




**The
World
School**

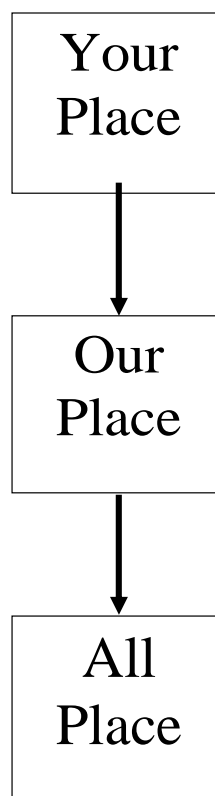
Brisbane a Subtropical City

World School 2006 : Australia.

**Conference Overview and
Preparation Instructions.**

**Conference Topic: The Environment;
Creating Sustainable Urban Communities.**

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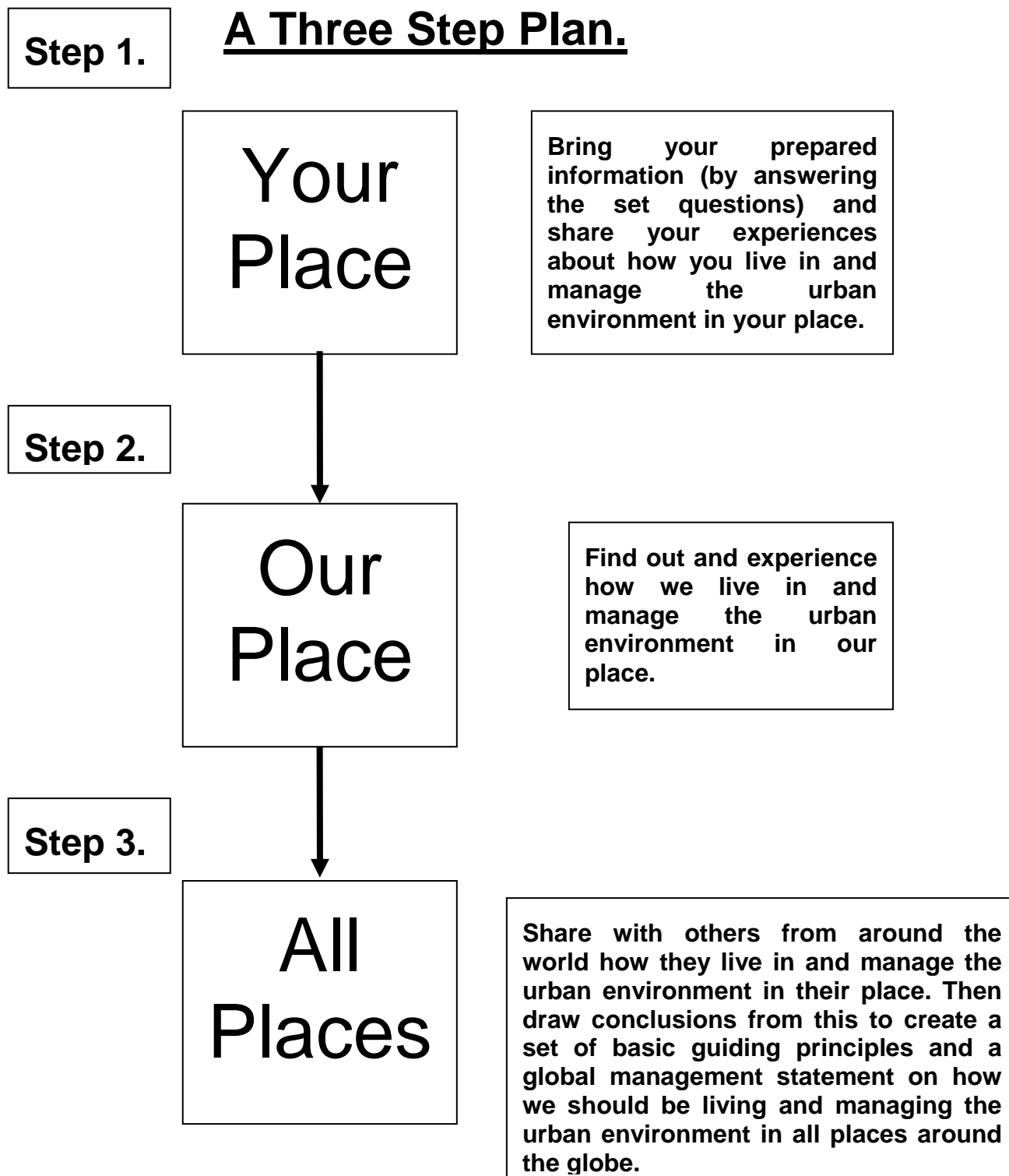
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1.0: A Simple Overview of the Task in the World School 2006 Conference; A Three Step Plan.

