

Year 8 Lesson Overview 5 x 70-min lessons

Year 7 – Sustainable Neighbourhoods

Overall Learning Outcomes:

- Exploring the four 'big issues' of Sustainable Neighbourhoods: Society Equity, Environmental Sensitivity, Economic Viability, and Public Transport & Active Mobility to achieve the goal of a well-considered and sustainable neighbourhood.
- Students explore the United Nations Sustainable Development Goals and understand which of these are most relevant to the urban design and town planning of neighbourhoods and cities.
- Students interact with the online game 'Sustainable Neighbourhoods' at the end of each lesson to explore the lesson and its application on urban design and town planning.
- Students develop an understanding of career outcomes and learning pathways
- The goal – to reach 1500 population in a sustainable neighbourhood, with pre-set values determined. The result is a systems' thinking approach to sustainable neighbourhoods operationalised and visualised through a serious game.

Lesson Requirements:

During each session students will work in groups of 2. Lessons 1-5 will be delivered by MIE Lab Trained USC Students. All resources are provided by MIE Lab to the school – including any pens/pencils/worksheets.

LESSON NUMBER	FOCUS	AUSTRALIAN CURRICULUM GENERAL CAPABILITIES	AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS	UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS
<p>1</p> <p>OBSERVING, QUESTIONING AND PLANNING</p>	<p>What is Urban/Town Planning</p> <p>70 Minute Lesson</p> <p>Develop an understanding of Urban Design and Town Planning</p>	<p>Critical and Creative Thinking Inquiring – identifying, exploring and organising information and ideas</p> <ul style="list-style-type: none"> • Organise and process information • Identify and clarify information and ideas <p>Ethical Understanding</p>	<p>Geographical Knowledge and Understanding</p> <p>Management and planning of Australia's urban future (ACHGK059)</p> <ul style="list-style-type: none"> • investigating ways of managing the projected growth of Australia's cities and regional urban centres • exploring the arguments for and against a more balanced 	<p>An introduction to all seventeen (17) of the Sustainable Development Goals (UN SDGs) is established in this first lesson.</p> <p>The six (6) UN SDGs which relate most to the Urban Design and Town Planning of sustainable neighbourhoods</p>

	<p>Develop an understanding of the job possibilities</p> <p>Learn about Urban Design principles involved in sustainable neighbourhoods</p> <p>Discuss the big '4' for Urban Design and Town Planning</p> <p>Introduce the United Nations Sustainable Development Goals</p> <p>Explore - Sustainable Neighbourhoods game - and understand it's features</p>	<p>Reasoning in decision making and actions</p> <ul style="list-style-type: none"> Reason and make ethical decisions <p>Understanding ethical concepts and issues</p> <ul style="list-style-type: none"> Recognise ethical concepts Explore ethical concepts in context <p>Exploring values, rights and responsibilities</p> <ul style="list-style-type: none"> Explore rights and responsibilities Examine values Consider points of view <p>Intercultural Understanding Recognising culture and developing respect</p> <ul style="list-style-type: none"> Investigate culture and cultural identity Explore and compare cultural knowledge, beliefs and practices 	<p>distribution of the urban population</p> <p>Human causes and effects of landscape degradation (ACHGK051)</p> <ul style="list-style-type: none"> investigating the effects of the built elements of environments on landscapes <p>Geographical Inquiry and Skills</p> <p>Develop geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts (ACHGS055)</p>	<p>and our cities are also identified:</p> <p>3. Good Health and Well-Being - Ensure healthy lives and promote well-being for all at all ages. https://sdgs.un.org/goals/goal3</p> <p>6. Clean Water and Sanitation - Ensure availability and sustainable management of water and sanitation for all. https://sdgs.un.org/goals/goal6</p> <p>7. Affordable and Clean Energy - Ensure access to affordable, reliable, sustainable and modern energy for all. https://sdgs.un.org/goals/goal7</p> <p>8. Decent Work and Economic Growth - Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. https://sdgs.un.org/goals/goal8</p>
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		<p>Interacting and empathising with others</p> <ul style="list-style-type: none"> Consider and develop multiple perspectives 		<p>11. Sustainable Cities and Communities - Make cities and human settlements inclusive, safe, resilient and sustainable. https://sdgs.un.org/goals/goal11</p> <p>13. Climate Action - Take urgent action to combat climate change and its impacts. https://sdgs.un.org/goals/goal13</p>
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<p>2</p> <p>COLLECTING, RECORDING, EVALUATING AND REPRESENTING</p>	<p>SOCIETY AND ECONOMY</p> <p>70 MINUTE LESSON</p>  <p>Develop an understanding of the relationship between Urban Design and Town Planning and Society</p>	<p>Critical and Creative Thinking Generating ideas, possibilities and actions</p> <ul style="list-style-type: none"> Consider alternatives <p>Reflecting on thinking and processes</p> <ul style="list-style-type: none"> Reflect on processes <p>Analysing, synthesising and evaluating reasoning and procedures</p> <ul style="list-style-type: none"> Apply logic and reasoning 	<p>Geographical Knowledge and Understanding Causes and consequences of urbanisation (ACHGK054)</p> <ul style="list-style-type: none"> exploring the connections between urbanisation and economic and social opportunities <p>Management and planning of Australia's urban future (ACHGK059)</p> <ul style="list-style-type: none"> investigating ways of managing the projected growth of Australia's cities and regional urban centres <p>Geographical Inquiry and Skills</p>	<p>3. Good Health and Well-Being - Ensure healthy lives and promote well-being for all at all ages. https://sdgs.un.org/goals/goal3</p> <p>8. Decent Work and Economic Growth - Promote sustained, inclusive and sustainable economic growth, full and productive employment and</p>

