

## Facilitator Notes: Urban Design

1. This session would explore how places are designed, looking at different types of planned towns and cities, such as Fleetwood, compared to unplanned towns.  
It will consider how the way we live in our towns and cities has evolved and challenge students to think how they may redesign Fleetwood if it was being designed today.
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. The next few slides are a run down of some high level examples of planned cities. Many are of a different scale to Fleetwood – perhaps emphasising Fleetwood's relatively unique position as a planned town of that scale – and you can go quickly over the slides or ask students to speculate what the motivation for some of the decisions mentioned were. E.g. the bottom bullet-point on this slide.
5. Example is Catalan for expansion, so like other examples in this list it was constructed as a way of reacting to increases in population and changes in the way people lived and worked at the time.
6. Brasilia was built in order to create an entirely new capital city and house all the federal government. It is a mixed success. Bit of a cautionary tale compared to the others.
7. Perhaps an example closer to home that more students might have been to, the difference in Edinburgh's districts is noticeable.
8. The example most similar to Fleetwood on this list – could ask students whether they think Fleetwood's planning would work on a larger scale.
9. Remind students that the reason for most of the expansions and planned areas in previous were as a result of authorities reacting to changes in the way people lived – like increased urbanisation leading to increased populations in cities, mitigating pollution, etc. How might urban life change in the future? This could be a whole class discussion or could be discussed in small groups and responses shared with the class.

10. Quick, over-simplified overview of different roles in the design of the built environments, just to reinforce to students that this workshop isn't about designing specific buildings per se.
11. Use colour to mark main roads, key features etc on blank maps. Then, bringing it back together, ask each group to tell the class one thing they noticed, and why they think it was designed that way.
12. Strengths, weaknesses, opportunities for change, challenges worksheet. Students work in groups to define their own sets of ambitions for their new Fleetwood, try to remind any over-ambitious planners that they only have the day to work things through.  
Once each group has a worksheet filled, groups to move amongst tables (COVID permitting) and make post-it suggestions on other groups' worksheets.
13. Once completed, groups to share their worksheets' priorities with the whole class in a group discussion, ending in a 'cool wall' list of priorities on the board that prioritises responses to key challenges, deciding for students what they will target first. This could be done with either the example prompts provided, stuck onto the board/a wall, or just drawn on in wipe-marker. Prompts could be extended into a mini-task if desired, i.e. printed out and delivered in small groups, in order to 'tease out' the issues motivating the students. Lunch follows.
14. Host a short zoning discussion that will ask students to think of the key areas of the town that could use a redesign, coupled with the priorities they'd previously identified. Mark rough areas on a large map but don't ask students to start designing yet.  
Based on the number of priorities and number of groups, divide up these areas of the town for each group to tackle. Priorities such as 'affordable housing' may well feature in several groups, and that's fine. Don't feel obliged to redesign the whole town at once.
15. Back in groups, begin to redesign Fleetwood on their own versions of the large maps – if possible, these could be collated onto one large map at the end.  
Encourage students to coordinate with other groups so as to further maintain a coherent plan overall, particularly if any new town-wide infrastructure is being proposed.
16. Once everyone has finished and tidied, they present their ideas to the wider group. Time is tight, so if needed keep the presentations to include just the priorities they focused on and what their favourite thing is about their design. How have they worked across groups to create a joined-up plan for the town? Try and find out what the group's main interests lie in, what their favourite area suggested was, what they might do differently if they had the chance?