

Regenerating Australia - Regenerate Your Community



Name

Class

Teacher Preparation

Learning intentions:

Students will...

- understand the various aspects of sustainability, regeneration, and the importance of an integrative approach
- become aware of issues that are relevant to their local context
- learn critical and creative design thinking techniques to explore complex ideas
- build on relationships with their peers through collaboration.

Success criteria:

Students can...

- articulate complex ideas through creative and critical thinking techniques and design thinking
- work collaboratively
- recall and apply various methods of regeneration
- understand and apply the Three Pillars of Sustainability



Make the learning intentions and success criteria visible for students throughout this lesson.

Teacher content information:

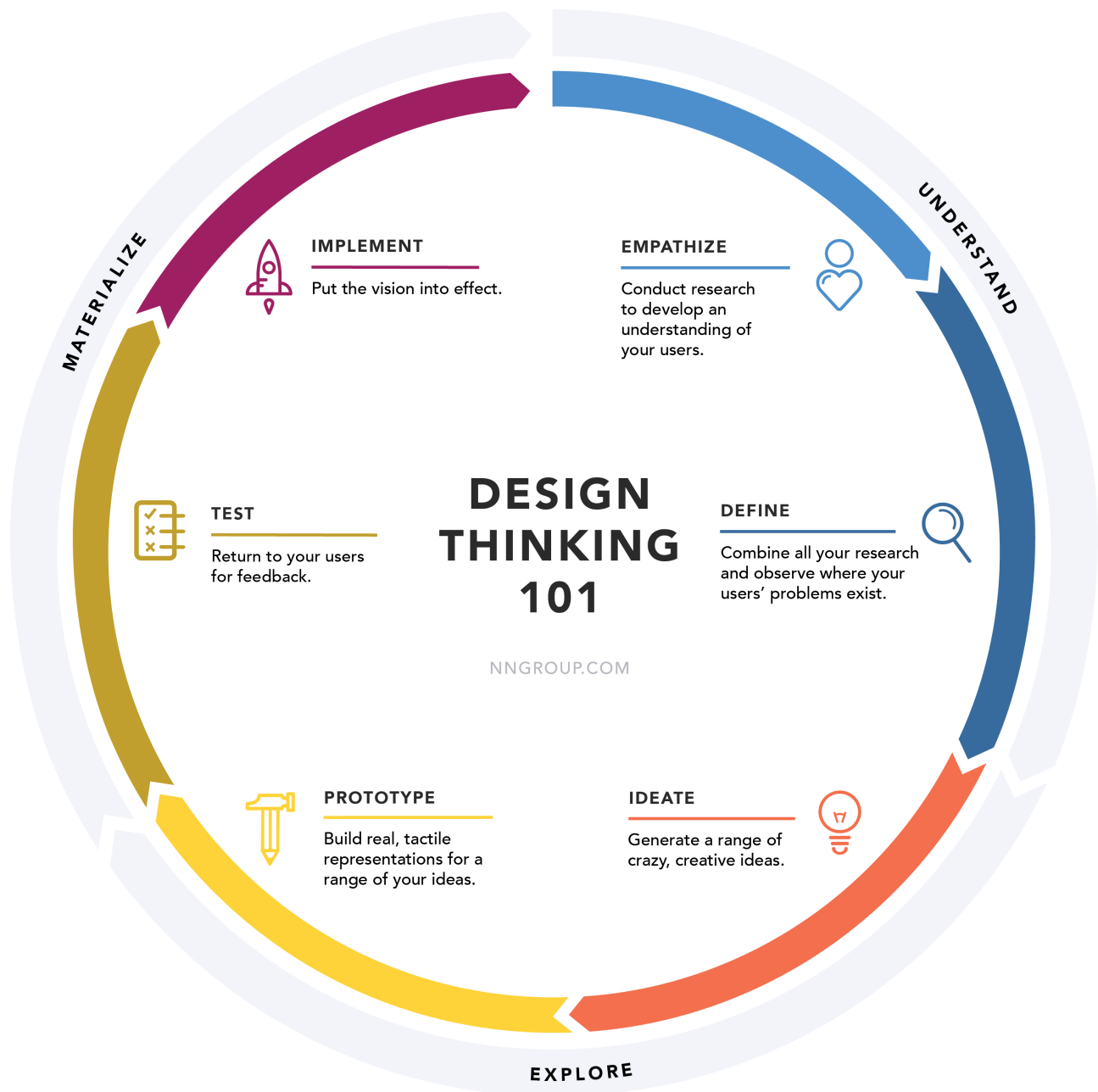
The teaching and learning content here is to be utilised in conjunction with the Regenerating Australia film and film guides. This lesson aims to introduce several key concepts (regeneration and sustainability) and asks students to apply them to ideas using design thinking. In doing so, they will improve their understanding of regeneration and realise these ideas are not just about recycling and planting trees. Furthermore, they will understand that complex ideas require a development that includes researching, creative and critical thinking.

