

## *Not In My back Yard*

### **Teachers' notes**

#### **Lesson1: Conflicts and challenges associated with large scale developments**

Lesson 1 is intended as a stand alone overview of the different attitudes towards developing infrastructure in the UK

#### **The Starter – Mix and match game**

The starter is intended to ensure that students understand the key terminology associated with NIMBYism. It promotes peer working and allows students to begin to think about the different views they will be investigating in the lesson.

#### **The Main activity – Why in my back yard? Case study on Hinkley Point C Power Station, Somerset**

This has been designed as an independent learning activity to challenge the way students think.

Divide the class into groups of 4. Assign each group member a stakeholder role from the following: CEO of EDF Energy, representative from 'Pylon the Pressure' Protest Group, a local council official and a local resident.

The independent work should be completed by each student. The students need to read in role to ensure the activity works effectively. They should then complete the case study sheet from the perspective of their stakeholder role – leaving room to enter the remaining information during the peer teaching activity.

The peer teaching activity is designed to promote information synthesising and listening skills. The members of the group must teach the other members of the group in role until the case study sheet is complete with all the relevant information.

#### **The Plenary - Debate**

The plenary is intended to be challenging and it may require some teacher support. All students should be given the opportunity to participate. If it proves to be too time consuming, you could set the research as homework and start the next lesson with the debate.