



Liveability Explorers:

Delving into Australia's Diverse Environments

Learning Area

Geography

Year Level

Year 7 – 8

Introduction

In this lesson, students will embark on a virtual journey across various locations in Australia to explore the concept of liveability. By utilising immersive virtual reality experiences and videos, students will gain insights into factors influencing people's decisions about where to live, including environmental quality and perceptions of liveability.

Application

[Google Earth VR](#)

Google Earth VR lets you explore the world from totally new perspectives in virtual reality. Stroll the streets of Tokyo, soar over the Grand Canyon, or walk around the Eiffel Tower.



Lesson Overview

Lesson Objectives

- Identify factors influencing decisions about where to live.
- Analyse perceptions of liveability in different types of locations.
- Evaluate the influence of environmental quality on liveability.

VR/AR Resources

- ▶ [The beaches of Adelaide | 360° Adelaide](#)
- ▶ [Melbourne, Australia - 8K 360 VR Video \(short\) -...](#)
- ▶ [Sydney Guided Tour in 360°: One Day in Sydney ...](#)
- ▶ ["Sunburnt Country: The Drought" Virtual Reality ...](#)



Lesson outline



Before the Immersive Learning Journey





- Teachers and students should familiarise themselves with the IMVR experience using the [Google Earth VR Essential Guide](#).
- Teachers should preview the VR videos and ensure they meet the needs of their students and context.
- Students should be introduced to the concept of liveability and provided with background information on the factors that influence people's decisions about where to live.
- Teachers are encouraged to provide reflective questions to accompany the VR videos in the HHVR station.



During the Immersive Learning Journey

IMVR Station: Students will use Google Earth VR to explore rural, regional, urban and coastal locations in Australia to compare and inspect their liveability.

HHVR Stations: Students rotate between different 360° videos, recording observational notes and answering reflective questions:

-  The beaches of Adelaide | 360° Adelaide
-  Melbourne, Australia - 8K 360 VR Video (short) - Virtual City Trip
-  Sydney Guided Tour in 360°: One Day in Sydney (8K version)
-  "Sunburnt Country: The Drought" Virtual Reality Documentary

Research Station: Students conduct additional research and reflect the influence of climate change on liveability in rural and coastal areas.

Creation Station: Students create a checklist of preferences for choosing a place to live, considering factors such as environmental quality, amenities, leisure and community services.



After the Immersive Learning Journey

Facilitate a discussion on the geographical diversity of Australia and the different types of liveable locations. Some questions to discuss:

- What factors did you consider most important when evaluating the liveability of different locations?
- How do perceptions of liveability vary among different individuals or groups of people?
- Can you think of groups of people who would prefer a certain location?
- What role does environmental quality play in determining liveability?