

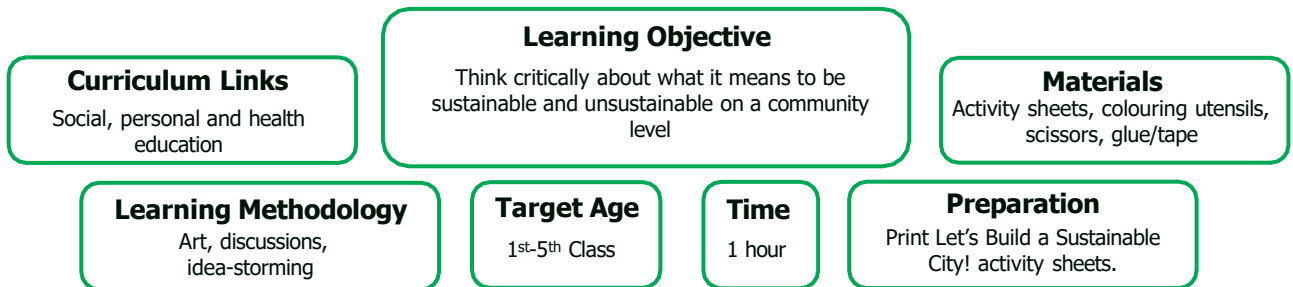
# Let's Build a Sustainable City

Global Citizenship – Lesson Plan



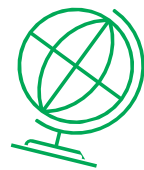
## Introduction

This lesson is divided into two parts, the first outlines what it means to be unsustainable and sustainable, and will create a discussion about how sustainability can be brought to a community level based on the Sustainable Development Goals (SDGs). The second part invites students to create their own sustainable community in a fun, creative way!



## Warm Up Activity : Alphabet City (10mins)

All students stand in a circle, and starting with A, the first letter of the alphabet a student will say city that starts with that letter. Then the next student will say a city that starts with the letter B. If a student cannot get a city name, have the class come up with a penalty for them to do. Continue the game for as long as you like with other geographical topics. The goal of the game is to get students thinking about other places around the world and get their bodies moving!



### Geographical topic examples:

Countries, landmarks, bodies of water, mountain ranges, languages, deserts, plant or animal species found around the world

### Penalty examples:

Jumping jacks, push-ups, balancing on one leg, sit-ups, running in place, holding a plank, high knees in place



# Let's Build a Sustainable City!

Global Citizenship



## Part 1: Learning about Sustainable Cities & Communities

i) What makes something sustainable?

Create the table below on the front board or have students copy it on their own piece of paper, fill it out throughout the discussion. In pods have students brainstorm a definition for sustainable and unsustainable. Then have them think about actions that could be categorized as sustainable and unsustainable. For each action try to get students to think about it on a community scale. For example, if one action is to take the bus, a community-wide action could be having more public transport or have it more frequent. Once you have some community-wide actions, learn more about sustainable communities by watching the video below.

Sustainable: <i>definition</i>	Unsustainable: <i>definition</i>
Action: Community wide:	Action: Community wide:
Action: Community wide:	Action: Community wide:

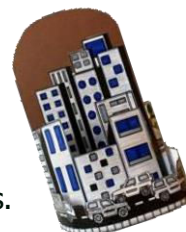
ii) Watch [Sustainable Cities & Communities](#)



Now that you've learned about unsustainable and sustainable cities and communities let's get thinking about creating your own!

## Part 2: Create your own community

- Colour and cut out all pieces (front, middle, back) on Activity Sheet pages.
- If features of a sustainable city were discussed at the beginning of the lesson but are not seen in the sustainable city have students draw those features in.
- Follow directions to construct 3D cities, if having difficulties watch construction video found [here](#).
- When complete, ask students to share their cities with their pods and/ or class.

