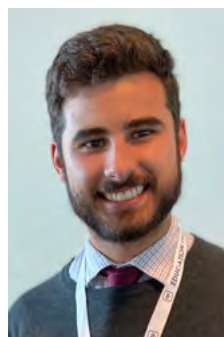




REFLECTIONS ON THE 2021 GTA CONFERENCE



Cameron Menzies, Red Bend Catholic College Forbes

During last year's Geography Teachers Conference, I was able to attend a session run by Adrian Shipp (Head of Geography, Trinity Grammar School) entitled "Liveability: A topic to connect us all". Adrian presented a means of thinking about Liveability as a topic that can be engaging and meet students where they are at through a variety of hands-on, student directed activities.

One activity presented was a formative assessment called "Where would you live?". Students were given a scenario as a young house buying family with a budget of \$700,000. They had to identify a house within the budget in one of the following locations: Sydney, Tamworth, Canberra, or Hobart. In making their decision students had to consider aspects of liveability such as education, climate, crime, transportation and natural geography.

For my school context, a co-educational Catholic School located in Forbes, I wanted to be able to help students consider the challenges and opportunities available within both their local rural context and the larger cities that they would be less familiar with. The scenario was basically kept the same with the inclusion of Forbes as an option on the list. Also included was a checklist of the geographical information that had to be included in their research report. A list of resources was provided with a series of links to help guide students in their decision making process.

Where I expanded on this activity was on the inclusion of an extension component that required students to use Google My Maps to construct their own visual representation of their chosen homes' liveability factors. Students used their prior research and the search functionality of Google My Maps to find and add locations that would contribute to liveability such as recreational activities, schools, and local restaurants. Students dropped pins on each location to which they added pictures, wrote a short description and customised the pin. This activity helped students to consider the spatial aspect of liveability and to gain a little perspective about the kind of decisions that people have to make when thinking when choosing a place to live.

Many thanks go to Adrian Shipp, all the workshop presenters and to the GTA Conference team for a fantastic conference.

REFLECTION: PLACE AND LIVEABILITY

Research Task: Where would you live?

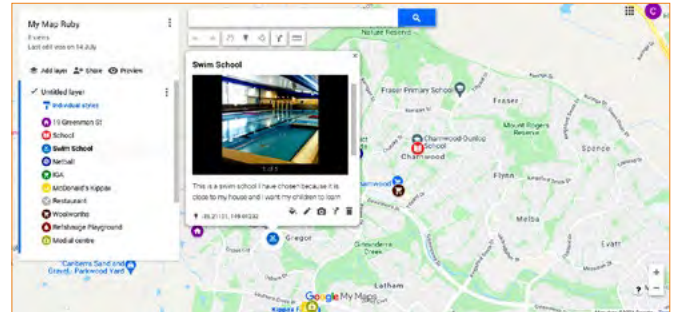
You have three lessons to complete this task. When you have completed this task upload it to Google Classroom.

Scenario:

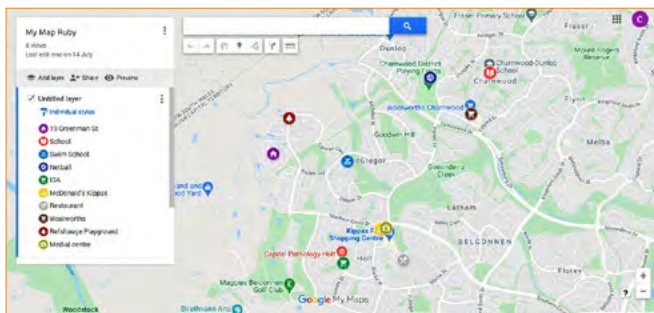
- You have a budget of \$700,000 to buy a property
- You are a young family of four with a 2 year old and a 6 year old child
- You have a choice of the following places to live:
 - A suburb in Sydney
 - Hobart
 - Canberra

Task:

You are to prepare a report outlining a plan for this family taking into account what we have learned about liveability this term. It should be two pages and composed of words, images and geographical diagrams (e.g. satellite maps, climate graphs etc.)

