

MODULE 2: PUBLIC SPACES AND URBAN DESIGN - TEACHERS' NOTES

In this activity students will design a new public square that will be outside a new train station in their city, town or village. This activity is an opportunity for students to practise urban design skills and to respond to the history and environment of their local area with a creative project.

Learning objectives

Students will learn to:

- Create a design for a new public space;
- Use research to create a successful design;
- Understand how urban designers shape our urban environment.

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:

Use research and exploration, such as the study of different cultures, to identify and understand user needs;

- Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools;
- Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.

Skills Builder Essential Skills

In this activity, students will use problem solving and creativity 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 Public Spaces and Urban Design Worksheets
- 1 x Public Spaces and Urban Design Teachers Notes
- 1 x Public Spaces and Urban Design Presentation
- Access to internet-connected computers or smart devices.
- 60 x A2 or A3 white or coloured sheets of paper.
- 30 x lined paper
- Graphic materials such as:
 - Coloured paper
 - Coloured pens
 - Coloured pencils
 - Rulers

Preparation

Review the presentation and presenter's notes. Decide on which content you will include in your session 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.

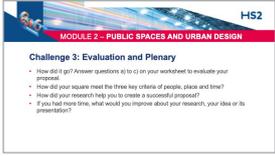
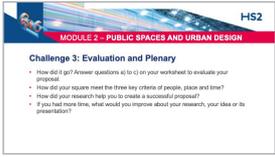
Sequence

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: Urban Design

Time (min)	Sequence	Instructions	Slides
5	<p>Welcome</p> 	Introduce yourself, the HS2 project, and the learning objectives for the lesson.	1-2
5	<p>Urban Design and HS2</p> 	Explain the role of Urban Designers in civil engineering projects such as HS2, using the presentation slide.	3
5	<p>Public Spaces</p> 	Introduce the idea of public spaces. Instigate a Q&A with the students using the questions, and record student answers as a mind map.	4
5	<p>The Activity</p> 	Introduce the overall aim of the next two lessons: designing a new public square and the lesson outcomes.	5
35	<p>Challenge 1: Research</p> 	Introduce Challenge 1: Research. Explain how research is required to ensure that the design responds to the people, place and time objectives. Students are to complete their mood board on A2 or A3 white or coloured paper and their interview on lined paper or typed. They should then answer the worksheet questions.	6
5	Set homework	Ask the students to finish Challenge 1 as homework.	N/A

Lesson 2: Activity

Time (min)	Sequence	Instructions	Slides
5	<p>Recap</p>  	Recap on the objectives of the activity and the purpose of the lesson. You could ask the students to share their research with the person next to them or with the class.	5-6
45	<p>Challenge 2: Design proposal</p> 	Introduce Challenge 2. Set the expectations for how students should present their work. You could include a demonstration here of drawing and annotating. Students are to complete the challenge on A2 or A3 paper.	7
5	<p>Challenge 3: Evaluation</p> 	Ask your students to evaluate their work by completing Challenge 3.	8
5	<p>Plenary</p> 	Review and recap the learning using the plenary questions.	8

Questions

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

- How can you ensure that everyone can access and use your public square?
- How can you create different zones in your square for different activities e.g. eating lunch, relaxing, waiting for a train or meeting a friend?
- How can you encourage biodiversity with your design?
- How can you make sure that everyone feels safe and comfortable in your square?
- Who or what do you think should be the subject of public art in your square?

Tips and tricks

- To make the activity harder, encourage students to include a design for a new piece of public art or a monument for their square. It could be a statue of a local hero, or something more abstract representing the history or identity of the local area.
- To make the activity easier, omit the interview part of Challenge 1.
- Responding to the local environment is an important theme in this activity. Students could be given the additional challenge of creating a public square which does one of the following:
 - Increase the biodiversity of the area with planted areas or ponds;
 - Respond to a specific local event, hero or theme;
 - Attract tourists to the local area;
 - Respond to a specific local need or problem.
- Try to choose a site that your students will recognise and be familiar with, or use the included example fictional site.
- Your students should be encouraged to think about the needs of all people. You should encourage students to use Universal Design principles for the design ([link to universal design training document](#)) of their public square.
- This activity is a great opportunity for students to research some local history and to celebrate their local area and heritage.
- Students should finish each Challenge as a homework task.

Video content

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

- Animation showing designs for our new Interchange station in Solihull (90 secs): <https://youtu.be/rmFDRxD6xV8>
- Design vision for our new Curzon Street station in Birmingham and a discussion of how we are consulting with local people about our designs (3 mins): <https://youtu.be/yxeSY7o7CTI>
- Zoe Stewart, Lead Design Manager at HS2 talks about her career path and role at HS2 (2.5 mins): <https://youtu.be/t0QNQxL3WuQ>

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>

Answers

Challenge	Answer
1	<ul style="list-style-type: none"> • Mood Board Students should produce a mood board that includes: <ul style="list-style-type: none"> - Multiple relevant images that cover the themes of People; Place and Time. - Detailed annotation for each theme in full sentences. • Interview Students should include relevant questions with transcribed answers. Students should answer questions a) to c) in full sentences providing justified answers relevant to their research and the design task.
2	<ul style="list-style-type: none"> • Design Proposal Students should produce a detailed design proposal that includes: <ul style="list-style-type: none"> - A top-down map of their public square, in colour; - Detailed annotation explaining their design; - Detailed sketches of specific design features of their square.
3	Students should answer questions a) to c) in full sentences, providing justified answers relevant to their activity outcomes.