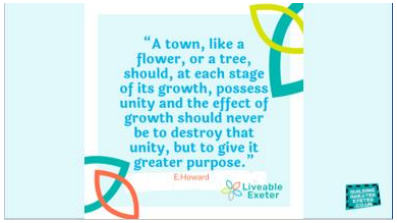
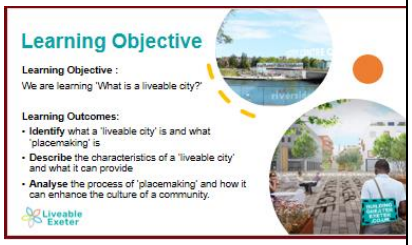
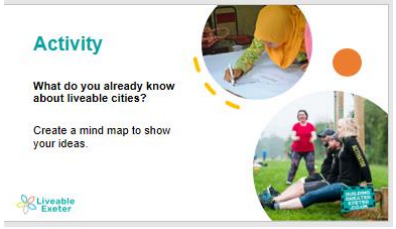
Lesson Plan: Lesson 1 KS4

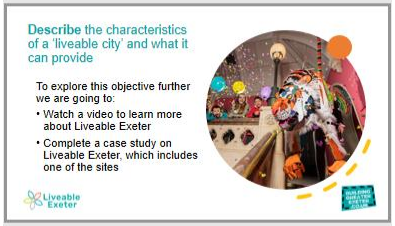
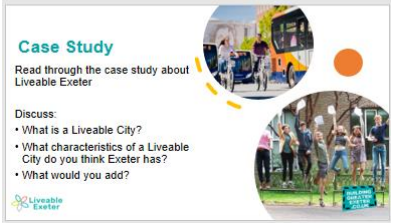
Programme: Building Greater Exeter	
Lesson Title: Liveable Cities and Placemaking (KS4)	**Lesson Type:** Classroom-based with additional resources and use of technology
Time: Designed for a 40 minute lesson, with optional and adaptable activities, for longer lessons or homework, so that you can use these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

Overall aim of the session:	The aim of this lesson is to learn about the things that make a city 'liveable' and what that means for a place like Exeter socially, economically and environmentally.
Learning Outcomes: By the end of the session, students will be able to:	1. **Identify** what a 'liveable city' is, and what 'placemaking' is 2. **Describe** the characteristics of a 'liveable city' and what it can provide 3. **Analyse** the process of 'placemaking' and how it can enhance a community.
Resources:	Card Sort Activity Role Cards and Interview Questions Additional Links and videos embedded throughout Background Information and a case study on Liveable Exeter The Liveable Exeter Principles
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. Video activity promotes the use of spoken word.
How is equality NS 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 programme of activities to help students understand how cities are developed to be resilient for the challenges of the future, including climate change, housing, and the economy. 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. Employees from Building Greater Exeter are available to deliver this activity, and with notice, planners, architects and construction companies, both local and nationwide.	 
Introduction **10 mins inc video and LOs**	**Discussion activity** Ask Students: 'What makes a great place?' This can be done as mind map, list or verbally. Click on the video link (2 mins) to hear views on what makes a great place (video embedded in slide deck). Did students identify any of these?	Some of the responses are listed below: • Close to vibrant areas- bars, restaurants and places to visit • A close community • The people and a mix of generations • Diggerent types of housing • Quiet areas to live close to busy areas to visit and work • Play streets • Low traffic	

		• Different uses of technology- infrastructure • for electric vehicles and autonomous • vehicles, smart bins, smart housing • Local green spaces and parks • Safe spaces for people to spend time • Cultural diversity • Connections to professional and cultural opportunities.	https://www.youtube.com/watch?v=Eq-WkhBMrIQ&t=4s 
Learning Objectives	Share the Learning Objectives for the lesson with students: **Students will be able to:** **Identify** what a liveable city is and what placemaking is **Describe** the characteristics of a liveable city and what it can provide **Analyse** the process of place making and how it how it can enhance the culture of a community.	It is important that students understand some context for these lessons and also what they will be able to identify, describe and analyse at the end of the lesson to give them a measure of achievement	
Baseline Activity (Optional) **5 mins**	Identify student's existing knowledge. As a class create a mind map on a white board to show what you already know.	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.	

	This will be revisited at the end of the lesson to show progress made.		
Identify what a liveable city and is and what placemaking is **5 mins**	**Card Sort Activity** Give students cards to sort in pairs/ groups and ask them to sort these statements into what is a liveable city and what placemaking is? Encourage students to use the definition on the slide to support them with identifying which of the cards are ikely to describe Placemaking *Alterntively, you could choose to run this activity to inform the mindmap.*	Use the answers below to help the students identify the difference between a Liveable Cityy and Placemaking. **What is a Liveable City?** • Strong Local Economy • Vibrant Public Spaces • Shaping Public Space • Sustainable Travel • Community Based Participation **What is Placemaking?** • Working Together • Robust and Complete Neighbourhoods • Improve a Community's Cultural, Economic, Social and Ecological Situation	 **Card Sorting Activity**

Describe the characteristics of a Liveable City and what it can provide **10 mins**	Additional teacher notes to expand and explain once the video has been watched. Use the video provided to open up a conversation about Liveable Exeter. **Video:** Share the video (4 mins): What is Liveable Exeter? https://www.youtube.com/watch?v=WX5e2EgbBL8&list=PLfqM7BLON9V878kaAXheeslAF-SJvKyLM&t=20s **Pair Activity:** In pairs, read through the Liveable Exeter case study sheet and use the information at www.liveableexeter.co.uk **Discuss:** • What is a liveable city? • What characteristics of a liveable city do you think Exeter has? • What would you add? • What characteristics of a liveable city do you think Exeter needs?	Liveable Exeter will build 12,000 new homes by 2040 across 6 sites, all within Exeter, on land that has previously been developed (brownfield sites). Their location supports growth without the need to build on the green fields that surround the city. The sites will become sustainable urban communities, with new homes, schools, leisure, retail and work spaces to create a thriving, connected city. A liveable city is a place: • where residents feel safe and wellbeing is promoted • that is socially connected and inclusive • that is environmentally sustainable • that provides a mix of housing, including social and affordable housing • that has walking and cycling infrastructure • that promotes access to nature and opportunity for biodiversity. Over the past twenty years, Exeter has consistently been one of the fastest growing cities in the UK. As it has grown, it has become necessary to bring about change to support the wellbeing of citizens. Liveable Exeter is therefore more than 'just' housing, it is an opportunity for the city to change. It involves transport and infrastructure, health and wellbeing, sport, culture and recreation. It is a vision for the future of Exeter that allows the city continues to grow in a sustainable way.	    

Analyse the placemaking process and how it can enhance a community **(15 - 20 mins)**	**Activity** Review the seven Liveable Exeter principles. What do you think? Is there anything you would add or remove? In small groups, students should draw up their own design principles for where they live. This should include: • A map • A minimum of three urban design principles • An explanation of how it will benefit place and community.	Students might need some help getting started. You can prompt them to think about the role they are playing by asking questions which help students to think about things from a different perspective: • What would the challenges be? • What would the benefits be? • How would you feel? • What change would you want to see?	 
Revisit Baseline Activity (Optional) **5 mins**	Revisit baseline mind map and add something new learnt in a different colour		
Additional Information	Liveable Exeter website: https://www.liveableexeter.co.uk/updates/principles/ Liveable Exeter vision animation: https://youtu.be/8Hek9f3uh84		

Session evaluation and reflection:	
STOP	
START	
CONTINUE	