

PLACE AND LIVEABILITY

Some Teaching Ideas – Part 2

Lorraine Chaffer
President GTANSW

Geography Education Consultant and author

The following pages are a selection of slides from a presentation I gave to the Australian Geography Teachers Association Conference in Auckland 2015.

The concept of liveability can be examined at a variety of scales from a local street or neighbourhood (liveable streets), to nations and regions (wealth and poverty / developed/ developing, rural / urban, Asia) and global (Earth, ecological footprints, biocapacity). Students should investigate a range of places in this topic and include the cross-curriculum priorities where relevant – Asia, Aboriginal and Torres Strait Islander histories and cultures and Sustainability.

Part 1 (Geography Bulletin Edition 2, 2017) suggested activities for introducing liveability and the factors that influence people's perceptions of liveability.

Part 2 examines how liveability can be measured or assessed, factors influencing liveability, change over time and ways of enhancing liveability. Different geographical tools can be used to investigate the liveability of places eg. photographs, tables, maps, population profiles and spatial technologies

It is important that whatever places, concepts and tools are used to study Place and Liveability, they should link to the key syllabus concepts including;

- Access to services and facilities

- Community identity
- Connectedness
- Safety
- Environmental quality

Global rankings and criteria for assessing / measuring liveability

These tools are used to compare the liveability of large cities across the world. Each uses different criteria, have a global perspective and do not consider differences in liveability within cities. City liveability rankings are traditionally used by governments and corporations wanting to assess "the degree to which expatriates enjoy the potential standard of living in the host location" (liveablecities.org). This needs to be explained to students.

These rankings can be a useful tool for developing criteria to assess liveability in a local place. By investigating the criteria used to produce these rankings students can develop their own set of liveability rankings with which to assess and compare the liveability of local places (such as a street, park or other public place) or places pictured in photographs or videos.

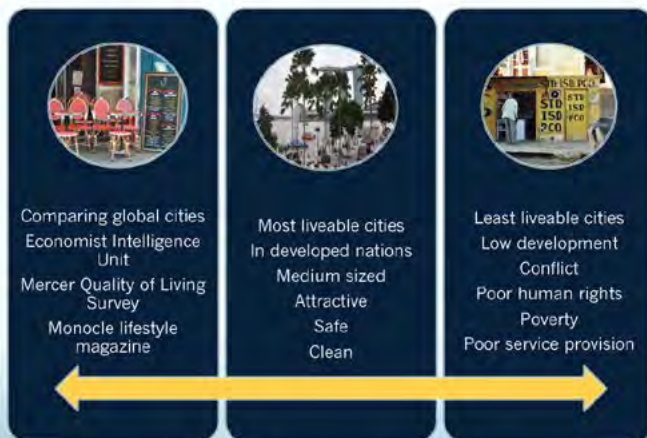
Measures of liveability

Global city rankings

The Economist Intelligence Unit				Mercer Quality of Living Survey				Monocle lifestyle magazine			
Criteria: 127 cities covering stability, healthcare, culture, environment, education and infrastructure				Criteria: 221 cities based on 39 criteria such as housing, recreation, schools and natural environment				Criteria: 25 cities covering safety, international links, climate, public transport, environmental issues and urban design			
Rank	City	Country	Score	Rank	City	Country	Score	Rank	City	Country	Score
1	Melbourne	Australia	97.5	1	Vienna	Austria	(01)	1	Zurich	Switzerland	(02)
2	Vienna	Austria	97.4	2	Zurich	Switzerland	(02)	2	Helsinki	Finland	(01)
3	Vancouver	Canada	97.3	3	Auckland	NZ	(04)	3	Copenhagen	Denmark	(03)
4	Toronto	Canada	97.2	4	Munich	Germany	(07)	4	Vienna	Austria	(06)
5	Calgary	Canada	96.6	5	Düsseldorf	Germany	(06)	5	Munich	Germany	(04)
6	Adelaide	Australia	96.6	6	Vancouver	Canada	(04)	6	Melbourne	Australia	(05)
7	Sydney	Australia	96.1	7	Frankfurt	Germany	(07)	7	Tokyo	Japan	(09)

Examine the criteria
Link to syllabus concepts e.g.
services & facilities ...

