

## Video 3: Let's Plan!

This video and optional activity introduce students to the planning process, or the steps that a city goes through when developing a plan. The activity acknowledges that everyone, in some way, is a planner. It explains the idea of a “wicked problem”, which essentially is a problem that could have multiple solutions because it is so complex.

The activity uses climate change as the example problem, but you may be looking at issues or situation in your classrooms that connect to this activity in an immediate or more relevant way. The activity also allows students the chance to think about problems that are perhaps more straightforward and develop an approach or a process for planning for them, like a class field trip, a family vacation or even getting into a specific post-secondary program. Students should be encouraged to select something that is important to them, regardless of scale or complexity.

The introduction of the planning process at this point in the program is meant to get students thinking about how so much of planning is understanding the issue and developing ways to mitigate or solve it. The questions they will be asked in the survey (at the end of Module 2) are options for how the city could address key issues. Giving them the opportunity to get some experience with problem definition and ways of evaluating potential solutions is preparation for the questions to come.

### The Planning Process:

The steps and prompts illustrated here are based on the Rational Planning Model and may be similar (or different) to other processes you have used in class. Please adapt the activity to work with other programs or with your preferred approach. The core connection to the Vancouver Plan, and urban planning more generally is the idea of problem definition and option evaluation. There are also some question prompts to help students who may need some additional direction.

1. What's the problem?  
(or What are we doing?)

2. How can we solve the problem? (or get to where we want to go?)

3. How do we know which of the options or solutions to choose?

4. Choose the best option and go do it!

5. Follow up: What would you change? What worked? What didn't?

Some other things to think about as you design your planning process:

- Do you get to make all the decisions, or do you need to ask others?
- Do you need any qualifications or to meet any requirements as part of the process?
- What things do you need to know or decisions do you need to make before you start?

This activity, like the others, includes an option for walking through the planning process with a buddy or a small group as an attempt to highlight the collaborative nature of planning and the importance of being able to clearly communicate your ideas.