Contents

Overview

We are all planners, however, urban planners have a very difficult job. There are a number of competing interests and external influences that must be considered whilst making decision regarding the management of urban areas. Some of these influences are geographical or environmental, some are social, political or economic. All of these factors must be considered. The planner must also have exceptional visual skills. They must interpret a wide range of visual stimuli in assessing the local environment.

Planning is History, Geography, Science, Maths, Economics. It is about the world we live in. Not the planet Earth, but the real world – the local world of our houses, streets, schools and shops. Students can relate to this world. As such urban planning occurs in a world in which students are familiar and knowledgeable. Broader concepts, therefore can be applied to it, and deeper learning and higher levels of understanding can be achieved.

SOSE Curriculum: Unit of Work ~ The Urban Environment

18 Lessons (3 x 70 minute lessons per week)

Day / Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Introduce Unit		What is a City?	History of Cities	
2	Cities and Planning in Australia		History of Planning in Our Cities	History of Planning in Our Cities cont.	
3	Environmental Planning Issues		South East Queensland Urban Issues	South East Queensland Urban Issues cont.	
4	South East Queensland Urban Issues cont.		Aerial Photographs and Mapping	Interpreting Aerial Photographs	
5	Mapping Excursion		Introduction to SIM City	SIM City Activity	
6	SIM City Activity		Work on Major Assessment	Work on Major Assessment	

SOSE Curriculum: Unit of Work ~ The Urban Environment

18 Lessons (3 x 70 minute lessons per week)

Phase	Learning Outcomes	References
Phase 1 Orientation Lesson 1	**Core Learning Outcomes:** All relevant learning outcomes from the SOSE syllabus will be addressed. **Exposition:** Introduction, topic overview, assessment. What is planning? Planning in our everyday lives - shopping, movies, a party What is Urban planning? How is Urban planning different from planning? **Discussion:** Class discussion – What is planning? **Activity:** Bridge The planning process: Plan a party	Handout
Phase 1 Lesson 2	**Core Learning Outcomes:** TCC 6.1 Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed. TCC 6.4 Students produce a corroborated argument concerning causes of a change or continuity in environments, media or gender roles. TCC D6.4 Students evaluate the effectiveness of progressive actions from the past to recommend particular actions for the future. PS D6.5 Students analyse patterns of spatial variations to compare their views on the care of places with those of others. SRP D6.1 Students predict the consequences of attempts to reform economic, political or ecological systems. **Exposition:** What is a city? - Definition of a town/city • Large size and population for its time, permanent, high density, urban structures and layout, a place where people live and work, infrastructure and hierarchy of groups of people. When were the first towns/cities built? • The Urban revolution 25000 BC • The Early Civilizations and Mesopotamia Why were towns/cities built? • Military and defence needs, patterns of trade and commerce, sources of religious power, location and natural resources, centres of political control, leisure, institutional significance. **Discussion:** Class discussion – What is a city? Class discussion – Why were the first cities built? **Multimedia:** Video: Buildings and their Materials – This program looks at the evolution of buildings from caves to skyscrapers. It traces the connection between building materials and construction design, climatic, environmental and location conditions (Available EQ Video Library). **Activity:** Write a definition of a city. What is a city? – Bubble worksheet.	Handout

