

## Should The Local Government Regenerate This Area?

### Lesson plan for designing an urban regeneration project

**Suggested length:** 3-4 class periods (45-55 minutes each)

**Lesson components:**

- Opener (10 minutes)
- Activity
  - Part A: Exploring the Kialo discussion and choosing a project (focus of 1 class period)
  - Part B: Students prepare their projects (focus of 1 class period)
  - Part C: Students present their work (focus of 1-2 class periods)
- Optional closer (5 minutes)

**Assessment**

Students will present ideas for community-conscious regeneration projects and be assessed in groups. (see suggested rubric in **provided materials**)

### **Opener (10 minutes)**

1. Play [this video](#) explaining the concept of gentrification.
2. Have a class discussion about why they think gentrification is a controversial topic.

**Optional extension:** To help the students start grasping the complex issue of gentrification, ask them to reflect on how regenerating an urban area may or may not affect vulnerable residents.

### **Activity**

#### **Part A: Exploring the Kialo discussion and choosing a project (focus of 1 class period)**

1. Allow students some time to read through the Kialo [discussion](#) to familiarize themselves with the potential drawbacks of regenerating the fictional area of Leonem.
2. Explain to students that the aim is to make a plan for urban regeneration while minimizing the negative impacts for the district's residents, and that the Kialo

discussion will help them become aware of the issues that they may encounter and possible solutions that can be implemented.

3. Ask students to vote on the 5 claims that they consider to be the most important by giving each a score of “4.” Students should use these claims as guiding principles while designing their projects.

**TIP:** You may wish to demonstrate [voting](#) to your students. Pick any claim and model how to give it a score of “4.” You can then revoke your vote by clicking on the “4” again.

4. Go through Part B of the student instructions with the class.
5. Go through the assessment rubric for presentations with the class.

### **Part B: Students work on their projects (focus of 1 class period)**

1. Direct students to work on their urban regeneration projects.

### **Part C: Students present their projects (focus of 1-2 class periods)**

1. Groups take turns presenting their projects to the rest of the class.
2. Students use the presentation rubrics to evaluate the other team’s projects.

### **Optional closer (5 minutes)**

1. Students vote for the top 3 projects. They can vote individually or as part of their group. The project with the most votes will be the winner!