MindSET-do

Year 8 Design and Present your Sustainable Neighbourhood! 70 mins Lesson 3

Learning Intentions	Lesson Outcomes
• Reflect and consider the learning from each of the previous 2 lessons • Consider what is Urban Design and Town Planning • How can important issues of society, social infrastructure, and economy be included in Sustainable Neighbourhoods? • How can important issues of culture, environment and climate change be included in Sustainable Neighbourhoods? • How can issues of transport, mixed use development and the 20-minute city be included in Sustainable Neighbourhoods? • Discuss mixed use development, urban sprawl and its challenges, and the idea of the 20-minute city • Explore which of the United Nations Sustainable Development Goals we can assist in Sustainable neighbourhoods	• Demonstrate an understanding of Urban Design and Town Planning • Demonstrated understanding of social, economic, cultural, environmental and transport issues in Urban Design and Town Planning • Understand the importance of mixed-use development • Understand urban sprawl and its challenges and its impacts on Urban Design and Town Planning • Understand the United Nations Sustainable Development Goals and how this applies to Neighbourhood designs • Create and present a Sustainable Neighbourhood that meets the requirements of the online game • Discuss and explain various locations, design choices and decision-making processes

Australian Curriculum Content Descriptions	Australian Curriculum General Capabilities
Geographical Knowledge and Understanding 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)	**Personal and Social Capability** Self-awareness • Develop reflective practice • Understand themselves as learners Self-management • Become confident, resilient and adaptable • Develop self-discipline and set goals •

Australian Curriculum Content Descriptions	Australian Curriculum General Capabilities
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 (ACHGS062) - 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) proposing actions to respond to geographical issues related to environmental and economic sustainability (for example, urbanisation) **Design and Technologies Knowledge and understanding** 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) Analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment (ACTDEK034)	Social awareness - Appreciate diverse perspectives **Ethical Understanding** Reasoning in decision making and actions - Consider consequences Understanding ethical concepts and issues - Explore ethical concepts in context Exploring values, rights and responsibilities - Consider points of view

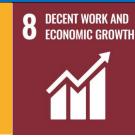| Australian Curriculum Content Descriptions	Australian Curriculum General Capabilities
Design and Technologies Processes and Production Skills Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas (ACTDEP035) Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques (ACTDEP036)	**Critical and Creative Thinking** Reflecting on thinking and processes • Reflect on processes Analysing, synthesising and evaluating reasoning and procedures • Draw conclusions and design a course of action • Apply logic and reasoning Inquiring – identifying, exploring and organising information and ideas • Pose questions • Organise and process information • Identify and clarify information and ideas

United Nations Sustainable Development Goals

3. Good Health and Well-Being - Ensure healthy lives and promote well-being for all at all ages. https://sdgs.un.org/goals/goal3

6. Clean Water and Sanitation - Ensure availability and sustainable management of water and sanitation for all. https://sdgs.un.org/goals/goal6

7. Affordable and Clean Energy - Ensure access to affordable, reliable, sustainable and modern energy for all. https://sdgs.un.org/goals/goal7

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

11. Sustainable Cities and Communities - Make cities and human settlements inclusive, safe, resilient and sustainable. https://sdgs.un.org/goals/goal11

13. Climate Action - Take urgent action to combat climate change and its impacts. https://sdgs.un.org/goals/goal13

Assessment

Formative Assessment:

Students undertake Worksheet activities to share and explore ideas by reflecting on their own context from the information from the presentation.

Students explore and record their learning via the Sustainable Neighbourhoods game. They have the opportunity to apply their learning to demonstrate their understanding.

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Phase/Slide	Learning Activity	Resources
Slide 1 - 3	• Greetings • Introduction • Acknowledgement to Country • Lesson outcomes	PowerPoint
Slide 4-5 Reflecting	• A few things to remember • Sustainable Development Goals • 'Big 4' Balancing Act	PowerPoint
Slide 6 - 8 Explore/Explain	• Building Cities for people • Mixed-use development • Housing density	PowerPoint
Slide 9-11 Explore/Explain	• What is a 20 minute neighbourhood?	PowerPoint
Slide 12-13 Reflecting	• Lesson 1 & 2 Recap • Transport and mobility • Social infrastructure and the economy • Culture and the environment • Climate Change • The Town Plan	PowerPoint
Slide 14-15 Creativity Communication	• Today – The Challenge • Design your Sustainable Neighbourhood • Present key features and ideas behind your design	Power Point The Game Worksheet
Slide 16-17 Engage	• Wrap up the lesson and lead into discussion about jobs in the industry • Discuss types of jobs • Subject selection at school • University considerations	
Slide 18 Explain	• Any questions • Survey • Wrap up the lesson • Equipment Packed Away • Acknowledgement	PowerPoint Paper Survey