Global city rankings



There are three main liveability rankings /indices used to compare cities at a global scale although new measures such as the Global Happiness Index are becoming more popular by recognising that other factors linked to human wellbeing are also indicators of liveability.

Note: A good activity is to research the most recent liveability rankings for the three main global city measures and look for changes over time to determine why liveability changes at a city-wide scale.

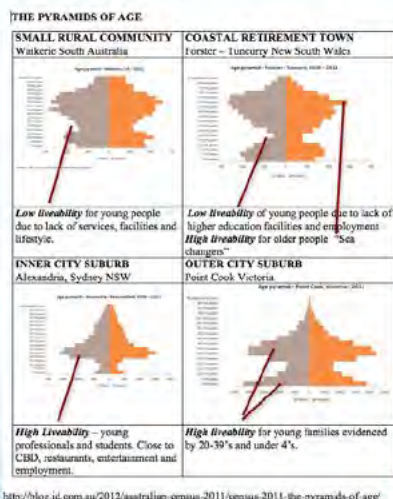
Use the rankings to examine the features of the most and least liveable cities at a global scale.

The criteria used to develop global city rankings can be linked to syllabus concepts including safety and access to services and facilities. Housing affordability has become a key indicator of liveability in Australia's large cities. This can lead to an investigation of ways liveability is being or can be enhanced at a city scale, particularly for those places considered least liveable.

Services, facilities & safety



Geographical tools: Population profiles



Places
Urban - large / small
Rural
Remote

Gaps in population profiles reflect that places are less liveable for some groups

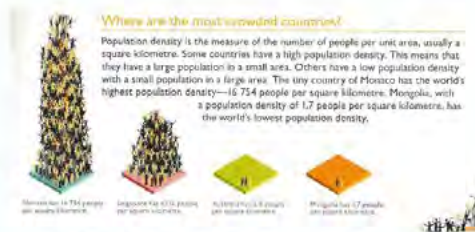
Population and liveability

Population profiles reflect the liveability of places within countries. Gaps in these profiles indicate migration to other places some age groups see as more liveable

Population density

can impact on environmental quality and access to services and facilities, connectedness, community identity and environmental quality.

Population density, housing density & liveability



OXFORD ATLAS Project 2 Page 33 University Press

Which place is more liveable?



<http://www.theatlantic.com/infocus/2011/10/population-seven-billion/100176/>

Population and liveability

Population size



<http://news.nationalgeographic.com/news/energy/2012/04/120406-food-water-energy-nexus/>

Ageing populations



<http://protogaea.wordpress.com/2010/05/07/south-korea-aging-tiger/>



<http://www.teenz.govt.nz/en/older-people/13>

Population issues can impact on liveability eg ageing, highly dependent populations eg large % under 15 years of age. Use visual stimulus to promote discussion on how these issues impact on the liveability of places.

This type of activity is suited better to students needing more higher order thinking and can be used as a tool for differentiation.

Environmental quality influences liveability

Environments can be aesthetically and climatically attractive, resource rich or poor and well managed and cared for or polluted and degraded. Environmental quality can be impacted by natural and human processes eg drought and war and therefore can change over time.

Liveability and environmental quality



Australian and Canadian cities rank highly on liveability indexes. They are

- socially inclusive, healthy and safe
- have attractive buildings and natural environments such as parks, rivers and harbours.




A high liveability rank attracts people and tourists which and fosters economic growth. To maintain high liveability, improvements in transport, infrastructure, waste management and pollution need to be **sustainably** managed.

Many places Australians would consider unliveable because of their harsh natural environments are liveable by those seeking to extract valuable resources. When resources run out the very environmental feature that attracted people disappears and populations decline – leading to the creation of ghost towns.

When resources are degraded, or depleted, liveability declines.

Ghost towns such as Bodie, USA

Liveability and resources

Trash pickers	Ship breakers	Salt miners
		

Liveability changes over time

In many places, liveability is impacted by *natural and human factors*. When countries have limited resources to deal with these environmental issues, liveability is affected.

