

Planning for sustainable development

You can't put it there!: guidance notes

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Section 1

Introduction

This is the last in a series of activities that focuses on the importance of sustainability and consultation in the planning process.

In this activity, learners look at the role of consultation in the planning process. They should research and engage in discussion around people and groups that might be involved in the consultation and find an example of opposition to, or support for, a plan for construction. They should then present or outline the arguments that were used in the example.

The activities take place over a number of sessions. This needs careful planning to ensure continuity and to get the most out of the tasks. Each session builds on the last. You will find an overview of the activities in the full Teacher* notes document, with indicative timings to help you.

You will be using a range of teaching and learning approaches, but there is a particular focus on using, improving and reflecting on discussion skills, giving feedback and using collaborative working techniques. Make the learners aware that they are developing their personal and learning skills as well as gaining new knowledge. This helps them to become more 'expert' learners.

We have included sheets for you and your learners to record your reflections on using these activities in Section 2.

* We use the word 'teacher' as a generic term to include teachers, tutors, trainers, lecturers and instructors in the further education (FE) system.

Learning objectives

Objectives for learners

This activity requires learners to look at the role of consultation in the planning process. Learners:

- discuss people and groups that might be involved in the consultation
- find an example of opposition to a plan for construction
- outline the arguments that were used in the example.

Literacy, language and numeracy (LLN) objective

- Rt/L1.5: Identify the main points and specific detail.

Learning outcomes for learners

After completing this activity learners should:

- understand the impact of construction activities on the environment
- have developed an awareness of the importance of the planning process
- have identified how and where consultation should take place within the planning process.

Learning outcomes for teachers

After completing these activities you should be able to:

- practise embedding LLN into the vocational learning process
- use active learning methods
- reflect on and evaluate your teaching experience
- encourage learners to talk about their learning experience.

Resources required

- Flip chart paper and pens.
- White board and markers.
- Access to internet for pairs of learners.

Starting points

Learners will need discussion skills at Level 1. The activity aims to move learners on to discussion and listening skills at Level 2. Learners will also need information communication technology (ICT) skills at Level 1 to be able to access the internet. The learners will be asked to read a document that they have found to pick out the main points which is also a Level 1 task. They will build to Levels 2 and 3 by synthesising and presenting information in their own words, both orally

and in writing.

Suggested approach (Indicative timing: 60 minutes)

Consultation is a very important part of the planning process. This includes talking to officers and elected members in local government, as well as other stakeholders such as local pressure groups and local community groups. In this activity the learners are asked to find out about the different types of groups that might become involved in the planning process.

Before you start (Indicative timing: 5 minutes), you could refer to local or national construction projects where environmental and sustainability issues have given rise to a range of consultations at the planning stage. This might include the expansion of airport runways or use of green belt and brown field land for building. Other local groups might oppose or support the development of a large supermarket in a high street. There is some information about groups that might be involved in the planning process on **Learner sheet 2**. Learners should be made aware of the key concepts including the interaction between single issue and vested interest groups and planning authorities.

Give out Learner sheet 1.

Stage 1 (In pairs) (Indicative timing: 30 minutes)

Ask learners to use the internet to find an example of opposition to, or support for a planned development. Ideally this will be a local example. Discuss what sort of searches would be most useful and how to use quotation marks (“...”) to narrow searches.

Ask learners to highlight the main arguments used to oppose or support the development. They can do this by using key words to make notes, or by highlighting on screen. You could ask your LLN specialist to help with this.

A useful website is: www.planningportal.gov.uk/

Each local planning authority website also has a relevant section.

Stage 2 (In pairs) (Indicative timing: 10 minutes)

Ask each pair to team up with another pair. Each pair should outline some of the arguments in the example they have found, using the highlighted points or notes to guide them. Peer explaining is important because it helps the learner to organise and clarify their information. Encourage learners to ask each other questions for clarification.

Stage 3 (Whole group) (Indicative timing: 15 minutes)

Review some of the examples the learners have found. Ask pairs to summarise why consultation is important and the effects that it can have on construction

projects. Encourage learners to identify the types of groups they have found and to express their own views in relation to those of the pressure groups they have identified.

Ask learners to reflect on the learning techniques they have used and to assess how effective they have been. Ask them to use the **Learner reflection sheet** to consider what worked well and why.

Extension activity

From the example that learners have found on the internet, pairs or small groups could be asked to prepare a poster which would persuade other people to join them in opposing or supporting a particular plan.

Learners should evaluate their own poster using the framework given on **Learner sheet 1**. Posters could then be displayed and learners asked to peer-assess them using the same framework.

There is more information about using graphic organisers on Teacher sheet 1.

Learner sheet 1

You can't put it there!

In this activity you look at a development from the perspective of an individual or group involved in the consultation process. Your teacher will give you some information about the types of groups or people involved

Stage 1 (In pairs or in groups)

Use the internet to find an example of opposition to, or support for, a plan for a new development. Perhaps there is a local development you are aware of that is currently going through consultation.

Highlight or make notes on the main arguments that the group use.

Stage 2 (In pairs or in groups)

Team up with another pair or group and tell them the example that you have found. Outline some of the arguments you have highlighted.

