



ONE TOPIC 3 WAYS

Fieldwork and ICT

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CONTENT: Place and Liveability

Students investigate

- **Factors** that influence perceptions of liveability
- The influence of **accessibility to services and facilities** on the liveability of places.
- The impact of **environmental quality** on the liveability of places.
- The influence of **social connectedness** and **community identity** on liveability.
- **Strategies** used to **enhance the liveability** of places using examples from different countries

How do we know students understand the key concepts

Activity 1: Inquiry – understanding criteria

Begin with a statement : Liveability is about what places are like to live in.

Think opposites

1. Inquiry question.

What things don't you want the place you live in to have or be like?

Collaborate to share, compare and refine their responses.

2. Contribute ideas to a class list or mind map

3. Class discussion - turn ideas into a list of desirable qualities students want in the places they live.

4. Categorise ideas using syllabus concepts

What might this look like?

Environmental quality	Access to services and facilities	Social connectedness	Community identity

Complete using a class mind map or list developed from student responses

Not wanted	Factors influencing liveability
Dangerous, violence, crime, natural hazards, war, drugs	Environmental quality Safety from natural and human dangers e.g. hazards, war, crime, exploitation
Pollution, noise, old or run down buildings,	Environmental quality Clean air, water, tidy...
Too hot, very cold, lack of water	Environmental quality
Isolation / too far away / no Internet/ no TV / no phone connection /	Social connectedness & access to services and facilities
Slums	Environmental quality, access to services and facilities
No places to meet, play or socialise Isolated from family and friends, No recreational facilities, parks, cinemas	Social connectedness, services and facilities
Boring place, dull, racism, unfriendly	Community identity

Complete using group responses roughly categorised

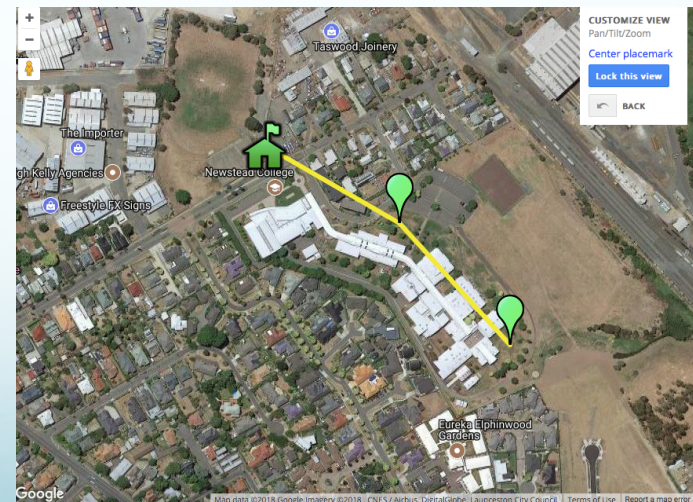
Activity 3: Fieldwork

This activity comprises three parts

Fieldwork Part A : Developing and applying criteria to assess the liveability of places in the school grounds based on ONE concept.

Fieldwork Part B : Repeating Part A using other syllabus concepts related to livability.

Part C: Communicating fieldwork findings using spatial technologies and a written or oral response.



Activity 3: Fieldwork Part a

1. In small groups, discuss the meaning of environmental quality.
2. Create a list of features to measure environmental quality incl. safety in the school grounds (Criteria)
3. Suggest how these features could be measured or judged
(Qualitative & quantitative data / information)
4. Class discussion on a set of agreed criteria
5. Develop inquiry questions to answer using fieldwork
(e.g. Which places in the school grounds are the safest for students?)
6. Collaborate to select & map locations using spatial technology
7. Complete the fieldwork activity
8. Class discussion to rank places on environmental quality



What might this look like?

