

### Activity Title:

## 2h - Evaluation of urban areas – are they well planned? (1)

(This activity has been adapted from one developed and generously gifted by Leontien van der Beek (Hamilton Boys College)

### Learning outcome(s):

- Critique the planning of western Bay of Plenty sub-region urban settlements.
- Explore the concept of accessibility as a criteria for a well planned settlement.

### Key words:

Urban settlement; accessibility; planning

### Materials:

- Paper and pens
- Urban settlement evaluation forms (see following page)

### Approximate time required:

Activities are broken into 20 minute segments. Each numbered activity below takes approximately 20 minutes.

### Suggested prior learning:

2a What makes a city a great place to live?

### Possible learning activities:

#### *Brainstorm discussion*

1. In groups discuss the concept of a well-planned city: What makes a well-planned city? Share answers as a class.

#### *Concept exploration*

2. Explore the following concepts in relation to a well-planned city: 'compact'; 'connected'; 'human'; 'green'. What would and wouldn't constitute a well-planned city in relation to each of these concepts?

For example:

- a. COMPACT: is a well planned city compact or spread out – why? What are the advantages and disadvantages of compact urban settlements? What is preferable – walkable or driveable? Mixed use centres tend to be more compact – how / why?
- b. CONNECTED: why are connections important? How can facilities be connected – roads, footpaths, cycleways? What would it be like shopping in a centre that had with no roads and only footpaths? Are roads always connecting or can they be disconnecting? Think of examples. How does public

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### Curriculum Level:

Level 5 / 6 / 7

### Curriculum Links:

#### **Social Science**

#### **Achievement objectives**

**6.1** Understand that natural and cultural environments have particular characteristics and how environments are shaped by processes that create spatial patterns.

**7.1** Understand how the processes that shape natural and cultural environments change over time, vary in scale and from place to place, and create spatial patterns.

### Curriculum:

*Key competencies:*

*Thinking*

*Principles:*

*Future focussed*

*Values:*

*Innovation, inquiry and curiosity*

### Geographic Key

#### Concepts:

Interaction, Patterns, Change

### Geographic skills:

Communication skills

### Assessment

#### opportunities:

Geography Achievement Standards: 1.2, 2.2

### Sustainability tip!

Explore the concept of a sustainable city.



- transport affect connectedness? How do cars affect connectedness?
- c. HUMAN: how are well planned urban areas made 'human' and respectful of people? What are some examples of urban areas that feel 'human'? What are some examples of urban areas that don't feel human? How can planning influence the 'human' feel of a settlement? Should humans have priority over cars – why or why not? How can urban areas be made attractive and effective for all of society including young, disabled, and elderly people?
  - d. GREEN: why is green space important? How can urban settlements respect and enhance landscape and ecological systems? How can urban settlements be 'greened'? What are some examples of places that do and don't feel green? How do they feel?

*Evaluation – classroom based*

3. Use or adapt the urban settlement evaluation form on the following page to critique the urban settlement surrounding your school. AND/OR Select several urban settlements where students live or that they are familiar with. Break students into groups so each student is evaluating a settlement where they live or that they are familiar with. Groups use the evaluation form on the following page to evaluate settlements on the criteria of 'compact', 'connected', 'human' and 'green'. Share and discuss each evaluation as a class.

*Evaluation – field visit*

4. See activity 6d Evaluation of urban areas – are they well planned? (2)

**Additional resources / activities:**

- See PDF files: Re-thinking urban environments and health (2008)  
The New Zealand Centre for Sustainable Cities / Te Pokapū rōnaki tāone-nui  
at <http://sustainablecities.org.nz/>

**Follow-on activities (found elsewhere in this resource):**

- 2i Managing urban sprawl - 'intensification' of urban settlements
- 6d Evaluation of urban areas – are they well planned? (2)