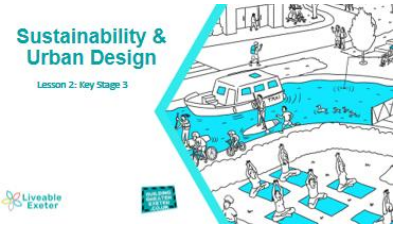
Lesson Plan: Lesson 2, KS4

Programme: Building Greater Exeter	
Lesson Title: Sustainable Development (KS4)	**Lesson Type: Classroom-based with additional resources and use of technology**
Time: Designed for a 40 minute lesson, with optional and adaptable activities, for longer lessons or homework, so that you can use these resources to suit your class needs.	

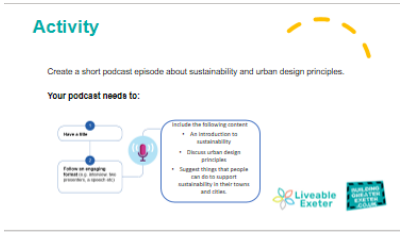
Overall aim of the session:	The aim of this lesson is to learn about sustainable development; what it is, why it is important and what policy makers globally and locally are doing to ensure that our cities are built for the future. There will also be an opportunity for students to reflect on how their own behaviours can contribute to sustainable and liveable cities.
Learning Outcomes: By the end of the session, students will be able to:	1. **Identify** the objectives of sustainable development 2. **Evaluate** the United Nations Global Goals for Sustainable Development 3. **Reflect** on how these goals may impact designing new communities for the future.
Resources:	Card Sort Activity Videos Go Goal board and question cards (optional)
How are Functional Skills (Literacy, Numeracy, ILT) embedded in this session?	Literacy will be used through the card sort activity. Alongside this there are some texts to read and comprehend. Podcast activity promotes the use of spoken word.
How is equality and diversity embedded in this session?	All learners will be given equal chance to participate in the session and all session activities. The session will discuss equality and diversity throughout.

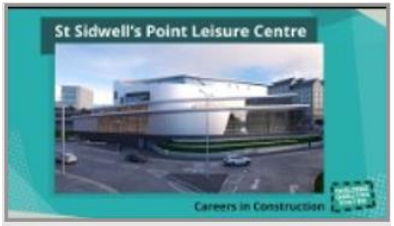
Objective	Activity	Teacher Notes/Consolidation	Resources
Project Outline and Context	n/a	**How can Exeter grow in such a way that it is resilient for the challenges of the future?** Liveable Exeter and Building Greater Exeter have developed an activity to help students understand how cities are developed to be resilient for the future climate. The activity can be broken down into different lengths depending on time available and provides students with the opportunity to learn about city development, come up with their own ideas and suggestions for Exeter in the future and discover more about the different career paths in this sector. Teacher training for these lessons can be arranged. Employees from Building Greater Exeter are available to deliver this activity, and with notice, planners, architects and construction companies, both local and nationwide.	 
Introduction	**Discussion activity** Ask Students: 'What is sustainability? This can be done as mind map, list or verbally.	Responses could include: • Sustainability is small changes we can make to help look after the planet. • Intergenerational equality- environmental, economic and social. • Sustainability is the long term goal • Environmental conservation	

		• Subsidizing activities to have a positive environmental or social impact	
Learning Objectives	Share the Learning Objectives for the lesson with students: **Students will be able to:** 1. **Identify** the objectives of sustainable development 2. **Evaluate** the United Nations Global Goals for Sustainable Development 3. **Reflect** on how these goals may impact designing new communities for the future.	n/a	
Baseline Activity (Optional)	Identify student's prior knowledge. Create a mini mind map on what you already know about sustainability by asking the question: What can people do to make the places they live in more sustainable? This will be revisited at the end of the lesson to show progress made.	Keep the mindmap up throughout the lesson and refer back to the student's prior understanding. This can be built on at the end of the lesson as a progress measure.	
Identify the objective of sustainable development	**Card Sort Activity** Give students cards to sort in pairs/ groups and ask them to sort these statements into what is a sustainable action and what is not? Encourage students to draw on their own experiences and reflect on whether they consider these sustainable actions in their day to day lives	**Sustainable** • Building green homes • Decreasing the use of single use plastics • Finding alternative energy e.g wind • Ensuring we have cleaner oceans	

