

ENVIRONMENTAL QUALITY

One idea must land: environmental quality flows through five channels — and when a channel is damaged, liveability feels it. The future depends on how well the job is done.

WE ARE LEARNING

What environmental quality is made of, how extraction can change it — badly or carefully — and what that does to the liveability of real places.

CURRICULUM • VERBATIM

“The influence of environmental quality on the liveability of places” — Revised WA Curriculum, Y7 Geography (SCSA, implementation 2026).

SPARK

STEP INTO THE PICTURE + THE MISSION RETURNS

- **Show:** the creek, full screen, silent for five seconds. **Say:** “Stand here for a second. Really look.” Then the 3-2-1: three sounds, two smells, one thing you'd feel. Harvest a few — the room goes quiet and sensory; let it.
- **The promised share:** “Mission data — hands up if an adult mentioned nature, quiet, space or fresh air.” Count roughly, students record the class result. **Say:** “Your own families just proved today's lesson matters. Environmental quality was already in their answers.”

CORE

THE FIVE CHANNELS + THE QUIZ

- **Teach the channels in one pass:** AIR • WATER • NOISE • LAND & SOIL • PLANTS & ANIMALS. Point back at their 3-2-1 — every sense they used maps to a channel.
- **Run the quiz fast and fun** — four question types, 90 seconds solo, then call answers with reasons. **Answers:** Q1 A (air) • Q2 B (wifi) • Q3 TRUE — noise counts, most kids doubt it • Q4 FALSE — fix: it can improve with effort and time • Q5 the skate park — it's liveability, but not environmental quality. That boundary is the sharpest learning on the page.

WORKSHOP

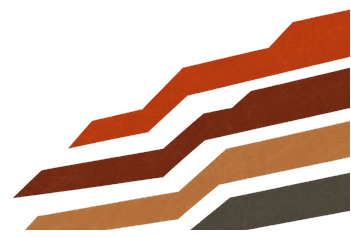
THE NEWS, THE TWO FUTURES, THE HUNT

- **Read the news box aloud**, then the honesty framing — say it straight: “Mining can be done badly. It can also be done carefully. In WA, big projects must pass an environmental assessment first, and companies are required to rehabilitate — fix up — the land after. Both futures are real. You're writing both.”
- **Two futures write:** 6–8 minutes, channels named. Then **devices out for the evidence hunt:** five minutes on a visible timer, pairs, driver-and-scribe with a halfway swap. Search suggestion is printed on the sheet. Enforce the assessor's rule: no source, no evidence.
- **Harvest three finds aloud** — aim for at least one damage example and one rehabilitation example, so the honesty lands both ways.

LAND IT

THE LIVEABILITY LINK + EXIT

- The long answer joins this lesson to Lesson 1: their own top five, two channels named. Exit: five channels from memory, the circle-one concept check (answer: changeable by human choices), the sentence to the mining boss, and the thinking seed for Lesson 3 — what would a mine have to PROVE?



■ RUNNING THE EVIDENCE HUNT SAFELY AND WELL

Set expectations before devices open: school search settings on, the suggested search (“mine site rehabilitation WA”) is a starting point not a cage, and the deliverable is one find + one fact + the source. Pairs who finish early hunt for a second example of the OTHER kind (found damage? now find rehabilitation). If devices aren't available, run it as a next-lesson mission instead — the structure survives either way.

■ PROBING QUESTIONS WHILE YOU CIRCULATE

- “Which channel would be hardest to fix once it's damaged — and why?” (Water and soil linger; noise stops when machines stop.)
- “Your two futures — what's the single biggest difference between them? Who made that difference happen?”
- “Does your evidence find prove mining is good or bad — or does it prove something smarter than that?”
- “Which of YOUR top five factors depends on a channel without you realising?”
- “Which channel is your suburb already winning at — and who did the work to make that true?”

■ WHAT THIS FEEDS — THE UNIT ARC

The five channels become the environmental column of the criteria teams build next lesson. The exit seed — “what would a mine have to prove?” — is Lesson 3's opening harvest. And the two-futures writing is a rehearsal for the Verdict: same honest both-ways thinking, smaller stakes. Tell students none of today's work is throwaway.

■ DIFFERENTIATION

Support: channel word bank on the board during all writing; sentence starters: “If the job is done badly, the _____ channel would...” **Extend:** the invisible channel — groundwater. Damage you can't see from the surface: how should an assessor check what's underground?

■ RUNNING SHORT — THE CUT LINE

Cut the quiz to Q1, Q3 and Q5 only. Protect the 3-2-1 opener, both futures, the evidence hunt, and the exit seed — Lesson 3 opens with it.

■ MISCONCEPTIONS TO WATCH

“Environmental quality just means litter and pollution” (five channels, including noise and living things) · “mining always destroys” and “rehabilitation makes it like nothing happened” (both wrong — the truth lives between, and the evidence hunt proves it) · “noise isn't environmental” (Q3 exists to kill this).

