

Regenerating Australia - Regenerate Your Community



Name

Class

Teaching Sequence

Work through this resource material in the following sequence:

30 minutes	Part A: Understanding the concept of regeneration and the three pillars of sustainability
30 minutes	Part B: Investigate ways people, communities, organisations are implementing regenerative practices
20 minutes	Part C: Grant application writing
15 minutes	Part D: Share application(s) and create a discourse

Part A: Understanding the concept of regeneration and the three pillars of sustainability

Step 1.

Watch the Regenerating Australia film (17 mins) ask students to take notes on concepts and the regenerative practices.

Note: Here are some examples from the film:

- Restoring culture: 3:10-4:37
- Energy transition to renewables 5:30-8:30
- Emissions reduction, remanufacturing and greening cities 8:35-11:38
- Regenerative farming 11:39 -13:03
- Restoration of land, reforestation and rewilding 13:03-14:48.

Step 2.

Facilitate a brief discussion about the meaning of regeneration and ask students to provide some examples and concepts they saw in the Regenerating Australia film. Emphasise the importance of the health and wellbeing of people, flora and fauna within these concepts.

- What does regeneration mean and how is it different from sustainability?
- What is an example of a regenerative idea or theory?
- What outcomes can we expect when we apply regenerative thinking and practices?

Ensure students understand the difference between regeneration and sustainability and can articulate that sustainability seeks to reduce harm whereas regeneration takes things a big step further. A regenerative approach to design and development seeks to reverse environmental degradation and social fracturing to create a positive impact for people and the planet. More information can be found [here](#).



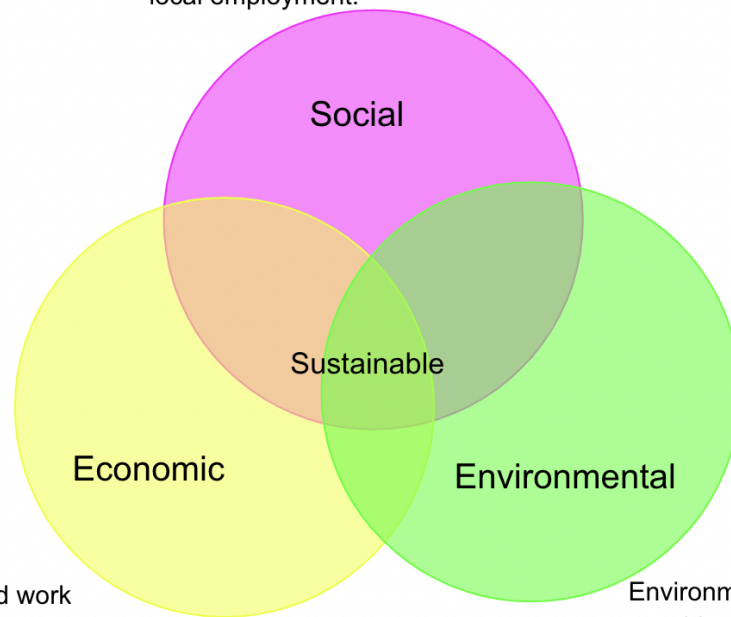
Here are some other example methods of regeneration to provide students: planting trees, rewilding, growing or eating regeneratively farmed foods, switching to renewable energy, composting food waste, accessibility to essential services in your local community, helping others and promoting connection.

Step 3.

Introduce the three pillars of sustainability by watching [Episode 6: The 3 Pillars of Sustainability | Sustainable Development | SDG Plus](#).

Afterwards, present the diagram below with the key points on each pillar. Ask students to reflect on these during their investigation to see how their case study considers each pillar.

Social things to consider: Health and well being of communities, invigoration or culture and sense of place, education and local employment.



Economic things to consider: Fair pay and work hours, being competitive in the market by providing unique goods and services.

Environmental things to consider: Carbon footprint, emissions reduction, land regeneration and reserves for future generations.

Step 4.

Advise on some of the key points to consider for each pillar (see below for examples and the diagram above):

- **Environmental:** lowering carbon footprint, maintaining ecosystems, land regeneration and preservation for future generations
- **Social:** Health and well being of communities, invigoration of culture and making places meaningful depending on the culture of the place, ie indigenous, migrant populations to give pride and maintain social identity
- **Economic:** Fair pay and work hours, being competitive in the market by providing unique goods and services.

Part B: Investigate ways people, communities, organisations are implementing regenerative practices

Step 1.