	<p>Discuss the use of data and demographics for urban design and town planning decision making</p> <p>Develop an understanding of the relationship between Urban Design and Town Planning and the Economy</p> <p>Explore the Sustainable Neighbourhoods game</p>	<p>Inquiring – identifying, exploring and organising information and ideas</p> <ul style="list-style-type: none"> • Organise and process information • Pose questions <p>Identify and clarify information and ideas</p>	<p>Represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS057)</p> <p>Represent spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS058)</p>	<p>decent work for all. https://sdgs.un.org/goals/goal8</p> <p>11. Sustainable Cities and Communities - Make cities and human settlements inclusive, safe, resilient and sustainable. https://sdgs.un.org/goals/goal11</p>
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<p>3</p> <p>INTERPRETING, ANALYSING AND CONCLUDING</p>	<p>ENVIRONMENT AND CULTURE</p> <p>70 MINUTE LESSON</p> 	<p>Personal and Social Capability</p> <p>Social awareness</p> <ul style="list-style-type: none"> • Appreciate diverse perspectives • Contribute to civil society <p>Intercultural Understanding</p> <p>Recognising culture and developing respect</p>	<p>Geographical Knowledge and Understanding</p> <p>Different types of landscapes and their distinctive landform features (ACHGK048)</p> <p>Spiritual, aesthetic and cultural value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049)</p>	<p>3. Good Health and Well-Being - Ensure healthy lives and promote well-being for all at all ages. https://sdgs.un.org/goals/goal3</p> <p>6. Clean Water and Sanitation - Ensure availability and sustainable management of</p>

