



Lesson 10: The Planning Game

Explores factors to be considered when planning a site for a group of houses.

Support material: Information Sheet 12 “House Evaluation Checklist”, Information Sheet 13 “Planning Game Patterns”, Information Sheet 14 “Planning Game Rules”.



Spotlight

Planning



Key Concepts

Privacy. Garden space. Parking. Pedestrian and vehicle movement. Sunshine. Noise levels. Access to green space. Community facilities.

Review of work

Assess the work done in Lesson 9. Discuss/compare the house plans and location choices which each team made for the Doyles and the Murphys. Would any students like to make changes to their house plans, having tried to position them on the site?

Brainstorming

Most people buy houses in schemes/developments in which many of the issues students have explored have already been decided by the planners and builders. Discuss the factors which students feel are important in well-designed, well-planned housing schemes. Make a list of the points made by the class before playing the Planning Game.



Activity — The Planning Game

Working in teams, the students plan a small housing estate. Remind them to keep the Key Concepts in mind as they work.

Materials: A3 paper or thin card, scissors, blade, tape, paste

Distribute: Photocopies of Information Sheet 13 “Planning Game Patterns” and Information Sheet 14 “Planning Game Rules”.

Review of work

When students have completed the Planning Game, the class assesses what each team has done. Students should remember the Key Concepts when making their decisions.

Collect all the plans and number them. Ask the class to gather around and examine each plan. Use a chart like the following to assess each plan. Scores range from 1 to 10, from least successful to most successful.



1	2	3	4	5	6	7	8	9	10	
										Arrangement of houses
										Organisation of space
										Orientation/Aspect
										Gardens
										Road plan
										Footpaths
										Parking
										Open space
										Amenities
										Landscaping



Scrapbook

Ask the students to include the following in their **scrapbooks**.

- Collect pictures of housing estates. Group them according to those which are well planned and poorly planned. Briefly describe each estate to explain your choice.
- Write a description of the area in which you live. Refer to each of the concepts considered in the Planning Game and in Information Sheet 12 “House Evaluation Checklist”.

Cross-Curricular Connections

1. Environmental Studies/Social Studies — Go to your local County or Borough Planning Office. Look at the Development Plan. Find out where houses may be built in your area and what sort of rules there are about the kind of house you can build.
2. Design/Environmental Studies — Your family is having a house built. How would you ensure that it has the least impact on the local and global environment: (a) in the way in which it is built; and (b) in the way in which your family uses it? (Think about choice of site, building materials, energy conservation, water conservation, rubbish, sewerage system . . .)
3. Community Relations — Get in touch with your local Tidy Towns group. Find out about the work they do and the ways in which you might get involved.
4. Environmental Studies — Organisations such as An Taisce and the Office of Public Works will be able to tell you more about the human and natural heritage of your area.
5. Local History — Contact the local historical society. Invite a member to tell the class about the history of your area.
6. Civic, Social and Political Studies - Invite one of the following to visit your class and tell you about the work they do - local councillor, MEP, TD, town planner.