 Place and liveability

Stage 4 Geography

Key inquiry questions

* Why do people’s perceptions of the liveability of places vary?
* What effect does environmental quality and access to services have on people’s wellbeing?
* How can strong community identity and social connectedness enhance the liveability of places?
* What approaches can be used to improve the liveability of places?

Overview

Students:

* discuss factors that influence people’s perceptions of the liveability of places
* investigate features and characteristics of places across a range of scales that support and enhance people’s wellbeing such as community identity, environmental quality and access to services and facilities
* assess the liveability of places and propose strategies to enhance the liveability of a place in Australia.

Outcomes

A student:

* locates and describes the diverse features and characteristics of a range of places and environments E4-1
* describes processes and influences that form and transform places and environments GE4-2
* explains how interactions and connections between people, places and environments result in change GE4-3
* examines perspectives of people and organisations on a range of geographical issues GE4-4
* explains differences in human wellbeing GE4-6
* acquires and processes geographical information by selecting and using geographical tools for inquiry GE4-7
* communicates geographical information using a variety of strategies GE4-8

[Geography K-10 Syllabus](http://syllabus.nesa.nsw.edu.au/hsie/geography-k10/) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2015

Teaching and learning activities

Inquiry questions

For each key inquiry question, students are encouraged to design their own inquiry questions as a subset in order to complete the geographical inquiry process which forms the bases of these teaching and learning sequences.

Assessment

The strategies require students to demonstrate their learning and are all either assessment for learning or assessment as learning activities. Some activities might be selected and included in a school assessment schedule for assessment of learning.

Syllabus references

Influences and perceptions

Students:

* investigate factors influencing perceptions of the liveability of places, for example: (ACHGK043, ACHGK046, ACHGK065)
	+ examination of environmental factors that influence perceptions of liveability e.g. climate, landforms, natural resources
	+ discussion of human factors that influence perceptions of liveability e.g. culture, income, employment, crime and safety
	+ identification of ways used to measure, assess or rank the liveability of places e.g. surveys, liveability index
	+ development of personal liveability criteria and application to a local place

Access to services and facilities

Students:

* investigate the influence of accessibility to services and facilities on the liveability of places, for example: (ACHGK044)
	+ identification of services and facilities considered important to people’s wellbeing
	+ examination of variations in access to services and facilities between urban, rural and remote places

Environmental quality

Students:

* investigate the impact of environmental quality on the liveability of places, for example: (ACHGK045)
	+ discussion of factors that reduce environmental quality e.g. natural hazards, conflict, population pressures, land degradation

Community

Students:

* investigate the influence of social connectedness and community identity on the liveability of places, for example: (ACHGK046)
	+ identification of the characteristics of places that influence community identity e.g. culture, environment, public events, religious beliefs
	+ discussion of factors that enhance social connectedness e.g. transport, technology, open spaces, meeting places, employment

Enhancing liveability

Students:

* investigate strategies used to enhance the liveability of places using examples from different countries, for example: (ACHGK047)
	+ identification of the characteristics of places considered highly liveable
	+ examination of a range of strategies used to enhance liveability
	+ assessment of the role of governments, non-government organisations, communities and individuals in enhancing liveability
	+ proposal of strategies to improve the liveability of a place in Australia.

Learning sequence 1

Influences and perceptions

1.1 Investigating landscapes

Key inquiry question

* Why do people’s perceptions of the liveability of places vary?

Discussion 1

“Why do you/would you like to live in a certain place?”

* Discuss the factors that determine the liveability of a place, in your opinion.
* After the discussion, collate the features students collectively want in a place they would like to live, or have lived, or live, and get students to think about the basics of their personal liveability criteria.

Teachers’ note

You may wish to display pictures of places around the world to stimulate discussion.

Environmental quality

Discussion 2a

“What would make you not want to live in a place?”

* Discuss this statement and collate the features students do not want, collectively, in the places they live. Particularly focus on a discussion of factors that reduce environmental quality.
	+ For example – noise, pollution, lots of traffic, crime, danger, drug dealers, emptiness, isolation, extreme heat or cold, populations pressures, land degradation.

Teachers’ note

Answers will depend on students’ location and experiences, but try to encourage discussion across a range of scales.

Discussion 2b

“But people do live in a place with these characteristics – Why?”

* Discuss and conclude.

Teachers’ note

Relate to the collated liveability features from Discussion 1.

Discussion 3

“People live in dangerous and extreme places. Why?”

* Discuss and conclude.

Teachers’ note

Relate to the collated liveability features from Discussion 1. For example: poverty restricts people’s ability to move (economic factors), how liveability changes over time, and how technology can overcome remoteness and improve social connectedness.

