

Suburban Challenge:

PART B

UNIT OF WORK MODEL

The four C's sequence of learning

There are many models for the development of units of work. Among the most common in the ACT are the Kath Murdock Inquiry Model, Wiggins and McTighe's Backwards by Design and the Bybee Five E's. This unit of work is based on the Four C's model.

Stages of learning sequences

1. CONNECT

Students engage with the unit of work:

- establish the purpose
- identify prior knowledge and beliefs and address misconceptions and
- formulate questions for investigation.

2. CONTEXTUALISE

Students discover new knowledge:

- develop skills and learning strategies
- engage in shared learning experiences and
- use primary and secondary sources of information.

3. CONCEPTUALISE

The students develop understandings, make connections, and apply learning:

- identify areas for personal, group or whole class investigation
- develop and follow a research plan and
- provide evidence for conclusions.

4. COMMUNICATE

Students review and share what they have discovered:

Curriculum requirements/essential learning achievements

ACTGov Suburban Challenge is aligned to **Every chance to learn ACT curriculum framework**. It addresses many of the essential learning achievements (ELAs), in particular:

ELA 3 The student makes considered decisions

- In the later childhood band of development, students have opportunities to:
 - **3.LC.7** identify possible consequences of different decisions
 - **3.LC.8** make decisions about how to complete a learning task and put them into effect.

ELA 5 The student contributes to group effectiveness

- In the later childhood band of development, students have opportunities to:
 - **5.LC.3** take on a range of roles within a group (e.g. recorder, timekeeper, leader) and participate in group decisions and tasks.
 - **5.LC.4** divide the work effectively in a group following the guidelines for roles.

ELA 21 The student understands and values what it means to be a citizen within a democracy.

- In the later childhood band of development, students have opportunities to understand and learn about:
 - **21.LC.12** how shared values can help people resolve conflict or achieve consensus between diverse views (e.g. understanding, tolerance, inclusion and respect).
 - **22.LC.13** the range of ways in which people work together to contribute to civil society.
 - **22.LC.14** ways in which citizens are influenced by and can influence decisions, events and movements, considering relevant local, state regional or global examples.

Unit description

The ACT Suburban Challenge introduces students to the principles and concepts of urban planning as it guides them through an interactive process to planning their own suburb. It provides a structured process where students work in small groups to consider the logistics of urban planning and make, plan and build a 3D model of their suburb. The unit culminates in students presentation of their work to a wider audience which may include peers, family and community members.

The ACTGov Suburban Challenge is designed to meet the needs of students in year five\six and the essential learning achievements in the later childhood band of development. The teaching and learning can be differentiated to meet the needs of individual students, or students in years 4 or 6.

The ACTGov Suburban Challenge is designed as a six week unit of work with each stage running per week. Ideally, the Suburban Challenge is designed to run for two 50 minute sessions.

Big understandings

Within the ACT, suburbs are planned, developed and lived in as part of a planned process.

Information about the planning and development process is publicly available.

Planning and development is carried out within a consultative process by people who are trained, skilful and experienced.

The planning process for any new suburb factors in a range of considerations including:

- sustainable principles
- community needs
- accessibility and provision of services and infrastructure
- the geography and geology (typography)
- environmental issues etc.

Attitudes and values

Community attitudes and values about the environment in which they live are reflected through a process of community engagement.

Community engagement refers to the many ways the government and the community work together and is usually a two-way flow of information. It provides valuable input to government decision-making.

Community engagement:

- lets the community know about proposed policies and actions
- gives the community the opportunity to voice their opinion on proposed policies and proposals
- invites the community to submit proposals for the government to consider
- work more closely with the community on policy and priorities
- respond to issues the community raise.

http://www.actpla.act.gov.au/data/assets/pdf_file/0007/12589/Community_engagement_guide.pdf

Unit overview

Pre unit activity

Introduction to working in small groups.

CONNECT

Stage one – Sustain it

Focus question: How is a new suburb planned to ensure environmental sustainability?

- activity one: planning principles
- activity two: initial map reading
- activity three: urban planner and community consultation roles
- activity four: site identification processes.

Stage two – Explore it

Focus question: How is a new suburb developed?

- activity one: spatial planning – environmental impacts
- activity two: community consultation – out among the people
- activity three: selecting land for a suburb.

CONTEXTUALISE

Stage three – Build it

Focus question: How is a new suburb built?

- activity one: transport infrastructure
- activity two: service infrastructure
- activity three: open space and nature conservation areas
- activity four: the Territory Plan
- activity five: community consultation.

Stage four – Name it

Focus question: How are the key components of a new suburb named?

- activity one: naming of suburbs
- activity two: planning team - naming of suburbs
- activity three: group naming of suburbs
- activity four: planning team – naming of suburbs.