	Early Civilizations and Mesopotamia worksheet	
Phase 1 Lesson 3	**Core Learning Outcomes:** TCC 6.1 Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed. TCC 6.4 Students produce a corroborated argument concerning causes of a change or continuity in environments, media or gender roles. TCC D6.4 Students evaluate the effectiveness of progressive actions from the past to recommend particular actions for the future. PS D6.5 Students analyse patterns of spatial variations to compare their views on the care of places with those of others. SRP D6.1 Students predict the consequences of attempts to reform economic, political or ecological systems. **Exposition:** History of cities and planning Greek cities, approximately 560BC to 300BC • First people to develop ideas about town planning based on their political beliefs, art. • Socrates, Aristotle, Plato Roman Cites, approximately 100BC to 400AD • To build empires, power within Europe • There city planning was based on military defence and for colonial towns, for example develop trade, food supplies, economic development and agricultural use Medieval Towns, 9th to 14th centuries • Towns developed and formed around castles, monasteries and churches, mainly for protection. • Church was responsible for the town's commercial functions; often the housing was very poor. Political power and control was regulation and only held by a very few. • The town the Feudal system of landlord and tenants, city formed a centre for trade/commerce, market place, small in scale and size. • By the end of the 11th century – increase in agricultural production and economic prosperity, emergence of an urban population, growth of guilds and interest in self-government. • By 13th century King returned the royal revenues and concessions to some urban centres Examples of other people and towns – Indians, Dogon people of Mali, Beijing, Mongols of the Gobi Desert. **Discussion:** Class discussion – How is Roman planning different from Medieval planning? What were the different influences? What does the planning of the cities suggest about the people at the time? **Activity:** The time machine - Image you are from the medieval period, but have a time machine and have been transported into the time of the Romans cities. You keep a journal of your expeditions, writing about what the city is like and the daily happenings of the city. You compare your own city, to that of the Romans, describing the differences and similarities, and provide sketches to illustrate some of these differences. Atlas of Discovery, pages 26-27. Challenge questions 1-6.	Text: Atlas of Discovery p 26-7
Phase 1 Lesson 4	**Core Learning Outcomes:** TCC 6.1 Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed. TCC 6.4 Students produce a corroborated argument concerning causes of a change or continuity in environments, media or gender roles.	Text: Atlas of Discovery p 64-5

	TCC D6.4 Students evaluate the effectiveness of progressive actions from the past to recommend particular actions for the future. PS 6.4 Students use maps, tables and statistical data to express predictions about the impact of change on environments. PS D6.5 Students analyse patterns of spatial variations to compare their views on the care of places with those of others. SRP D6.1 Students predict the consequences of attempts to reform economic, political or ecological systems. **Exposition:** History of the Urban environment and planning in Australia Where do people live and why? Australia's first settlers – Australian Indigenous people, 40 000years ago Indigenous people nomadic, hunters and gathers lifestyle Captain Arthur Phillip and the first fleet 1788 – brought new changes to the environment and permanent cities Coastal environments - New arrivals focused there settlement around coastal environments, there reasons included water supply, climate, deep harbours for the safe transport of migrants, exports and imports. **Discussion:** Where do people live and why? **Activity:** Atlas of Discovery, p 64-65, History and settlement, Challenge questions 1-6	
Phase 2 Enhancing Lesson 5	**Core Learning Outcomes:** TCC 6.1 Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed. TCC 6.4 Students produce a corroborated argument concerning causes of a change or continuity in environments, media or gender roles. TCC D6.4 Students evaluate the effectiveness of progressive actions from the past to recommend particular actions for the future. PS 6.4 Students use maps, tables and statistical data to express predictions about the impact of change on environments. PS D6.5 Students analyse patterns of spatial variations to compare their views on the care of places with those of others. SRP D6.1 Students predict the consequences of attempts to reform economic, political or ecological systems. **Exposition:** A history of the planning of our cities Brisbane, Sydney, ACT and Canberra, Melbourne, Hobart, Adelaide, and Perth. **Discussion:** A history of the planning of our cities Brisbane, Sydney, ACT and Canberra, Melbourne, Hobart, Adelaide, and Perth. **Multimedia:** Video: Living in an Australian City – Presents an overview of the history and development of some of Australia's major cities. Covers Sydney, Melbourne, Brisbane, Adelaide, Perth, Hobart, Canberra, Darwin, Wollongong, Kalgoorlie, Broken Hill and Launceston. Discusses the advantages and disadvantages of urban and suburban living (Available EQ Video Library). **Activity:** Work through the Australian Cities Now and Then worksheets.	Handout

