

## Community Planning

GRADES 6–8

### Guiding Question

How can community planning increase environmental, economic, and social sustainability?

### Connecting Concepts

- Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society. (C3 Framework, D2.Civ.10.6–8)
- Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places. (C3 Framework, D2.Geo.4.6–8)
- Forest managers prepare forest management plans based on landowner goals and objectives, the natural potential of the forest itself, laws, and available management tools (e.g., planting, harvesting, and using prescribed fire). (PLT FLF, 3.C.4)
- Forest management plans are required on all provincial/state or federal lands. (PLT FLF, 3.C.5)

### Scope and Sequence

The collection and order of content below supports an intentional student learning progression.

Activity	Description
<b>Decisions, Decisions</b>	Students compare options for using a piece of land and explore the consequences of a land use decision.
<b>Reduce, Reuse, Recycle</b>	Students analyze the waste that they generate over a period of time and find out what happens to various types of waste when it is discarded.
<b>Our Federal Forests</b>	Students identify ways that people use forest resources and explore how forests are managed to satisfy a variety of human and environmental needs.
<b>Forest in the City</b>	Students conduct a survey to investigate the social and psychological effects of the urban forest.
<b>Environmental Justice for All</b>	Students propose solutions to various case study scenarios and then research potential issues related to environmental justice in their own state.

See [plt.org/academic-standards](http://plt.org/academic-standards) for detailed standards correlations for each activity.

### Storyline

Students examine ways that community planning can help increase community sustainability and resilience.

Storyline continued on next page.



## Community Planning (cont.)

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- Introduce the unit with the activity *Decisions, Decisions*, during which students compare two land-use scenarios, an urban setting and a community forest. Help them see that any land-use decision must consider different perspectives and competing interests. Ask: Why do communities have land-use plans? What would happen if they didn't?
- Next, use the activity *Reduce, Reuse, Recycle* to focus students on an issue in their own community. After analyzing how and why people throw things away, challenge students to come up with a plan for reducing the solid waste produced in their community, while increasing environmental, economic, or social sustainability.
- In the next two activities, *Our Federal Forests* and *Forest in the City*, students learn about the importance of forests in and around their community. Using Part A of *Our Federal Forests*, invite students to identify different ways that people use and depend on forests (you may skip Part B). Then, using *Forest in the City*, lead students in conducting a survey about the urban forest. Ask them to consider how community planning related to trees and the urban forest can increase the sustainability of their community.
- Finally, end the unit with the activity *Environmental Justice for All*, in which students read different community case studies related to environmental justice and then research potential environmental justice issues in their own community. Ask them to think over the unit's activities and describe how community planning can help communities be more sustainable and resilient.

