



Not in my back yard!

Time needed for activity 40 minutes plus

Location Outdoors or indoors

Context

This activity requires the learner to consider the implications and impacts of energy production in or near to their own community.

Natural Resources Wales’ purpose is to pursue the sustainable management of natural resources in all of its work. This means looking after air, land, water, wildlife, plants and soil to improve Wales’ well-being, and provide a better future for everyone.

Curriculum for Wales

Humanities

- **What matters** – Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

Language and Literacy

- **What matters** – Understanding languages is key to understanding the world around us.
- **What matters** – Expressing ourselves through languages is key to communication.

Science and Technology

- **What matters** – Being curious and searching for answers is essential to understanding and predicting phenomena.

Health and Well-being

- **What matters** – Our decision-making impacts on the quality of our lives and the lives of others.

Digital Competency Framework

Completing this activity provides opportunities to meet the following strands of the Digital Competency Framework.

Interacting and Collaborating

- Communication.
- Collaboration.

Data and computational thinking

- Data and information literacy.

Producing

- Sourcing, searching and planning digital content.

Objectives

Learners will be able to:

- examine how energy is produced and used as a resource in their own community.
- analyse the ethics around energy production and develop a personal standpoint.
- develop their persuasive and debating language skills to communicate different community perspectives on local energy production.



Resources and equipment

- [Information note - Energy](#)
- [Resource cards - Energy comparison](#)
- Clipboards and writing materials

What to do

1. Take your learners on an energy discovery walk around the local area, setting grounds, streets and community, identifying energy sources, types and uses as you go. Ask your learners to list the different uses of energy within the local community. How does this energy use support people's day to day lives? For example, electric street lighting. How does it support or impact the community? For instance, street lighting can help community members feel safer but causes light pollution.
2. How and where is this energy produced? Research online to find out where the nearest energy power source is. Are there any renewable energy sources nearby? You can use the [Resource cards - Energy comparison](#) to clue your learners in to what types of energy supply might be found.
3. On a map or online mapping tool, view how close or distant these energy power sources are in relation to the community. Can your learners work out approximate distances?
4. Ask your learners to consider how they would feel if plans were revealed to build a new energy power station within their community? This power station will be large enough to provide energy to the surrounding area, including the local community and their own home.
5. Using the [Resource cards - Energy comparison](#), and additional online research, can your learners provide an example of a type of energy which might be appropriate? For example, a hydroelectric scheme or a nuclear power station couldn't work if the community hasn't got a big enough water body nearby. Your learners can complete this task in small groups, with each group given a different type of energy to investigate. They should prepare a report or SWOT analysis to help reach a decision on the most appropriate energy scheme for the area and present this to the wider group.
6. Divide your learners into groups and ask them to work through several different scenarios, e.g. a wind farm, a gas fired power station, a hydro-electric plant, a solar farm or nuclear power station. Discuss how they would feel about the different types of energy production being present locally. What would the positive and negative impacts be on themselves, the community, and the natural environment around them. Why might they have different impacts? This could be completed as a PESTLE analysis (analyse the key factors of political, economic, sociological, technological, legal and environmental, that influence decision making). Compare and discuss each group's thoughts on the different energy producers and the local impacts they have considered.
7. Ask each group to discuss how they might feel if the power source was to be built right by their own home? Which type of energy production would they prefer if it had to be located next to their own home or at the end of their street? Is their preferred choice different from their original choice for the whole community. If it is different, what are the factors that have altered their viewpoint? What problems could be caused by having an energy power source so close to their home? Would there be any possible benefits?
8. Choose one of the types of energy from the resource cards and explain that the group are going to role play a community meeting scenario. Divide your learners into factions that represent the community players and ask them to create a character and/or back story for them. You will need to appoint a chairperson to ensure the meeting runs smoothly.

You could include:

- a group of residents who want cheap, energy that will provide local jobs.
- a group of residents who are opposed to the type of energy a power station is being proposed for because they think it is unsafe, polluting or damaging to the people and local wildlife, and will lower the value of their properties.



- a group of environmentalists who are very concerned about the impact on rare plants, wildlife, water and air quality.
 - a group of historians who are concerned about the possible impacts on the historic value of the area.
 - a local health group who wants to save the space for community members to be physically active, promoting positive health and wellbeing.
 - an energy source provider who plans to contribute to a community fund and invest in the local area.
 - an energy source provider who believes that this is a good opportunity for the community and their organisation.
 - a group of local councillors who have the final decision on whether to build or not.
9. Task each group to discuss and write some of the main points, issues, concerns, thoughts and opinions to help them present their characters perspectives. Each group could create a PowerPoint, short film or envirovlog to support their delivery.
 10. Discuss how it is important to allow everyone to voice their opinions and be listened to, and that challenges should be made in a respectful manner.
 11. The Chairperson opens the meeting. The local councillors will act as a panel to listen to the various viewpoints and decide on the best case at the end of the meeting. You could film the meeting to analyse at a later point.
 12. Once the meeting has concluded, examine how each faction felt their case had gone. Did any group feel that they had won the argument or pushed forward their agenda? Did any group feel that they didn't get their point across? Ask the opposing groups to give feedback to each other on what went well and what they could have improved on. Was the panel of local councillors swayed to any particular course of action? If so, what were the factors that drew them to a decision?

Suggested key questions

- What is energy used for within your community?
- How is this energy made?
- How is energy supplied to your home?
- Who benefits from making energy?
- How would having an energy source close to home affect day to day life?

Adapting for different needs or abilities

More support

- Complete the exercise as a whole group.
- Only do the first half or second half of the activity.

More challenge

- Learners can work more independently and organise themselves into discussion groups.
- Complete the role play section with different kinds of energy production scenarios.



Follow up activity/extension

Try out our:

- [Activity plan – Why is energy important](#)
- [Activity plan – Renewable energy investigation](#)
- [Activity plan – Climate emergency](#)
- [Activity plan – Creating an enviro-vlog: would your learners like to be nature influencers?](#)
- Go on a site visit to a local energy production site.

Additional Information

Find out more about Natural Resources Wales' work to address climate change at www.naturalresourceswales.gov.uk

[Natural Resources Wales/Climate change](#)

Looking for more learning resources, information and data?

Please contact: education@naturalresourceswales.gov.uk or go to <https://naturalresources.wales/learning>

Alternative format; large print or another language, please contact: enquiries@naturalresourceswales.gov.uk 0300 065 3000