Theme: The Environment; Creating Sustainable Urban Communities.

By following the basic three steps below, the World School delegates will be able to gain a deeper understanding of how we live and manage the environment around us and then through negotiation produce a clear statement (a Charter) on our theme: 'The Environment; Creating Sustainable Urban Communities'.



2.0: Step 1: Your Place [Preparation].

2.1: Preparation for students and teachers.

To understand what they have to do before they get to Australia, they have to know the **theme** of the conference, the general **activity** structure of the conference and importantly, the **genre** of the presentation/written tasks.

The three step plan is communicated to them (as per previous page; Your Place, Our Place, All Places), concerning the task and theme, general activity structure and outcome, along with other details attached.

The model of learning being applied is the **inquiry approach** and the genre is based on a **charter structure**.

2.2: Equipment recommended/needed for task.

We are recommending the use and application of:

1. **Computing resources** for gaining access to information about Your Place and
2. A **USB drive** (with the collected information such as; text, graphs, tables, photographs, images, sounds and pictures) should be brought to St Paul's. Please ensure the USB drive is free of any potential viruses.
3. At Your Place, optional equipment such as, digital still devices and video cameras could be used to take photographs/video to supplement information gathered, for instance, from the internet (whilst this is recommended it is not essential). This information is then stored on a USB drive to be brought to World School. There is no requirement to bring a camera to the conference, however, you may like to bring a camera or related devices for social or supplemental research reasons, that decision, is of course yours to make.

2.3: Guiding questions about your place.

The information gathered in Step 1 Your Place, must address the key task of "How do you live and manage the environment in your place?". For organizational ease, your living environment has been broken down into three main subgroups;