CONCEPTUALISE

Stage five – Change it

Focus question: How is a new suburb modified to meet the discovery of new information?

- activity one: understanding change
- activity two: making change.

COMMUNICATE

Stage six – Present it - culminating activity

Focus question: How can I share my learning?

- activity one: understand your audience
- activity two: key messages
- activity three: presentation mode
- activity four: evaluation and reflection.

Essential learning: to be undertaken prior to the commencement of the ACT Suburban Challenge

Students learn how to work in groups

This mini unit is a prerequisite for all students undertaking the ACTGov Suburban Challenge.

It can be undertaken one week prior to commencement.

It is important that students work in groups of four (balance and dynamics) as it allows them to undertake a variety of roles:

- community representative
- urban planner
- team leader

Four is the preferred group number however circumstances often present where groups of 3 and 5 are necessary.

Process:

Develop and display an agreed set of effective group working rules.

Discussion prompts:

Q: When you are working in a group, how would you like to be treated?

Q: how would you like to be spoken too?

Q : what do you do if someone or everyone in the group has a different opinion to yours?

Q: how do you make final decisions in a group?

Q: what do you do if someone is not following the group work rules?

Have the students agree on a set of five group traits they would like to see over the duration of the program.

Note: These can be written on a large card, decorated and displayed in the classroom (always referred back to).

Activity 1: Formation of the planning groups

Purpose : Students will learn about diversity and difference in simulated work teams

- Form planning groups of four students based.
 - groups are decided by Teaching based on best partnership outcomes.
 - students will be their working groups for the remainder of this activity.
 - students will assume these roles as urban planners, community representatives and overall team leader.
- Discuss roles and responsibilities of group members.
-

Activity 2: Individual team member roles

Purpose: Students will learn that every community is made up of a diverse array of individuals who have different roles, interests and expectations

on how they want their suburb to be developed... The ACT Suburban Challenge is about finding the balance.

- This will be the team's first decision making task.
- Each team will need to decide who will take on the roles of urban planner, community representative and overall team leadership.

Role description and task:

Action: Ask each team to listen to the urban planner and community representative roles and to decide who will take on what role.

2x urban planner:

Their role is to:

- work with your team and provide input into the best way to use the land
- present the team's urban planning ideas and show physical maps to the community (classmates)
- be a strong spokesperson for the team.

2x community representative:

Their role is to:

- represent the views of the general community
- question urban planners about their decisions
- propose alternative ideas.

Action: once the roles have been sorted, ask the teams to nominate their team leader.

1x Team leader: (this is a dual role, can also be urban planner or community representative)

Their role is to:

- ensure their team is on task
- ensure everyone understands what they are meant to do
- ensure their team is working well together and to mediate any potential conflict
- ensure that the team have all the resources they need
- be the overall spokesperson for the team.

Now that the team's roles have been sorted out, it is time to get planning.

Resources

Developing group work skills

http://books.google.com.au/books?id=ZbcHJxqGTIkC&pg=PA20&lpg=PA20&dq=developing+group+work+with+children&source=bl&ots=I74rFGLNnT&sig=UVfs_1oSRHO5wI0children&f=false

Developing independent learning and group skills

http://www.cmy.net.au/Assets/454/1/Participant_Chapter_13.pdf

CONNECT

Students discover new knowledge.

Stage 1 – Sustain it

Focus question: How is a new suburb planned to ensure environmental sustainability?

Introduction

There are many ways new suburbs can be planned. Each jurisdiction has its own processes, procedures and sets of sustainable principles that guide their development. The following ACTGov Suburban Challenge program is specific to the ACT and therefore the processes, procedures and principles commonly used throughout the Territory.

Key points

Before any land is developed, a set of sustainable planning principles need to be agreed to. In the ACT, these principles generally follow those outlined in the ‘Green Star Communities National Framework’.

Learning objective

By the end of this unit students will develop an understanding of sustainable planning principles and how they are applied to land development.

Outcomes

Students will be able to:

- develop an understanding of how Green Star sustainable principles apply to land development.
- understand basic map reading including:
 - use of legends
 - identification of basic typographic details

Assessment

Students will:

- describe one or more of the Green Star planning principles in detail
- explain the use of legends when interpreting the ACTGov Suburban Challenge map
- indicate several of the key topographical features of the ACTGov Suburban Challenge map.