Phase 2 Enhancing Lesson 6	**Core Learning Outcomes:** TCC 6.1 Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed. TCC 6.4 Students produce a corroborated argument concerning causes of a change or continuity in environments, media or gender roles. TCC D6.4 Students evaluate the effectiveness of progressive actions from the past to recommend particular actions for the future. PS 6.4 Students use maps, tables and statistical data to express predictions about the impact of change on environments. PS D6.5 Students analyse patterns of spatial variations to compare their views on the care of places with those of others. SRP D6.1 Students predict the consequences of attempts to reform economic, political or ecological systems. **Exposition:** A history of the planning of our cities Brisbane, Sydney, ACT and Canberra, Melbourne, Hobart, Adelaide, and Perth continue... Australia's population **Discussion:** A history of the planning of our cities Brisbane, Sydney, ACT and Canberra, Melbourne, Hobart, Adelaide, and Perth. **Activity:** Work through the Australian Cities Now and Then worksheets.	Handout
Phase 2 Lesson 7	**Core Learning Outcomes:** PS 6.1 Students use criteria and geographical skills to develop conclusions about the management of a place. PS 6.4 Students use maps, tables and statistical data to express predictions about the impact of change on environments. PS D6.2 Students use modes of delivery appropriate for informing and persuading different audiences to promote ecologically and economically sustainable futures PS D6.5 Students analyse patterns of spatial variations to compare their views on the care of places with those of others. **Exposition:** Environmental planning issues • Population and health • Human settlements • Food and agriculture, forests and farmlands • Wildlife and habitats • Energy • Freshwater, oceans, coasts, atmosphere and climate South East Queensland's Regional Planning Challenge: Options for the future • The issue: the fastest growing metropolitan region in Australia, 1,000 new people moving to South East Queensland every year. • The SEQ 2021, A sustainable future document. • The vision for SEQ – sustainability, inclusiveness, respect for indigenous communities, valuing the environment, cohesive and vibrant communities, a diverse and prosperous community, taking action. **Discussion:** Class discussion of the SEQ2021 document **Activity:**	Handout

	Why do we have a SEQ 2021 document for Queensland? What are the major issues to face SEQ?	
Phase 2 Lesson 8	**Core Learning Outcomes:** PS 6.1 Students use criteria and geographical skills to develop conclusions about the management of a place. PS 6.4 Students use maps, tables and statistical data to express predictions about the impact of change on environments. PS D6.2 Students use modes of delivery appropriate for informing and persuading different audiences to promote ecologically and economically sustainable futures PS D6.5 Students analyse patterns of spatial variations to compare their views on the care of places with those of others. **Exposition:** South East Queensland, understanding Contemporary Australian urban issues • Air pollution • Spatial inequality **Discussion:** Discuss the issues of air pollution and spatial inequality in Queensland **Activity:** Air Pollution: Finding the Solution - worksheet	Handout Text: SOSE 3 p.218-23 & 224-7
Phase 2 Lesson 9	**Core Learning Outcomes:** PS 6.1 Students use criteria and geographical skills to develop conclusions about the management of a place. PS 6.4 Students use maps, tables and statistical data to express predictions about the impact of change on environments. PS D6.2 Students use modes of delivery appropriate for informing and persuading different audiences to promote ecologically and economically sustainable futures PS D6.5 Students analyse patterns of spatial variations to compare their views on the care of places with those of others. **Exposition:** Contemporary Australian urban issues continue... • Ecologically sustainable development • Urban planning in Australia **Discussion:** Discuss the issues of ecologically sustainable development and urban planning in Australia **Activity:** Answer questions from the relevant sections of SOSE 3 p.228-49	Handout Text: SOSE 3 p.228-33 & 234-9
Phase 2 Lesson 10	**Core Learning Outcomes:** PS 6.1 Students use criteria and geographical skills to develop conclusions about the management of a place. PS 6.4 Students use maps, tables and statistical data to express predictions about the impact of change on environments. PS D6.2 Students use modes of delivery appropriate for informing and persuading different audiences to promote ecologically and economically sustainable futures PS D6.5 Students analyse patterns of spatial variations to compare their views on the care of places with those of others. **Exposition:**	Handout: Text: SOSE 3 p.240-7