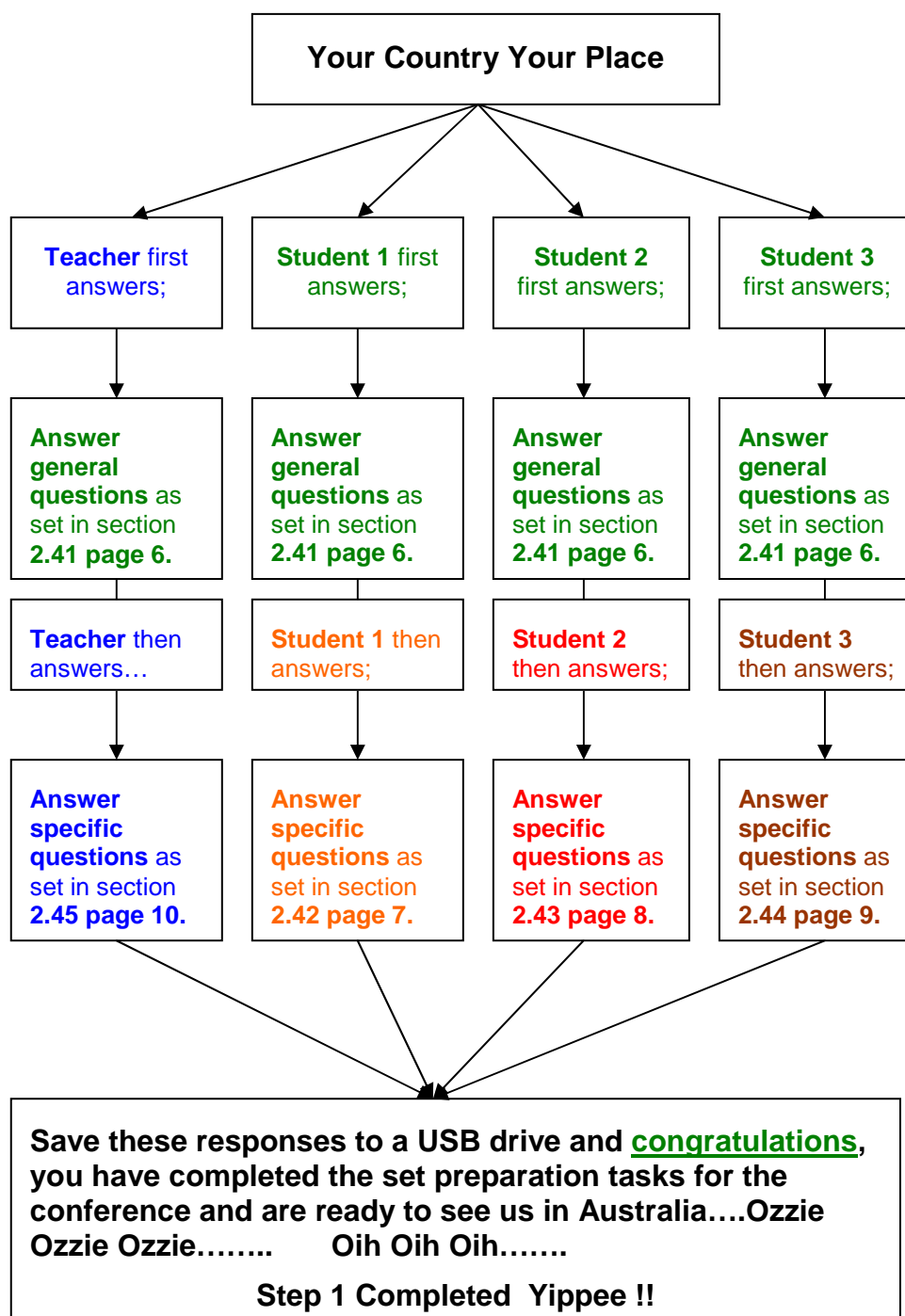
- i. The Environment: (both the natural and impacted environment)
- ii. The Built Environment: (Housing, Industry and Infrastructure)
- iii. Community and Cultural Practices: (Demographics, Management Policies, Community Values etc..)

General guiding questions and specific guiding questions have then been set to help have a better idea of how you live and manage your environment. As most schools will be sending three students, it might be an idea for each student to focus more heavily on one area (whilst still developing a good understanding of all areas)

2.4: A task summary explanation and diagram of: Step 1. Preparation at Your Place.

The recommended allocation of tasks for each country is described in the diagram below. The **teacher** answers the general set of questions in **2.41 page 6** and the **specific teacher** conference questions in section **2.45 page 10**. All students answer the general set of questions in section **2.41 page 6** and **student 1** answers questions in section **2.42 page 7** and **student 2** answers questions in section **2.43 page 8** and **student 3** answers questions in section **2.44 page 9**. Each country must have answered all questions on pages 6 segments allocated for Step 1. Your Place.

Task Summary: Step 1. Preparation at Your Place.



Step 1. Your Place.

All delegates; the **teacher** and **all students** must answer these general questions.

2.41: Section A. General guiding questions.

Each country/student/teacher will save to a **USB drive** information on how they live in and manage their environment. These should include for example; **images** (photographs, graphs, maps, diagrams, tables), **texts** (in English, although you can keep translations in your own language as well), **sounds** (traffic, wildlife and music) and could include **video** footage.

Step 1 Part A.

Name: _____. Country: _____.

1. Name your country and the total land area of the country [in square kilometres]?
2. Images of your country (1-5 images) and city (1-5 images), including images of iconic and/or famous part/s of your city/country, store about 5-10 images [at least] (you could relate them to the theme of the conference if you wish):
3. The name of your city/place and the total land area of city/place (if possible) [in square kilometres]?
4. What do you like about where you live (give/explain/show at least three reasons)?
5. What don't you like about where you live (give/explain/show at least one reason)?

