A Taste of Town Planning

Social Sciences, Level 3

The Learning Context:

In this unit, students will use social inquiry to investigate the facilities that their community currently offers to its residents and to identify possible community developments for the future.

In the first part of the unit students will discover how their local area has changed over time. They will study an old map or photograph to identify what facilities used to exist in their community and what new facilities have been established. Students will invite a local historian or town planner in to school to speak to them about resource developments in their area. They will find out why specific facilities were established and for whom. They will also learn why certain facilities ceased to exist.

Students will understand that community resources take time, money and concerted effort to establish. They will research how a new facility in their area has been developed by tracking the project from conception to completion.

The class will then interview a range of community residents to identify what further facilities are required and/or desired in their local area. Using the information from interviews, students will work in groups to develop proposals on future resources for the community and they will present these proposals to the local council and/or business sector.

Prior learning of local government's role, planning consent processes, Resource Management Act etc would complement this unit.

Approximately 10 lessons

Achievement Objectives:

SOCIAL SCIENCES CURRICULUM
LEVEL 3:
Social Studies
Through social inquiry and in a range of settings, students understand that:
- Understand how people remember and record the past in different ways.
- Understand how people view and use places differently.
- Understand how people make decisions about access to and use of resources.

Enterprising Attributes:

- Generating, identifying, and assessing opportunities.
- Identifying, solving, and preventing problems.
- Working with others and in teams.
- Negotiating and influencing.
- Collecting, organizing, and analysing information.
- Communicating and receiving ideas and information.

Teachers to observe and collect evidence of these enterprising attributes in action.

Social Sciences - Learning Outcomes:

Students will
1. Identify and describe the community facilities that exist in their local area.
2. Explain why and how community facilities have changed over time.
3. Understand the benefits and costs of community facilities.
4. Identify a community facility that could be developed in the future and give justification for why this resource is needed in the local area.

Resource Requirements:

- Historic map or photo of local area – from approximately 50 years ago
- Local historian or town planner
- Local developer
- Decision making grid

Teaching and Learning Sequence

NB: Teachers are encouraged to gauge the prior knowledge of their students before implementing each unit so that they can provide personalised and meaningful learning opportunities. The teaching and learning sequence provided in each unit is to be viewed as a guide only. Teachers will need to adapt this sequence to meet the needs of their students, school and community.

The Future Focus issues of Sustainability and Enterprise can be explored during this unit. During this unit students will explore how social, cultural, and economic practice changes their environment. They will also explore how local government (political practice) also shapes their community and environment. Innovative and enterprising decisions will enhance their community and the well-being of people.

The numbered activities listed below are learning steps rather than lessons. Teachers may choose to combine two or three learning steps into one lesson. Alternatively, they may spread one learning step out over several lessons. This will be largely dependent on students' prior knowledge and their subsequent learning needs.

Scene setting: The teacher shows students a map or photograph of their local area taken approximately 50 years ago. The map or photo needs to show students how different the area was – an aerial photograph or detailed road map could be used. Students identify all the changes in their area. The teacher encourages students to locate community facilities on the map or photo and compare them to the community facilities available today. The teacher explains the unit and learning outcomes to the students.	**LINKS TO BES** **Best Evidence Synthesis** *5. Quality teachers link learning to real life experiences.*
Getting Started: 1. Have students make a list of their favourite community facilities, e.g their school, local skate board rink, etc. Where do they like to go and why? Encourage students to think of a range of facilities, eg: shops, parks, cinemas, library, swimming pool, etc. Students identify other community facilities that are not on their list, eg: bowling club, plunket rooms, etc. Who uses these facilities? Students identify all resources in the community and their target groups. (Learning Outcome 1) 2. Students invite a local historian or town planner into school to discuss the way that their community has changed over time. The historian or town planner could share information on when, how and why different community facilities were created. The visitor could also explain why various facilities have disappeared. (Learning Outcome 2) <mark>Communicating and receiving ideas and information</mark> 3. The teacher explains that the term 'man made resource' could be used instead of 'facility'. Man made resources are used to make things for people, or are used to provide people with services. The community facilities studied in this unit are man-made resources as they provide people with benefits - a place to go swimming, to use a skate board, etc. 4. Teacher and students identify a community resource that has been established recently. Invite a speaker who was heavily involved in the development of this resource to speak to the class. Using the speaker's expertise create a flow chart that details the important steps required to create the new resource. Encourage students to ask questions to find out about the time, money and efforts invested into the project. (Learning Outcome 3) <mark>Collecting, organising and analysing information</mark>	**LINKS TO BES** **Best Evidence Synthesis** *8. Quality teachers ensure tasks and classroom interactions provide support and guidance to facilitate student learning.*