Access to services and facilities

Key inquiry question

* Why do people’s perceptions of the liveability of places vary?

Discussion 4

“There are many variations in access to services and facilities between urban, rural and remote places. Does this impact significantly on peoples’ reasons for living in a place?”

* Discuss and conclude.

Teachers’ note

Relate to the collated liveability features from Discussion 1.

Assessment 1

Outcome:

* explains differences in human wellbeing GE4-6

An oral assessment task should be developed that works towards the achievement of outcome GE4-6, using Discussion 4 as the basis.

1.1 Photo interpretation/ranking

You are to rank the variety of images, where you would like to live – from most to least, using the students newly developed personal liveability criteria.

* Compare your ranking and the related criteria with that of your peers.

Teachers’ note

Choose a variety of images of places (maximum of 15) that are lived in from around the world. Choose some photographs that reflect climatic conditions (e.g. monsoon, snow, and desert) as well as places that have population disparities, or those which focus on education, or leisure or other service industries.

Discussion 6

“Are there any features that cannot be shown in an image that may be an important influence on liveability?”

* After discussion with your peers, amend and adjust your personal liveability criteria, which could then be applied to determine what places you would most like to live. Consider grouping your criteria into common characteristics such as tangible and intangible characteristics.
* Discuss the differences in your personal liveability criteria with your peers.
* Compare your personal liveability criteria base with the image retrieved from [David Barrie’s TypePad](o%09http%3A/davidbarrie.typepad.com/.a/6a00d834519d9469e20133ece9d2bb970b-pi)
* Re-evaluate your personal liveability criteria using this image.
* Analyse what you have learned from all of the discussions and activities and answer the following question:
	+ If you could live anywhere in the world, where would you like to live? Why?

In your analysis, which should be approximately 600 words, include reasoning associated with the importance of perceptions, access to services and facilities, environmental quality and social connectedness, as well as your final personal liveability criteria.

1.2 Measuring liveability

Teachers’ note: students are to choose one of the 140 cities that were involved in the study by The Economist for the “[Global Liveability Ranking and Report](https://www.eiu.com/public/topical_report.aspx?campaignid=Liveability2014)”.

You have been asked by your chosen city council (using the criteria identified by The Economist Intelligence Unit) to assess the liveability of the city. This assessment will be presented at an upcoming forum that compares the liveability of a number of cities.

Compare The Economists’ liveability results of your chosen city with another measurement factor such as Mercer’s Quality of Living Ranking or Monocle’s Quality of Life Survey. How are the studies similar and how are they different?

You and your chosen city’s council representative. You have been invited to attend a forum and will be required to participate in a round-table discussion with other city council representatives. At the forum, present a summary of how liveable your city is and the reasons for your evaluation based on a collective study of the measurement factors.

Learning sequence 2

Community

Key inquiry question:

* How can strong community identity and social connectedness enhance the liveability of places?

2.1 Wow, what a city

At the end of the council forum you have decided to promote a city that incorporates social cohesion and strong social connectedness. Decide on what that city is, according to your own self-developed criteria from Learning Sequence 1 (it could be the same place, as long as it is a city), and the reasons for your choice. Research the positive elements of your chosen city in terms of liveability and the social factors that you consider give this city a strong tick of approval. Prepare a one-minute advertising campaign suitable for social media that will attract people to live in this city. Ensure that your media campaign has up to date statistics and images, and that the factors contributing to your decision have been included.

Enhancing liveability

2.2 Improving my place\*

(\*possible assessment task – see outcomes, rubric and marking criteria at the end of this document)

Key inquiry question:

* What approaches can be used to improve the liveability of places?

You have decided that the place, where you are living now, could be improved to more closely align to your personal liveability criteria. One of the areas for improvement you have identified is a local space for development or redevelopment e.g. a park, community hall, recreation area, common area.

Your job is to come up with a design for this space that promotes and incorporates the needs of your community, together with the [10 One Planet principles](http://www.bioregional.com/oneplanetliving/).

Your proposal must include:

* a map of the area at a variety of scales - incorporating geographical conventions such as BOLTSS – border, orientation, legend, title, scale and source.
* at least one major change that will promote the social connectedness of this space, such as the inclusion of light transport or cultural days
* a visual representation demonstrating and explaining the changes you plan to make
* an explanation of how the changes you propose relate to your personal livability criteria
* a table which illustrates:
* the roles of government and non-government organisations, communities and individuals in enhancing the livability of your place
* one strategy from each of the stakeholders above, which would support the implementation of your proposal. You may even give examples of projects that the stakeholders have already put in place, which would support your proposal.

