



# SUSTAINABLE COMMUNITIES

Session plan



Prince's Trust

**START  
SOMETHING**

In partnership with:

**Howden Group  
Holdings**

**SUSTAINABLE DEVELOPMENT AND CITIZENSHIP**

# AT A GLANCE

This is the second session in the ‘Sustainable Development and Citizenship’ unit. This session explores what a good sustainable community may look like and takes a look at case studies. Learners will also develop their creativity and presentation skills.

Please note: The emerging nature of this topic means new evidence and information is being released every day. While we strive to keep this content up-to-date, we actively encourage you to incorporate any new and evidenced information that may arise.



## CURRICULUM LINKS

- ✓ SMSC: values and ethics
- ✓ PSHE and citizenship: personal values



## MATERIALS

- ✓ Internet access
- ✓ Sustainable communities resource
- ✓ Home activity worksheet
- ✓ Computers with internet access (optional)
- ✓ Pens, colour pens and paper

# LEARNING OUTCOMES

- ✓ Identify the key features that define a sustainable community
- ✓ Explain some of the aspects of a sustainable community and how these are used in a real world context
- ✓ Develop visual and written communication skills to promote an activity or organisation

# ACTIVITIES

ACTIVITY	TIME	PAGE
<u>Introduction</u>	5-10 minutes	<u>03</u>
<u>Sustainable communities</u>	20-25 minutes	<u>04</u>
<u>Community case study</u>	60 minutes	<u>06</u>
<u>Wrap up</u>	10-15 minutes	<u>07</u>

## WHO CREATED THIS SESSION PLAN?

This session plan was co-created with Justine Oakes. Justine Oakes CEnv, MIEnvSc, MIEMA is an environmental professional with over 25 years experience in both the public and private sector. She is currently the Sustainability Manager at the University of Suffolk and Business and Research lead for the Suffolk Sustainability Institute. Working in partnership with local and national sustainability initiatives, the University of Suffolk is a transformational university, absorbing the best of UK University traditions and aligning them with a modern world of employment and entrepreneurship.



# INTRODUCTION >



## TIME REQUIRED

5-10 minutes



## MATERIALS

- ✓ Completed home activity worksheets (from previous session)

# ACTIVITY STEPS >

1. Explain to the learners that in today's session you will be looking at what a good sustainable community may look like.
2. Ask the learners to share what they found out about the groups they researched for the home activity in the previous session. You could ask:
  - Which group did you research?
  - What does the group do to try and make the world more sustainable?
  - Why is their work important?
  - What did you like most about the group you researched?



# SUSTAINABLE COMMUNITIES >



## TIME REQUIRED

20-25 minutes



## MATERIALS

- ✓ Sustainable communities resource

# ACTIVITY STEPS >

1. This activity introduces the concept of sustainable communities and starts to explore what a good sustainable community might look like.
2. You can start this discussion by showing the learners the images in the 'Sustainable communities resource' which show a range of sustainable communities.
3. Whilst looking at the images, you could ask the learners:
  - What do you notice about the images?
  - Do these communities have things in common?
  - Do these look like places that they might like to live? Why?
4. Explain that sustainable communities are places where people want to live and work, now and in the future. They meet the many needs of existing and future residents and protect or improve the environment and peoples' lives.
5. Ask the learners:
  - What things do you think a good community should have?
  - What type of things make somewhere nice to live and work in?

You can help generate discussion by talking about the features of a sustainable community listed below.

FEATURES OF A SUSTAINABLE COMMUNITY	WHAT THIS MEANS
Active, inclusive and safe	<ul style="list-style-type: none"> <li>• Creates a sense of community identity and belonging, with respect and engagement with people from all cultures, background and beliefs</li> <li>• Opportunities for cultural, leisure, community, sport and other activities, for all ages</li> <li>• Low levels of crime, drugs and antisocial behaviour with visible, effective and community-friendly policing</li> </ul>
Thriving	<ul style="list-style-type: none"> <li>• Good jobs and training opportunities</li> <li>• Lots of benefits and opportunities for the local community</li> <li>• A strong business community</li> <li>• Attractive town centres</li> </ul>