Optional Extension Questions:

6. Images and explanation of where you live, your family and your school and maybe of your friends as well.
7. Images of your favourite place in the city.
8. Map/s of city/region showing:
 - urban and other areas (national parks, farms, forests, commercial)
 - region (general area) that your place (city) resides in
 - various other topographic and thematic maps

Step 1. Your Place.

Student 1 to answer these questions on the environment.

7

2.42: Section B. Guiding questions: The Environment (both the natural and impacted).

Each country/student/teacher will save to a **USB drive** information on how they live in and manage their environment. These should include for example; **images** (photographs, graphs, maps, diagrams, tables), **texts** (in English, although you can keep translations in your own language as well), **sounds** (traffic, wildlife and music) and could include **video** footage.

Step 1 Part B.

Name: _____. **Country:** _____.

1. Location: hemisphere (North/South and East/West), latitude and longitude, altitude, distance from the sea.
2. Climate and topographic setting (long term average; temperature, precipitation, general wind speed and direction, sunlight, also, mountain ranges, river systems etc.) [summary with supporting images].
3. Description of the natural environment, both vegetation and wildlife (one paragraph plus visuals) and an explanation of some of the rare, or special natural features, vegetation and/or wildlife in and around the place you live.
4. Explain and/or show any/known general Land, Air, Water and Noise quality impacts or measures, if possible, in your city.
5. The main or current natural hazard risk, degree of severity and impact (one paragraph plus visual support) and any other number of natural and human generated hazard risks and their degree of severity and impact (one paragraph plus visuals).

Optional Extension Question:

6. What is the general hazard management system like for your city and how effectiveness is this system when dealing with these hazards (one to two paragraphs plus visuals).

Step 1. Your Place.

Student 2 to answer these questions on the built environment.

2.43: Section C. Guiding questions: The Built Environment (Housing, Industry and Infrastructure).

Each country/student/teacher will save to a **USB drive** information on how they live in and manage their environment. These should include for example; **images** (photographs, graphs, maps, diagrams, tables), **texts** (in English, although you can keep translations in your own language as well), **sounds** (traffic, wildlife and music) and could include **video** footage.

Step 1 Part C.

Name: _____. **Country:** _____.

1. What are the main forms of transport in your city [How do you usually get to school/college/university/work?].
2. What are the main forms of accommodation for the bulk of the population (units, houses, flats, duplexes etc...) [Where and what accommodation do you live in?].
3. What are the main forms of energy used in your city (and the energy consumption per person): Domestic, Commercial/Industrial Transport and other Infrastructure (Health, Educational facilities) [What forms of energy do you use?].
4. Does your city have effective waste disposal systems (e.g. sewerage and rubbish). How much rubbish is produced per person? Does the city have recycling programs, if so, what in, how? [Are you involved in recycling at all, is so how?].
5. What designs are the most popular for accommodation and why? What factors influence design issues in your place? Explain [e.g. cost, climate conditions, potential hazards etc..].
6. Show the location of your school in your city and what does your school look like? What design features and facilities are important in your school? What do your classrooms look like?

Optional Extension Questions:

7. What are some examples of good urban designs in your city that take the into account issues of livability (e.g. weather extremes, hazard issues, aspect of building, energy efficiency, water usage, aesthetic needs, recreational and environmental needs and so on), show and explain these examples?
8. What is the general resource usage and provision of basic items like;
 - (i). Drinking and general water supply [Do you drink tapped water? Why/why not?]
 - (ii). How is power (electricity) provided [and what is the per capita usage?]
 - (iii). other??

Student 3 to answer these questions on community and cultural practices.

2.44: Section D. Guiding questions: Community and Cultural Practices (Demographics, Management Policies, Community Values etc..).

Each country/student/teacher will save to a **USB drive** information on how they live in and manage their environment. These should include for example; **images** (photographs, graphs, maps, diagrams, tables), **texts** (in English, although you can keep translations in your own language as well), **sounds** (traffic, wildlife and music) and could include **video** footage.

Step 1 Part D.

Name: _____. **Country:** _____.