5. Students create a questionnaire that they can give to community members. The questionnaire needs to find out what community members think of existing community resources and what facilities they would like to see developed in their area in the future. (Learning Outcome 4) <mark>Generating, identifying and assessing opportunities</mark> <mark>Innovation, inquiry and, curiosity</mark>	
6. Students distribute the questionnaire to a range of community members to find out about their perspective on community resources – children, the elderly, teenagers, mothers, fathers, single professionals, etc. (LO 4) <mark>Collecting, organising and analysing information</mark>	
7. Students collate the results of the questionnaire and create a 'wish-list' of community resources for the future. This wish-list could include improvements to existing facilities as well as the creation of new resources. Students can rank the 'wish-list' in order of priority using residents' feedback as a guide. The 'wish-list' should identify what community groups the resource would cater for. (LO 4) <mark>Collecting, organising and analysing information, Generating, identifying and assessing opportunities</mark>	
8. Students consider the results of their questionnaire and explore the values held by different community residents. Why do people want certain facilities? What are their needs and wants? Are the response practical, etc. Will these change over time? Students discuss whether the responses demonstrate emotionalism, realism, theoretical thinking. (LOs 3/4) <mark>Collecting, organising and analysing information</mark>	*2. Quality teachers encourage learners to work as a community.*
9. Students consider where the funding would come from for their 'wish list'. (Learning Outcome 3)	
10. Students select a community facility that can be enhanced or developed for the future from the 'wish-list' - a decision making grid (*) could be used to assist. Working in groups, they develop a proposal to be presented to the local council or a business leader. The proposal needs to: • outline what community resource is to be developed, and • offer ideas for its development, eg: where the facility can be situated; what features it will offer; what community members it will attract, etc, • justify why it is needed, and • demonstrate understanding of where the money could come from to implement the plan. (LOs 3/4) <mark>Working with others and in teams, Negotiating and influencing, Communicating and receiving ideas and information</mark> <mark>Community and participation</mark>	*5. Quality teachers allow sufficient opportunity for practice and application.*
11. The proposal could be presented in a number of ways: power-point presentation; booklet form, speech with visual aids, letter, etc. The teacher will need to model how the proposal could be set out. Encourage students to include sketches, written justifications, quotes from interviewed residents, etc. (LO 4) <mark>Communicating and receiving ideas and information, Negotiating and influencing</mark>	
Students invite a council member and/or business leader to school to listen to their presentations. (LO 4) <mark>Communicating and receiving ideas and information, Negotiating and influencing</mark> <mark>Excellence</mark>	

Questions to consider within this inquiry: **Links to Citizenship** • How can you make better use of the resources in your community? • What can you do to look after community resources? • Who really pays for our community's services, such as school grounds and parks? **Links to Values** • If a resource is free in your community, such as a skate board rink, park bench, rose garden, etc., does this affect the way you and others look after it? Are they really free? • If you pay for the use of a resource, does this change how you look after that resource, eg: local Swimming pool? • If you owned a resource, would you want to charge for it? Why? **Reflective Questions:** Exploring what it is to be innovative and enterprising • What step/s were you doing when you used each of the Enterprising Attributes? Break each attribute into its separate words and refine your answers. • How could you improve on using the Enterprising Attribute/s for next time. • Can you transfer this learning to your other topics?	*7. Quality teachers encourage critical thinking.*

Possible Assessment Activities (Teacher):

Learning Outcome 1: Students describe 3 community facilities – When were they established? For whom? Why were they needed? Are they still required? Can they be enhanced?

Learning Outcome 2: Students describe what facilities were available in their local area in the past and explain why the community resources have changed.

Learning Outcome 4: Students can deliver a strong argument for the creation/enhancement of a community resource – provide sound reasons, give creative ideas, etc.

Decision Grid

Criteria \ Choices							Total