	<p>Discuss the United Nations Sustainable Development Goals</p> <p>Develop an understanding of the relationship between Urban and Town Planning and culture</p> <p>Develop an understanding of the relationship between Urban and Town Planning and the environment</p> <p>Worksheets: Culture; Climate Change; Environment</p> <p>Explore the Urban Planning Game</p>	<ul style="list-style-type: none"> • Explore and compare cultural knowledge, beliefs and practices • Investigate culture and cultural identity • Develop respect for cultural diversity <p>Critical and Creative Thinking Inquiring – identifying, exploring and organising information and ideas</p> <ul style="list-style-type: none"> • Organise and process information • Identify and clarify information and ideas <p>Reflecting on thinking and processes</p> <ul style="list-style-type: none"> • Reflect on processes <p>Analysing, synthesising and evaluating reasoning and procedures</p> <ul style="list-style-type: none"> • Apply logic and reasoning 	<p>Management and planning of Australia’s urban future (ACHGK059)</p> <p>Ways of protecting significant landscapes (ACHGK052)</p> <ul style="list-style-type: none"> • identifying different views about the value of particular environments (for example, recreational, psychological, aesthetic and spiritual), and about the nature and extent of their protection, and discussing how this links to ideas about environmental sustainability • identifying the contribution of Aboriginal and Torres Strait Islander knowledge to the use and management of landforms and landscapes <p>Geographical Inquiry and Skills Represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS057)</p> <p>Apply geographical concepts to draw conclusions based on the analysis of data and information collected (ACHGS060).</p>	<p>water and sanitation for all. https://sdgs.un.org/goals/goal6</p> <p>7. Affordable and Clean Energy - Ensure access to affordable, reliable, sustainable and modern energy for all. https://sdgs.un.org/goals/goal7</p> <p>11. Sustainable Cities and Communities - Make cities and human settlements inclusive, safe, resilient and sustainable. https://sdgs.un.org/goals/goal11</p> <p>13. Climate Action - Take urgent action to combat climate change and its impacts. https://sdgs.un.org/goals/goal13</p>
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<p style="text-align: center;">4</p> <p style="text-align: center;">COMMUNICATING</p>	<p>TRANSPORT, URBAN SPRAWL AND THE 20-MINUTE CITY</p> <p>70 MINUTE LESSON</p>  <p>Develop an understanding of the relationship between Urban Design and Town Planning and Active Transport</p> <p>Develop an understanding of the relationship between Urban Design and Town Planning and Public Transport</p> <p>Discuss mixed use development, urban</p>	<p>Personal and Social Capability</p> <p>Self-management</p> <ul style="list-style-type: none"> Express emotions appropriately <p>Social awareness</p> <ul style="list-style-type: none"> Appreciate diverse perspectives <p>Ethical Understanding</p> <p>Understanding ethical concepts and issues</p> <ul style="list-style-type: none"> Explore ethical concepts in context Recognise ethical concepts <p>Reasoning in decision making and actions</p> <ul style="list-style-type: none"> Consider consequences <p>Exploring values, rights and responsibilities</p> <ul style="list-style-type: none"> Examine values Explore rights and responsibilities Consider points of view 	<p>Geographical Knowledge and Understanding</p> <p>Causes and consequences of urbanisation (ACHGKo54)</p> <ul style="list-style-type: none"> discussing urbanisation as a shift in where, how and why people live where they do examining how urbanisation can positively or negatively affect environmental quality (for example, carbon emissions and water consumption) <p>Geographical Inquiry and Skills</p> <p>Represent spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS058)</p> <p>Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS061)</p>	<p>3. Good Health and Well-Being</p> <p>- Ensure healthy lives and promote well-being for all at all ages. https://sdgs.un.org/goals/goal3</p> <p>6. Clean Water and Sanitation</p> <p>- Ensure availability and sustainable management of water and sanitation for all. https://sdgs.un.org/goals/goal6</p> <p>8. Decent Work and Economic Growth</p> <p>- Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. https://sdgs.un.org/goals/goal8</p> <p>11. Sustainable Cities and Communities</p> <p>- Make cities and human settlements inclusive, safe, resilient and sustainable. https://sdgs.un.org/goals/goal11</p>

	sprawl and its challenges, and the idea of the 20-minute city Explore the Urban Planning Game	<p>Critical and Creative Thinking</p> <p>Inquiring – identifying, exploring and organising information and ideas</p> <ul style="list-style-type: none"> Organise and process information Pose questions Identify and clarify information and ideas <p>Reflecting on thinking and processes</p> <ul style="list-style-type: none"> Reflect on processes <p>Analysing, synthesising and evaluating reasoning and procedures</p> <p>Apply logic and reasoning</p>		
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Design Brief: Create a Sustainable Neighbourhood using knowledge and understanding gathered from the previous lessons and apply this to a familiar setting to improve and align to the Sustainable Neighbourhoods Framework and United Nations Sustainable Development Goals.