Fieldwork: Criteria and tools

Environmental quality (Measure and map)	Safety (Observe and map)	
Shade	Railings / ramps	High tech vs low tech Quantitative vs qualitative
* Canopy cover / plastic grid	Map, photograph	
Noise	Tripping edges	
* Decibel App	Map, photograph	
Temperature	Signs	
* Thermometer or App	Map	
Seating / tables	Slopes	
* Observation / tally	Map, measure	Decide on a recording system e.g. raw data Points system Plot features on a sketch map
Greenery / groundcover	Steps	
* Quadrat (4 metres rope)	Map, count	
* Tree count	Lighting	

Take photographs at different locations

How do we know students understand the key concepts

Outside the classroom : In the school



Choose locations
Use spatial technologies to
build ICT skills

Activity 3: Fieldwork Part b

Repeat the fieldwork activity using other liveability concepts (factors) such as:

- **Access to facilities** e.g. toilets, canteen, sports fields
- **Social Connectedness** e.g. phone signals, footpaths, WiFi, bells
- (School) **Community identity** e.g. Senior area, Year 7, teachers only, names of places

* Briefly discuss each concept before developing a set of measurable or observable factors (criteria) and completing the fieldwork activity

Activity 3: Communicating Part c

1. Discuss fieldwork findings to **rank the school locations** from most to least liveable
 - using the individual criteria
 - considering all all of the criteria.
2. Use a **spatial technology tool** to locate places and record fieldwork findings as a digital map e.g. Google Tour builder , Scribble maps

This could include:

- A ranking 1 – 5 based on the individual or combined criteria
 - Recording– quantitative and qualitative data for each location (to justify ranking)
3. **Produce a short oral / written report** outlining and justifying rankings based on fieldwork findings

What might this look like?

Google tour builder

Plot fieldwork locations to create a tour. Add fieldwork findings in comments

Tour Builder BETA a Google Earth experiment

Launceston

Tour Saved at 10:46:21 PM

Need help? Check out our tutorial.

LOCATION NAME
Newstead College, Launceston.

ENHANCE THE STORY

START DATE
Month Day optional year

END DATE
Month Day optional year

INTRODUCTION (WHAT'S IT ABOUT?)
What places in the grounds of Newstead College have the best environmental quality?

CUSTOMIZE VIEW
Pan/Tilt/Zoom
Center placemark
Lock this view
BACK

Google

Map data ©2018 Google Imagery ©2018 CNES / Airbus, DigitalGlobe, Launceston City Council Terms of Use Report a map error

Scribble Maps

Plot fieldwork locations.
Add information from fieldwork activities
Rank the places



Activity 4: Personal liveability criteria

This activity comprises three parts

Part a Developing a set of personal liveability criteria

Part b Discuss intangible qualities that influence liveability and apply to their local neighbourhood.

Revise personal liveability criteria to include quantitative (measurable) and qualitative (observable) features/ factors

Consider how they might improve the liveability of their local neighbourhood

Consider the criteria of other members of their family – discuss factors influence people's perceptions of liveability

Activity 5: Enhancing liveability

1. Work in pairs to complete the Think of a place “Wouldn’t it be great if task
*teacher models an example.
2. Share answers with the class
3. Discuss the criteria used when deciding what could be improved
* Use concepts from previous lessons eg safety, facilities
4. Teacher illustrates a variety of strategies at different scales used to enhance the liveability of places eg liveable streets
5. Students and teacher select a local public place to assess liveability and propose a range of changes to enhance liveability for local residents (Use fieldwork or photos)
6. Present proposal using a spatial technology tool (Such as those used earlier in the topic) and annotated photographs.

What might this look like?

Enhancing Liveability

Think of a Place

Wouldn't it be great if ...

There were more street lights lights and footpaths

Where ?

Between the shops and the new estate

So that people could ...

Feel safer and more comfortable walking from home to shops and back.

Because I want my neighbourhood to be ...

