

**Activity Title:**

# 6b - Survey and compare transportation to two local retail development areas

*(This activity was adapted from one developed and generously gifted by the Geography teachers at Tauranga Girls College AND from a case study presented by [www.sustrans.org.uk](http://www.sustrans.org.uk))*

**Learning outcome(s):**

- Conduct a survey; collect, record and present data.
- Consider transportation requirements for retail development areas.

**Key words:**

Human geography

**Materials:**

- ‘Shoppers and how they travel’ Information sheet LN02 from [www.sustrans.org.uk](http://www.sustrans.org.uk) (see PDF file)
- Clipboard, pens and surveys (developed as part of this activity) for data collection
- Transport to survey site
- Computers and excel (or similar) software to graph results.

**Approximate time required:**

Several lessons

**Suggested prior learning:**

3f Spatially compare local retail development areas

2e Urban patterns – factors affecting where the new people live

**Possible learning activities:**

1. Create enough copies of the information sheet for one per pair of students. Read the ‘Shoppers and how they travel’ information sheet by <http://www.sustrans.org.uk/>. Discuss the findings presented in this information sheet and how this information could be useful when applied to the western Bay of Plenty (or any other area of New Zealand!)
2. Identify two retail development areas with different features and different demographics (examples from the western Bay sub-region include: Cherrywood and Mount Maunganui or Bethlehem town centre and Fashion Island, Pāpāmoa). Discuss the aim of the survey and how this could be achieved through an oral survey of shoppers at the two locations. The aim of the survey is to determine how far people travel to a

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Curriculum Level:

Level 6 / 7 / 8

Curriculum Links:

**Social Science**

**Achievement objective**

**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:*

*Relating to others*

*Principles:*

*Community engagement*

*Values:*

*Innovation, inquiry and curiosity*

Geographic Key

Concepts:

Change; Perspectives; Processes; Interaction

Geographic skills:

Communication skills, Construct graphs and tables, Fieldwork skills

Māori geographic

concepts:

Kaitiakitanga

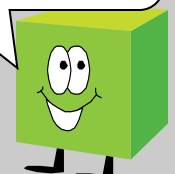
Assessment

opportunities:

Geography Achievement Standards: 3.5, 2.5, 1.8

Sustainability tip!

Save paper with your questionnaire design and take a bus to the survey



retail development area, what mode of transport they use and how many shops they will visit at one time. Determine how many shoppers should be surveyed to achieve the survey aim.

3. Develop the questionnaires and trial them on one another to ensure the required information will be collected. Discuss how best to approach shoppers.
4. Visit the survey sites and conduct the survey.
5. Enter data into excel and graph.
6. Discuss the following:

#### *Findings*

- What differences did you observe about (a) the two retail development areas and (b) the shoppers that visit there?
- Discuss and share your findings. Were they as you expected?
- What are some of the implications of your findings for (a) the environment (b) the transport system (c) the future of the urban retail development area and (d) future transport planning?
- How could you survey and measure the distance people are willing to travel to this retail development area differently? (measuring distance in terms of length, time and cost)
- In what ways is the location of each retail development area an advantage and/or a constraint?
- What further research could be conducted to better understand the way people interact with these urban retail development areas?

#### *Survey technique*

- If you could start again would you change the way you designed your questions?

#### **Additional resources / activities:**

- Write a report that presents and analyses the findings from this survey.

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

- 6g Making a submission
- 3f Spatially compare local retail development areas
- 2e Urban patterns – factors affecting where the new people live
- 4a How natural and cultural geography inform our planning for growth