

Activity title:

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

(This activity was adapted from one developed and generously gifted by the Geography teachers at Tauranga Girls College and Otumoetai College)

Learning outcome(s):

- Understand different peoples needs in an urban settlement.
- Explore real life issues and the complexity of decision making to cater to a range of needs and viewpoints.

Key words:

Urban settlement; urban design; needs

Materials:

- Great Place to Live 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 activity will take up to 40 minutes.

Suggested prior learning:

- 1b Population growth issues – why SmartGrowth?
- 1g Looking back and looking forward

Possible learning activities:

1. Copy and laminate enough of the Great Place to Live cards so you have one for each group of students. Break into groups and allocate each group a number from one to eight. Each group completes the following: 'Put yourself in the shoes of each person on the Great Place to Live cards and brainstorm the features that you would look for in a city from these viewpoints'.
2. When complete, share answers and record on a white board. Discuss:
 - The implications of these differing needs for decision makers who are planning the future of a city.
 - How do current decision making processes take these different views and needs into account?
 - What avenues are there for youth and young people to express their views and explain their needs in the current planning process?
 - Why might it be important for youth and young people to be involved in planning and decision making for the future?

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Curriculum Level:

Level 6 / 7 / 8

Curriculum Links:**Social Science Achievement objectives**

7.2 Understand how people's perceptions of and interactions with natural and cultural environments differ and have changed over time.

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

Curriculum:

Key competencies:

Relating to others

Principles:

Community engagement

Values:

Diversity

Geographic Key Concepts:

Perspectives;
Environments

Geographic skills:

Social skills,
Communication skills

Māori geographic concepts:

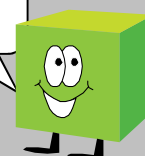
Iwi
Mana whenua

Assessment opportunities:

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

Sustainability tip!

Laminate cards for future use



Explore the meaning of the words tangata whenua (local people, indigenous people of the land) and iwi (a tribe who has particular boundaries outlining the region in which they have mana whenua status)
NOTE: Mana whenua – is the right to use, manage and control land and is dependent on the protection of mana whenua. Mana whenua is based on Ahikā (iwi maintaining in a particular place) and is an important part of tino rangatiratanga (self-determination).

Additional resources / activities:

- Ministry for the Environment. 2001. *People Places Spaces – A design Guide for Urban New Zealand*. MfE. Wellington (see PDF files).

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

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