	Contemporary Australian urban issues continue... • Waste management **Discussion:** Discuss the issues of Waste management in Australia. **Activity:** Answer questions from the relevant sections of SOSE 3 p.240-7	
Phase 2 Lesson 11	**Core Learning Outcomes:** PS 6.1 Students use criteria and geographical skills to develop conclusions about the management of a place. PS 6.4 Students use maps, tables and statistical data to express predictions about the impact of change on environments. PS D6.5 Students analyse patterns of spatial variations to compare their views on the care of places with those of others. **Exposition:** Introduction to Aerial photo interpretation and mapping skills **Discussion:** **Multimedia:** Video: Streetscape Studies: Every Street Tells a Story – This program outlines an inquiry approach in conducting history research. Follows three sets of students conducting a heritage site study in three different situations: a residential street, a busy commercial road and the main street of a country town (Available EQ Video Library). **Activity:** Mapping: Jacaranda Atlas Mapping Skills – 'What is a Map' Module and Skill Builder, and 'Interpreting Aerial Photos' Module and Skill Builder	Handout: Text:
Phase 2 Lesson 12	**Core Learning Outcomes:** PS 6.1 Students use criteria and geographical skills to develop conclusions about the management of a place. PS 6.4 Students use maps, tables and statistical data to express predictions about the impact of change on environments. PS D6.5 Students analyse patterns of spatial variations to compare their views on the care of places with those of others. **Exposition:** Students are introduced to the aerial photo interpretation exercise **Discussion:** Students discuss the role of such images in the planning process **Multimedia/Activity:** Online: Toowoomba City Council aerial photo interpretation • Students access the online aerial photo and answer questions on the Toowoomba urban environment, and aerial photography interpretation and mapping	Handout: Text:
Phase 3 Synthesising Lesson 13	**Core Learning Outcomes:** PS 6.1 Students use criteria and geographical skills to develop conclusions about the management of a place. PS 6.4 Students use maps, tables and statistical data to express predictions about the impact of change on environments. PS D6.5 Students analyse patterns of spatial variations to compare their views on the care of places with those of others.	Handout

	Activity: Excursion: Sensory Mapping and Behaviour Mapping. • Sensory Mapping In small groups, students investigate the sensory aspects of their local urban environment • Behaviour Mapping In small groups, students investigate the behaviour of people in a public place	
Phase 3 Lesson 14	**Core Learning Outcomes:** PS 6.1 Students use criteria and geographical skills to develop conclusions about the management of a place. PS 6.4 Students use maps, tables and statistical data to express predictions about the impact of change on environments. PS D6.5 Students analyse patterns of spatial variations to compare their views on the care of places with those of others. **Exposition:** Introduction to, and training in the computer game SIM City **Discussion:** Students discuss the role of simulations and models in the planning process. **Multimedia/Activity:** Computer Game: Sim City	Handout
Phase 3 Lesson 15	**Core Learning Outcomes:** PS 6.1 Students use criteria and geographical skills to develop conclusions about the management of a place. PS 6.4 Students use maps, tables and statistical data to express predictions about the impact of change on environments. PS D6.5 Students analyse patterns of spatial variations to compare their views on the care of places with those of others. **Multimedia/Activity:** Computer Game: Sim City • Students are guided through the game Sim City and a number of different urban development/management scenarios are enacted. Students are asked to predict and observe the resulting changes.	Handout
Phase 3 Lesson 16	**Core Learning Outcomes:** PS 6.1 Students use criteria and geographical skills to develop conclusions about the management of a place. PS 6.4 Students use maps, tables and statistical data to express predictions about the impact of change on environments. PS D6.5 Students analyse patterns of spatial variations to compare their views on the care of places with those of others. **Multimedia/Activity:** Computer Game: Sim City • Students are free to implement their own urban management choices with specific goals in mind (wealth, environment, popularity, growth)	
Phase 3 Lesson 17	**Core Learning Outcomes:** All relevant learning outcomes from the SOSE syllabus will be addressed. **Exposition:** Students are introduced to the main assessment item requirements **Discussion:** Class negotiates the requirements for the assessment item. They utilise	Handout

	their new skills in planning by setting their own agenda(within limits) **Activity:** Main Assessment • Students work on main assessment	
Phase 3 Lesson 18	**Core Learning Outcomes:** All relevant learning outcomes from the SOSE syllabus will be addressed. **Activity:** Main Assessment Students work on main assessment	

Lesson Plan:

Planning a Party/Building Bridges

1. Anticipatory Set:
Students are introduced to the topic through the worksheet 'What is Planning'. This highlights that planning is something we do in everyday life as well as something the urban planners do.