Liveability improves when enhancement strategies are implemented eg urban renewal, development

Liveability *changes* in the Sahel

Natural and human impacts bring environmental, political and social change

Once prosperous areas of the Sahel in Africa impacted by droughts, military coups, and locust plagues are now unliveable due to famine and conflict – refugee exodus



<http://infographics.idlelist.com/sahel-nutrition-crisis/>

Climate change and liveability

Climate change brings with it other environmental changes that impact on liveability. Examples include sea level rise and loss of productive land and settlements, patterns of weather and climate such as an increase in cyclones and the incidence of disease.



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Enhancing liveability

Strategies can be implemented across local to global scales. Improved street lighting at a local scale can enhance liveability by improving safety while strategies to reduce global climate change rely on international cooperation.

Enhancing Liveability

- Improving the quality of people's lives
- There is no single strategy
- Most strategies have multiple purposes and benefits
- New liveable & sustainable places are created
- Improvements are made to existing places
- Governments, organisations, businesses and individuals









Choose a range of strategies chosen to suit student abilities when investigating this section of the syllabus. A local activity in which students propose a strategy to enhance the liveability of a local place would fit well here.

There is great potential for differentiation here where strategies can range from simple changes to streetscapes to more complex such as creating transit oriented developments in cities.

Select examples from the local to the global scale to reinforce the concept of scale. Discuss the effectiveness of strategies at each scale – which would be more successful? Why?

Strategies to enhance liveability

Global to local scales

	Global	National	State	Regional	City	Suburb/Neighbourhood	Street	Building
SCALE								
GOVERNMENT	<ul style="list-style-type: none"> • Kyoto Protocol • MDG's • RIO +20 • UNEP • UNICEF 	<ul style="list-style-type: none"> • Liveable Cities Program • Creating Places for People: The Australian Urban Design Protocol • National Broadband Network 	<ul style="list-style-type: none"> • South Australia: Greenhouse strategy • Tasmania: Liveable Places Development Program • Queensland: Blueprint for the Bush 	<ul style="list-style-type: none"> • Lower Hunter Regional Strategy NSW • Regional Development Australia: Pilbara 	<ul style="list-style-type: none"> • Sustainable living strategy for South Perth • Brisbane City Council Sustainability Agency • EzyGreen Energy Reduction Program 	<ul style="list-style-type: none"> • New suburbs created or older suburbs renewed • Green Square Sydney • Southbank Brisbane • Docklands Melbourne 	<ul style="list-style-type: none"> • Street improvements • Cycle paths • People only streets • Pop up parks 	<ul style="list-style-type: none"> • Water tanks • Solar panels • Recycling

Creating Places for People: Australia's Urban Design Protocol.
http://www.urbandesign.gov.au/downloads/files/INFRA1219_MCU_R_SQUARE_URBAN_PROTOCOLS_1111_WEB_FA2.pdf

PLACE AND LIVEABILITY

At a local scale



Small changes can enhance liveability

The diagram illustrates how small changes can enhance liveability. It features a funnel diagram showing the hierarchy of street space: "Private Cars" at the bottom, followed by "Deliveries", "Public Transportation", "Cycles", and "Pedestrians" at the top. To the right, a section titled "STREET SPACE FOR 60 PEOPLE" shows three scenarios: a car, a bus, and a bicycle. Below this, three photographs show a street with a car, a street with a bus, and a street with a bicycle lane. A link is provided: <http://tripgenie.org/about/>. Below the funnel diagram, a photograph shows a street with a bike lane and a pedestrian crossing. A link is provided: <http://www.adelaidecitycouncil.com/assets/acc/Environment/transport/docs/Smart-move-strategy-web.pdf>. To the right, a photograph shows a street with a large crowd of people, with the caption "Paris turned streets into beaches".

Small changes can enhance liveability

STREET SPACE FOR 60 PEOPLE

<http://tripgenie.org/about/>

<http://www.adelaidecitycouncil.com/assets/acc/Environment/transport/docs/Smart-move-strategy-web.pdf>

Paris turned streets into beaches

Students can be asked to propose changes to a local street and show proposed changes on an annotated photograph or map such as Scribble Maps. Link to concepts such as safety, access to services and facilities, community identity and connectedness.