Regeneration discussions need to include the importance of listening to all voices in society and acknowledging different cultural perspectives and having pride in one's social identity and sense of place. Students need to understand that these social aspects are also important for regeneration and sustainability to make sound environmental and economic decisions that are viable, sustainable and meaningful to communities.

To help you discuss these, watch [Episode 6: The 3 Pillars of Sustainability | Sustainable Development | SDG Plus](#) before showing this to students. Take note of the examples provided in the clip that show the importance of an integrated approach. For example, only focusing on the environmental pillar in Kenya and nurturing the wildlife population gave rise to poverty as farmers lost livestock to wildlife.

Design Thinking:

You will find the lesson also works through the first few steps of the design process to help students explore and articulate complex ideas, and make connections between various aspects when creating a proposal. There is a focus on Understanding and Exploring through research, creative and critical thinking.



About Regeneration:

Sustainability seeks to reduce harm whereas regeneration takes things a big step further. Regenerative design and development reverses environmental degradation and social fracturing; it addresses the unprecedented challenges our environment faces today by enabling human systems to co-evolve with nature. If our intention for this planet is sustainability, then regeneration is the active and inclusive process that can get us there. Regeneration is the default mode of life - from the cells in our bodies to a forest after fire.

Learn more about regeneration [here](#) and share the "[What is Regeneration](#)" video, and use the password **EDURA** to access the link. The video will help inspire your class' thinking and refresh their understanding of regeneration.

The Planetary Boundaries framework by the [Stockholm Resilience Centre](#) is a good frame of reference for the damage we are doing.

The work of [Kate Raworth and Doughnut Economics](#) also highlights these breached ecological boundaries and also incorporates the encroachment of social boundaries.

This [video](#) presented by director Damon Gameau will help provide context to students about where we are with our Planetary Boundaries, and why we need to regenerate before we can achieve sustainability.

Film Synopsis:

Regenerating Australia is a short film by the writers and producers of the award-winning 2040 film. It is based on a 4 month interview process with a diverse group of Australians who shared their hopes and dreams for the country's future.

Set on New Year's Eve of December 2029, a news anchor is ending the nightly bulletin with a look back at the decade 'that could be'. A decade that saw Australia transition to a fairer, cleaner, more community-focused economy. The film is a construction of news reports and press conferences featuring real journalists, politicians, business leaders and citizens.

The film brings to life the greener, more vibrant cities and communities that the interviewees are asking for. We see what a high-speed rail network connecting regional areas and cities would look like, what large scale wind, solar, battery and hydrogen projects would do for hundreds of thousands of employees, and show the impacts of landscapes coming to life when regenerative agriculture and reforestation programs combine with Indigenous knowledge and fire ecology to bring more people back onto the land.

This 'mocked up' look back at this critical decade is full of hope and aspiration, mapping out a pathway for change that can lead us to a more sustainable future. But it is a muscular hope, as each news event is grounded in the research and modelling of several organisations that have been examining and advocating for such a transition.

The main solutions highlighted in the film are:

- valuing, amplifying and adhering to First Nations' knowledge
- decentralised decision-making with more community involvement
- regional investment that creates local jobs and economic activity
- community-led clean energy projects and localised food systems
- regenerative farming and land management practices.

How to access the Regenerating Australia film:

Australian schools can apply for a free educational license to screen the film either virtually or on the school campus. Schools will receive a digital copy of the film and are also invited to download the free School Action Toolkit. The film is also available on [ClickView](#).

To view the trailer, click [here](#).

Regenerating Australia is a Regen Studios film developed and produced in association with [WWF-Australia](#). Cool.org and Regen Studios would like to acknowledge the generous contributions of [Shark Island Foundation](#), [Documentary Australia Foundation](#), and our philanthropic partners in the development of these teaching resources.