2. (a)Objective (what):
Students will become aware of the planning process, in both its technical and non-technical forms. Students will better understand the various stages in the planning process. Through the bridge exercise students will learn to work in groups and also better comprehend the significant role urban planners and designs play, and the consequences of getting it wrong (the bridge can collapse).

(b) Rationale (why):
Planning is a vital part of all of our lives, both in the everyday planning decisions we make, and the urban planning decision that are made that greatly effect our own lives. The generic planning process is a vital first step towards gradually developing an understanding of the urban planning process later.

(c) "Your job will be to....."
Your job will be to follow the instructions with the worksheet and to answer the questions. This will involve considering what is required in planning a party and in working out the best way to construct a straw bridge with strict guidelines (see worksheets).

3. Input - Auditory, Visual and Kinaesthetic.
The teacher can explain the various requirements of the day's lesson. They can also hold up each construction element of the bridge and explain the ways in which each can and cannot be used.

4. Modelling.
Students will be able to access an image of a completed bridge structure as well as receiving hints from the teachers as to various methods of joining and bending the straws. The party exercise is to be completed 'blind' allowing the students to interpret the exercise for themselves (to gauge their understanding).

5.Checking for understanding.
The teacher can observe students working through the worksheet to ensure they can carry out the critical elements of the activity.

6.Guided Practice.
The students can subsequently work through the worksheet, utilising materials and discussing their observations with classmates. Through observing each student working through the questions the teacher can insure that the students have understood the objectives.

7. Independent Practice.
Students complete any unfinished class tasks for homework, which will be discussed in class in the next lesson.

Lesson Plan:

Time Machine

1. Anticipatory Set:
Students are presented with images of a variety of buildings from Roman, Greek and Medieval times. They are asked to identify which is which and called on to comment as to how they have changed over time.

2. (a)Objective (what):
Students will become more familiar with the historical aspects of urban development. They will understand that some familiar aspects of the current urban environment have persisted since ancient time. This in turn will highlight the difficulty urban planners face in dispelling misconceptions and changing peoples ways.

(b) Rationale (why):
Urban planners must comprehend all of the aspects that contribute to the urban environment today. Some influences stem from ancient building and societal practices that have been continued on into modern times. Planners must understand that planning is a multitemporal environment.

(c) "Your job will be to....."
Your job will be to follow the instructions with the worksheet. You must imagine you are from the medieval period, but have a time machine and have been transported into the time of the Romans cities. You keep a journal of your expeditions, writing about what the city is like and the daily happenings of the city. You compare your own city, to that of the Romans, describing the differences and similarities, and provide sketches to illustrate some of these differences

3. Input - Auditory, Visual and Kinaesthetic.
Students will receive a lot of information in lecture format including pictures and other stimuli when available or appropriate. Visual learners will especially be engaged through the inspection of images of past building techniques and urban environments.

4. Modelling.
Students will be able to see an example of the type of journal entry that is expected and will be able to discuss the development of the journal with the teacher

5.Checking for understanding.
The teacher can observe students working through the worksheet to ensure the students have understood the instructions. During the lecturing, the teacher can answer questions and ask for responses to questions based on material just delivered..

6.Guided Practice.
The students can subsequently work through the worksheet. Through observing each student working through the worksheet, the teacher can insure that the students have understood the objectives.

7. Independent Practice.
Students complete any unfinished class tasks for homework, which will be discussed in class in the next lesson.

Lesson Plan:

What is a City and Early Civilisations

1. Anticipatory Set:
Students are presented with images of a variety of buildings from the times of 'Early Civilisation'. They are asked to identify which is which and called on to comment as to how they have changed over time.

2. (a)Objective (what):
Students will become more familiar with the historical aspects of urban development. They will understand that some familiar aspects of the current urban environment have persisted since ancient time. This in turn will highlight the difficulty urban planners face in dispelling misconceptions and changing peoples ways.

(b) Rationale (why):
Urban planners must comprehend all of the aspects that contribute to the urban environment today. Some influences stem from ancient building and societal practices that have been continued on into modern times. Planners must understand that planning is a multitemporal environment. This will be sharply contrasted between the earliest types of urban settlement on the one hand, and the student's preconceptions of what a city is on the other.

