

WHAT MAKES A PLACE GOOD TO LIVE?

“Perth keeps landing near the top of world liveability lists. But who decided that? Nobody asked you.”



YOUR ROLE TODAY: LIVEABILITY INSPECTOR

Experts rank cities all the time. They use their own checklists. Today, the experts get overruled. You build your own checklist — and then you inspect the suburb you actually live in.

■ THE 60-SECOND STORM — YOUR BRAIN FIRST, NOBODY ELSE'S

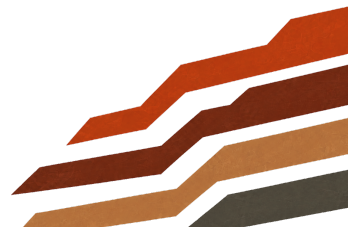
Sixty seconds on the clock. Fill this box with everything that makes a place GOOD to live in. Words, not sentences. Don't stop writing. Go.

MY BRAINSTORM • 60 SECONDS • SOLO

■ PARTNER MERGE — STEAL THE GOOD STUFF

Turn to a partner. Compare boxes. Write down the best TWO ideas they had that you missed:

The class harvest is next — your teacher will build the master list on the board. Circle the idea from YOUR box that made it up there.



■ THREE PEOPLE, ONE SUBURB — THE PERCEPTION TWIST

Same streets. Same parks. Same distance to everything. Now talk with your partner: what does each of these people need most from that suburb?

A 13-year-old (you) needs: _____

A nurse who works night shifts needs: _____

An 80-year-old needs: _____

Stuck for words? Try: "For the nurse, the biggest thing would be _____ because..." "The 80-year-old would care more about _____ than I do because..."

THE BIG IDEA — WRITE IT IN YOUR WORDS

The SAME place can feel liveable to one person and not to another. Geographers call this **perception** — how a place looks depends on who is looking. Your version:

■ THE INSPECTION — RATE YOUR OWN SUBURB, HONESTLY

From the class master list, pick the THREE factors that matter most to YOU. Then score your own suburb on each one. Mark an X on the line. Be honest — an inspector who gives everything 10 out of 10 gets fired. A 4 with a sharp reason beats a fake 10.

Factor 1: _____ My honest score: 0 _____
10

Why I gave that score: _____

Factor 2: _____ My honest score: 0 _____
10

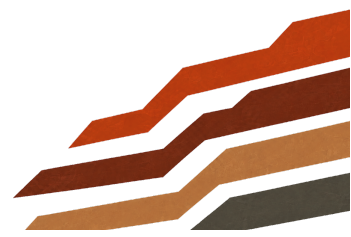
Why I gave that score: _____

Factor 3: _____ My honest score: 0 _____
10

Why I gave that score: _____

Factor 4 (optional — if two factors are tied, score both): _____ 0
_____ 10

Why: _____



■ THE INSPECTOR'S SKETCH — BEST CORNER, WORST CORNER

Every suburb has both. Sketch them — rough is fine, labels matter more than art.

THE BEST CORNER OF MY SUBURB — AND WHY

THE CORNER THAT NEEDS WORK — AND WHY

■ MY TOP FIVE — THE INSPECTOR'S RANKING

From everything today — your storm, your partner's ideas, the class list — rank the five factors that matter most to you. Number 1 is the one you would never give up.

1. _____ because _____

2. _____ 3. _____

4. _____ 5. _____

YOUR MISSION BEFORE NEXT LESSON — REAL RESEARCH, REAL DATA

- 1 Interview two adults at home. Ask them: "What made you choose to live where we live?" Write their answers on your mission slip — their real words, not yours.
- 2 Find ONE real fact about your suburb online. Population, distance to the city, a park, a train line — anything checkable. Write the fact AND where you found it.

Bring the slip back. Next lesson, your data joins the investigation.

■ EXIT TICKET — THE INSPECTOR SIGNS OFF

1. One thing that would make MY suburb more liveable for ME:

2. Next lesson, one of your factors gets tested hard. If a mine opened 3 km from your house — circle the factor in your top five it would touch FIRST.

SKILLS I USED TODAY — TICK WHAT'S TRUE

☐ stormed ideas solo · ☐ stole the good stuff from a partner · ☐ saw one place through three sets of eyes · ☐ scored my suburb honestly · ☐ took on a real research mission