Resources

* [NASA's Earth Observatory page on biomes](http://earthobservatory.nasa.gov/Experiments/Biome/)
* [Bioregional's One Planet Living framework](http://www.bioregional.com/oneplanetliving/)

Concepts, inquiry skills and tools

Geographical concepts

The following geographical concepts have been integrated into the teaching and learning sequence:

* Place: factors influencing people’s perceptions of places; the special significance place has to some people
* Space: how location influences the ways people organise places
* Environment: the reasons why people live where they do
* Interconnection: how people are affected by the environment with regard to the liveability of places
* Scale:the management of geographical challenges across a range of scales from local to global; responses and actions undertaken by governments, organisations and individuals; communities operating at local to global scales
* Sustainability: pressures on the Earth’s water resources and landscapes; the need to manage environments for a long-term future; sustainable management approaches
* Change**:** changes to places over time

Geographical inquiry skills

The following geographical inquiry skills have been integrated into the unit:

Acquiring geographical information

* develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047, ACHGS055)
* collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources (ACHGS048, ACHGS056)

Processing geographical information

* represent data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS049, ACHGS057)
* represent the spatial distribution of different types of geographical phenomena by constructing maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050, ACHGS058)
* analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships (ACHGS051, ACHGS059)
* apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052, ACHGS060)

Communicating geographical information

* present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS053, ACHGS061)
* reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054, ACHGS062)

Geographical tools

The following geographical tools have been integrated into the unit.

Maps

* sketch maps, relief maps, political maps, topographic maps, flowline maps, choropleth maps, isoline maps, précis maps, cartograms, synoptic charts
* maps to identify direction, scale and distance, area and grid references, latitude and longitude, altitude, area, contour lines, gradient, local relief

Fieldwork

* observing, measuring, collecting and recording data, developing and conducting surveys and interviews
* fieldwork instruments such as weather instruments, vegetation identification charts, compasses, GPS, GIS

Graphs and statistics

* data tables, pie graphs, column graphs, compound column graphs, line graphs, climate graphs, population profiles, multiple tables and graphs presented on a geographical theme, statistics to find patterns and trends

Spatial technologies

* virtual maps, satellite images, global positioning systems (GPS), geographic information systems (GIS)

Visual representations

* photographs, aerial photographs, illustrations, flow charts, annotated diagrams, multimedia, field
* sketches, cartoons, web tools

Assessment task and rubric

Outcomes

* explains how interactions and connections between people, places and environments result in change GE4-3
* communicates geographical information using a variety of strategiesGE4-8

Improving my place

You have decided that the place where you are living now could be improved to more closely align to your personal liveability criteria. One of the areas for improvement you have identified is a local space for development or redevelopment e.g. a park, community hall, recreation area, common area.

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* a table which illustrates:
	+ the roles of government and non-government organisations, communities and individuals in enhancing the livability of your place
	+ one strategy from each of the stakeholders above, which would support the implementation of your proposal. You may even give examples of projects that the stakeholders have already put in place, which would support your proposal.

Rubric

9-10 marks

* Provides a variety of different scales on multiple maps and correctly incorporates geographic conventions.
* Correctly applies BOLTSS to all maps.
* Includes clear and concise visual representations of proposed changes.
* Includes a wide variety of visual resources as evidence.
* Clearly defines a strategy to enhance the social connectedness of the space.
* Outlines, in detail, the strategy using multiple resources.

7-8 marks

* Provides different scales on multiple maps and correctly incorporates geographic conventions.
* Correctly applies BOLTSS to most maps.
* Includes clear visual representations of proposed changes.
* Includes numerous visual resources as evidence.
* Clearly describes a strategy to enhance the social connectedness of the space.
* Outlines the strategy using multiple resources.

5-6 marks

* Provides some different scales on maps and correctly incorporates some geographic conventions.
* Correctly applies BOLTSS to some maps.
* Includes visual representations of proposed changes.
* Includes some visual resources as evidence.
* Describes a strategy to enhance the social connectedness of the space.
* Outlines the strategy

3-4 marks

* Provides basic scales on maps and incorporates some geographic conventions.
* Correctly applies some BOLTSS to some maps.
* Includes some visual representations of proposed changes.
* Includes some visual resources as evidence.
* Describes a basic strategy to enhance the social connectedness of the space.
* Provides some basic details of the strategy

1-2 marks

* Provides limited scales on maps and incorporates few geographic conventions.
* Applies 1 or 2 parts of BOLTSS to some maps.
* Includes a limited visual representation of proposed changes.
* Includes limited visual resources as evidence.
* Describes, in limited detail, a strategy to enhance the social connectedness of the space