(c) "Your job will be to....."
Your job will be to follow the instructions with the worksheet. You must listen carefully to the material that is presented in the 'lecture' and think about your views of cities as it is being presented. On the 'Introduction to Cities' worksheet, you must fill in the boxes by answering the questions that each contain. Be sure to record your own opinion as to what a city is. On the 'When were cities first built' sheet you must read the instructions carefully and progressively work through the questions. Pay special attention to the changes between Jericho and Catal Huyuk, and Mesopotamian civilisations.

3. Input - Auditory, Visual and Kinaesthetic.
Students will receive a lot of information in lecture format including pictures and other stimuli when available or appropriate. Visual learners will especially be engaged through the inspection of images of past building techniques and urban environments.

4. Modelling.
Students will be able to see an example of the type of answers that are expected and will be able to discuss their own view about cities with the teacher.

5.Checking for understanding.
The teacher can observe students working through the worksheet to ensure the students have understood the instructions. During the lecturing, the teacher can answer questions and ask for responses to questions based on material just delivered..

6.Guided Practice.
The students can subsequently work through the worksheet. Through observing each student working through the worksheet, the teacher can insure that the students have understood the objectives.

7. Independent Practice.
Students complete any unfinished class tasks for homework, which will be discussed in class in the next lesson.

Lesson Plan:

Australian Cities, Now and Then

1. Anticipatory Set:
Students are introduced to the images on the seven 'Now and Then' handouts. They are asked to make some preliminary observations regarding the dramatic change over the one hundred years or so urban development that has occurred between the pairs of images. This sets the scene for a more in-depth analysis of the images for each capital city of Australia.

2. (a)Objective (what):
Students will become familiar with the way in which Australian cities have changed over time, and the way in which these changes have been affected by the landscapes in which the cities reside.

(b) Rationale (why):
Urban planners must comprehend all of the aspects that contribute to the urban environment today. Some influences stem from early urban development have been continued on into modern times. Planners must understand that planning is a multitemporal environment. Students will better understand the processes that go into determining how a city grows and develops.

(c) "Your job will be to....."
Your job will be to follow the instructions with the worksheet. You must work through the questions for each city, looking at all of the maps, drawing and aerial images. You must account for what you are seeing in the images and what those images represent. Why has the urban landscape become that way.

3. Input - Auditory, Visual and Kinaesthetic.
Students will be provided a great visual resource. The same scene in each instance is represented as a map, a drawing, a photograph and a satellite image. Visual students should prosper in this activity, and those who have already grasped the literary planning information will be able to apply to the questions.

4. Modelling.
Students will be able to see an example of the type of answers that are expected and will be able to discuss their own view about cities with the teacher.

5.Checking for understanding.
The teacher can observe students working through the worksheet to ensure the students have understood the instructions. The teacher can ask further questions based on the images provided.

6.Guided Practice.
The students can subsequently work through the worksheet. Through observing each student working through the worksheet, the teacher can insure that the students have understood the objectives.

7. Independent Practice.
Students complete any unfinished class tasks for homework, which will be discussed in class in the next lesson.

Lesson Plan:

Air Pollution: Finding a Solution

1. Anticipatory Set:
Students are confronted with a number of details regarding the extent of air pollution in South East Queensland. They are to be asked rhetorical questions such as "do you know how much carbon dioxide you are breathing in each day?" This exaggerated approach highlights both the extent of the problem and personalises the issue by relating the issues to how they personally experience them. It grabs their interest, in the same way the brochure they are to produce will.

2. (a)Objective (what):
Students will become aware of the extent and nature of air pollution in South East Queensland and the role that natural gas busses can play in minimising that pollution. They will also become familiar with the 'brochure' or 'flyer' genre and the methods employed to produce one. Students will also identify public transport generally as an environmentally sensitive form of transport and as a significant planning issue ofr the region.

(b) Rationale (why):
It is important that students understand that they can be both part of the problem (cause and experience) and part of the solution of air pollution problems. Air pollution is a significant planning issue in the region, as is public transport. The use of a brochure will enable the students to summarise their knowledge of the topic and present it in a new way.

(c) "Your job will be to....."
Your job will be to follow the instructions with the worksheet and to answer the questions. This will involve looking at the relevant literature on the topic, analysing and synthesising it and presenting in an appropriate manner.