<p>(land form).</p> <ul style="list-style-type: none"> begin to understand the implications of topography when planning suburbs. 	
<p>Activity overview</p> <p>Each of the four activities in 'Sustain it' have been specifically designed to familiarise students with:</p> <ul style="list-style-type: none"> 2D maps, basic typography, legends etc (spatial awareness) Green Star planning principles the concept of critique, and negotiation through consultation . The foundation stage of any planning project land identification. <p>Activity one: <i>Initial map reading</i></p> <p>Students are introduced to their 2D map and asked to complete the 'Sustain it' map checklist .The section topics can be discussed as separate sub-exercises. Teacher prompts are provided.</p> <p>Activity two: <i>Principles of planning.</i></p> <p>Students are presented with the Green Star principles for building sustainable communities and asked to complete the 'Sustain it' planning principles worksheet.</p> <p>Activity three: <i>Consultation</i></p> <p>Students take on planner and community consultation roles and discuss their ideas.</p>	

Activity four: *Site identification processes.*

Student planning teams discuss the land on which the team's suburb will be built. This concludes with a presentation of their ideas to the rest of the class.

Activity one

Initial map reading

Purpose: Students will learn the basics of 2D cartography (mapping) by exploring different landscapes, typographic layering (hills and ridges) and use of legend. They will learn to correlate what is depicted in a legend with what is on the map.

Process: Students will run through a '**Sustain it**' map checklist designed to stage out the students learning. They will be required to go through these checklists as a group and answer as a group.

Teaching Points: This needs to be kept at a reasonably basic level and is largely team work based.

Activity two

Planning principles

Purpose: Students will be introduced to the national Green Star sustainable planning principles (a tailored version). They will learn the importance of selecting sustainable planning principles when developing land and how they are applied throughout the process.

Process: Students will be asked to participate in a ten minute presentation about Green Star sustainable principles followed by a group discussion about the presentation and how they could put some of those principles in place for their new suburb. Students will then return to their planning teams and complete the '**Sustain it**' planning principles worksheet.

Teacher points: This needs to be taught at an upper level. It is not age appropriate to get into the details of each sustainable principle but provides enough to give

students some basic cover.

Activity 3

Community Consultation

Purpose: Through role play, students will learn how to present their indicative plans (suburb concepts), how to apply constructive critique and how to negotiate acceptable outcome (compromise). They will also gain an understanding that the community is made up of different people with different perspectives on sustainability and overall urban development.

Process: Students will be asked to assume their allocated roles and discuss amongst the group what those roles may be. Community representatives from each group are then asked to swap to another suburban challenge team where the urban planners will present their indicative plans. There will be a period of discussion and negotiation in each group. Community representatives will then return to their own team which will brief them on the community findings and make the necessary modifications (if needed). It is common after each community consultation to have an 'all' group discussion about their experiences.

Teaching points: Community consultation is a key component of urban planning. Every processes of urban planning is consulted on. Students will simulate this at each stage of their suburban challenge. Note: experience has shown that despite the 'simulation', students are passionate about their work and struggle with peer critique and negotiation.

Resources required

- full set of markers (pencils, pens, textas etc)
- eraser
- safety scissors
- glue (tub, glue stick)

- stage 2 map (big one)
- stage 2 consultation button handout
- scenario cards
- stage 2 check lists
- land and environmental checklist handout
- social and economic checklist handout
- teacher's resource kit: planning terminology list.

Links – key resources

- | | |
|---|---|
| • Green Star Communities National Framework | http://www.gbca.org.au/uploads/152/2712/GBCA015_Framework_Final_SinglePages.pdf |
| • My neighbourhood | http://projects.landcom.com.au/mini-sites/my_neighbourhood/index.htm |
| • Canberra Spatial Plan | http://apps.actpla.act.gov.au/spatialplan/index.html |
| • ACTPLA's website | www.actpla.act.gov.au |
| • ACTPLA's environmental impact assessment | http://www.actpla.act.gov.au/topics/design_build/da_assessment/EIA |
| • How to build a suburb map | http://www.actpla.act.gov.au/_data/assets/pdf_file/0005/16853/Schools_Map_v4.pdf |
| • Developing independent learning | http://www.cmy.net.au/Assets/454/1/Participant_Chapter_13.pdf |
| • ACT community engagement | http://www.communityengagement.act.gov.au/ |

- ACTPLA community engagement policy

http://www.actpla.act.gov.au/data/assets/pdf_file/0007/12589/Community_engagement_guide.pdf

Lesson Plan

Stage one – Sustain it (attached)

CONNECT

Students engage with unit of work

STAGE 2 – EXPLORE IT

Focus Question: How is a new suburb developed?

Introduction

In the ACT, when new areas are selected on which to build a new suburb, town planners have to go through a series of checks to see if the land is suitable. This is known as spatial planning.

Key point

Town planners have to be very thorough to ensure that everything that might cause problems is investigated.

Learning objective

By the end of this unit of work students will be able to assess and analyse a parcel of undeveloped land (as shown on the large map), undertake an environmental impact assessment and identify potential land uses.

