

SUSTAINABLE CITIES AND COMMUNITIES

TEACHER/ FACILITATOR ACTIVITY 2

Plan Newtown: Part One (Plan Newtown activity gratefully received from Gerry Jeffers)



The built environments in which we live are concrete examples of the results of decisions made by people. The layouts of our cities, towns and suburbs reveal particular values about people, their needs and how those needs should be met. Planning a new town involves making numerous decisions that reflect definite values about people's needs and particular understandings of human development.

Plan Newtown encourages a creative approach to problem solving. The strategy aims to encourage people to move away from thinking solely in terms of 'right' or 'wrong' answers to complex questions.

NEED:

- 6 Large sheets of flip chart paper - One per group
- 6 Handouts of features to add per group (p6, 7)
- Markers
- 6 Scissors
- 6 Handouts detailing task for each group (p5)
- 6 Pritsticks

ROOM:

Six large tables with space for groups to all draw on flip chart paper

INSTRUCTIONS:

1. Introduce SDG 11 using the statistics above. Ask students if there are any amenities in their area that they feel are lacking such as public transport, youth centres etc.
2. Explain to students that they are going to have the opportunity to develop their own town, called Plan Newtown. Discuss with students that we tend to accept the layout and structures of the places in which we live, without much questioning, as if those layouts and structures were inevitable.
3. In pairs, encourage students to discuss what are essential amenities for a community
4. Divide students into groups and give each group their worksheet and a photocopy with images of houses etc.
Explain that they have been tasked to design Project Newtown to home 3000 people.
5. Ask each group to draw a diagonal line across their sheet to signify the River
6. Tell students to begin their rough drafts in pencil. **They can include roads and six other amenities that they see fit.** They must be able to defend their decisions when presenting to the class. Tell students to nominate one

Exploring Sustainable Communities Teachers Guide

Ian Pickup



Exploring Sustainable Communities Teachers Guide:

Exploring Sustainable Communities ,1997 **Exploring Sustainable Communities** ,1997 Teacher s guide draws on information pulled together for the UN Habitat II Conference and for the President s Council on Sustainable development for a hands on exploration of worldwide trends in urban growth and ensuing environmental and social problems Provides lessons and materials for 7 to 10 classes ENC Focus ,2001 Education for a Sustainable Future Keith A. Wheeler,Anne Perraca Bijur,2012-12-06 This book illustrates how sustainability information technologies and envisioning the future can be effectively woven into an integrated educational experience By understanding what it takes to build a sustainable community students will develop the skills needed to engage successfully in a sustainable society Using the real world as their classroom they will participate in gathering and analyzing data clarifying values listening speaking thinking creatively and making decisions about their community Phonological Zoo Review PAK , **Resources in Education** ,2001 *Sustainable Communities* Robert Rogerson,Sue Sadler,Anne Green,2011-06 Drawing upon interdisciplinary research conducted across various universities within the United Kingdom this book offers insights into how local initiatives can enhance sustainable development and engage people in creating better places in which to live Demonstrating how to embed sustainability in all levels of education this account contains imaginative practical and accessible ways in which communities and built environment professionals are working towards a more sustainable future Themes such as sustainable development community coherence conflict resolution planning and environmental management will interest those in a variety of fields including architecture urban design and geography Green Teacher ,2003 **The Handbook of Community Practice** Marie Weil,Michael Reisch,2005 Encompassing community development organizing planning and social change as well as globalisation this book is grounded in participatory and empowerment practice The 36 chapters assess practice theory and research methods *Exploring Meaningful and Sustainable Intentional Learning Communities for P-20 Educators* Adams, Susan R.,Breidenstein, Angela,2023-11-13 Academic scholars in the field of education face a pressing dilemma the need for meaningful transformative adult learning that can lead to equitable access and outcomes for all learners in P 20 classrooms Despite over two decades of experience the educational community still grapples with the challenge of creating an environment that fosters professional development with a lasting impact This issue undermines the very foundation of our educational system hindering both educators and students from reaching their full potential *Exploring Meaningful and Sustainable Intentional Learning Communities for P 20 Educators* is a groundbreaking edited book that provides answers to this critical problem by offering an innovative approach to learning from more than 20 years of wisdom from P 20 educators It presents a comprehensive exploration of intentional learning communities demonstrating their historical significance defining their principles and outlining the incredible benefits they bring to the world of education **Global City-Regions** Allen J. Scott,2001-01-25 There are now more than three hundred city regions around the world with populations greater

