

Activity Title:

1e - Growth drivers and population migration

(Parts of this activity were adapted from Cubitt, Irvine and Dow, *Top Tools for Social Science Teachers*, 2000)

Learning outcome(s):

- Investigate key drivers for population growth in the western Bay of Plenty sub-region.
- Consider population migration in the western Bay of Plenty sub-region.

Key words:

Population; population growth; population migration; population growth drivers

Materials:

- 1e Growth drivers and population migration PowerPoint slides
- PowerPoint projector, computer, screen
- Inquiry chart (one per group on A3)
- Paper and pens

Approximate time required:

Activities are broken into 20 minute segments. Each numbered activity below takes approximately 20 minutes. Completing all parts to the Inquiry Chart activity will therefore take 1-1.5 hours.

Suggested prior learning:

1a Western Bay of Plenty sub-region – population change over time
1d Age-sex pyramid

Possible learning activities:

NOTE: Review the PowerPoint slides before showing them to students.

Inquiry Chart

1. (This activity was adapted from one developed by Cubitt, Irvine and Dow, *Top Tools for Social Science Teachers*, 2000) As a class brainstorm a range of possible questions on population migration or growth drivers for the western Bay of Plenty. Decide on three questions to be explored. Break into small groups. Provide each group with a copy of the I Chart (following these instructions) copied onto A3 paper.
2. Ask students to complete, in the appropriate box, any information they already know that helps answer each question. In groups, use the PowerPoint slides to find information to help answer questions. Note there is space for them to record other

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Curriculum Level:

Level 5 / 6 / 7 / 8

Curriculum Links:

Social Science

Achievement objectives

5.4 Understand that people move between places and how this has consequences for the people and the places.

8.1 Understand how interacting processes shape natural and cultural environments, occur at different rates and on different scales, and create spatial variations.

Curriculum:

Key competencies:

Thinking

Principles:

Future focussed

Values:

Innovation, inquiry and curiosity

Geographic Key Concepts:

Change patterns

Geographic skills:

Graph & table interpretation
communication skills

Māori geographic concepts:

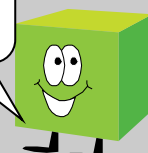
Whakapapa;
Tūrangawaewae; Hekenga

Assessment opportunities:

Geography Achievement Standards: 1.2, 2.2, 3.2, 1.6, 2.6, 3.6, 2.5 or 3.5

Sustainability tip!

Double side any handout



interesting facts they find and new questions they would like answers for.

3. If more information is required, then place students in groups to collect further information from a range of resources such as internet, library, newspapers to answer the questions.
4. Ask the students to summarise and present back to class their answer to each of the questions. Complete the quiz on the final slide of the PowerPoint.

PowerPoint and discussion

5. Review the PowerPoint slides before showing them to students. Work through slides 1-13 and complete discussion questions and activities described in the slides.

PowerPoint and group activity

6. Review the PowerPoint slides before showing them to students. Work through slides 14-24 and in groups complete the activity on slide 25.

Discussion and quiz

7. Share and discuss the answers from each group for this activity as a class. Complete the quiz on the final slide (slide 26).

OPV [other points of view] activity

8. (This activity was adapted from one developed by Cubitt, Irvine and Dow, *Top Tools for Social Science Teachers, 2000*). This activity aims to help students explore values of different groups of a population and realise how difficult it can be for local government to accommodate conflicting needs in a growing population. As a class brainstorm all the groups of people affected by people migration in the western Bay of Plenty region. In pairs students select one group of people identified in the brainstorm activity. Each pair works together to identify the views and thinking of their group. As a class discuss the differing needs. What are the similarities, differences, where do compromises need to occur? What could be done to increase the understanding of each affected group's differing needs?

Additional resources / activities:

- For a more in-depth study, review the document *Recent developments in population movement and growth in the Western Bay of Plenty* by Professor Richard Bedford (see PDF files).
- Population growth and migration can also be explored using the Department of Statistics NZ.Stat tool:
http://www.stats.govt.nz/tools_and_services/nzdotstat.aspx
- Quick and helpful Table Builder tutorials are available. Near the bottom of the NZ.Stat webpage on the above link, you will find a quick and helpful Table Builder tutorial. Otherwise the YouTube link is:
<http://www.youtube.com/watch?v=V531iG5Garw#t=28>

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

- 1f Economics of (Smart)Growth
- 1g Looking back and looking forward
- 1h Ecological sustainability, ecological footprinting and household consumption