Outcomes

Students will be able to:

- describe some criteria for the selection of new suburban land
- undertake an Environmental Impact Assessment (EIA) using an EIA checklist
- identify basic topographical features

Assessment

Students will:

- identify criteria for the development of a new suburb
- adopt a specific role as a group member and participate in group work
- describe the responsibility and contributions of their nominated role to the effectiveness of the group
- locate basic topographical features of the map provided.

- | | |
|--|--|
| <ul style="list-style-type: none">• contribute to discussion of land selection process• participate in role-play of community consultation process• develop an understanding of potential impacts on the selection of land for new suburban development. | |
|--|--|

Activity Overview

Activity one: environmental impact assessment (EIA)

- Students work in their planning group to undertake an environmental impact assessment(EIA) using the [Explore it : EIA check list](#)

Activity two: Site identification processes

- Team discussion and section of the land on which the team’s suburb will be built. This concludes with a presentation of their ideas to the rest of the class.

Activity three: Community consultation role play

- Students take on planner and community consultation roles and discuss ideas.

Activity one

Environmental impact assessment

Purpose: Undertaking an environmental impact assessment (EIA) will allow students to discover the importance of the impact urban development can have on the environment. It will also educate them about the rigorous processes undertaken to ensure every aspect of that impact is looked into and the impacts limited.

Process: Working in their planning teams, students will be given an EIA work sheet and asked to undertake their own analysis of their land (ACTGov Suburban Challenge Map) The [Explore it : EIA check list](#) contains a series of step by step questions. Once completed, students will then have a very clear idea of what land can be developed and what needs to be protected.

Teacher points: Student planning teams take different times to go through this process (time and attention to detail). However, in activity three - community consultation, students will have to present their findings and decision making base to their peers and be open to questioning and modification.

Activity two

Site identification processes

Purpose: Students will use their newly acquired map reading and EIA assessments to identify appropriate land for their new suburb (on their ACTGov Suburban Challenge maps). This will provide the students with a designated area of land in which to build their suburbs. Students will also have the opportunity to put into practice their first 'planning principles'. They will need to make their first assessment *'does my land selection adhere to our planning principles'*.

Process: Initially, student planning teams will be given a suburb scenario card. Each card has a different scenario outlining what size and style of suburb they are required to build (small, medium or large). Based on this scenario card, students will then need to consider the physical constraints and community concerns raised in their EIA and select an appropriate parcel of land. They will also have to apply the set of sustainable principles agreed to in 'Sustain it'. After all considerations, students will then physically draw in the first stages of their new suburb.

Teacher points: This is the most abstract component of the ACTGov Suburban Challenge. Students will need to conceptualise and apply new thoughts and ideas such as sustainable principles, EIA and scenarios. It will take them some time to get their heads around it but it will all fall into place when the steps are followed.

Activity three

Community consultation

Purpose: Through role play, students will learn how to present their indicative plans (suburb concepts), how to apply constructive critique and how to negotiate acceptable outcome (compromise). They will also gain an understanding that the community is made up of different people with different perspectives on sustainability and overall urban development.

Process: Students will be asked to assume their allocated roles and discuss amongst the group what those roles may be. Community representatives from each group are then asked to swap to another suburban challenge team where the urban planners will present their indicative plans. There will be a period of discussion and negotiation in each group. Community representatives will then return to their own team which will brief them on the community findings and make the necessary modifications (if needed). It is common after each community consultation to have an 'all' group discussion about their experiences.

Teacher points: Community consultation is a key component of urban planning. Every processes of urban planning is consulted on. Students will simulate this at each stage of the ACTGov Suburban Challenge. Note: experience has shown that despite the 'simulation', students are passionate about their work and struggle with peer critique and negotiation.

Equipment required

- full set of markers (pencils, pens, textas etc)
- eraser
- safety scissors
- glue (tub, glue stick)
- stage 2 map (big one)
- stage 2 consultation button handout
- scenario cards
- stage 2 check lists
- land and environmental checklist handout
- social and economic checklist handout
- Teacher's resource kit: planning terminology list.

On line resources

- ACT community engagement <http://www.communityengagement.act.gov.au/>
- ACTPLA community engagement policy http://www.actpla.act.gov.au/_data/assets/pdf_file/0007/12589/Community_engagement_guide.pdf
- ACTPLA's home page www.actpla.act.gov.au
- ACTPLA's Environmental Impact Assessment page: http://www.actpla.act.gov.au/topics/design_build/da_assessment/EIA
- Canberra Spatial Plan <http://apps.actpla.act.gov.au/spatialplan/index.html>
- Developing group work skills <http://www.hci.com.au/hcsite2/toolkit/smallgro.htm>
- Developing independent learning and group skills http://www.cmy.net.au/Assets/454/1/Participant_Chapter_13.pdf
- ACTGov Suburban Challenge map http://www.actpla.act.gov.au/_data/assets/pdf_file/0005/16853/Schools_Map_v4.pdf
- My neighbourhood http://projects.landcom.com.au/mini-sites/my_neighbourhood/index.htm

Lesson Plan

Stage 2 – Explore it (attached)

CONTEXTUALISE

Students discover new knowledge.

