

## Facilitator Notes: Fleetwood Pavilion Trail

1. Today we are going to be thinking about landmarks and urban design, and designing a series of structures and interventions along Fleetwood Esplanade, with the intention of drawing people along the path from the tram stop to the Mount.
2. Fleetwood was originally planned to be a terminus between London and Scotland before reliable train travel through the north of England became an option. The town was funded by Peter Hesketh-Fleetwood, and although we eventually ran out of money, he succeeded in funding the bulk of the town that exists today. Once rail travel to Scotland was established, the town became a deep sea fishing port instead. Decimus Burton's other projects included Hyde Park, Kew Gardens, and Green Park – he was a very prominent designer of the time.
3. The two lighthouses were designed by Burton to guide people around the town and are visible for miles around.
4. Reading the city exercise – The correct answer is the first one. Example used to show students that, even in a city they haven't been to before (in this case, Helsinki), they already know instinctively how to read a city due to established methods of design – in this case, the width of the street.
5. Compare Manchester to Liverpool – until recently, Manchester had few discernible landmarks that stood out in the skyline, when compared to the many that stand out in Liverpool. This made it a hard city for newcomers to navigate on foot. Introduces idea of landmarks being used as lighthouses to navigate a city. See if the students know the cities from their landmarks- links to next activity.
6. Postcards of landmarks to be handed out amongst groups of 3/4/5 so they can discuss the origins of different landmarks. i.e. Not all buildings used as landmarks were created specifically to be solely landmarks – some had a different brief originally. Images are saved with answers in the file names.
7. Introduces the brief. The historical connection does not have to mean an educational exhibit – it could be something referenced by the design, or a style that suggests Fleetwood. How we typically break down a brief is answered in the next three slides.
8. Students to work in groups of to select 2 clients who they would like to design for from a list provided e.g., local families, tourists.  
In their groups, they should complete the worksheet provided, considering what their different needs may be, what their connection

to the town is and what is currently missing in the area for them. They should also consider if there would be any potential conflict between their groups e.g. older people and teenagers, and how they may be able to address this.

9. Large maps of entire esplanade to be distributed amongst groups, and post-its, pens, red/green circle stickers to be handed out. This is similar to real site analysis tasks that designers in the built environment will do before starting design tasks. Encourage students to see perceived negatives as opportunities to turn things around
10. Just a few examples that show the range of acceptable interventions. Students are not re-designing the existing pavilion but are creating their own intervention in a specific area of the Esplanade given to them. This slide is designed to encourage them to interpret 'pavilion' how they want.
11. An example of a pavilion design from the PLACED academy
12. Divide the Esplanade into sections according to how many groups you have. Groups model their section using modelling materials. Manage expectations – the models don't necessarily need to be to scale or even to successfully match up with the models of the neighbouring sections. There might not be 'a lot' to model, so encourage students to move onto analysing their assigned section in a bit more detail – based on what they've already discussed with regards to their users and the Esplanade as a whole, can they answer the questions on the slide identify the best place in their section to place their interventions?  
Lunch follows.
13. Back in groups, begin to design a structure that fits the brief, remembering to consider the needs of the different users they looked at. Encourage students not to forget the historical element and the previously explored sense of place and identity they already looked at. Quickly reconvene as a large group to see where we're at with our designs and check for overlaps in design proposals.
14. Encourage students to continue to coordinate with other groups so as to further emphasise the focus, views, and navigational properties of the designs. NOTE – bigger model is standalone from the maps and are for students to explore their designs in more detail rather than in miniature. The larger models definitely won't match up to other groups' in terms of scale, and that's fine.
15. Feedback - Once everyone has tidied up the area, they present their ideas to the wider group. Time might be tight, so if needed keep the presentations to just include any activities that are on offer, and what their favourite thing is about their design. How have they ticked the boxes in the brief? Try and find out what the group's main interests lie in, what their favourite activity suggested was, what they might do differently if they had the chance?