Extension activity

Prepare a poster which would persuade other people to support your cause. Use the form which outlines the characteristics that make an effective poster.

Evaluate your own poster using the form.

Message clear and easy to understand.	
Eye-catching design.	
Clear layout.	
Text easy to read from two to three metres.	
Good use of colour.	

Learner sheet 2

Pressure groups

Planning consultation

Planning consultation includes seeking opinions from a range of people and organisations. These will include local government groups and pressure groups.

Local government groups

Planning consultation includes all groups or parties that are included in the local democratic process. This might include councillors and officers dealing with planning, transport or environment. Larger projects may also include reference to regional development agencies or assemblies.

Pressure groups

Pressure groups tend to be concerned with one specific issue or a narrow range of similar issues, for example, environmental protection. There are two types of pressure group: cause groups and sectional groups.

Cause groups have one or more specific causes they promote, for example, the Worldwide Fund for Nature. In local planning, cause groups can be formed around single issues in a similar way. This might be to stop or support a specific development, road or feature, such as a wind turbine. The Royal Society for the Protection of Birds is a cause group that will oppose proposed developments if they are considered to have a negative impact on local birds.

Sectional groups have a restricted membership through a common affiliation, for example, religious groups, trades unions or industry member groups such as the National Farmers' Union. These groups may want to represent the views of their members on a particular planning consultation.

When researching the planning consultation process consider:

- why it is important that the owner of a building or piece of land has to get permission before undertaking most types of development work
- how important you think the role of pressure groups is
- why their views should be considered
- whether they should have the final say in a planning consultation.

Teacher sheet 1

Poster creation

Making and using posters in your sessions

By asking learners to think about what makes a good poster before they start to make one for the activity, you can help them identify how posters function as a communication medium. They can then create their own 'good practice' checklist for poster design and can use these criteria to self-assess and to peer-assess the posters at the end of the activity, being prepared to offer constructive feedback to colleagues. Above all, learners can be encouraged to produce their own posters to convey important messages and ideas. To conclude a poster-making activity and to review and assess learning, consider the following possibilities:

- Ask groups to summarise the key learning points from their posters on sticky notes. Ask learners to arrange these and start a table, a mind map or a spidergram, making a 'writing scaffold' or framework for note making on the subject. Learners can use this framework to make notes as the topic is summarised.
- Ask one group to 'teach' their topic to other groups until everyone has covered the whole subject under discussion.
- Display the posters around the room. The whole class can then take a 'conducted tour' of the displayed posters. Explanations can be given by one or more group members.
- Ask learners to use the simple checklist on **Sheet 4.1** (and below) to self-assess their own posters and to peer-assess their colleagues, giving constructive feedback on what could improve the poster as an aid to communication.
- Always give value to the learners' offerings by commenting both informally and formally on their work, and by building feedback into your formal teaching.
- Encourage learners to keep their posters in their portfolios so that they can be used to enliven the presentation. By clearly identifying objectives and mapping, they will add value to the content of their portfolios.

Making and using posters

Good practice in poster design	How did we do?
Message clear and easy to understand.	
Eye-catching design.	
Clear layout.	
Text easy to read from two to three metres.	
Good use of colour.	

Design		
Readable	Uses language or symbols appropriate for audience.	
Legible from 2-3 metres	Uses large and clear fonts.	
Well-organised	Presents its message clearly.	
Succinct	Presents a punchy and memorable message.	
Colour and images	Attracts and holds the attention.	

Checklist: qualities of good posters

Poster content	Does the poster:	Comment
Relevance to the topic	support the learning objectives?	
Origin and authority	convey an objective message from an authoritative source?	
Information and knowledge	supply high-quality, accurate and up to date information?	
Challenging	encourage learners to explore new views and ideas?	

Effective use in teaching and learning

Stimulates learning	Promotes active learning through individual, paired or small-group activities.	
Promotes enquiry	Triggers discussion, debate, enquiry and research.	
Supports visual learning preferences	Complements other resources and enhances and reinforces the learning experience.	
Consolidates learning	Aids review, summary and revision of learning,	

Section 2

Learner reflection sheet

How are my note making and learning skills?

Name..... Date

Learning approaches	I do this well	I'm okay at this	I need to work on this
Working individually.			
Contributing to group work.			
Listening to other people.			
Making helpful suggestions to other learners.			
Accepting suggestions about how to improve your work.			
Giving clear oral explanations.			
Asking clear questions.			
Using the internet to select information.			
Making notes that use key words.			

I learn best by:

I find it difficult to learn when:

I could improve my learning by:

Next time I will:

Teacher reflection sheet

What would help me to embed LLN into my teaching?	I do this well	I'm okay at this	I need to work on this
Show the learners that I value the work on LLN.			
Liaise with LLN or Mathematics specialists.			
Work with a Subject Learning Coach.			
Work with other people who are teaching my subject to plan how to embed LLN.			
Have relevant knowledge of the LLN core curriculum.			
Look at the National Research and Development Centre for Adult Literacy and Numeracy (NRDC) research which shows how other teachers have done it.			
The action I will take to improve embedding of LLN in my teaching is:			

How confident am I in using these approaches?