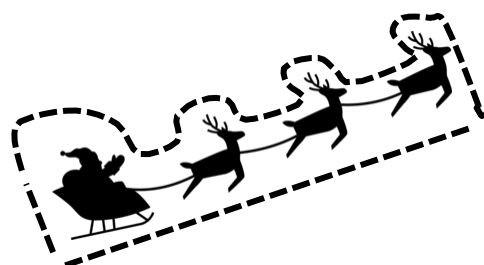


# Let's Build a Sustainable City!

Activity Sheet

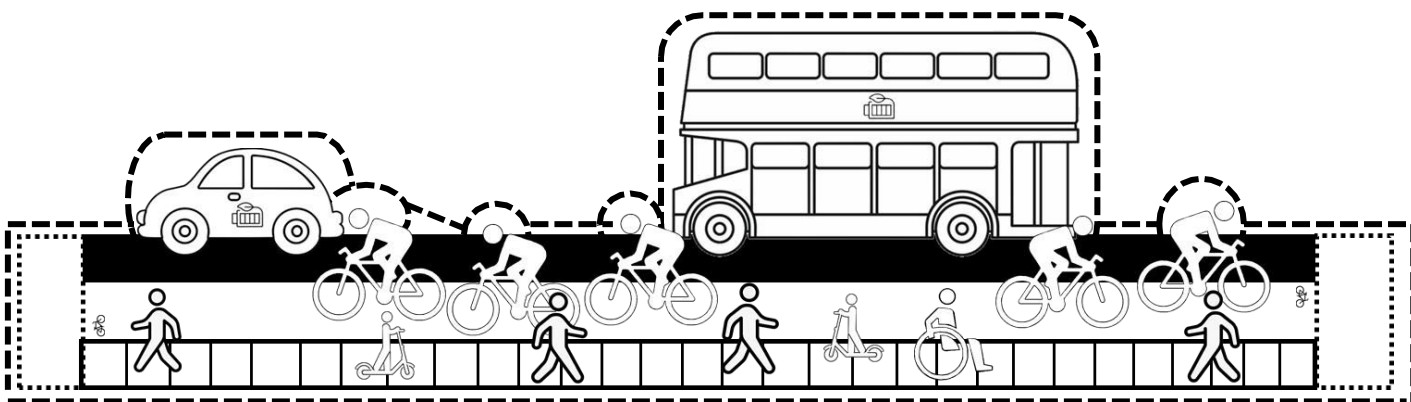


1. Colour and cut out all pieces of the city.
2. Sort pieces into two cities, one unsustainable and another sustainable.  
**hint:** think about what you saw in the video!
3. Fold the tabs on the **front** and **middle** pieces. Then attach the tabs of the **middle** piece to the blank side of the **back** piece. Then do the same with the **front** piece.
4. When both **back** pieces have a **front** and **middle** attached then attach the blank sides of the two **back** pieces together.

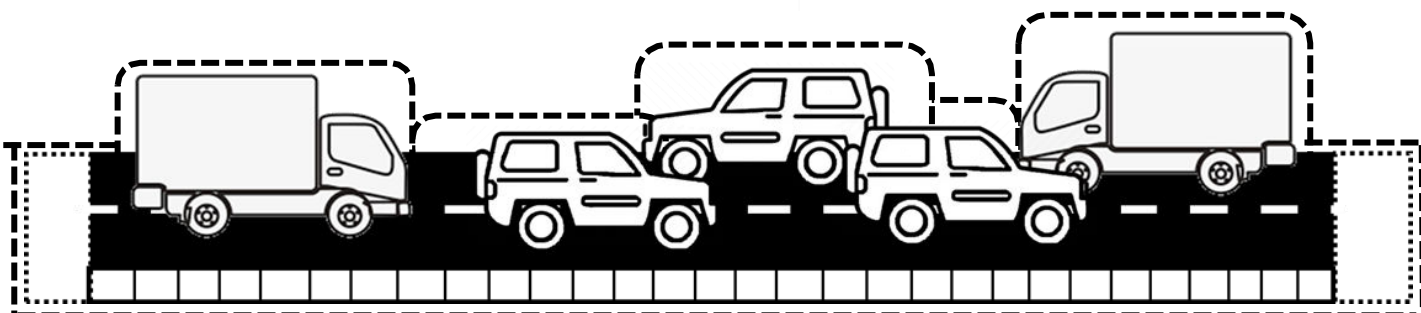


Which city sky would be healthier for Santa and his reindeer to fly in when delivering presents?