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5	DESIGN AND PRESENT YOUR SUSTAINABLE NEIGHBOURHOOD!	<p>Personal and Social Capability</p> <p>Self-awareness</p> <ul style="list-style-type: none"> Develop reflective practice 	Geographical Knowledge and Understanding	<p>3. Good Health and Well-Being</p> <p>- Ensure healthy lives and promote well-being for all at all</p>

<p>REFLECTING AND RESPONDING</p>	<p>70 MINUTE LESSON</p>  <p>Reflect and consider the learning from each of the previous 4 lessons</p> <p>Consider what is Urban Design and Town Planning</p> <p>How can important issues of society, social infrastructure, and economy be included in Sustainable Neighbourhoods?</p> <p>How can important issues of culture, environment and climate change be included in</p>	<ul style="list-style-type: none"> • Understand themselves as learners <p>Self-management</p> <ul style="list-style-type: none"> • Become confident, resilient and adaptable • Develop self-discipline and set goals <p>Social awareness</p> <ul style="list-style-type: none"> • Appreciate diverse perspectives <p>Ethical Understanding Reasoning in decision making and actions</p> <ul style="list-style-type: none"> • Consider consequences <p>Understanding ethical concepts and issues</p> <ul style="list-style-type: none"> • Explore ethical concepts in context <p>Exploring values, rights and responsibilities</p> <ul style="list-style-type: none"> • Consider points of view <p>Critical and Creative Thinking Reflecting on thinking and processes</p> <ul style="list-style-type: none"> • Reflect on processes 	<p>Different types of landscapes and their distinctive landform features (ACHGK048) Spiritual, aesthetic and cultural value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049) Management and planning of Australia's urban future (ACHGK059)</p> <p>Geographical Inquiry and Skills Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGSo62)</p> <ul style="list-style-type: none"> • reflecting on the inquiry process and suggesting questions that would be suitable for further investigation • reflecting on personal values and attitudes and how these influence responses to an issue (for example, the protection of landscapes) 	<p>ages. https://sdgs.un.org/goals/goal3</p> <p>6. Clean Water and Sanitation - Ensure availability and sustainable management of water and sanitation for all. https://sdgs.un.org/goals/goal6</p> <p>7. Affordable and Clean Energy - Ensure access to affordable, reliable, sustainable and modern energy for all. https://sdgs.un.org/goals/goal7</p> <p>8. Decent Work and Economic Growth - Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. https://sdgs.un.org/goals/goal8</p> <p>11. Sustainable Cities and Communities - Make cities and human settlements inclusive, safe, resilient and sustainable. https://sdgs.un.org/goals/goal11</p>
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<p>Sustainable Neighbourhoods?</p> <p>How can issues of transport, mixed use development and the 20-minut city be included in Sustainable Neighbourhoods</p> <p>Explore which of the United Nations Sustainable Development Goals we can assist in Sustainable neighbourhoods</p>		<p>Analysing, synthesising and evaluating reasoning and procedures</p> <ul style="list-style-type: none"> • Draw conclusions and design a course of action • Apply logic and reasoning <p>Inquiring – identifying, exploring and organising information and ideas</p> <ul style="list-style-type: none"> • Pose questions • Organise and process information • Identify and clarify information and ideas 	<p>Proposing actions to respond to geographical issues related to environmental and economic sustainability (for example, urbanisation)</p> <p>Design and Technologies Knowledge and understanding</p> <p>Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures (ACTDEK029)</p> <p>Analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment (ACTDEK034)</p> <p>Design and Technologies Processes and Production Skills</p> <p>Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and</p>	<p>13. Climate Action - Take urgent action to combat climate change and its impacts. https://sdgs.un.org/goals/goal13</p>
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			<p>processes to develop design ideas (ACTDEP035)</p> <p>Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques (ACTDEP036)</p>	
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