Advise students to complete tasks 1-2 on the Regenerating Australia worksheet. This should not take longer than 10 minutes.

Task 1 - Organise students into groups of 3 or 4 (or allocate groups by tables if students are sitting together)

Task 2 - In their groups, ask them to choose one of the clips from the list below and write notes about the following key points.

- Method of regeneration used in the clip
- How it was implemented by the person, organisation, or community
- Why the regeneration was important to society, the environment and/or economy
- The impact this regeneration had on society, environment and/or economy.

Clips:

- [The Yarang Women's Movement](#)
- [World Bee Day](#)
- [Couple in India spends 25 years regenerating desert farmland](#)
- [Meet AY Young](#)
- [Meet Anjali](#)
- [Meet Catherine and Aniyo](#)
- [Meet Ian](#)
- [Meet Lauren](#)
- [Meet Liz](#)
- [Meet Ronni](#)
- [Meet Yen](#)

Step 2.

Invite your students to start and complete tasks 3-5 on the Regenerating Australia Student Worksheet.

Task 3 - (10 mins) Creative thinking - Brainstorming: Advise them this is a creative thinking technique and not to be critical. This is about getting their ideas down as a group, even if they think they're not great. Encourage them to write, draw (quick thumbnail sketches) and talk with each other. This task is about engaging with ideas through words and visuals without judgment. Tell them to save the judgment for the next part of the task.

Task 4 - (5 mins) Critical thinking - Evaluation: Advise them this is a critical thinking technique that will help determine the best proposal to explore. This is about discussing and evaluating each method of regeneration and place. Ask them to rank their ideas (proposals) 1-10 depending on how well they address the three pillars, or which one includes the most current or urgent issues/needs.

Task 5 - (15 mins) Creating a poster - Use A3 paper (or butchers paper for bigger groups) Advise students to illustrate the process of their proposal to show how it will work and who is involved. Give them some ideas of how to represent it - it could be linear, or a wheel. Encourage them to include diagrams, images, headings, and colour. Advise students to delegate tasks once they have agreed on the process so they complete the task in the given timeframe.

Part C: Grant Application Writing

Step 1.

Familiarise students with the meaning of a grant application and discuss why people, organisations and businesses apply for grants and why they're beneficial. You may like to search the [Victoria Gov](https://www.victoria.gov.au) homepage and scroll through various grants available and there might even be a grant in there that students could apply for.

Below are some of the questions that may arise during the class discussion:

Tip 1: Check that your organisation is eligible to apply

Tip 2: Prepare your application

Tip 3: Research how much your project will cost

Tip 4: Consider what other funding sources are available

Tip 5: What to include in your grant application

Tip 6: What to include in your project plan.

Step 2.

Share with students the template for [Regenerating Australia grant application guide](#) and ask them to complete task 6 on Regenerating Australia Worksheet. Students are required to write a grant application individually. If you are short on time, this can be done as a group activity. Advise students they can delegate tasks according to the headings or questions.

Part D: Share application(s) and create a discourse

Step 1.

Ask a member of each group to share their group's initiative/proposal and the method of regeneration. Advise the class to engage in-class discussion.



Some questions to help prompt students when sharing (these could be written and given to class members to ask too)

- What method of regeneration does the proposal use?
- What are the cultural benefits of implementing this proposal?
- How does this proposal benefit the community?
- What impact does this have on the environment?

Reflection

- **Connect:** How are the ideas presented in the clips about regeneration connected to what you already know?
- **Extend:** What new ideas or information extended or broadened your understanding of regeneration?
- **Challenge:** What challenges or questions have you encountered when trying to understand and articulate the topic or information?
- **Overcome:** How do you think you might be able to overcome the challenge/s and improve?

Differentiated Learning

Extension

Identify possible local businesses, individuals or community groups that can help implement the initiative by conducting an internet search and adding them to the grant application. Ask students to carry out a survey in the class to find out if members of their community are in support of their proposal.

Grant Application: Use questions on the Grant Application to Local Council worksheet to help prompt students on what to write. Ask them to answer the question and then write down what they have said in one or two sentences. Suggest they submit their proposal to the local council.

Provisions for Learning Support

When brainstorming regeneration methods (short clips), ask students to watch one of the video clips provided and explain what happened in the clip. This will help students build on discussion and meaning to ensure students understand the concepts.

Teacher Reflection

Take this opportunity to reflect on your own teaching:

- What did you learn about your teaching practice today?
- What worked well?
- What didn't work so well?
- What would you share?
- Where to next?
- How are you going to get there?