Safe, walkable, healthier

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

Example: Small changes enhance liveability

LIVEABLE STREETS

What Paris did – streets into beaches



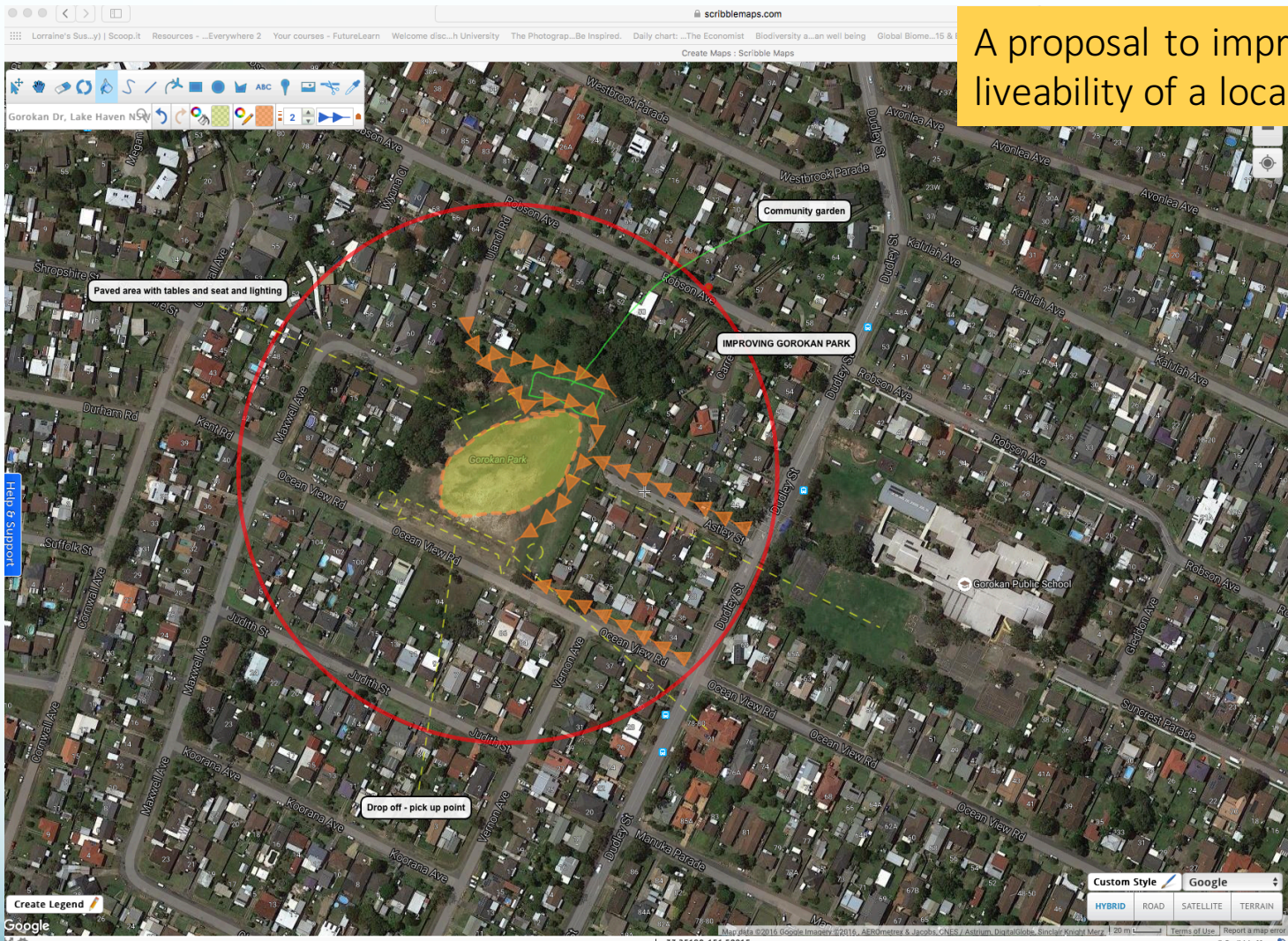
Macmillan GeoWorld 7

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

SKITCH - Annotate images taken by students or use Google Street View
Demonstrate use of SKITCH (or similar)