		Not sustainable • Use of fossil fuels • Over fishing • Air pollution is increded due to vehical emmissions Urban planning not taking into account green spaces and cycle paths	 **Sustainability Card Sorting Activity**
Evaluate the United Nation's Global Goals for Sustainable Development	Open this part of the lesson with the shared blueprint for peace and prosperity for people and the planet: The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries **Video** Share the video: Sustainable Goal Development. **Video Activity:** Whilst watching the video, ask students to write down the 17 goals and recall these at the end of the video. Consolidate with the next slide.	**Additional FAQ's for Teacher Context** **What are the Sustainable Development Goals?** The Sustainable Development Goals are a collection of 17 global goals adopted by all United Nations Member States. They are designed to be a "blueprint to achieve a better and more sustainable future for all". **What do the Sustainable Development Goals aim to tackle?** Set up in 2015, and anticipated to be achieved by 2030, these goals – to name a few – seek to realise human rights of all, achieve gender equality and empower all women and girls, eradicate poverty in all its forms everywhere and end world hunger.	 

	The video is embedded in the slide as well as being available here: Do you know all 17 SDGs? – YouTube	**How do the Sustainable Development Goals support international development?** The Sustainable Development Goals are an urgent call for action by all countries - developed and developing - in a global partnership. “They recognise that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.” United Nations	Do you know all 17 SDGs? – YouTube 

Reflect on how these goals may impact designing new communities for the future.	Share the Liveable Exeter principles. **Discussion Activity** Are any of the Sustainable Development Goals relflected in the Liveable Exeter principles? Ask students to give reasons for their answers and explore how the urban design principles support the Sustainable Development Goals. **Activitiy – groups of 3 or 4** **Reflect on how these goals may impact designing new communities for the future.** Create a short podcast episode about sustainability and urban design principles. **Your podcast needs to:** 1) Have a title 2) Follow an engaging format- (interview, 2 presenters, a speech etc) 3) Include the following content: • An introduction to sustainability • Discuss urban design principles • Suggest things that Building Greater Exeter could do to support.	Use the image prompts for the 17 SDG's. It may be helpful to print a copy of the Liveable Exeter principles on slide. Use the prompts on powerpoint slide to support students in structuring this. This activity could be practised live and students could produce a script, or it could be recorded and played back on a device.	 
	Case study : St Sidwells Point Watch the video about St Sidwells Point (3) Careers in Construction at 'St Sidwell's Point' Leisure Centre – YouTube **Discussion Activity:** How does building fit with the Liveable Exeter principles?	St Sidwell's Point will be the first leisure centre in the UK built to the super energy efficient Passivhaus standard. Due to a special filtration system the pools will have exceptional water quality with minimal chemical content, this will greatly improve the experience for swimmers compared to a standard pool. The heat from the	(3) Careers in Construction at 'St Sidwell's Point' Leisure Centre – YouTube

	Design your future leisure centre In groups of 4 • Think about the information you have learnt about St Sidwells Point and the information about the Passivhaus technique • Draw up a proposal for the class to consider. • It should include a map, a written project plan and approximate costings as well as roles within the design and build process • Be ready to defend their decisions	use of the fitness suite will contribute to the heating of the swimming pools. This building has been modelled to withstand predicted changes in climate conditions up to 2080. We would like this project to help young people understand the Passivhaus method of building and how it helps to reduce the impact building has on their environment. Give students access to St Sidwell's Point information pack to support this activity.	   **St Sidwell's Point Education Pack**
Revisit Baseline Activity (Optional)	Revisit baseline mind map and add something new learnt in a different colour		

Additional Information	Liveable Exeter website: www.liveableexeter.co.uk Extra activity: Downloadable Material - Go Goals! SDG board game (go-goals.org)		

Session evaluation and reflection:	
STOP	
START	
CONTINUE	