Stage 3 - Build it

Focus question: How is a new suburb built?

Introduction

After urban planners have selected the land, identified sustainable planning principles, undertaken an environmental impact assessment (EIA) and selected their suburb land, they then identify and design a sustainable infrastructure plan necessary to establish and maintain the suburb. The infrastructure plan includes:

- roads
- power lines
- phone lines
- sewerage
- water (Water Sensitive Urban Design (WSUD) water reductions)
- wind and solar power generation
- open spaces
- different buildings (that will need to be built to service and accommodate the residents of a suburb).

This is essentially what they call the bases for a 'master plan'.

Key points

- urban planners need to consider infrastructure, open spaces and buildings when building a suburb
- infrastructure may be referred to as civil infrastructure, municipal infrastructure or public works
- new or existing suburbs may be developed and operated by the private-sector or government enterprises.

Learning objective

By the end of this unit students will be able to identify different types of infrastructure, open spaces and buildings necessary to establish a suburb.

Outcomes**Students will be able to:**

- describe some criteria for the selection and allocation of infrastructure services
- work through step by step procedures to achieve their planning goals
- identify basic topographical features
- contribute to discussion of land selection process
- participate in role-play of community consultation process
- develop an understanding of the potential impacts infrastructure planning has their suburbs

Assessment**Students will:**

- identify infrastructure requirements and develop sustainable infrastructure alternatives
- describe the impact urbanisation has on consumable resources: water, power, environment
- identify a logical and systematic allocation of infrastructure to their suburb.

sustainability.

Students will begin to:

- develop an understanding of the importance of infrastructure planning
- develop an understanding of the processes used to plan infrastructure and buildings
- develop an understanding of the relationship between infrastructure and residents, including issues that could arise if infrastructure was not provided.

Activity overview

Activity one: Transport infrastructure

- Students will learn about the importance transport infrastructure has when developing a new suburb for example, arterial roads, connection of their suburb to existing suburbs, access corridors, urban streets etc.

Activity two: Service infrastructure

- Students will learn about the importance of service infrastructure (power, water, telecommunications, sewerage, gas etc) has when developing a new suburb. They will learn the process of service applications (what goes first) and some of the social considerations that need to be considered. It is also important to discuss sustainable developments in infrastructure technology and their implications. This will be another area where they need to consider their '**planning principles**'.

Activity three: Open space and nature conservation areas

- Students will learn about the importance of open space and nature conservation areas (parks, bush land, walkways, reserves, community open space) to the community. This will be another area where they need to consider their 'planning principles'.

Activity four: The Territory Plan

- Students will be introduced to the concept of the Territory Plan and how it is used to identify particular land uses with their suburb. This is done by colour coding different land uses on their map to a land use legend, for example yellow is community facility, blue is commercial, purple is industrial etc. This will be another area where they need to consider their 'planning principles'.

Activity five: Community consultation

- Students take on planner and community consultation roles and discuss ideas.

Activity one:**Transport infrastructure**

Purpose: To teach students about the importance of linking suburbs to existing road infrastructures and suburbs. It also introduces students to different road uses and structures.

Process: Students will have a short presentation about suburb infrastructure, including transport, services open space etc. As a class, students will be asked a series of discovery questions to debate. Students will return to their planning groups and work through the 'build it' work sheet. This is a step by step guide to building in their suburbs road networks.

They will also have to apply the set of sustainable principles (desired outcomes for their new suburb) agreed to in 'Sustain It'. After all considerations, students will then discuss, debate and physically draw in their suburbs road infrastructure.

Teaching points: This is a relatively simple exercise, However, their main arterial road must connect their suburb to the existing suburb on the map. Students often want to put in a round-about etc...they are free to do so.

Activity two**Service infrastructure**

Purpose: To teach students about the importance of essential service infrastructures to the functioning of a suburb. It introduces students to a variety of sustainable options.

Process: Students will be given a short presentation about suburb infrastructure, including transport, services open space etc. As a class, students will be asked a series of discovery questions to debate. Students will return to their planning groups and work through the 'build it' work sheet. This is a step-by-step guide to building in their suburb's road networks.

