

## Geography Alive: Stage 2 Geography (Topic 1; Unit 2)

Lesson 8: My Place: Protecting places hypothetical		
<p><b>Content focus:</b></p> <p>In this lesson students focus on protecting places. In doing so, they engage in a multi-stage hypothetical that incorporated group work, values clarification task, a debate, a writing task and the role playing of active and informed citizenship.</p>		<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Class set of <i>My Place</i></li> <li>• <a href="#">Resource Sheet 1: Hypothetical development proposal</a></li> <li>• Kleeman, G. (2017). <i>Geography Literacy Unlocked</i>, AGTA – Unit 3.3, Debates pp. 100–102.</li> </ul>
<p><b>Key inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• How do people, places and environments interact?</li> <li>• How do people perceptions about places differ?</li> <li>• How do people’s perceptions of places impact on decisions related to the protection of elements of the natural and built environments?</li> </ul>	<p><b>Outcomes:</b></p> <p><i>A student:</i></p> <ul style="list-style-type: none"> <li>• demonstrates a developing appreciation of the concepts of place, change, connections and environment</li> <li>• recognises the need to protect elements of the natural and built environments</li> <li>• appreciates how and why people perceive places differently</li> <li>• explains how people’s perceptions influences decisions related to the protection of places.</li> </ul>	<p><b>Lesson sequence:</b></p> <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Read the hypothetical development proposal to the class.</li> </ul> <p><b>Hypothetical:</b> A group of property developers plans to redevelop the site occupied by McDonald’s and the adjacent car park (see the 1988 map). Part of their plan includes the purchase of the open space currently covered with grass and the old fig tree. The tree is a historic landmark in the local area and pre-dates the arrival of the First Fleet in 1788. The development application lodged with the local council proposes that a 10-story office block with ground-level retail outlets be built on the site. One of these will house a modern McDonald’s outlet. Fifty jobs will be created during construction and in excess of 300 people will work in the building once complete. The pro-development council has agreed to a land swap with the developer. A new park will be developed on another site as compensation. The new park will feature three newly planted fig trees. Those opposed to the development have gone to the Land and Environment Court in an effort to have the development stopped. You are a judge of the Land and Environment Court. Will you allow the development to go ahead?</p> <ul style="list-style-type: none"> <li>• <b>Step 2:</b> Ask the students to read each of the statements on made by members of the <i>My Place</i> community (see <b>Resource Sheet 1</b>). They are then asked to list the statements that are in favour of the development proposal and a separate list of the statements that are not.</li> <li>• <b>Step 3:</b> Students individually determine the point of view they agree with. Then, in small groups of four or five the students they discuss the different views about the proposed development. They are required to reach agreement on what the group believes should happen. They should be prepared to defend their group’s point of view.</li> <li>• <b>Step 4:</b> Class debate. Have the people on each side of the discussion undertaken in <i>Step 3</i> present the case for the other side, using exact arguments and a debating format (see <b>Kleeman, 2017</b>). Topic: <i>The development proposal should go ahead</i>. At the end of the debate, conduct a secret ballot to determine whether the class will recommend that the resort should go ahead.</li> <li>• <b>Step 5:</b> Writing task. Ask the students to write an exposition outlining the arguments they would use to justify their point of view on the issue. Topic: In your roles as a Judge in the Land and Environment determine whether the development should be permitted. Justify your decision.</li> <li>• <b>Step 6:</b> Ask a cross-section of students to read out their expositions to the class.</li> </ul>