1. What is the population of your city, the population density of your city (per square kilometre) and the population growth rate, how has the population changed over time?
2. What is the rate of natural increase (birth less death rates)? What is the migration rate and where do they come from? What therefore is the total rate of population increase?
3. Give an economic summary of city including the living standards of the general population (or of the country if the statistics are unavailable for the city). What are the main economic indicators for the city (average income in \$US, distribution of wealth, unemployment rate, economic growth rate, inflation and interest rates, composition of workforce etc.)? Explain/display this with explanation and visual information like diagrams, graphs and tables.
4. What is the political structure like? Who makes the planning decisions for your city? How does the community participate in developing these plans? Explain briefly.
5. What attitudes do the people in your community have to the environment and to the livability of your city? What is your attitude, explain briefly?
6. What does your community see as the most significant livability concern for your city (hazard risk/s, air pollution, traffic congestion, aesthetic need, air pollution, fresh water)? Explain briefly.

Optional Extension Questions:

7. What is your place doing to make your city more livable? Explain briefly.
8. What is the ethnic and religious mix of your city, include where they live if possible [What is your ethnic, religious background?]. How important are these influences in the community and on the concept of protecting/respecting the environment?
9. What are/were the traditional lifestyles, foods and diets of your place like? How did they impact on the environment in comparison to now? [What traditional foods do you like to eat/drink? What is a typical traditional lifestyle, how do you live in comparison to this?]

Step 1. Your Place.

The **teacher** must answer these questions on education and the environment.

2.45: Section E. Teacher guiding questions.

Each country/student/teacher will save to a **USB drive** information on how they live in and manage their environment. These should include for example; **images** (photographs, graphs, maps, diagrams, tables), **texts** (in English, although you can keep translations in your own language as well), **sounds** (traffic, wildlife and music) and could include **video** footage.

Step 1 Part A.

Name: _____. **Country:** _____.

1. How does your school teach about the living and natural environment (In both curricula and extra curricula areas)? Explain, give examples.
2. Does your curriculum and extra curricula activities cover such environmental issues as creating a more sustainable society? Elaborate.
3. What are the key skills required within one or two teaching areas when teaching about the living and natural environment (**Key Skill Areas:** Knowledge, Practical skills; Attitudes and Values **Main Teaching Areas:** Language and Communication, Mathematics, Natural Sciences, Technology, Human and Social Sciences, Personal Well-Being and Health, Arts and Culture).

Explain and complete matrix below:

<u>Education and The Living and Natural Environment.</u>		
Key Skill Areas	Main teaching area 1: _____.	Main teaching area 2 (or extra curricular area): _____.
1. Knowledge		.
2. Skills		
3. Values and Attitudes		
4. Other		

4. If you were asked to write a **Charter on Education and Creating Sustainable Urban Communities**, give some examples of the important: a. Knowledge, b. Skills and c. Values and Attitudes required help achieve this goal.

Step 2. Our Place.

**When you come to our place
we will all complete Steps 2
and 3 together!**

3.0: Step 2: Our Place.

3.0: Preparation Activities for Conference when in Australia.

During your stay in Australia, prior to attending the conference, some if not all of the activities relate to the theme. Importantly, the program will background the physical and natural landscape of Brisbane. Thus a' mangroves to the mountains' structure is evident at our **beach** (and island) stay, trip to **O'Rielly's** (up in the mountains). Further, a trip to the **Australian Zoo**, climbing the **Storey Bridge** and the **Kelvin Grove Urban Village** will be helpful and informative. Finally, the involvement of a number of **QUT (Queensland University of Technology) lecturers** specializing in a number of the elements relating to our topic will provide support to the theme: **The Environment: Creating Sustainable Urban Communities.**

Step 3. All Places.

4.0: Step 3: All Places.

Indicative structure of Conference:

1. In **mixed nationality groups**, they will be allocated a **subtopic** (related to a section of the charter and theme of conference) to investigate, share their information, knowledge and experiences and apply their abilities to completing the task set.

2. They will have to **reach agreement** on how to respond to and therefore 'answer' the sub-topic and work out how to **communicate** these results to the rest of the WS delegation. Further, an aspect of the sub-topic will be related to a segment of the charter. They will have to complete this segment of the Charter, with links/attachments if possible/necessary.

