

Participants are to read their article and be prepared to share it with others.

There are six land use principles that are included in the curriculum as mini posters.

They are printed and displayed around the room.

Review the six principles that are posted around the room. Participants are to move from poster to poster, selecting the one that best relates to their article.

Participants are to stand by a principle that relates to their article. (Establish a maximum number of people who can stop at any one poster.)

Land is a finite natural resource that provides habitat for much of the living world—including humans.

Land is used for many different purposes. If land is used for one purpose, its use for other purposes is limited. Each use has its consequences.

People have different attitudes and values about land use. Those differences may cause conflicts. Resolution requires cooperation, compromise and careful consideration of all information.

Land use planning is a dynamic process that involves local citizens, community leaders and special interest groups, each having an impact on the future decisions of the community as well as the region. “Not to plan” is a decision just as “planning” is a decision.

It is a civic responsibility for citizens to be involved in community decisions that impact the character, values and resources that are important now and for the future.

Ownership of land means you accept responsibility for the care of that land and follow the laws and regulations, making responsible decisions about the use of the land.

3. In their small groups, participants will summarize their articles to the rest of the small group and relate it to the poster.

One person in the group will be assigned to summarize the articles to the whole group. As each group summarizes the issues, the facilitator will project the issues on a flip chart or projection unit upon which a “Need to Know” table is drawn. Participants will discuss similarities and label the issues as local, regional, national and global.

4. Refer to the “Need to Know” chart. As the articles are discussed, summarize the issues. Fill in the “Need to Know” chart. What do participants know and what do they need to learn? The chart is used as a guide to assess the audience levels of understanding. It can be expanded throughout the training.

5. Copy and distribute the Concept Map to each participant. Prepare Concept Map for display.

Using the Concept Map as a guide, participants are invited to consider important topics about land use and to add concepts as they are addressed throughout the workshop. Review the concept map periodically and expand upon it.

6. Summarize and review the activity.

Activity 2:

How to Speak “Planning”

Summary: Participants will match sets of vocabulary cards with the definitions. Discuss vocabulary about land use. Display words on a flipchart throughout the workshop.

Questions: What are some of the vocabulary words used in conversations about land use? Why is it important to understand vocabulary?

Preparation

- Copy the vocabulary words worksheet (pp 16-17).
- Cut the words and definitions and place in an envelope for each team.

- Write on a flipchart:

“Sprawlsmartgrowthmunicipalityzoningordinancesfeesimpletitleconservationbrownfields.”

Procedure

1. When working on land use issues, there are many new vocabulary words. It’s almost like learning a new language. Invite someone to read this word on the flipchart: “Sprawlsmartgrowthmunicipalityzoningordinancesfeesimpletitleconservationbrownfields.”

(Remember Mary Poppin’s “supercalifragilisticexpialidocious?”)

This is what “land use” sounds like to someone who has not been involved in local government.

2. In order to be informed about land decisions, it is important to become familiar with the language. Ask participants to share vocabulary words used in the articles or in previous discussions and list them on a chart. Distribute envelopes with words and definitions to each group. Ask participants to work in teams to match the words and the definitions. Provide 10 minutes to conduct the matching activity.

Municipalities Planning Code

Legislation that empowers municipalities within the state to enact regulations for the development and preservation of land. It has three main sections:

- (1) The Comprehensive Plan, (2) Zoning, and (3) Subdivision and Land Development.

Municipality

A unit of local government, a political subdivision of a state where a corporation has been established to govern the population concentrated in a defined area such as a county, city, township or borough. The officers make policy decisions, levy taxes, spend money and make decisions on local planning and zoning.

Zoning

It is the act of designating specific types of land use in specific areas within a municipality. Each zone or district allows for a designated type of land use such as residential, agriculture, commercial, industrial or mixed uses. A map is used to indicate the location of the zones.

Sprawl

A condition of development which conjures up a vision of continuous patterns of strip malls, parking lots, traffic and unconnected styles of development creating a need to drive everywhere and leaving a community without character or a sense of place.

Planning

A dynamic process of deciding how best to provide a proper arrangement of land uses, transportation patterns, development, agricultural lands and desirable environmental features for the future.

The Comprehensive Plan

It is a document developed by either a county or municipality that provides recommendations for the growth and changes that are anticipated in the future. A county comprehensive plan provides recommendations for communities within the county but it is not enforceable. It is a document that outlines community or countywide vision, goals and objectives. It includes a land use plan, housing plan, transportation plan, community facilities plan, natural and historic resources plan and water supply plan.

Environmental Advisory Council

An officially constituted municipal board created to advise local governments on environmental issues and policies including recommendations on open space.

Greenways

Corridors of open space that can be land or water-based whose purpose is protecting natural, cultural, and/or scenic resources. Its defining function is its connectivity to other places.

3. *Discuss the definitions in a large group.* Discuss why it is important to understand the language of “planning.” Summarize and review.

Activity 3:

Who is Responsible?

Summary: Participants will review a short story and discuss its meaning. Participants will incorporate previous discussions to define issues and citizen responsibilities as it relates to land use issues.

Questions: In your community, who is responsible for planning? Who is responsible for finding solutions to community problems? What are problems in your community and who solves them?

Preparation

- Distribute or display the “Anybody” story on a flip chart or screen (p 18).

Procedure

1. *Read aloud the story about ‘Anybody, Somebody, Nobody and Everybody.’*

2. *Discuss the story by referring to the questions related to the activity.*

- Who are the people responsible for deciding the future of the community?
- What organizations, individuals and groups work toward improvements in your community?
- What is the role of each citizen?
- What are conservation measures that could help a community?
- Why are more people not involved?
- What motivates citizens to become involved?

3. *Summarize and review.*

Assessment and Review

1. *Summarize and categorize the types of news stories related to land use. What are common themes? Who are common players?*

2. *Review vocabulary related to land use. Expand the list to include new vocabulary throughout the workshop.*

3. *Discuss the role of leaders in a community and leadership traits. How can we become leaders in our community?*

The problem, *then is how to bring about a striving for harmony with land among a people, many of whom have forgotten there is any such thing as land, among whom education and culture have become almost synonymous with landlessness. This is the problem of ‘conservation education’.*

Aldo Leopold (Naturalist/Conservation Advocate)