They will also have to apply the set of sustainable principles (desired outcomes for their new suburb) agreed to in 'Sustain It'. After all considerations, students will then discuss, debate and physically draw in their suburb's service infrastructure.

Teaching points This is relatively simple exercise However, students must connect their suburb's infrastructure to the existing suburb on the map. Students often want to put in other sustainable service infrastructure such as wind farms, solar farms etc...perfectly ok.

Activity three

Open space and nature conservation areas

Purpose: To teach students about the importance of allocating open space areas in new suburbs. It also introduces students to different forms of open spaces and their uses.

Process: Students will given a short presentation about suburb infrastructure, including transport, services open space etc. As a class, students will be asked a series of discovery question to debate. Students will return to their planning groups and work through the 'build it' work sheet. This is a step by step guide to planning their open space and natural conservation areas.

They will also have to apply the set of sustainable principles (desired outcomes for their new suburb) agreed to in 'Sustain it'. After all considerations, students will then discuss, debate and physically draw in their open space and nature conservation areas.

Teaching points: Students will need to pay special attention to their suburb's planning principles. For instance, if they have a small, compact suburb scenario, medium to high density and a core sustainable principle as 'environmental responsibility' then they may want to have smaller open space areas within the suburb itself and increase the natural conservation areas adjoining it.

Activity four

The Territory Plan

Purpose: The Territory Plan essentially determines the land use in a suburb. Using a colour coded legend, students will be able to allocate what pieces of land will be allocated for what use i.e. brown - residential land (low, medium, high), yellow - community facilities, blue - commercial (shops) etc. It is also the point at which they can apply their planning principles and scenarios in a physical form. It also teaches students about designated land use in their own suburbs.

Process: Students will be presented with an additional short presentation about the Territory Plan. As a class, students will be asked a series of discovery question to debate. Students will return to their planning groups and work through the 'build it' work sheet. This is a step by step guide to the Territory Plan.

They will also have to apply the set of sustainable principles (desired outcomes for their new suburb) agreed to in 'Sustain It'. After all considerations, students will then discuss, debate and physically draw in their Territory Plan using the Territory Plan colour legend.

Teaching points: This is an important element of the ACT Suburban Challenge and key to the success of their suburb. It pulls together, in a physical way, all the base elements of a successful suburb. It also provides the student planning team a real base in which to discuss, debate and critique their suburb.

Activity five

Community consultation for building a suburb

Purpose: Through role play, students will learn how to present their indicative plans (suburb concepts), how to apply constructive critique and how to negotiate acceptable outcomes (compromise). They will also gain an understanding that the community is made up of different people with different perspectives on sustainability and overall urban development.

Process: Students will be asked to assume their allocated roles and discuss amongst the group what those roles may be. Community representatives from each group are then asked to swap to another suburban challenge team where the urban planners will present their indicative plans (Territory Plan completed). There will be a period of discussion and negotiation in each group. Community representatives will then return to their own team who will brief them on the community findings and make the necessary modifications (if needed). It is common after each community consultation to have an 'all' group discussion about their experiences.

Teacher points: Community consultation is a key component of urban planning. Every processes of urban planning is consulted on. Students will simulate this at each stage of the Suburban Challenge. Note: experience has shown that despite the 'simulation', students are passionate about their work and struggle with peer critique and negotiation.

Online resources

Guide to community consultation: http://www.actpla.act.gov.au/_data/assets/pdf_file/0007/12589/Community_engagement_guide.pdf

ACT Gov community engagement: <http://www.communityengagement.act.gov.au/>

Lesson plan

Stage two – Build it (attached)

CONTEXTUALISE

Students discover new knowledge.

Stage four - Name it

Focus question: How are the key components of a new suburb named?

Introduction

Suburbs and streets are named before building begins. The names of suburbs and streets help the community to recognise significant aspects of our culture (especially significant individuals) and they play a vital part in ensuring emergency services can find a place quickly and accurately.

Key points

There are criteria for naming suburbs and streets in the ACT.

Learning objective

By the end of this unit students will be able to outline ACT's suburb and street naming conventions, be able to access and utilise the placenames website to answer a homework worksheet.

Outcomes

Students will be able to:

- understand of how suburbs are named
- understand of how streets are named
- work through theme conventions
- develop an appreciation for the importance of naming suburbs and streets

Assessment

Students will:

- develop a rationale and apply conventions to naming their suburb and choice of street names
- give verbal and written explanations for their street name choices based on rationale and conventions
- use electronic tools to research suburb/street names.

- | | |
|--|--|
| <ul style="list-style-type: none">• historical aspects of suburb/street naming• use electronic tools to research suburb/street names. | |
|--|--|

Activity overview

Activity one: Name it presentation

- Students will be shown a short presentation on how street and suburbs are named and participate in a group discovery session. This is an interactive online session using ACTPLA website placenames.