Enhancing liveability: Liveable streets



A. Pedestrian Street Lamps. Lighting shouldn't be just for cars	B. Street Trees and Plantings provide shade and oxygen, make the street look nicer, increase traffic safety, improve business	C. Vendors help make streets into destinations rather than places to be driven through	D. Bollards prevent motorists parking on pavements and can be used to stop cars entering streets	E. Dedicated bus lanes get buses out of traffic and make trips faster and predictable.
F. Curb extensions are safer - reducing crossing distances and by narrowing the street they reduce drivers speeds.	G. Speed bumps slow traffic.	H. Separated bike lanes. Dedicated lanes provide physical protection and encourage bike use.	I. Traffic lights with a leading pedestrian interval gives pedestrians time to cross before cars turn corners.	J. Raised, textured crosswalks create natural speed bumps and make pedestrians more visible.

A simple activity easy to adapt to classroom use to "develop students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning"

Australian Curriculum Geography year 7 level description.

Have students take or select a streetscape and using "Tablet" Apps or drawing tools to show changes that will improve liveability.

Enhancing liveability: Medellin

It is important to use interesting stories that illustrate successful liveability strategies such as the cable transport system in Medellin that links slum dwellers to city employment, bypassing the informal street system previously used by slum dwellers.



<http://www.designother90.org/cities/solutions/medellin-metrocable-and-northeast-integral-urban-project>

Transport services enhance liveability for slum dwellers

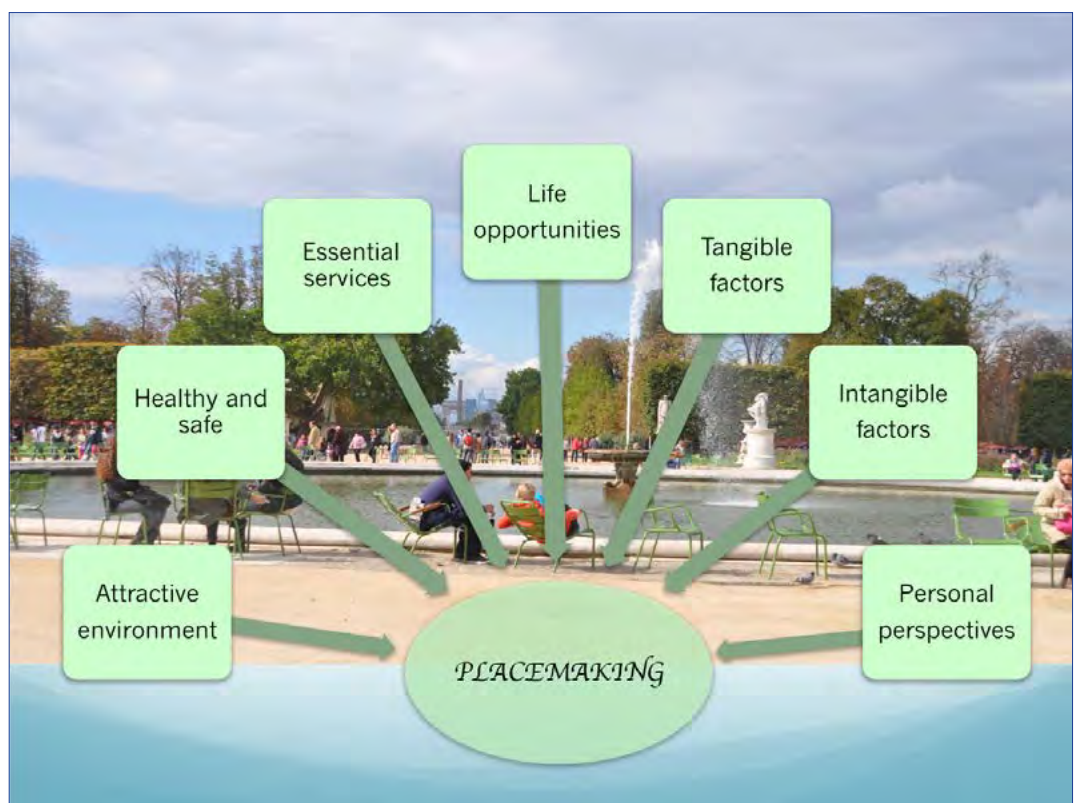
Learning from Europe



<http://sloanreview.mit.edu/feature/sustainability-strategy-leadership/>

Consider what Australian places can learn from places overseas considered to be highly liveable. Use these ideas when proposing local solutions to liveability challenges. *Asian* examples could be used here eg. The greening of Singapore or China's fast trains network.