If you have adapted these resources and used different approaches please edit this sheet accordingly. You may find it useful to read Section 3 before doing this self-assessment.

Teaching and learning approaches or activities How confident am I at:	I do this well	I'm okay at this	I need to work on this
using vocationally relevant examples?			
using technology?			
encouraging peer explanation?			
encouraging groups to think about creating posters effectively?			
encouraging learners to reflect on the development of their personal, learning and thinking skills?			
The actions I will take to improve my confidence and techniques are:			

How can I help my learners to become 'expert' learners?	I do this well	I'm okay at this	I need to work on this
I allow my learners to seek for information rather than giving it to them.			
I encourage my learners to explore and discuss information.			
I construct activities so that learners are confident to work independently.			
I work with a Subject Learning Coach to explore methods and approaches which will make learners more independent.			
I use a wide range of active learning methods.			
I get regular feedback from my learners about how they learn most effectively.			
I explain to learners the methods I am using and why they are effective.			
I show my learners how to plan effectively.			
I give timely and specific feedback to learners about their work.			
My learners have personalised learning plans which help them to know what they should be doing inside and outside the classroom.			
I will take these steps to enable my learners to become more 'expert':			

Section 3

Guidance on teaching and learning approaches

Literacy, language and numeracy (LLN)

Recent research has found that programmes that embed LLN lead to a 16% improvement in retention and achievement of vocational qualifications (Helen Casey *et al*, 2006).

In these activities, learners will have the opportunity to develop their speaking and listening skills. Tell learners about the skill(s) to be developed in each activity and give specific guidance on how to improve. The notes on each activity help you to do this. Focus on developing one or two skills at a time. Your LLN specialist will also be able to advise you on other strategies and approaches.

As part of your continuing professional development (CPD) you can evaluate your own confidence to embed LLN into your teaching. Use the **Teacher reflection sheet** to do this. This can contribute to your CPD activity for the year.

Ask learners to self-assess their performance using the **Learner reflection sheet**. They can also set targets for improvement.

Glossary

The glossary is a feature of all the materials developed for Construction and the built environment (CBE) in this phase. We have included a glossary that you can adapt.

A range of technical terminology is used in planning sustainability. You can work with learners to develop personalised glossaries. Value the glossary by reviewing it on a regular basis. You may also want to refer learners to one of the following websites to help them in developing their glossaries:

www.esd.rgs.org/glossarypopup.html

www.greenconstruction.co.uk/glossary/default.asp

Co-operative learning

Most of the activities use co-operative learning. Learners work in pairs, teams and opposing groups. The teacher acts as the 'guide on the side'.

The tasks are structured to allow learners to explore information and to seek for meaning; in this way a deeper and more lasting learning takes place. Co-operative learning has been found to improve information acquisition, higher-level thinking skills, interpersonal and communication skills.

Think carefully about pairing and grouping learners. Place those with reading difficulties with those who are more proficient, for example.

Planning learning in multiple environments

Learners need to use their experience from visits to construction sites, general knowledge and research from the internet to complete these activities.

A visit to a site, or from a planning officer or designer involved in planning, will make the learning experience more meaningful.

Experiential learning

The learner activities in this resource are experiential. Learners are engaged in work-related experiences that allow them to make discoveries and to experiment. They can construct meaning and develop their understanding.

Activity 4 asks group to look at the planning process from the standpoint of another person or opposition group. This activity should lead to affective (feeling) as well as cognitive (thinking) learning.

Assessment for learning

Giving specific and constructive feedback on how to improve in each task will enable learners to progress more effectively. It will also have a profound influence on learners' motivation and self-esteem.

There are opportunities for you to become involved in a learning conversation with individuals and groups to help them to identify where and how to focus their efforts.

Assessment for learning does not need to be teacher led. These activities include both self-assessment and peer feedback which are both powerful forms of assessment for learning

Reflect on the teaching and learning approaches used in this activity

You could use **Sheets 6 and 7** when planning or after using the activities in these resources. This enables you clearly to identify areas in which you may need development. You can use the instruments outlined below to plan and record the development of these skills. This can contribute to the development of your skills within the framework of the new overarching professional standards for teachers in the further education system.

The new professional standards can be downloaded from the LLUK website: www.lifelonglearninguk.org/standards/new_prof_standards.html

The Institute for Learning (IfL) website, www.ifl.ac.uk can provide:

- a description of the CPD process

- a place for teachers to keep a record of their activities and achievements.

The joint Training and Development Agency for Schools/Lifelong Learning UK website supporting the workforce delivering Diplomas, www.teach14-19.org provides an online interactive training needs analysis for teachers of Diplomas.

If you have adapted these resources and used different approaches you can edit **Sheets 6 and 7** accordingly. You should undertake this reflection and development with your Subject Learning Coach or another colleague and encourage your learners to give you feedback on the use of the approaches and the development of your skills.

Reference

Casey, Helen et al (2006) *“You wouldn’t expect a maths teacher to teach plastering...”* Embedding literacy, language and numeracy in post-16 vocational programmes – the impact on learning and achievement, NRDC, London.