Activity two: Planning team naming of suburbs

- Student planning teams will simulate the ACT naming convention to name their own suburb and street names.

Activity three : Community consultation

- Students take on planner and community consultation roles and discuss ideas. A consultation button handout.

Activity one

Name it presentation

Purpose: Students will learn the value place names have to the community. They will learn about the historical significance of place names and the processes undertaken to create them. Students will also learn about street suffix's such as why streets and roads different.

Process: Students will be presented with a 20 min PowerPoint presentation uses ACTPLA's online placenames website/data base to show real examples. This is an 'all group' exercise.

Teaching points: The online capability provides students with relevant searches, for example - school suburb name, school street name, student's street names etc.

Activity two

Planning team naming of suburbs

Purpose: Students learn how to apply naming convents to their own suburbs. They will develop skills in basic research methodology and procedures.

Process: Students will return to their Student planning teams and work through a step-by-step 'naming suburbs and streets' worksheet.

Teaching points: This is a fun and interactive exercise. As real life street naming conventions are complex and require considerable research, ACTGov Suburban Challenge allows students to be creative and work outside the convention. For example, general naming themes may be 'International Year of Women' but students may look at famous Australian authors, musicians, sports people etc.

Activity three

Community consultation

Purpose: Through role play, students will learn how to present their indicative plans (suburb concepts), how to apply constructive critique and how to negotiate acceptable outcome (compromise). They will also gain an understanding that the community is made up of different people with different perspectives on sustainability and overall urban development.

Process: Students will be asked to assume their allocated roles and discuss amongst the group what those roles may be. Community representatives from each group are then asked to swap to another suburban challenge team where the urban planners will present their indicative plans. There will be a period of discussion and negotiation in each group. Community representatives will then return to their own team who will brief them on the community findings and make the necessary modifications (if needed). It is common after each community consultation to have an 'all' group discussion about their experiences.

Teaching points: Community consultation is a key component of urban planning. Every process of urban planning is consulted on. Students will simulate this at each stage of their suburban challenge. Note: experience has shown that despite the 'simulation', students are passionate about their work and struggle with peer critique and negotiation.

Online resources

ACTPLA

http://www.actpla.act.gov.au/tools_resources/maps_land_survey/place_names/place_search

Place name processes

http://www.actpla.act.gov.au/tools_resources/maps_land_survey/place_names/place_name_processes

Canberra's suburb and street names: origins and meanings

<http://catalogue.nla.gov.au/Record/725710>

Lesson plan

Stage four – Name it (attached)

CONCEPTUALISE

The students develop understandings, make connections, and apply learning.

Stage five - Change it

Focus question: How is a new suburb modified to meet the discovery of new information?

Introduction

After a suburb is built, town planners sometimes need to plan for changes because people, buildings, the environment etc don't stay the same forever, for example:

- shopping areas change, affecting jobs and travel patterns
- the type of people living in the suburb change – people get older, more families move in – affecting the types of facilities and housing needed and
- market demands and needs change.

Key point/s

Once a suburb is built, it doesn't stay that way forever and town planners often need to revisit how a suburb has been planned to consider changes.

Learning objective

To establish an appreciation of change in a suburb.

Outcomes

Students will be able to:

- develop an understanding that communities change over time
- practice using scale to measure

Assessment

Students will:

- determine the need for change by analysing the core factors that contribute to change
- apply identified change factors to a real case scenario.

<p>distances</p> <ul style="list-style-type: none">• discuss issues about change.	
---	--

Activity overview

Activity one - understanding change

- Students will undertake a series of exercises which enable them to discover the elements which makes suburbs change - a review of demographic changes, environmental changes, social changes, technology changes.

Activity two - Making change

- Students will take the identified change elements and discuss how they could be applied to their suburb. For example, what would need to change in your suburb if there was a rapid growth in young families with children.

Activity one

Understanding change

Purpose: Students are introduced to demographic analysis techniques.

Process: Students will self discover key elements of suburban change through facilitated all group discussions. They will explore the causes of change and the benefits or negative impacts on a suburb.

Teaching Points: This is a largely self discovery unit thus requiring maximum group participation and prompts.

Activity two**Making change**

Purpose: Students will learn how to take the group identified change elements and apply them to a real situation.

Process: Student planning teams will take the change elements identified in the group and apply them to their team's suburb. They will work through the 'Change it' worksheet.

Teaching points: This is a largely self discovery unit thus requiring maximum group participation and prompts.

