



## **World Town Planning Day, November 8, 2009 Discussion Guide for PowerPoint Presentation**

### **Instructions for speakers**

- Do not read word-for-word from the slides. Treat each one as a theme on which you will comment.
- Wherever possible, bring in a local examples (some suggestions below).
- From time to time, pose a question to the audience before putting up a slide. For example, before moving to slide 6, ask, "Who do *you* think were the first planners in Ontario?"
- Pick and choose discussion points from the suggestions below. If you use them all, and the audience is keen to talk, the presentation will take too long. Just choose a few that you think will be appropriate for the audience's age and knowledge level and for the particular community in which you are giving the talk.

*Before the presentation, explain what World Town Planning Day is about and what the presentation will cover.*

### **What is World Town Planning Day?**

- Every year, planners around the world engage in activities on or around November 8 to raise awareness of the importance of planning in their communities.
- Planners in about 30 countries mark this day by talking to community or student groups, or sponsoring activities that highlight the importance of planning.

### **What is this presentation about?**

- This presentation was specially created for Ontario audiences by the Ontario Professional Planners Institute.
- It provides an overview of the history and contribution of planning to the province and the country.

- We hope the presentation will help you understand more about what planners do and the way their work affects everyone's lives.
- The presentation will take about 30 minutes.
- Feel free to ask questions at any time during the presentation (this is usually better than leaving questions to the end).

### **Slides 1-5**

*Context: What planners do and a bit of background on planning, planners and WTPD.*

### **Slides 6-11**

*The historical origins of planning in Ontario and Canada.*

**Slide 6:** Refer to older parts of the communities in which you are speaking. How old is the community? Who built the first buildings? Why is located where it is?

**Slide 7:** Mention local roads that would have been part of the original concession grid. Show a local map that indicates the grid.

**Slide 8:** Ask if people know of any other towns they may have seen, in Ontario, or anywhere else, that are planned in this geometrical way.

**Slides 9 & 10:** Ask if people have visited Ottawa or Niagara Falls – do they remember the parks? Can they think of other beautiful parks they have seen?

**Slide 11:** Ask why people think the plans were not implemented.

### **Slides 12-22**

*Early planning-related legislation and controls up to the end of the Second World War.*

**Slide 14:** This quotation may take some explaining. Try to get the audience to talk about what they think conservation means.

**Slide 15 or 17:** Mention the importance of professional associations in bringing together people in the same field to share ideas.

**Slide 16:** If possible, show a zoning map and take a minute to explain the purpose of zoning and generally how it works.

**Slide 18:** Can people think of other examples of places being redeveloped after fires? For example, there were huge fires in San Francisco after the earthquake, London in the 17th century, Toronto, and Chicago.

**Slide 19:** For younger audiences, you may need to explain what is meant by the baby boom, and what age that generation is now (i.e., their parents).

**Slide 20:** Talk about the continuing need to provide good housing for low-income people.

**Slide 21:** The importance of the *Planning Act* is that it governs what planners are allowed to do and how they do it.

**Slide 22:** Mention that our notions of how best to provide good housing for low-income people have changed over time. Currently, the trend is to avoid highrises and to mix together housing with shops and services.

### **Slides 23-29**

*Modern planning is based on legislation and institutions that have existed since the Second World War, a time of population and economic growth and expansion in Canada.*

**Slide 23:** Have members of the audience visited other capital cities of the world? Are they similar to Ottawa? In what ways?

**Slide 24:** Talk about similar suburbs in your own community. What do members of the audience think about them?

**Slide 25:** Make a comparison to the kind of governance in the community where you are: is it two-tier, single-tier?

**Slide 26:** Mention the effects of recent disasters in the southern U.S. or in East Asia, and how they may change the way those communities are built, once rebuilding starts.

**Slide 27:** Many students may not know who Jane Jacobs is. Provide some context: when she was writing, planning was often very large-scale, and tended to break up communities; she emphasized the importance of what happened at the scale of the street and even the sidewalk. Maybe even have a short discussion on the importance of sidewalks, or short blocks, or one of the other ideas in the book.

