## NIMBY: NOT IN MY BACKYARD

Students learn how the location of places can bring an emotional and sometimes rational response.

**Author**
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**Grade Level**
8 and High School

**Duration**
1 class period

<table>
<thead>
<tr>
<th>National Geography Standards</th>
<th>Arizona Geography Strand</th>
<th>Other Arizona Standards</th>
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<tr>
<td><strong>ELEMENT ONE:</strong> THE WORLD IN SPATIAL TERMS</td>
<td><strong>Concept 1:</strong> The World in Spatial Terms Grade 8 PO 1. Construct maps, charts, and graphs to display geographic information. <strong>Grade High School</strong> PO 3. Use appropriate maps and other graphic representations to analyze geographic problems and changes over time. <strong>Concept 2:</strong> Places and Regions. Grade 8 PO 4. Identify how the role of the media, images, and advertising influence the perception of a place. <strong>Concept 6:</strong> Geographic Applications Grade High School PO 2. Analyze how changing perceptions of places and environments (e.g., where individuals choose to live and work, Israeli settlements, role of military bases, Viking colonization and naming of Iceland) affect the choices of people and institutions.</td>
<td><strong>Strand 1:</strong> American History Grade 8 <strong>Concept 10:</strong> Contemporary United States Grade 8 PO 8. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). <strong>High School</strong> PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). <strong>Strand 3:</strong> Civics/Government Grade 8 <strong>Concept 4:</strong> Rights, Responsibilities and Roles of Citizenship Grade 8 PO 3. Describe the importance of citizens being actively involved in the democratic process (i.e., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials). <strong>High School</strong> PO 3. Examine the basic political, social responsibilities of citizenship: a. connections between self-interest, the common good, and the essential element of civic virtue, volunteerism d. analyzing public issues, policy making and evaluating candidates.</td>
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<tr>
<td>1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective. <strong>ELEMENT TWO:</strong> PLACES AND REGIONS</td>
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<td><strong>Reading Standards for 6-8 for Literacy in History/Social Studies</strong></td>
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<td>6. How culture and experience influence people’s perceptions of places and regions. <strong>ELEMENT SIX:</strong> THE USES OF GEOGRAPHY</td>
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<td><strong>Key Ideas and Details</strong></td>
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<td>18. How to apply geography to interpret the present and plan for the future.</td>
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<td>6-8.RH.2 Determine the central ideas or</td>
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Overview
More than ever before, people are forced to contend with problems that impact our neighborhoods. Some of these problems are just minor irritations, and yet some of these problems can be dangerous. Citizens need to be aware of current issues, so they can make informed decisions on where facilities are placed in their community in order to provide the best environment possible for all residents.

Purpose
In this lesson, students evaluate and speculate on what kinds of land usage they would like in their neighborhood and community.

Materials
- Copies of NIMBY: Not in My Backyard worksheets
- Copies of some NIMBY issues in your community
- Mileage information on key landmarks in your area in relation to your school
- Reading Assignment (Grade 8 and High School)

Objectives
The student will be able to:

1. analyze and quantify his/her attitudes on the location of public facilities that could compromise his/her quality of living
2. identify of how others perceive such issues
3. use evidence to support his/her opinion

Procedures
1. Explain the concept of NIMBY (Not in My Backyard)—the idea that while these may be needed facilities for a community, one may not want them in close proximity to their home.
2. Have the students read several articles from the local newspaper that have the theme of NIMBY.
3. Then address the issue of how there are many public facilities in an urban environment, but sometimes controversy arises when these facilities are placed close to one’s home.
4. Explain the directions to the Not in My Backyard worksheet and have students number from 1 to 15 on page one.
5. Before continuing to page two of the worksheet, discuss your community in terms of distance from the school. Start with a key landmark known to most students so they have a frame of reference for what one mile would be from their school—then for what 5 miles would be, etc.
6. Then have students complete page two and evaluate how far from their house they would situate each of the facilities on the concentric circles.
7. Discuss as a whole class which facilities they placed nearest their homes. Then discuss why they placed some facilities so far from their homes.

8. Now throw in wind direction. Tell them the wind comes from the north and is blowing to the south. Would this change their placement of a facility? Add some other variables: freeways, mountains, large greenbelt, etc.

9. Did any of these variables make a difference in the first decision?

10. Explain the reading assignment appropriate for grade 8 or high school.

Assessment

Not in My Backyard worksheets can be graded for completeness. Ninety percent or higher would be considered mastery.

Mastery will be considered 80% or higher on the Reading Assignment.

As homework, have students use the Reading Assignment sheet to construct an argument. Use the 6 Trait Writing Rubric and score for Ideas and Content. Mastery will be considered 4 or higher.

Extensions

Have the student explain their top five choices and their bottom five choices in a composition.

Have the students interview their parents and complete the same exercise. Then have the students explain how their choices were different from their parents and reasons for the differences.

Have the students find an example of local NIMBY issue. Then write an opinion paper, a blog, or an editorial stating their position on the issue and their reasons for such an opinion.

Sources

NIMBY articles that could be used:

Planes Flying into Falcon Field
http://www.azcentral.com/community/mesa/articles/20131216increased-falcon-field-activity-angers-mesa-residents.html

Hickman Egg Factory

Opening of Goodwill Store

Solar Power Plants

Senior Living Center

Wedding Chapel/Reception Business
http://www.azcentral.com/community/ Mesa/articles/20130322-mesa-residents-brace-wedding-venue-battle.html

Tattoo Parlor in Mesa:

Re-zoning Land for QuikTrip Market:
http://www.azcentral.com/members/Blog/LaurieRoberts/134842%20?iframe=true&width=100%&height=100%

Mormon Temple in Phoenix:

Building a Solar Farm:

Ice Cream Trucks:
http://www.azcentral.com/community/scottsdale/articles/2012/08/02/20120802scottsdale-locals-fear-ice-cream-trucks-noise-accidents-crime.html?sf5410357=1