

Key Words:

Sustainable, City, Community, People, Safe, Affordable, Clean, Inclusive, Natural Resources, Exploit, Overuse

Aims and outcomes:

- To understand the importance of cities.
- To recognise some big cities around the world.
- To recall some of the problems with cities.
- To recall solutions to make cities and communities more sustainable.

Curriculum links:

- **English:** 'learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions)...
- **Geography:** 'interpret a range of sources of geographical information, including maps...' and 'use aerial photographs... to recognise landmarks and basic human and physical features...'

Lesson Plan 1: What problems do cities face?

Key question	Activity	Timing
What problems do cities face?	<ul style="list-style-type: none">• Read students the introduction section of the 'Sustainable Cities and Communities' page.	<i>5 min</i>
	<ul style="list-style-type: none">• Split the class into 3 groups.	<i>2 min</i>
	<ul style="list-style-type: none">• Allocate each group one of the problems that cities face. These are 'Natural Resource Exploitation', 'Inequalities', and 'Exclusion'.	<i>2 min</i>
	<ul style="list-style-type: none">• Ask students to use the SuperKind website to work together within their group to make a poster on their allocated problem. Sign post students to the SuperKind 'Make a Poster' toolkit. Students may wish to put any key facts on their poster, as well as adding some drawings to illustrate the problem.	<i>15 min</i>
	<ul style="list-style-type: none">• Ask each group to present their ideas to the class. Invite the class to ask the presenting group any questions.	<i>10 min</i>

Resources and materials:

- SuperKind website – 'Sustainable Cities and Communities', 'The Problem'
- SuperKind website – 'Make a Poster'
- Interactive whiteboard, computers, tablets, or printouts to display website
- A3 sheets of paper
- Pens, pencils, highlighters, felt pens

Lesson Plan 2: What needs to be done to make our cities and communities more sustainable?

Key question	Activity	Timing
<p>What needs to be done to make our cities and communities more sustainable?</p>	<ul style="list-style-type: none"> Ask students to raise their hand to put forward ideas as to how to make our cities and communities more sustainable. Depending on the time you have available, and the students' reading and writing abilities you could invite students who have shared their idea with the class to write it on the interactive whiteboard, or you could write them out yourself. Encourage students to develop their ideas by asking further questions. For example, if a student cites 'public transport', ask them why public transport helps improve the sustainability of our cities. Engage the class by asking if they have anything to add. Cross-check the students' ideas with the SuperKind website by reading through the site together. As you read, attempt to place the students' earlier contributions within the context of the site. Depending on the time you have available you may wish to show students the videos featured next to each sub section. 	<p>15 min</p> <p>15 min + optional 10 min if all three videos are presented</p>

Resources and materials:

- SuperKind website – 'Sustainable Cities and Communities', 'The Solution'
- Interactive whiteboard, computers, tablets, or printouts to display website

Lesson Plan 3: How can we make our cities and communities more sustainable?

Key question	Activity
How can we make our cities and communities more sustainable?	<p><i>Note: This will be an on-going project and will take place over a longer time period than a single lesson. Before starting you will need to have secured permission from the head of the school to organise a school garden.</i></p> <ul style="list-style-type: none">• Inform the class that together you are going to start a garden at your school.• Introduce the children to the concept of urban gardens and their importance.• [Optional stage: Ask children to research plants that would be suitable for your school environment or climate. Alternatively, you could do this stage yourself.]• Order the chosen plants. You may need to order other resources such as: soil, watering cans, spades, etc.• Begin the gardening!• Organise a means of involving students in caring for the garden. For example, you could create a 'watering rota' within your class so that a different student is responsible for watering the plants each morning.

Resources and materials:

- SuperKind website – 'Sustainable Cities and Communities', 'Take Action'
- Resources for gardening: Plants/seeds, soil, watering cans, spades.