**Slide 28:** Ask if members of the audience have visited other very large, diverse cities outside Canada.

**Slide 29:** Why do people think they changed the name? (There is a connection with the preceding slide, certainly.)

## **Slides 30–39**

*The most recent decades: increasing concern about liveable cities, the environment, and reversing the effects of some earlier planning decisions.*

**Slide 30:** For older audiences, ask if they think the federal government should have a role in planning and why.

**Slide 31:** Does the community in which you are speaking have a highway running through it? What are the pros and cons of expressways?

**Slide 32:** Encourage a discussion about how communities can contribute to people's health. Do people agree, for example, that there is a connection between the design of some suburbs and obesity?

**Slide 33:** Bring a few copies of the *Journal*. Let high-school students know that they can join OPPI members and they will receive the *Journal*.

**Slide 34:** If you are familiar with this report, you may be able to make a local tie-in. Sewell went all over the province. Did he come to this community? What were the issues discussed?

**Slide 35:** Talk about the effect of those changes on the community in which you are speaking: Were there amalgamations? Other changes?

**Slide 36:** Mention that some Ontario Aboriginal communities are still dealing with this problem, and a community near James Bay is being relocated as a result.

**Slide 37:** The province was divided into Zones. Identify the Zone to which this particular community belonged. If possible, bring along the report of that particular Panel. Mention the important issues that emerged in this Zone. Is it coping with rapid growth, or trying to stimulate growth?

**Slide 38:** Show a map of the Moraine. Is the community in which you are speaking on or near the Moraine? Or is there a similar feature nearby? (Oro Moraine near Barrie, for example.)

**Slide 39:** Bring in a copy of *Places to Grow*, and show the map that indicates growth areas and transportation corridors. What is planned for the community in which you are speaking? What possible effects might the Plan have on this community?

**Slide 40:** Talk about the Greenbelt Plan and its importance to planning in Ontario. Refer to Ministry website for additional information. If possible, bring the Plan with you.

**Slide 41:** Places to Grow. Give highlights of the Growth Plan. Discuss some of the intentions of the Plan to curb urban sprawl. Discuss intensification as an alternative. If possible, bring the Plan with you.

## **Slide 42-48**

### *OPPI's Healthy Communities Initiative*

**Slide 42:** Talk about the Healthy Communities Initiative and why it is important to planning in the Province of Ontario. Further information for slides 42 to 47, including reports and Calls to Action, is available on the OPPI website.

**Slide 43:** The Healthy Communities Initiative has been met with widespread acceptance and support. Talk about why it is important for planners to work with other professions in order to achieve healthy and sustainable communities.

**Slide 44:** The partnership with the Heart and Stroke Foundation of Ontario is an example of how OPPI is working with other organizations to further healthy communities. The Spark Together for Healthy Kids Campaign is an example of one of these partnerships.

**Slides 45 and 46:** In 2009 OPPI released two Calls to Action as part of the Healthy Communities Initiative. Talk about why planning for active transportation for children and youth is important. Discuss why having age-friendly communities is important. If possible, bring copies of the Calls to Action with you.

**Slide 47:** In the Fall of 2009 OPPI released a Healthy Communities Handbook in partnership with the Ministry of Municipal Affairs and Housing. *Planning by Design: a healthy communities handbook* received cabinet approval by the Provincial Government and is a key part of OPPI's Healthy Communities Initiative.

**Slide 48:** The 2010 Symposium will further the Healthy Communities Initiative by exploring the relationship between planning and food. Give examples such as the link between the Greenbelt Plan and Growth Plan in providing access to food. Other examples include examples of rural and agricultural planning and urban farmers' markets.

### *Conclusions and an invitation to learn more.*

**Slide 49:** What do members of the audience think is good about their community and what could be improved. If they were a planner, what would they focus on?

**Slide 50:** This discussion follows from the preceding slide. What are the big issues outside the community and in the wider world?

**Slide 51:** Do some preparation, so you will know a bit about the history of planning in the community in which you are speaking.

**Slide 52:** Write the URLs on a board or flipchart, so they still visible after the presentation is over.

**Slide 53:** If you went to one of the six schools, say which one and what you enjoyed about studying planning.

Good luck,

From the Members of OPPI Recognition Committee