Enhancing the liveability of a place

A proposal to improve the liveability of a local place



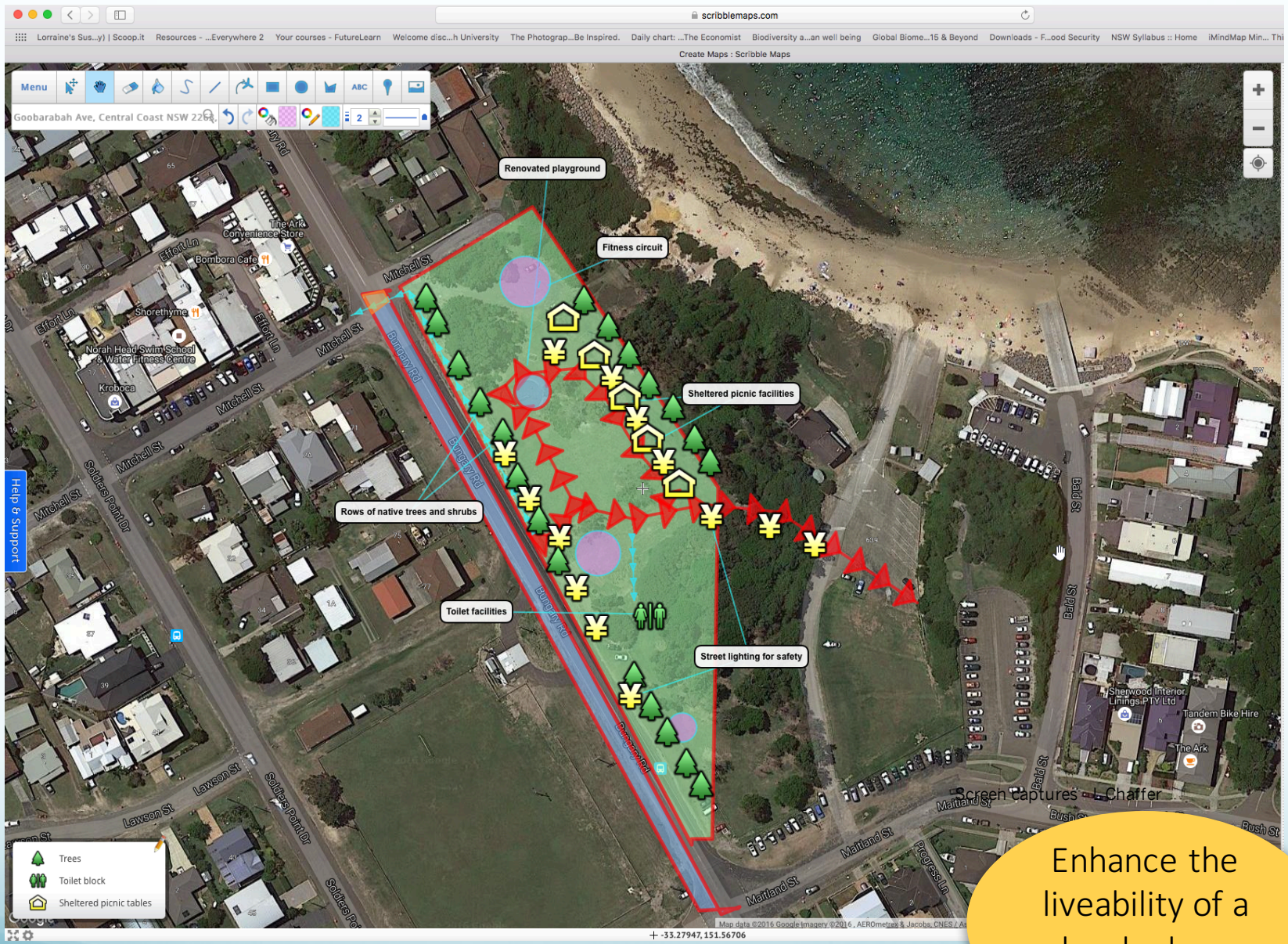


Image created by L Chaffer using Scribble Maps.

<https://www.scribblemaps.com>

Enhance the liveability of a local place