FEATURES OF A SUSTAINABLE COMMUNITY	WHAT THIS MEANS
Well run	<ul style="list-style-type: none"> <li>• Leadership that ensures inclusive, active and effective participation by individuals and organisations</li> <li>• Engagement with the community at neighbourhood level, including capacity building to develop the community's skills, knowledge and confidence</li> <li>• Partnerships between different groups</li> <li>• An inclusive, community and voluntary sector</li> <li>• A sense of values, responsibility and pride</li> </ul>
Environmentally sensitive	<ul style="list-style-type: none"> <li>• Energy efficient and uses renewables</li> <li>• Protects the environment, by minimising pollution on land, in water and in the air</li> <li>• Reduces waste and disposes of it safely</li> <li>• Makes good use of natural resources</li> <li>• Protects and improves wildlife</li> <li>• Creates opportunities for walking and cycling</li> <li>• Reduces noise pollution</li> <li>• Has pleasant public spaces</li> </ul>
Well designed, built and connected	<ul style="list-style-type: none"> <li>• A positive 'feeling' for people and local distinctiveness</li> <li>• User-friendly public and green spaces for everyone, including children and older people</li> <li>• Diverse, affordable homes</li> <li>• High quality buildings, using materials which minimise negative environmental impacts</li> <li>• Buildings and public spaces which promote health and are designed to reduce crime and make people feel safe</li> <li>• Accessibility of jobs, key services and facilities by public transport, walking and cycling</li> </ul>
Well served	<ul style="list-style-type: none"> <li>• Well-performing local schools, further and higher education institutions, and other opportunities for learning</li> <li>• High quality local healthcare and social services</li> <li>• High quality services for families, children and older adults</li> <li>• A good range of affordable public, community, voluntary and private services</li> </ul>
Fair for everyone	<ul style="list-style-type: none"> <li>• Recognises everyone's individuals' rights and responsibilities</li> <li>• Respects the rights and dreams of others (both neighbouring communities, and across the wider world)</li> <li>• Considers the needs of future generations in current decisions and actions</li> </ul>



# COMMUNITY CASE STUDY >



## TIME REQUIRED

60 minutes



## MATERIALS

- ✓ Moss Side community allotment video: <https://youtu.be/gL1JGNqPjIo>
- ✓ Growing community, Moss Side community garden video: [https://youtu.be/o\\_gaAiyDxPE](https://youtu.be/o_gaAiyDxPE)
- ✓ [Moss Side community allotment website](#)
- ✓ [Moss Side community allotment Facebook page](#)
- ✓ Computers with internet access (optional)
- ✓ Pens, colour pens and paper

# ACTIVITY STEPS >

1. Explain to the learners that the Moss Side community allotment is run by and available to local people who are interested in growing organic food, whilst at the same time growing the community.

Located in an area in Manchester that was once wasteland, their aim is to be self-sufficient and to distribute free food to members and the low waged of their diverse community.

2. If possible, play the learners the Moss Side community allotment videos. After you have played the videos, ask the learners what they think of the initiative and why it would be beneficial to the community and environment.
3. If the learners have access to computers and the internet, give them the links to the websites that have more information about the Moss Side community allotment. If they don't have such access, visit the websites before the session and print off some relevant pages for them to use.
4. While reading about the allotment, learners should aim to record 3-5 key facts about it and the benefits of taking part.
5. In pairs or groups, learners should use the information they have collected to either:
  - Create a poster for Moss Side community allotment, giving people information about the project or showing the benefits of taking part
  - Design and write an Instagram post for Moss Side community allotment, giving people information about the project or showing the benefits of taking part

Learners could do this either with paper and pens or on a computer.

6. The pairs/groups should present their posters/posts to the rest of the group. Encourage other pairs/groups to ask questions and feedback something they like about their poster/post or presentation.
7. End this activity by discussing what the learners like about the community allotment and how it's beneficial to the environment.



# WRAP UP >



## TIME REQUIRED

10-15 minutes



## MATERIALS

- ✓ Home activity worksheet

# ACTIVITY STEPS >

1. End the session by asking what the learners have learnt in this session. What do they now understand by the term 'sustainable communities'? What do they include? How can local communities work towards being sustainable? (Drawing on the Moss Side community allotment example)
2. Hand out the 'Home activity worksheet'. Before the next session, learners should safely explore a local park, pond, your school/setting grounds or another green space nearby. They should make a record on the 'Home activity worksheet' of interesting plants, trees, birds and insects they observe to bring to the next session.
3. Explain to the learners that getting involved in nature observation is an important way to understand what types of plants and species can be found in their community. If they have access to a phone, they might like to download the free Seek app by iNaturalist, which will help them with identification and they can earn reward badges.

## FEEDBACK

If you would like to share your feedback on this session plan or the entire unit, please complete our survey [here](#).



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