than one million These city regions are expanding vigorously and they present many new and deep challenges to researchers and policy makers in both the more developed and less developed parts of the world The processes of global economic integration and accelerated urban growth make traditional planning and policy strategies in these regions increasingly inadequate while more effective approaches remain largely in various stages of hypothesis and experimentation Global City Regions represents a multifaceted effort to deal with the many different issues raised by these developments It seeks at once to define the question of global city regions and to describe the internal and external dynamics that shape them it proposes a theorization of global city regions based on their economic and political responses to intensifying levels of globalization and it offers a number of policy insights into the severe social problems that confront global city regions as they come face to face with an economically and politically neoliberal world At a moment when globalization is increasingly subject to critical scrutiny in many different quarters this book provides a timely overview of its effects on urban and regional development one of its most important but perhaps least understood corollaries The book also offers a series of nuanced visions of alternative possible futures *EE News* ,1999 Multicultural Approaches in Math and Science ,1998 *Community Geography* Lyn Malone, Anita M. Palmer, Christine L. Voigt, 2003 A guide that provides teachers with the resources they need to teach GIS exercises to middle and high school students and manage self guided projects It is suitable for those who want to integrate learning GIS technology and real world experiences *The Community Planning Handbook* Nick Wates, 2014-04-03 Growing numbers of residents are getting involved with professionals in shaping their local environment and there is now a powerful menu of tools available from design workshops to electronic maps The Community Planning Handbook is the essential starting point for all those involved planners and local authorities architects and other practitioners community workers students and local residents It features an accessible how to do it style best practice information on effective methods and international scope and relevance Tips checklists and sample documents help readers to get started quickly learn from others experience and to select the approach best suited to their situation The glossary bibliography and contact details provide quick access to further information and support This fully updated new edition contains extra material on following up after community engagement activities Connect ,1998 *Citizenship and the Environment* Andrew Dobson, 2003-11-27 This is the first book length treatment of the relationship between citizenship and the environment Andrew Dobson argues that ecological citizenship cannot be fully articulated in terms of the two great traditions of citizenship liberal and civic republican which have been bequeathed to us He develops an original theory of citizenship which he calls post cosmopolitan and argues that ecological citizenship is an example and an inflection of it Ecological citizenship focuses on duties as well as rights and these duties are owed non reciprocally by those individuals and communities who occupy unsustainable amounts of ecological space to those who occupy too little The first virtue of ecological citizenship is justice but post cosmopolitanism follows some feminisms in arguing that care and compassion may be required to meet its special obligations Dobson suggests

that ecological citizenship's conception of political space is not the state or the municipality or the ideal speech community of cosmopolitanism but the ecological footprint. Most governments around the world have signed up to sustainable development and they cannot afford to ignore ecological citizenship as a means of getting there. Government policies usually revolve around financial sticks and carrots but these leave people uncommitted to the idea of sustainability and only to the rewards that are attached to it. Dobson contrasts citizenship with fiscal incentives as a way of encouraging people to act more sustainably in the belief that the former is more compatible with the long term and deeper shifts of attitude and behaviour that sustainability requires. Both citizenship and sustainability though are often viewed with suspicion in liberal societies because they refuse to accept the inviolability of individual preferences. Dobson therefore offers an original account of the relationship between liberalism and sustainability arguing that the former's commitment to a plurality of conceptions of the good entails a commitment to so-called strong forms of the latter. How to make an ecological citizen. Dobson examines the potential of formal high school citizenship education programmes through a case study of the recent implementation of the compulsory citizenship curriculum in the UK. He concludes that the Department of Education and Skills has constructed a Trojan horse capable of kick-starting ecological citizenship if teachers are willing and able to travel in it. This book will be of interest to those working in the fields of environmental political theory, citizenship, globalisation, cosmopolitanism, liberalism and citizenship education.

Handbook of Research on Transformative and Innovative Pedagogies in Education

Keengwe, Jared, 2022-05-13. Various pedagogies such as the use of digital learning in education have been used and researched for decades but many schools have little to show for these initiatives. This contrasts starkly with technology-supported initiatives in other fields such as business and healthcare. Traditional pedagogies and general digital technology applications have yet to impact education in a significant way that transforms learning. A primary reason for this minimal impact on learning is that digital technologies have attempted to make traditional instructional processes more efficient rather than using a more appropriate paradigm for learning. As such it is important to look at digital technology as a partner and use transformative applications to become partners with students not teachers to empower their learning process both in and out of school. The Handbook of Research on Transformative and Innovative Pedagogies in Education is a comprehensive reference that identifies and justifies the paradigm of transformative learning and pedagogies in education. It provides exemplars of existing transformative applications that if used as partners to empower student learning have the potential to dramatically engage students in a type of learning that better fits 21st century learners. Covering topics such as gamification, project-based learning and professional development, this major reference work is an essential resource for pre-service and in-service teachers, educational technologists, instructional designers, educational administration and faculty researchers and academicians seeking pedagogical models that inspire students to learn meaningfully.

Border Environmental Education Resource Guide, 2008

Engaging Children and Young People in Planning

Teresa Strachan, 2024-03-25. Engaging

Children and Young People in Planning places planners skills for engagement with children and young people centre stage by discussing several projects delivered or supported by planning students to young people in the Northeast of England Urban or town and country planning is a largely unfamiliar concept to children and young people Moreover in England the environment in which young people live play and go to school is shaped by a local planning process which lacks their input This book explores the nature of the gap between that planning process and the voice of the younger members of the community as well as the barriers that impede this engagement It highlights why an engagement process is beneficial for those young people for the wider community and for the planning process itself At a time when our relationship with and impact on the environment is being re examined this book challenges the planning professional to identify develop and reflect upon the engagement skills that will help to transform planning into a more inclusive practice It will be of use to scholars and practitioners in urban planning community planning engagement and children s rights whilst supporting their academic and professional development pathways

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