Global Teacher Seminar Lesson Plan

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Title: *Urban Health: An introduction to "SDG #11: Sustainable Cities and Communities"*

Theme/Topic: Sustainability, Urbanization, City Planning, Urban Health, United Nations, Sustainable Development Goals

Introduction:
With more than half of the world's population living in urban areas, understanding what makes up urban health is an important conversation. Currently, there is a greater focus on understanding the complexity of building a sustainable and safe future. Before addressing the multitude of solutions needed to create future sustainable cities, we must have an idea of what the challenges are in the first place.

Subject(s)/Grade level(s): Social Studies, Science, Multidisciplinary Studies; 9-12

Suggested Duration of Lesson: One Day (45-60 mins; easily extended)

Connection to Standards/Common Core:
- *Contemporary World Issues* # 12. Sustainability issues are interpreted and treated differently by people viewing them from various political, economic, and cultural perspectives.
- *Modern World History* #28. Environmental concerns, impacted by population growth, and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.
- Other standards based on urbanization and sustainability exist at lower grade levels.

Essential Questions:
What are the current determinants of urban health?
How do the current determinants of urban health impact humans?
Why does urban health and a turn toward healthier cities matter?

Learning Objectives:
Students will be able to:
- identify a variety of determinants of urban health.
- explain how different determinants of urban health impact humans.
- identify how urban health ties into the UN SDG on Sustainable Cities and Communities.

Materials Needed: Internet access; Copies of Readings, if printed.

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Pre-Assessment of Prior Knowledge:

Knowledge of basic concepts such as urbanization and sustainability should be clear from previous lessons and coursework by the time this lesson occurs for a heterogeneous group of high school students. Students may be asked to brainstorm ideas or review terminology ahead of time to make sure they are using the same baseline information.

Teacher-Student Interaction:

1. Students begin the lesson by viewing: Europe's First Carbon Neutral Neighborhood | Horizons: Smart Cities | BBC Studios https://www.youtube.com/watch?v=6yZYXSsWnsg and students record examples of a healthy environment created by the city planners in Malmö

2. Class creates a shared list entitled "What factors define (make up, express, determine) urban health today?" This might be easier if two sides of a T-chart are used to list factors that might make an urban environment a healthy one and factors that might make an urban environment unhealthy. The teacher may need to prompt the conversation to the second list to dig deeper into the components that define urban health. Students are encouraged to see past the obvious examples of air or water pollution to explore ideas such as noise and light pollution

3. Individuals or the entire class (depending on the group and their needs) look at resources to provide more information on the topic. This may be teacher led to show examples that match and extend the student list or discovered by the group through resources.
Example resource: World Health Organization: Urban Health and others which are more detailed, academic readings with data

4. Discussion and exploration can turn toward the impact of urban health factors.
View: Why Urban Health Matters from the World Health Organization

5. Transition in the class discussion to sharing the UN Sustainable Development Goal #11: Sustainable Cities and Communities - look specifically at the why it matters and infographic, which may be posted in a way that the class can look at it together.

6. Extending the lesson to another day or two might include specific focuses on urban centers around the world and their unique qualities as well as challenges. Students may pick their own areas of explore or be given the names of urban centers by the teacher (diverse sources such as UN articles and videos are helpful here).

Closing Activity:
If time, the class may take a vote as to which factors they think are: the most prevalent in their community, the most pressing in their region, which ones they think they could influence through an activity or advocacy, etc.

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Depending on the next part of the lesson or the goal of the unit, students may create a list of the top three areas they would like to learn more about or areas in which they would like to research and explore solutions or partnerships. The focus might be more on sustainable development initiatives.

Post-Assessment:

This lesson may not end with a typical summative assessment unless it is part of a greater look at sustainability practices and urban planning. A more practical formative assessment in the following days, or at the end of class if there is time, might be a 30-second share, write a quick-response, do a 3-2-1 review of the idea, or any other quick write.

Reflection:
Throughout the lesson students examine images, stories, and examples from around the world. They are challenged to make meaningful connections between prior knowledge and new learning. The media used in the lesson shows global examples as well as the data collected. Finally, through teacher facilitated information shared and discussion, the students should be keeping a global and diverse perspective in mind throughout the lesson.

Resources:

Europe's First Carbon Neutral Neighborhood | Horizons: Smart Cities | BBC Studios (BBC Studios, 2013)
https://www.youtube.com/watch?v=6yZYXSsWnsg

Financial Times Podcast: How to Build a Healthy City https://www.ft.com/content/8e5af49d-7beb-4eec-8051-32ab2ca5fb81

Hannah Ritchie and Max Roser (2018) - "Urbanization". Online OurWorldInData.org.
https://ourworldindata.org/urbanization

UN Sustainable Development Goals # 11: Sustainable Cities and Communities
https://www.un.org/sustainabledevelopment/cities/

World Health Organization: Urban Health Homepage
https://www.who.int/health-topics/urban-health#tab=tab_3

World Health Organization: Why Urban Health Matters https://www.who.int/news-room/facts-in-pictures/detail/why-urban-health-matters

Extension Activities/Extending the Lesson/Cross-Curricular Connections:

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Students may easily extend this lesson to address the details of particular determinants of urban health or move into lessons addressing solutions. They may create a more clear picture of the data behind urbanization by looking at Our World In Data's source: https://ourworldindata.org/urbanization. Solutions may range from small, local awareness and initiatives to larger actions connecting with global partners. More advanced and modern research is available through the United Nations, other local and global partners, and even the podcast (Financial Times Podcast) mentioned. The extension might include a teacher-led study on one topic or student-led research and action-plans.