



CHANGING PLACES

INVOLVING SCHOOLS IN THE ECONOMIC REGENERATION OF CASTLEFORD, AIREDALE & FRYSTON Pilot Project at Oyster Park Junior School

WEEK 5 – 5TH MAY - HOW DO ARCHITECTS AND DESIGNERS HELP TO CHANGE PLACES?

Aim: We wanted the children to learn:

- that places change over time;
- that people change places to try and make them better for the people who live there;
- that the people who help to bring about those changes, architects, town planners, project managers etc., carry out surveys of what a place is like now and consult with people about how they want their place/ town to be in the future;
- that we can influence those changes.

The original plan was:

1. Starter Activity – How do architects/ designers think that Castleford could be changed?



- 9 square – PowerPoint presentation (available in the resource pack)
- The children chose which square to look at next on a hyper-linked presentation. Nine children came out to the front and other children told them which number to choose, this kept the children involved with the whiteboard activity.
- I then spoke about each of the different images and about the ideas that some of the architects have for changing places in Castleford.

2. Investigate the Aerial Photograph

- a. The Challenge – 5 things in 5 minutes (that can be seen on the photograph)

3. Guided writing activity – The Changing River Area of Castleford

- a. Show the PowerPoint slide show
- b. Writing activity ...
 - Once there was ...
 - Now there is ...
 - One day there might be ...
- c. Develop writing based on sense impressions

4. Futures time-line

- a. To extend the written activity (or as an alternative) ask children to produce an illustrated time-line showing their view of the past, present & future.



Modified Plan

The plan was modified on the day due to the fact that I was feeling very under the weather with a bad cold.

What actually happened was:

Starter Activity –

1. 9 square – PowerPoint presentation (available in the resource pack) - *How do architects/ designers think that Castleford could be changed*
2. The children chose a place in the school grounds that they wanted to change and produced their own designs on paper for the space.

EVALUATION

- The two activities complemented one another well – and the children made the connection between what they were being asked to do and the work of the architects. (Evaluation 7.6.05) The children enjoyed seeing the work of the architects, they liked the 9 square activity, particularly the part where someone had to choose which square to look at next.
- They also enjoyed having the opportunity to design their own space. The children came up with some pretty wild and expensive suggestions and I wondered if I should have restricted this activity more. On balance I think it was right to leave it open ended as it did allow for some creative and imaginative solutions. Key decided he was going to have a maze, a labyrinth on the field – like the one in which the Minotaur lived. I doubt if this creative suggestion would have been made if I had made this planning activity to `closed` and narrow.
- We decided that one way of getting children to modify their wild and extravagant plans was to build in some kind of `financial cost` activity, probably in the form of a game (still to be developed).

