitat.

## DEVELOPER AND BUILDER

I am a developer. New people that come to live in the Region of Peel need a place to live, work, and play. If we do not use more land to build houses and factories the cities will become overcrowded and polluted. People want us to build new houses with large spaces to live.

## FARMER

My family has lived on this farm for over 100 years. I am proud to be a farmer. I like to grow fresh fruit and vegetables. Farmers feed people in the city. I want to ensure that my farmland is protected. I want my grandsons to live and work on this farm.

\*The PMI chart helps students critically think about making a decision about an issue. The “Positive” refers to the reasons why something is a good idea or decision; the “Minus” refers to why something is not a good idea or why the idea won’t work. Interesting can refer to I wonder questions or predictions about the future if growth takes place.

## Ideas for Teacher

### Urban Growth (Intensification)

Positives	Minuses	Interesting
<ul style="list-style-type: none"> <li>-Community is already built, police, Schools, parks, community centres ready for you to use</li> <li>-Rebuild, reuse old less useful building into something you would like to live in</li> <li>-protection of farmland and natural areas</li> <li>-lots of celebrations and sharing of cultures</li> <li>-more jobs</li> <li>-can walk to places (work, live, and play all in one area)</li> <li>-public transportation, bike and walking paths</li> </ul>	<ul style="list-style-type: none"> <li>-more pollution (air quality, water quality)</li> <li>-more traffic</li> <li>-crowds of people</li> <li>-cost of homes are expensive</li> <li>-loud</li> </ul>	<p>How do we fit in more people?</p> <ul style="list-style-type: none"> <li>-taller apartment buildings</li> <li>-tear down old factories and build apartment buildings</li> <li>-build new transit routes</li> </ul> <p>How do you think people feel if there is urban growth?</p> <p>What do we need to help the new people live in the city?</p> <ul style="list-style-type: none"> <li>-new schools</li> <li>-hospitals</li> <li>-community gardens</li> <li>-affordable housing</li> <li>-parks, festivals</li> <li>-public transit</li> <li>-walking paths</li> </ul>

### Rural growth

Positives	Minuses	Interesting
<ul style="list-style-type: none"> <li>-different job opportunities</li> <li>-more space to live, larger backyards</li> <li>-less crowded</li> <li>-less traffic, less pollution</li> <li>-quiet</li> </ul>	<ul style="list-style-type: none"> <li>-longer commute to your job or the city</li> <li>-need your car to travel anywhere, schools, stores, to visit friends</li> <li>-taking up farmland or environmental lands</li> <li>-taking up habitat space for animals to live</li> <li>-taking up farmland to grow food for the people in the city</li> <li>-no public transportation</li> </ul>	<ul style="list-style-type: none"> <li>-sometimes planners need to let the city grow, but we can build communities in new ways e.g. solar energy, community gardens, good public transit and biking paths</li> <li>-how do you think people feel about rural growth?</li> </ul>



**Materials:**  
Art structures or  
Paper

## Building the Region

This activities on the bulletin board will help students understand what growth looks like in the Region of Peel.

**Urban Growth:** Build the urban structures previously built by students higher. Add two or more floors so more people can live or work. This activity illustrates building higher to save land and accommodate more people in a small area. Students may also choose to take down an old factory and build an apartment building.

**Rural Growth:** In the growth area (yellow zone on page 6) create a collage that illustrates ways we can build a community that is sustainable for the environment e.g. parks, areas for solar, wind power, community gardens, green roofs, and clothes lines. Paste near the construction activity.

## GLOSSARY (Terms used in this Lesson Plan)

**Active transportation:** using human power to get from place to place. Walking, cycling and in-line skating are all forms of active transportation.

**Agriculture:** the work of raising crops and farm animals; farming.

**Commercial:** places where people buy things i.e., stores, restaurants, grocery stores, hotels, malls, gas stations etc.

**High density:** people living together with little space between.

**Environmentalist:** someone who works to protect the natural environment.

**Industrial:** places where people work to make goods or provide services (i.e., factories, warehouses, electrical power plants, offices).

**Intensification:** creating higher density on an existing area of land by adding or rebuilding structures.

**Land use:** how people use land.

**Natural Environment:** things produced by nature; not made by humans.

**Planning:** a way something is to be done that is thought out ahead of time.

**Population:** the people who live in an area; the total number of people living in a country, city or other area.

**Recreation:** activity that is relaxing or fun.

**Residential:** place where people live i.e., houses, apartments, townhouses.

**Rural:** country; away from the city (Typically agriculture, woodland, natural setting).

**Sprawl:** spreading of the urban structure into adjoining suburbs and rural areas.

**Transportation:** carrying or moving something.

**Urban:** city; a densely populated area.