

Activity title:

2e - Urban pattern – factors affecting where the new people 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):

- Explore factors that influence the pattern of an urban settlement (and where people choose to live).
- Investigate the consequences and required responses to urban population change.

Key words:

Urban settlement; pattern; urban design

Materials:

- 'Factors affecting where the new people will live' cards (on following page)
- 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 1 hour.

Suggested prior learning:

- 1b Population growth issues – why SmartGrowth?
 1a Western Bay of Plenty sub-region – Population change over time
 2a What makes a city a great place to live?

Possible learning activities:

1. Copy and laminate enough of the *Factors affecting where the new people will live* cards so you have one for each group of students. Break into groups. Give each group one card. Each group makes a list of factors and/or issues in their allocated area that need to be considered before deciding on our sub-regional plan for where all the additional people will go. Once a clear list has been developed, rank the factors starting with the most important (1).
2. When complete, all groups share answers. Record answers on a white board or large paper.

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Urban pattern – factors affecting where the new people live

Curriculum Level:

Level 6 / 7 / 8

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

6.1 Understand that natural and cultural environments have particular characteristics and how environments are shaped by processes that create spatial patterns.
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:

Participating and contributing

Principles:

Future focus / Community engagement

Values:

Community and participation

Geographic Key**Concepts:**

Interaction; Change

Geographic skills:

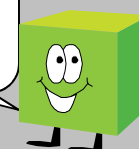
Social skills,
Communication skills

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



3. Discuss the following related to your decision-making process:
- Did everyone in your group immediately agree on the ranking?
 - How did you reach agreement?
 - Did everyone feel their views were heard?

And discuss the following related to the outcomes:

- Do you agree with how the other groups have ranked their factors?
- Look at the lists of each group. Is there anything that should have been considered that has not yet been considered?
- In real life, how do we decide what our priorities are?
- How do current decision making processes work out what factors need to be considered in developing a sub-regional plan?

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):

- 2f Urban change and design– accomodating growing housing demand