3. They will **present their completed section of the Charter with supporting reasoning/explanation** to the rest of the group, probably through the use of a powerpoint presentation, that can then be saved on file and linked appropriately to the specially created web page for the Australian 2006 WS Forum. This will form a record of the work carried out by the delegates.

4. It is hoped that The World School Charter on the **Environment: Creating Sustainable Urban Communities**, will be presented as a completed document (to a dignitary) and placed on a webpage. Copies of the World School Charter on the Environment may be sent to a variety of international organizations.

Basic rules of style, genre and task:

During the conference, they will be given guidance on how they should summarise their findings to explain their view on the topic by: (i). identifying the best solutions, objectives or criteria being applied from around the world that address the key issues and problems of living in and managing our global and local environment, (ii). keeping to the style requirements for the tasks (3rd person, formal, objective, of appropriate length and digital size for of the document and of the appropriate time for the presentation). Keep in mind that the details that support their conclusion (the one paragraph summary for the charter) about the best management practices of our urban living environments will be explained in greater detail in the presentation of their results to the conference and linked to their segment of the charter.

Example: A group is allocated the subtopic;

3.0: The Built Environment 3.1 Domestic Structures, therefore, they must...

1. Have a **one paragraph summary** of how we should be living in and managing the Built Environment for Domestic Structures (houses, units, flats etc.), that specifically mentions the various design objectives, requirements or criteria for Domestic Structures that best address the current global and various local environmental situations, issues and stresses (but not an explanation, these will be elaborated on in step 2) i.e. a policy objective/intention and/or solution to the sub-topic in question.

2. A more detailed explanation for the outcome of the one paragraph summary is also provided which will form the bulk of their presentation material.

N.B. Some of the dangers in creating this document (The Charter) include, dealing with the potential repetition of some aspects of the document, hopefully this will be avoided because, whilst many of the causes will be the same or overlapping, the different areas allocated for each group for the Charter will have different outcomes.

4.2: Preliminary Student Charter Structure.

Preamble:

World School Charter 2006.

The Environment: Creating Sustainable Urban Communities.

1.0: Introduction.

2.0: The Environment.

2.1: The Environment (natural and impacted environment)

2.2: Environmental Hazards

3.0: The Built Environment.

3.1: Domestic, Retail, Commercial and Industrial Structures

3.2: Infrastructure

3.21: Transport

3.22: Water and Sewerage

3.23: Power Generation and Distribution

3.24: Telecommunications

3.25: Education, Health and Other Infrastructure

4.0: Community and Culture Practices.

4.1: Government Policies and Practices

4.11: Decision Making and the Community

4.12: Government Policies and Management Procedures

4.121: National Policies and Management Procedures

4.122: Regional Policies and Management Procedures

4.2: Community and Individual Practices

4.21: Community Practices

4.22: Individual Practices

4.3: Economic and Environmental Objectives and Practices:

4.31: Economic Growth and the Environment

4.32: Economic Development and the Environment

4.33: Other Economic Indicators and the Environment

4.331: Employment

4.332: Inflation and Interest Rates

4.333: International Trade

5.0: World School and Creating Sustainable Urban Communities:

5.1: Our Schools and the Environment

5.2: Our Homes and the Environment

6.0: Our Global Community and the Goal of Creating Sustainable Urban Communities.**7.0: Member Schools** (with provision for student and staff representative signatures):

4.3: Preliminary Teacher Charter Structure.

Preamble:

World School Charter 2006.

Education and Creating Sustainable Urban Communities.

1.0: Introduction.

2.0: Core Knowledge when Teaching and Learning about Creating Sustainable Urban Communities:

3.0: Core Skills when Teaching and Learning about Creating Sustainable Urban Communities:

4.0: Core Values and Attitudes when Teaching and Learning about Creating Sustainable Urban Communities:

5.0: Education and our World School Community and the Goal of Creating Sustainable Urban Communities.

6.0: Member Schools (with provision for teaching staff representative signatures):

5.0: The Learning Process Diagram.

The Learning Process Diagram: World School Conference 2006 Australia.

The Environment: Creating Sustainable Urban Communities.