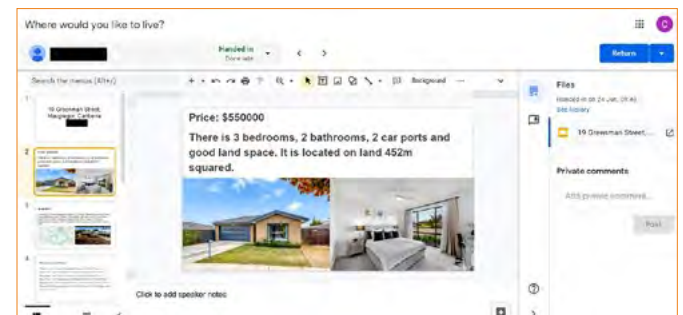


- Reasons for living in this location such as:
 - Natural geographical location
 - Climate (you could include a climate graph)
 - Recreational activities (e.g. sports clubs, community groups)
 - Entertainment options
 - Level of crime and safety
 - Location to public transport
 - Location to schools

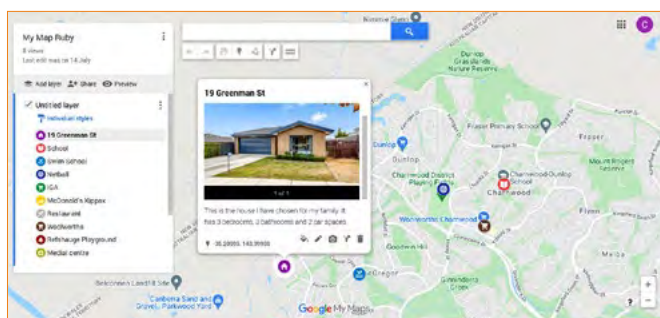


In your report you will need to include the following information:

- Information about the house that you have decided to purchase:
 - Cost of the house
 - Details about the house (bedrooms, bathrooms etc.)
 - Images of the house
 - A screenshot from Google Maps/ Google Earth of the location of the house



- What family matters did you need to consider in your decision?
 - Where will the adults work? Will they have to commute?
 - Where do your relatives live?
 - What other factors might be important?



REFLECTION: PLACE AND LIVEABILITY

Research Task: Where would you live?

Extension Task:

- Create a Google My Map to present your findings. On your map include the location of the house, as well as other key locations important to this family's liveability.

[Click here for a video tutorial on Google My Maps](#)

Below are some website that will help get you started:

Housing:

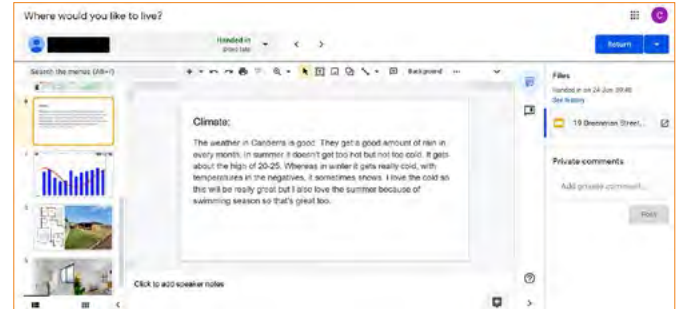
- www.realestate.com.au/buy
- www.domain.com.au/

Climate:

- Climate-Data.org – <https://en.climate-data.org/oceania/australia-140/>

Recreation and Entertainment:

- Google Maps – www.google.com/maps



Crime:

- NSW Bureau of Crime Statistics – www.bocsar.nsw.gov.au/Pages/bocsar_crime_stats/bocsar_crime_stats.aspx

Public Transport:

- Transport NSW – <https://transportnsw.info/>

Schools:

- Good Schools – www.goodschools.com.au/

Find other material on Place and Liveability in the Guide to Geography Bulletin Resources on the GTANSW & ACT website [HERE](#)



Place and Liveability	
Assessment Task: Place and liveability <i>Newcastle Grammar School</i>	Volume 52, No 1, 2020
Urban Places and liveability: Design an apartment block. (Also Stage 5 Urban Places) <i>Jessica Skinner Crowe</i>	Volume 51, No 2, 2019
Place and Liveability Part 1: Some teaching ideas <i>Lorraine Chaffer</i>	Volume 49, No 2, 2017
Place and Liveability: Part 2 <i>Lorraine Chaffer</i>	Volume 49, No 3, 2017
New Zealand: Perceptions of liveability <i>Nick Hutchinson</i>	Volume 46, No 2, 2014
Liveability Assessment Unit <i>Dr Susan Bliss</i>	Volume 45, No 2, 2013

Photo by D. Nevozhai Source: <https://unsplash.com/@dnevozhai>