Online resources

ACTPLA: www.actpla.act.gov.au

SOS suburbs: http://www.sos.org.au/new_sustain.html

Canberra Plan: http://esvc000127.wic044u.server-web.com/Lives_and_Works/urban_planning.html

Changing suburb <http://books.gigaimg.com/images/324862-Changing+Suburbs%3A+Foundation%2C+Form+and+Function+%28repost%29>

Lesson plan

Stage five – Change it (attached)

COMMUNICATE

Students review and share what they have discovered.

Stage six - Present It

Culminating activity

Focus question: How can I share my learning?

Introduction

To consolidate student's learning and to ensure their understanding of principles, concepts, issues and strategies, students will present their knowledge to an audience of peers, family and community members.

Key point/s

Communication is most effective when the language and mode of presentation are most appropriate for the audience.

Learning objective

Communication of learning is the most effective tool to consolidate learning and presenting to an audience provides opportunities for reflection, clarification and refinement of knowledge, skills and understanding.

Outcomes

Students will be able to:

- determine and prioritise key messages
- make judgements about appropriate communicate styles and modes for the

Assessment

Students will:

- present identified key messages
- use language and visuals appropriate to the audience

<p>audience</p> <ul style="list-style-type: none">• reflect on their learning• plan change practices for more effective future learning.	<ul style="list-style-type: none">• identify three suburban changes to address future suburb development• gain recognition for excellence.
---	---

Activities overview

Activity one: Determine and prioritise messages

Activity two: Make judgements about communication styles and modes

Activity three: Reflect on effectiveness of learning

Activity four: Identify strategies to improve personal effective learning

Activity five: Awards

Activity one:**Determine and prioritise messages**

Purpose: Once the ACTGov Suburban Challenge has been completed, many facet of learning will have taken place. It is important that these are identified, categorised and prioritised in order to consolidate what has been achieved.

Process: Group brainstorming and recording of what has been learned. This learning can be categorised and prioritised before sharing in a whole class forum. Similarities and differences between groups can be discussed and conclusions drawn about implications of different scenarios and input from group members and their effect on the final product.

Teaching points: This will be largely an organic process and determined by the planning teams themselves.

Activity two:**Make judgements about communication styles and modes**

Purpose: Awareness of audience (e.g. peer, family or community groups) and purpose (e.g. inform or entertain) need to be considered in deciding on the venue, style of presentation and on the equipment to be used.

Process: As a whole group, the class decides on who would form the most appropriate audience for the presentation of their work. Once the decisions is made, 'who, what, where and when', preparation for the presentation can begin. This may be:

- a class based exhibition
- a presentation evening for parents and friends
- taking the exhibition to a venue such as a shopping centre.

Teacher points: This will be largely an organic process and determined by the planning teams themselves.

Activity three**Reflect on effectiveness of learning**

Purpose: After the presentation, students will reflect on their learning in terms of how their work will help them understand the community in which they live and the world around them. Students will consider whether there were processes and strategies they could have employed to understand the context of their study by looking at their suburb more closely. They will also consider how quickly and effectively they engaged with the topic, how they accessed information and how quickly they settled to the task.

Process: Students will individually reflect on the questions:

- what went well

- what did I learn
- what would I do differently next time?

Students will then discuss these issues in their planning groups and then share them with the class. A record of the key points will be recorded and distributed to all students as a catalyst for use planning their next unit of work.

Teacher points: This will be largely an organic process and determined by the planning teams themselves.

Activity four**Identify strategies to improve personal effective learning**

Purpose: Students are encouraged to become analytical learners and take responsibility for their own learning by recognising their individual learning styles and strengths and weaknesses.

Process: Students are given a copy of the whole group reflection and analysis. As individuals, or with partners, they are encouraged to discuss the whole group reflections in response to their own situation. They record three things that applied to them this project and three ways they can be more effective learners on their next project.

Team categories:

- adherence to their team's sustainable planning principles
- design and neatness
- group work skills
- team leader award.

Teacher points: This will be largely an organic process and determined by the planning teams themselves.

Activity five**Awards**

Purpose: To celebrate and award student planning teams and individuals for excellence in indicative urban planning.

Process: There are several options for awarding excellence:

- Student choice award - student peers. They vote on other students work (the most votes awarded a prize)

- Professional planner (votes on other students work – the most votes awarded a prize)

Teacher points: This will be largely an organic process and determined by Teaching and ACTGov Suburban Challenge facilitator.

Resources required

The ACT Government will provide a base awards kit which includes:

- ACT government bag
- Suburban Challenge certificate (every team member)
- Suburban Challenge for the team leader
- Merchandise for the winning team.

Links – key resources

- ACT Government community engagement <http://www.communityengagement.act.gov.au/>
- Time to talk <http://www.canberra2030.org.au/>

Lesson Plan

Stage six – Present it (attached)