Placemaking is a relatively new concept used in planning the renewal or provision of places for people to live. The features of good places link to factors affecting liveability.

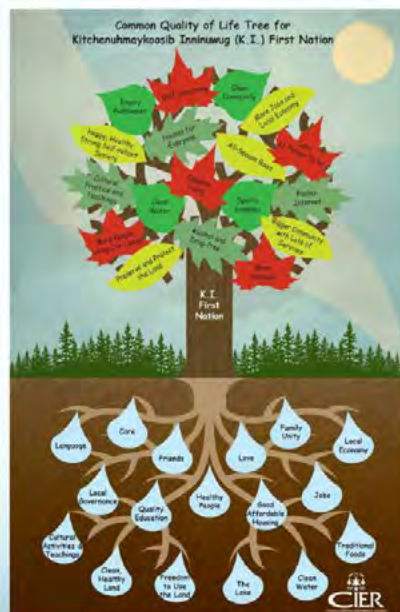


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Incorporate Cross Curriculum Priorities

(Asia, Sustainability, Aboriginal and Torres Strait Islander Histories and cultures)

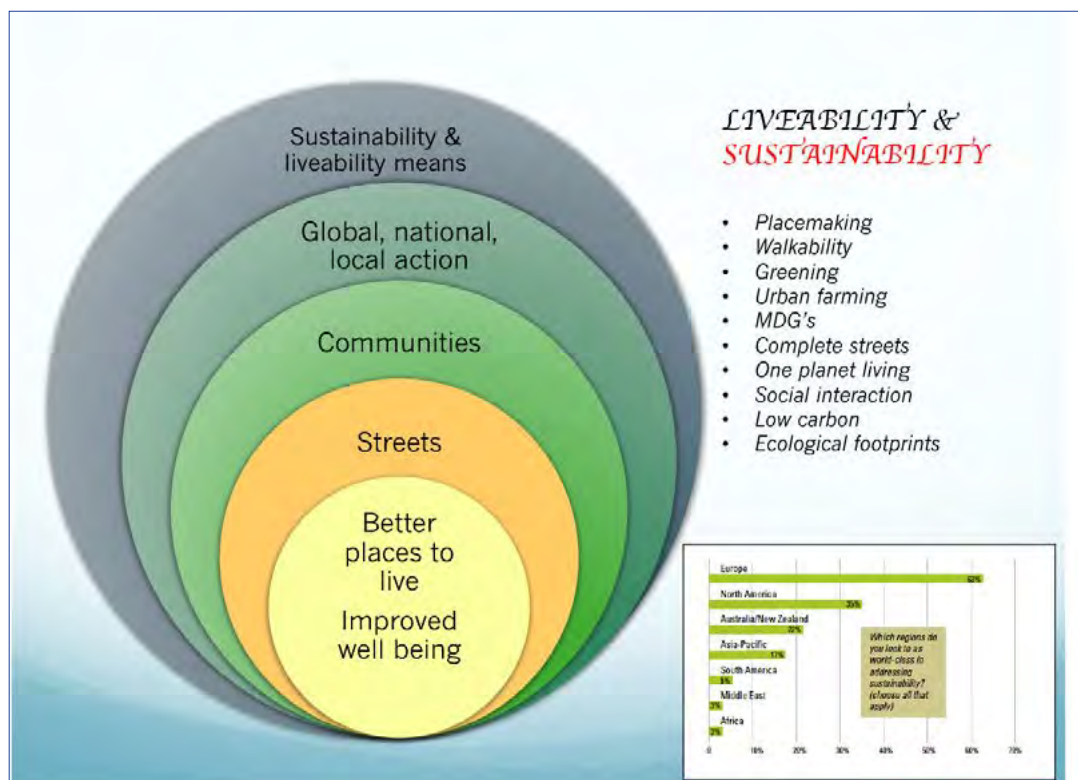
Liveability, culture & Indigenous peoples



A Quality of Life Tree for First Nation communities in Canada

1. Consider the cultural needs of indigenous people when proposing or investigating strategies to enhance liveability for Australia's Aboriginal peoples.

