

Activity Title:

1g - Looking back and looking forward

Learning outcome(s):

- Investigate how human activities and decision making shape the natural and cultural environments over time.

Key words:

Planning; decision making; natural environment; cultural environment

Materials:

- Looking back cards (on following pages)
- Paper and pens

Approximate time required:

Activities are broken into 20 minute segments. Each numbered activity below takes approximately 20 minutes. The total time to complete all parts of this activity is approximately 1-1.5 hours.

Suggested prior learning:

1a Western Bay of Plenty sub-region – Population change over time

Possible learning activities:

(The first part of this activity looks at some of our decision making in the past and how these decisions have influenced our current natural and cultural environment. The second part of the activity looks at current decision making and how this has the potential to influence our future natural and cultural environment.)

*Part 1 – Looking back**Card Activity Version 1*

- Photocopy and laminate the looking back cards (Version 1) – enough for one looking back card for each group of students. Discuss the idea that the decisions we make now will affect our natural and cultural environments and how we live in the future.... and, that the decisions that were made in the past are affecting us now. Break into groups. Each group has one looking back card. As a group spend time discussing the issue on the card. Record thoughts on large paper.

Card Activity Version 2

- Photocopy and laminate the looking back cards (Version 2) – enough for one looking back card for each group of students. Discuss the idea that the decisions we make now will affect our natural and cultural environments and how we live in the future.... and, that the decisions that were made in the past are

Activity Title:

Looking back and looking forward.

Curriculum Level:

Level 6 / 7 / 8

Curriculum Links:**Social Science Achievement objectives**

6.2 Understand that natural and cultural environments have particular characteristics and how environments are shaped by processes that create spatial patterns.
7.2 Understand how people's perceptions of and interactions with natural and cultural environments differ and have changed over time.

Curriculum:*Key competencies:*

Thinking; Participating and contributing

Principles:

Future focus

Values:

Community and participation

Geographic Key Concepts:

Change

Geographic skills:

Social skills, communication skills

Māori geographic concepts:

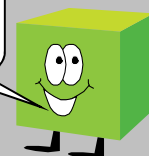
Taonga

Assessment opportunities:

Geography Achievement Standards: 2.2, 3.2, 3.3, 1.6, 2.6, 3.6, 2.5 or 3.5

Sustainability tip!

Laminate cards for future



affecting us now. Break into groups. Each group has one looking back card. As a group spend time students annotate around the photo with arrows, brief explanations etc their ideas

Discussion and card activity debrief

3. All groups share answers as a class. Discuss:
 - How did this decision influence our natural and cultural environment? How might our current cultural and natural environment be different now if this decision had not been made?
 - How have people's perceptions and interactions with the environment changed over time and how is this reflected in some of our past decision making? (For example, the decision to build on the dunes occurred at a time when the importance of protecting sand dunes was not prevalent).
 - Discuss the concept of taonga (a resource physical or cultural that can be found in the environment) – e.g. Mauao

Part 2 – Looking forward

4. Consider how decision making now influences our future natural and cultural environment. As a group discuss how each of the following might influence our future natural and cultural environment.
 - Where we put more houses and what type of housing we use.
 - Where we put new roads.
 - Whether to protect some areas for their cultural, recreational and landscape value. Deciding which areas and how best to protect them.
 - How we manage waste.
 - What development we allow along the coastal strip.
5. Then in groups discuss opportunities that exist for us to shape our future?

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

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