

HBF LEARNING RESOURCE – DAVID ROGERS

LESSON 4: WHAT EXACTLY ARE SUSTAINABLE COMMUNITIES?

Learning Objectives:	<ul style="list-style-type: none">• Recall the definitions of sustainable development and sustainable communities.• Identify the key components of a sustainable community• Explain some of the features of a sustainable community and classify them according to the key components mentioned above.
Key words:	Sustainable, development, communities,
Resources:	Lesson PPT, Print out of Slide 4 as a worksheet Print out of slide 6, pre-cut into cards for students to sort. Print out of Slide 8, pre-cut into cards for students to sort
Useful websites:	<ul style="list-style-type: none">• GA resource on Sustainable Communities
Prior Knowledge:	Students should be comfortable with the reasons behind the rising demand in housing.
Curriculum Links:	KS3: understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems. KS4: Sustainable communities and land-use in particular examining the contemporary challenges arising from and influencing urban change. The final activity in particular is suitable for GCSE classes.

This lesson allows students to explore what a sustainable community is. There is an opportunity to extend this lesson by providing a homework activity to research a sustainable community close to your school.

SUGGESTED ACTIVITIES:

FIRST, ask students to consider what the term ‘sustainable’ means. The common misconception is that sustainable development means the preservation of the environment through conservation. **Ask the class to consider the official Government definition on slide 2.** This is a good opportunity to carry out a ‘this means that’ activity to interrogate this text. Use Slide 3 to assist students to do this. Refer back to the previous lesson and definitions. For example ‘economic growth’ means providing new jobs for the increasing population of the United Kingdom.

COMPARE this with the definition of a sustainable community provided by the Geographical Association on slide 5. **Is there any overlap?** For example, ‘in the future’ would equate to ‘future generations being able to do the same.’ Ask the class if they think multiple definitions are helpful. For example, if many in society are not engaged politically, **does it help to have many definitions for the same thing? Although we know the definitions, are we any closer to understanding what sustainable communities actually are?**

NEXT, conduct a ranking exercise based upon the components of sustainable communities. Using the cards on slide 6, ask students to work in pairs to identify the most important component. Stick them into a pyramid structure and write a justification for their top choice. **Are there any that they would leave out if given the choice? Are there any differences in the choices of different genders or other groups within your classroom? Why might this be?**

You may wish to challenge the class to consider how their ranking would change if they took in the needs of different groups of people such as the recently retired, families with young children, teenagers.

REINFORCE THE DECISION MAKING PROCESS HERE – there is not a right answer and this reflects the planning process itself: sustainable communities reflect their local circumstances and there is no standard template.

FINALLY, give out the cards on slide 8. Ask students to match them to the eight components of suitable communities. This will form a ‘checklist’ of criteria when assessing the case study contained in the following lesson. It would be worth revisiting the individual ranking carried out earlier in the lesson. **Are there any changes?**

The language used in this resource is intentionally challenging to reflect the rigour of the new curriculum.