

Adapting to an urban future

Lesson 2 Teacher guidance

What can we learn from 'Cities of the Future'?

Where does it fit? This lesson is likely to come after a series of lessons on urban areas and their issues, particularly in more developed regions. Students should have a good grasp of sustainability as a concept. This lesson offers a range of management solutions for issues in urban areas and uses clear case study examples. This lesson could also be used to develop research skills.

This lesson aims to enable students to understand that sustainability is a key issue for the future of cities and to suggest how sustainable practices can be applied to UK cities.

To get you thinking...

Students own experiences of cities will define their list of best cities. It is worth asking them to consider if their favourite city is sustainable to get them thinking about the concept. A sustainable city could include: low carbon emissions, well designed living/working environments, efficient public transport system, effective waste management, social cohesion, environmental responsibility, thriving economic activity, healthy, green spaces, affordable housing, good governance.

Developing your ideas...

The lesson could be split into two lessons and/or lesson and homework depending on time. In small groups students can research and present achievements of top 5 cities. This is not a definitive list but is a fair reflection of sustainable cities.

(Source: www.ecomagination.com/top-five-most-sustainable-cities-in-the-world)

The resources can be used to differentiate between groups e.g. More detailed information is readily available for Curitiba and Copenhagen.

Each group could be given a paper copy of the city resource sheet but an electronic copy will enable students to access hyperlinks.

This research could also be done for homework in preparation for the lesson.

When short presentations are completed class should vote for the most sustainable city and justify their views. This will depend on the priorities for sustainability as defined in the introduction task.

Challenge the concept...

Using researched information students should complete a SWOT analysis. Ideally this would be in relation to the UK and applying the scheme here. E.g. how effective would the bike hire scheme be in UK. This should not apply to London necessarily but a 'local' city so that students are more familiar with its infrastructure and layout. This should be shared with the class.

Plenary

This is for students to weigh up all the information that they have absorbed during the lesson. Students should decide which two schemes/actions should be a priority for the city. They need to be able to justify their view based on their research.

Give students 30 seconds to make a persuasive speech to convince local government, businesses and the public that their choice should go ahead. Remind students to present the key terms and points.

This could be quite a challenge and key is to be concise, students could apply this as a revision strategy.