2. Links to sustainability



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3. Link to Asia

Use interactive tools such as Gapminder and Worldshapin to make comparisons and propose solutions. Extend gifted students by linking development strategies with liveability.

Choose Asian countries when making comparisons.

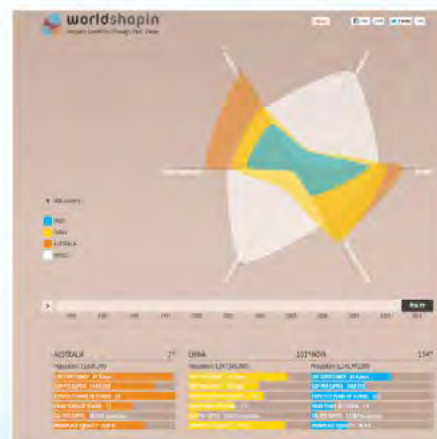
Development improves liveability

Gapminder



<http://www.gapminder.org/>

Worldshapin



<http://worldshap.in/#/>

Choose Asian examples if investigating strategies to enhance the liveability of places in the developing world. Keep in mind students they will be investigating Human Wellbeing in Stage 5 where some of these ideas may be investigated in more detail... use this topic to generate interest in future Geography studies

Strategies for the developing world



<http://www.benettongroup.com/media-press/image-gallery/institutional-campaigns/microcredit-africa-works#page-4>

The "girl effect"



Technology

<http://www.guardian.co.uk/world/picture/2011/nov/24/climate-change-kenya-masai-farmer-oxfam>

PLACE AND LIVEABILITY

Make it fun

Create learning activities where students can apply their learning eg to a part of the school grounds or a rooftop. This can be a hypothetical e.g. "imagine the roof of our school hall is flat", or real e.g. Find the least liked part of the school grounds, assess why it is not liked and propose strategies to improve its attractiveness to students.



Make it fun !!

Plan a rooftop

Choose activities and examples wisely

In the NSW Geography Syllabus Place and Liveability can be taught in year 7 or 8 (Stage 4) while Changing Nations can be taught in Years 9 or 10 (Stage 5). The points raised in this slide (produced for an Australian audience) are equally applicable as programing considerations.

Warning

Enhancing liveability is connected to increasing sustainability – economic, social and environmental

In changing Places in Year 9 students will look at strategies to make urban places more sustainable and liveable

Program Year 7 to avoid repeating strategies that are more appropriate to urbanisation in Year 9

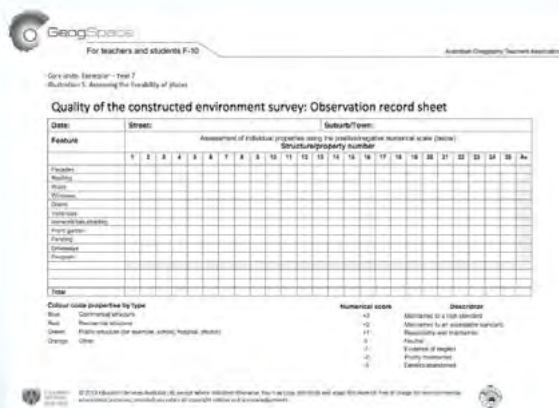
Resources and Fieldwork

Find resources already developed to support this topic and adapt to the needs of your students and school resources.

ACARA Work samples



http://www.acara.edu.au/curriculum/worksamples/Year_7_Geography_Portfolio.pdf



Geogspace templates

<http://www.geogspace>

Use this Geogspace survey chart to develop one appropriate to your location and the needs of students. Using surveys such this provide the essential fieldwork component and allow students to apply their learning to the real world.

Web curation sites such as Scoop.it and Pinterest are a source of contemporary articles and a place to collect your own resources for personal or student use.

This full PPT presentation can be found in the members only resources section of the GTANSW website.

SCOOP-it