Front



Front

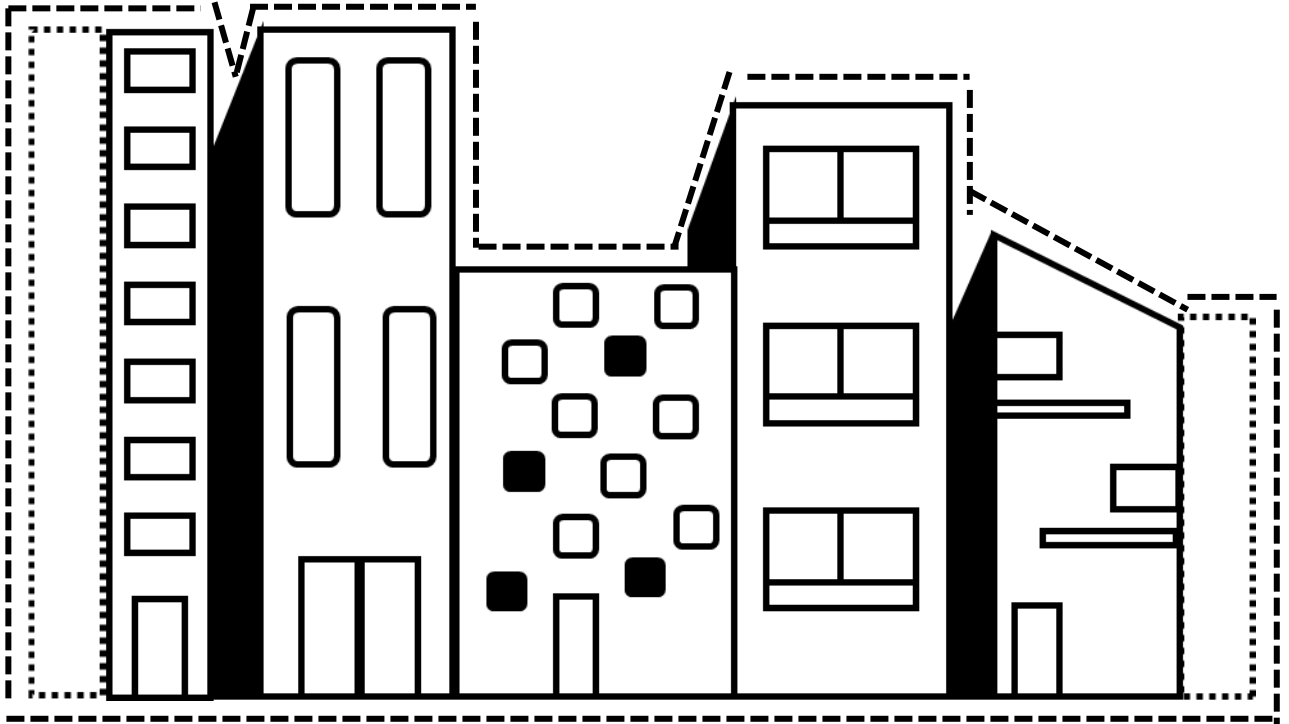


# Let's Build a Sustainable City!

Activity Sheet



Middle



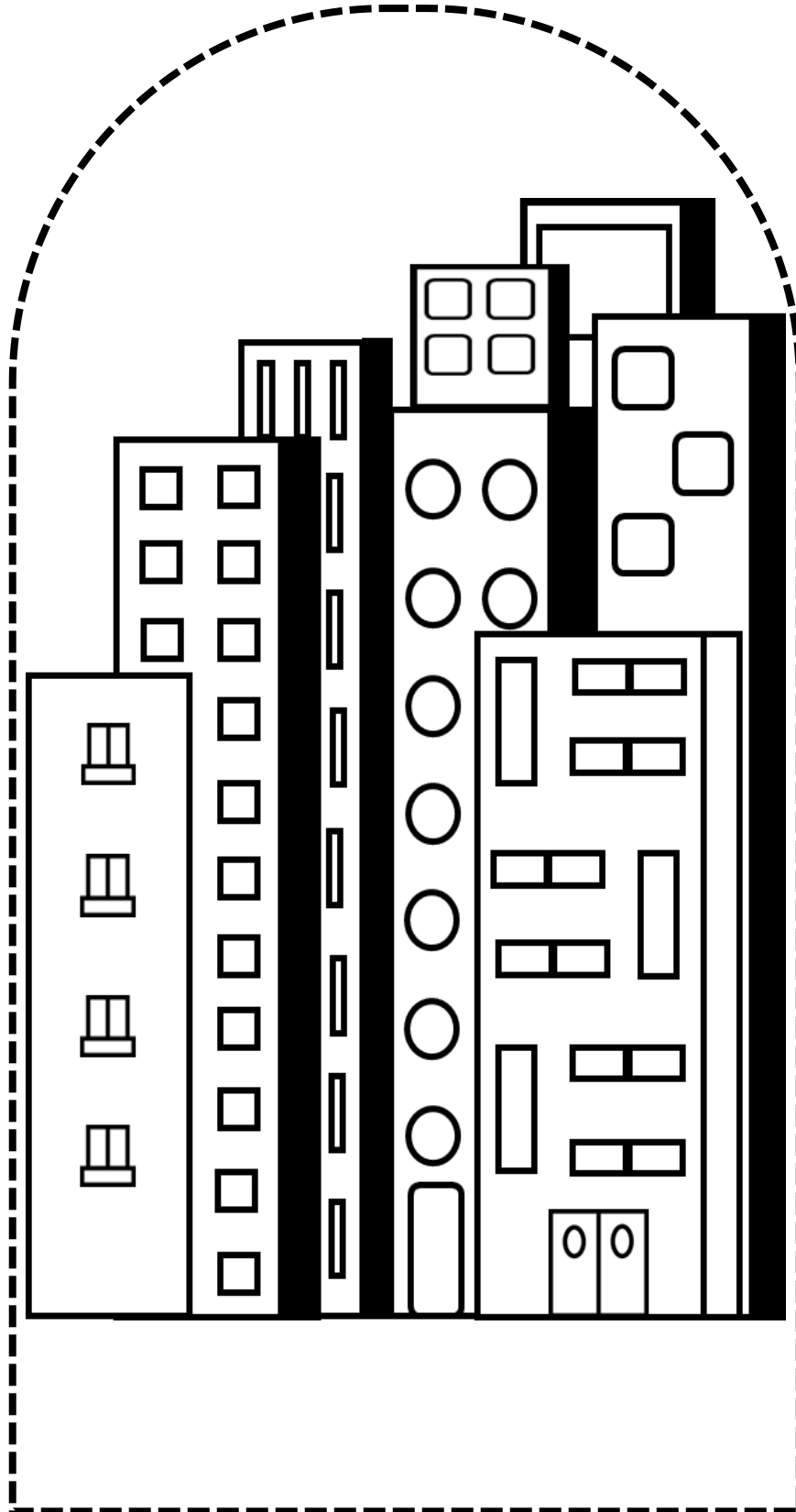
Middle



# Let's Build a Sustainable City!

Activity Sheet

Back



# Let's Build a Sustainable City!

Activity Sheet



Back

