Geography

<Flipped Classroom Example and Lesson Plan>

| Topic | Theme: Facing the changes of the humanities Unit: (4) Building a sustainable city - Are environmental conservation and urban development mutually exclusive? | Level | Senior Secondary Geography |
|-------|---|-------|-------------------------------|
| | | | |
| | Investigating on urban renewal | | |

Learning objectives

- 1. Based on the case study of Wan Chai, understanding urban renewal and related concepts
- 2. Understanding the conflict between urban development and environmental and cultural conservation
- 3. Understanding the roles and perspectives of different stakeholders
- 4. The cost of urban development and environmental and cultural conservation
- 5. The possibility of sustainable cities

Prior knowledge

Urban renewal

Redevelopment, Rehabilitation, Preservation, Revitalisation and Retrofitting

Preparation before lesson

- 1. Tablet
- 2. Google Classroom Account

| Suggested | 1 section; 40 minutes per section | | | | | |
|-----------|-----------------------------------|-------------------------|-----------------------|--|--|--|
| lesson | | | | | | |
| time | | | | | | |
| | Preview before lesson | | | | | |
| Time | Teaching Process | Learning objective | Teaching materials | | | |
| 20 | Using flipped | Understanding different | https://sites.g | | | |
| minutes | classroom, let students | stakeholders' | oogle.com/vi | | | |
| | understand the urban | perspectives on the | ew/cuhkman | | | |
| | renewal in Wan Chai | urban renewal in Wan | sir/ | | | |
| | | Chai. | | | | |
| | Four students in a | | | | | |
| | group to role-play: | | | | | |
| | 1. Urban Renewal | | | | | |
| | Authority | | | | | |
| | 2. Wan Chai resident | | | | | |
| | 3. Cultural | | | | | |
| | Conservation | | | | | |
| | Committee | | | | | |
| | 4. Real estate | | | | | |
| | developer | | | | | |

| In-class activities | | | | |
|---------------------|------------------------|-------------------------|----------------|--|
| Time | Toaching Process | Learning objective | Teaching | |
| Time | Teaching Process | Learning objective | materials | |
| 40 | Arguments, | Understanding different | https://sites. | |
| minutes | interpellations and | stakeholders' | google.com/ | |
| | responses of different | perspectives on Wan | view/cuhkma | |
| | stakeholders. | Chai urban renewal. | nsir/ | |
| | | | | |
| | Step 1: Understanding | | | |
| | other stakeholders' | | | |
| | arguments. | | | |

| Step 2: Interpellate | |
|----------------------|--|
| other stakeholders' | |
| arguments. | |
| | |
| Step 3: Respond to | |
| other stakeholders' | |
| arguments. | |

| After-class reinforcement | | | | |
|---------------------------|----------------------------|------------------------|------------------|--|
| Time | Toaching Process | Learning objective | Teaching | |
| Time | Teaching Process | Learning objective | materials | |
| 40 | After-class reinforcement: | Integrating different | https://sites.go | |
| minutes | suggest how to improve | stakeholders' | ogle.com/view | |
| | Wan Chai urban renewal | perspectives on Wan | /cuhkmansir/ | |
| | strategies | Chai urban renewal | | |
| | | strategies to strike a | | |
| | Extension Task 1: After | balance between | | |
| | discussion, suggest how | economic | | |
| | Urban Renewal Authority | development and | | |
| | can improve Wan Chai | urban conservation in | | |
| | urban renewal strategies. | order to achieve | | |
| | (Generalization) | sustainable | | |
| | | development. | | |
| | Extension Task 2: After | | | |
| | discussion, suggest how | | | |
| | Urban Renewal Authority | | | |
| | can improve the urban | | | |
| | renewal strategies on | | | |
| | Mong Kok Sneakers Street | | | |
| | (Context transfer) | | | |
| | | | | |