

Activity Title:**1f - Economics of (Smart)Growth****Learning outcome(s):**

- Examine the economics of growth (and SmartGrowth).

Key words:

Population; population growth; economics

Materials:

- 1f Growth trends – Economics of (Smart) Growth PowerPoint slides
- Whiteboard and pens
- Paper and pens
- Cardboard learning circles, wooden clothes pegs (or can use paper clips) and sticky labels

Approximate time required:

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

Suggested prior learning:

- 1a Western Bay of Plenty sub-region – population change over time
- 1b Population growth issues – why SmartGrowth?
- 1e Growth drivers and population migration

Possible learning activities:

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

Discussion

1. Break into groups. Give each group one of the following to discuss. Share answers as a class:
 - What are the economic costs of growth (for instance, what are the costs of catering for a growing population?)
 - The western Bay of Plenty sub-region is based on the concept that 'growth pays for growth'. How do you think this works in practice?

Become the expert activity

2. Review the Growth trends – Economics of (Smart)Growth PowerPoint slides before showing them to students. Show students slides 1-4. Print out and laminate slides 5 – 22. Break into small groups. Allocate each group one or more slides to review and understand the information on those slides. Explain to students that they will be required to teach the information on their slide(s) to the rest of the class.

Activity Title:

Economics of (Smart)Growth.

Curriculum Level:

Level 5 / 6 / 7 / 8

Curriculum Links:**Social Science****Achievement objectives**

8.2 Understand how people's diverse values and perceptions influence the environmental, social and economic decisions and responses that they make.

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

Curriculum:*Key competencies:*

Thinking

Principles:

Future focussed

Values:

Innovation, inquiry and curiosity

Geographic Key**Concepts:**

Change; Perspectives

Geographic skills:

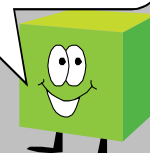
Graph & table interpretation
communication skills, social skills

Assessment**opportunities:**

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

Sustainability tip!

Save learning circles and build up a class set to be used again.



3. Each group presents their slide and explains it to the rest of the class.

Learning circles activity

4. *(This activity was adapted from one developed by Cubitt, Irvine and Dow, Top Tools for Social Science Teachers, 2000)* In this version it is suggested that the students prepare their own learning circles; however teachers can also complete this activity by creating a class set prior pin pointing key areas they wish students to study. Having the students create their own learning circles will increase their range and depth of understanding (but does take longer!).
 - Review powerpoint slides (can do in groups or as a class).
 - Distribute a cardboard circle (marked as per template on following page), eight small sticky labels and eight clothes pegs to each student.
 - Label each segment on the back of the circle – A, B, C....
 - Write eight questions on the front of the circle related to the information in the PowerPoint – one question per segment.
 - Write answers to each question on a separate sticky label and attach them to the pegs.
 - On the back of the peg write the appropriate letter (A, B, C...)
 - Students swap learning circles with other students.
 - Once they have answered all questions they can self check by flipping the learning circle over and making sure all letters on pegs match those on on the circle.
 - EXAMPLE: Question on the front of the segment labelled 'A' says: 'In 2008-2009 was building construction in growth or decline?' The answer 'Decline' goes on the top of the peg with the letter 'A' on the back of it.
 - NOTE: Variations of this game can be created using paper clips and 'post it' notes.

Discussion and group brainstorm

5. In groups complete the activity on slide 23. Then allow each group five minutes to brainstorm the following and discuss as a class.
 - Council building and subdivision fees contribute to the costs of growth. How else could growth be paid for during a recession when building and subdivision activity declines?

Additional resources / activities:

- SmartGrowth Development Trends Report 2009 (see PDF files).

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

- 1h Ecological sustainability, ecological foot printing and household consumption