

MODULE 2: CONNECTED ECONOMY - TEACHERS' NOTES

In this activity, students will complete a case study of a fictional town soon to be connected to a larger city by rail. Students will find out how being connected will transform the local economy and then present their findings to the local stakeholders.

The challenges in this activity will be completed over two lessons and as homework; students will begin their presentation in the first lesson and then complete it as homework to be presented in the second lesson.

Learning objectives

Students will learn to:

- Explain how railway connections can benefit the local economy;
- Understand how engineering projects such as railways impact on individuals, society and the environment;
- Describe the role of community engagement officers.

Curriculum links

These objectives apply to and link to the following areas of the KS3 Design and technology 2013 programme of study:

Students should be taught to:

- Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.

In addition, these objectives apply to and link to the following areas of the KS3 Geography 2013 programme of study:

- Human geography relating to population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.

Skills Builder Essential Skills

In this activity, students will use speaking, listening and teamwork steps 6-10.

See the Skills Builder framework (www.skillsbuilder.org/universal-framework/listening) for more explanation.

Inventory

For a class of 30 students you will need:

- 30 x Connected Economy Worksheets
- 1 x Connected Economy Teachers Notes
- 1 x Connected Economy Presentation
- Access to computers or smart devices with presentation software installed.

Preparation


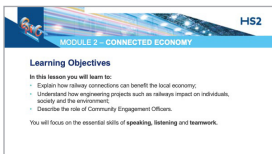


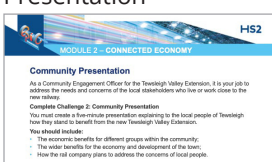
Review the Connected Economy Presentation and presenter's notes. Decide how you will deliver the activities and adjust the timings below to suit your lesson length. This example lesson is based on two 60-minute sessions with a mixed ability Year 8 class. Students are expected to present in the following lesson.

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Sequence




Use the following sequence to plan this activity. You may wish to adjust the timings according to your style of delivery, group and workshop length.

Lesson 1: Economic Benefits of Rail

Time (min)	Sequence	Instructions	Slides
5	<p>Welcome</p>  	Introduce yourself, the HS2 project, and the learning objectives for the lesson.	1-2
25	<p>Economic Benefits of Rail</p> 	Introduce the themes of the lesson and the Tewsleigh Valley Extension. Students should then start on Challenge 1.	3
5	<p>Feedback answers</p> 	Run through the answers to Challenge 1, using the answers at the bottom of this page.	3
20	<p>Community Presentation</p> 	Introduce the role of community engagement officers. Introduce Challenge 2 and put your students into teams of three. Students should then spend the rest of the session planning their presentations.	4
5	Set homework.	Ask the students to finish Challenge 1 as homework. They will need this finished and completed for the next lesson.	N/A

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Lesson 2: Community Presentations

Time (min)	Sequence	Instructions	Slides
5	Recap 	Recap on the objectives of the activity and the purpose of the lesson. Students should be sat in their teams.	4
10	Preparation 	Your students should have 10 minutes to finish preparing.	4
40	Community Presentations	Your students should now present.	Student presentations.
5	Plenary 	Review and recap the learning using the plenary questions.	5

Questions

Use these questions to stimulate the students' creativity during the activity:

- What do we mean by the word 'economy'?
- What makes travelling by train better for the environment than driving?
- What might it be like to live in Tewsleigh?
- Would you rather live in Tewsleigh or Gladchester? Why?
- How can you demonstrate good teamwork?
- How can you demonstrate good listening?
- What makes a presentation interesting?
- What should you think about when designing a presentation?

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Tips and tricks

- Establish the following ground rules for the speaking and listening part of the lesson:
 - Students should remain silent when someone else is talking.
 - Students may ask questions only at the end of the activity.
 - Each presentation will end with a polite round of applause and no other noises.
- To make the activity easier, instead of speaking to the whole group, each group should present to another group in the room, a teacher or support teacher.
- To make the activity harder, ask your students to focus on the benefits for a specific group for Challenge 2. E.g. young people, unemployed people, older people, business owners.

Ask students to send their presentations to you, or their teacher if you are not their teacher, via the schools virtual learning environment, with their names in the file name. This will enable a smoother showing of the presentations.

Video content

You may wish to show these videos to compliment the learning from this activity.

- HS2's vision for being a "catalyst for growth" in the communities around the railway (1 min):
<https://youtu.be/9u8Rm1jNFfM>
- Local stakeholders talk about the economics benefits that HS2 will bring to Solihull (2 mins):
<https://youtu.be/eh1f1XSp7wU>
- An example of how a construction project like HS2 can create jobs for local communities (80 secs):
<https://youtu.be/5RY-0YUYyVc>

As the HS2 project develops new videos are regularly added to our You Tube channel. There may be more detailed information about your local area, or new videos uploaded since this resource was made. Check out our You Tube channel for the latest updates:

<https://www.youtube.com/user/HS2ltd/videos>

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Answers

Challenge	Answer
1	<p>a) Answer three of the following:</p> <ul style="list-style-type: none"> Increased access to training and apprenticeships; Increased employment opportunities from new businesses in Tewsleigh; Greater access to jobs in Gladchester; New job opportunities working on the Tewsleigh Valley Extension. <p>b) Include one of the following: Young people will benefit due to:</p> <ul style="list-style-type: none"> Increased access to public transport; Increased job opportunities; Increased education opportunities; Access to Railway Engineering Apprenticeships with the Tewsleigh Valley Extension; Increased access to culture and things to do in Gladchester; More things to do in Tewsleigh as businesses grow e.g. more shops, restaurants and cafes. <p>c) Include one of the following:</p> <ul style="list-style-type: none"> Increased access to public transport. Increased access to culture. More things to do in Tewsleigh as businesses grow e.g. more shops, restaurants and cafes. <p>d) Include one of the following:</p> <ul style="list-style-type: none"> Railway workers using local shops and hotels. Jobs or apprenticeship opportunities building the railway. <p>e) Include one of the following:</p> <ul style="list-style-type: none"> Population growth as more people move to Tewsleigh to work or commute to Gladchester. Increase in footfall for existing businesses. Increased tourism. Reduced unemployment. Regeneration of the town and high street. Increased prosperity for the town. Less traffic and congestion. Lower carbon emissions. <p>f) Include one of the following:</p> <ul style="list-style-type: none"> Access to a larger supply of labour from Tewsleigh Access to more students for Gladchester's colleges More visitors to Gladchester from Tewsleigh which will benefit Gladchester's businesses More visitors will be able to visit Gladchester Art Gallery.
2	<p>Student presentations should aim to meet the Skills Builder speaking steps from 6-10. They should also include:</p> <ul style="list-style-type: none"> Multiple groups within the community and how they will be benefitted The wider benefits for the economy and development of the town. The best students will have engaged with the history and culture of the town and adopted an appropriate tone and language for publicly speaking to the local community. <p>You may also wish to mark your students on their listening skills.</p>