3. Input - Auditory, Visual and Kinaesthetic.
Students will be able to utilise a number of visual and literary source of information as well as engaging both their academic literary and create minds to construct the brochure.

4. Modelling.
Students will be able to access a number of brochures, to become familiar with both the layout and type of language used. Preliminary discussion in class will reveal the type of details that will need to be included within the brochure.

5.Checking for understanding.
The teacher can observe students working through the worksheet to ensure they can identify the critical elements of the activity.

6.Guided Practice.
The students can subsequently work through the worksheet, utilising materials and discussing their observations with classmates. Through observing each student working through the questions the teacher can insure that the students have understood the objectives.

7. Independent Practice.
Students complete any unfinished class tasks for homework, which will be discussed in class in the next lesson.

Lesson Plan:

Interpreting Aerial Photographs

1. Anticipatory Set:
Students are presented with an aerial photograph of the whole of the Toowoomba region and are asked 'What does this show?' The teacher summarises the various features of the Toowoomba region that are represented in the image and the process of obtaining such a photograph. The teacher then shows another image, at the scale of 1cm:200m. Students are again to asked to identify the various features evident. The image can be focussed on a readily identifiable area (Queens Park and the CBD in the case of Toowoomba). An explanation of scale and resolution can be given.

2. (a)Objective (what):
Students are to view an interactive online aerial photograph of Toowoomba at a variety of scales, to understand the variety of land uses within the area and to account for spatial differentiation in the type of those uses. This will especially focus on residential urban land uses. Students will be able to account for the differences in the images on the basis of physical and social variations in the landscape, and differences amongst those who reside within it.

(b) Rationale (why):
It is important that students understand that social and physical landscape variations are reflected in the places in which we live. As 'planners' it is important to be able to identify these differences and to be able to take them into account in the urban planning process.

(c) "Your job will be to....."
Your job will be to follow the instructions with the worksheet and to answer the questions. This will involve looking at, and interpreting images of three distinct areas within the Toowoomba area, and identifying various features within those images. You will then need to make comparisons between the three areas which have been focussed upon and account for the variations.

3. Input - Auditory, Visual and Kinaesthetic.
Students will be able to access the image online from the start of the lesson (visual). Hence all subsequent instruction and background information will be given in the context of the image that the student has before them. The teacher will describe the process (auditory) of obtaining, and the main feature of the aerial photograph, and the process for manipulating that image.

4. Modelling.
Students will be able to access the image online from the start of the lesson, and the images they are expected to obtain online are printed in full colour on the relevant worksheet, that will be handed out at the commencement of the class. The teacher can point out the critical elements of the first image (and hence all subsequent images).

5.Checking for understanding.
The teacher can observe students working through page 2 and 3 of the worksheet to ensure they can manipulate the images online and can identify the critical elements.

6.Guided Practice.
The students can subsequently work through pages 4 to 6 of the worksheet. These focus on three distinct areas of Toowoomba but each ask the same questions. Through observing each student working through the questions and observing them working online, the teacher can insure that the students have understood the objectives. Students commence their comparative analysis of the 3 images at this stage.

7. Independent Practice.
Students complete any unfinished class tasks for homework, which will be discussed in class in the next lesson.

Lesson Plan:

Sim City

1. Anticipatory Set:
Students are introduced to the Computer software package/game Sim City. The opportunity alone to play computer games should be enough to spark interest. A 3 minute simulation of the game is available and this can be played through so that students get a good overview of every aspect of the game and the things they will be trying to achieve

2. (a)Objective (what):
Students will become familiar with complex and interrelated nature of urban planning and how one decision made in one area of the city on in one process can have major implications for the rest of the city or the inhabitants. Students will also learn the harsh lesson that not everybody can be kept happy all of the time. Economic realities will also become evident, in that you may know how to solve a problem but may not be able to afford it.

(b) Rationale (why):
Urban planning must take into consideration the complex and interrelated nature of the processes that are taking place in the urban area. Every person must be considered, and the multitude of real world influences must also be factored in. Only in a computer game/simulation can students experience such a complex environment and play a significant role in it. We cannot of course let our students loose on the real world.

(c) "Your job will be to....."
Your job will be to follow the instructions with the worksheet. You must work through the various instructions for building up your city and subsequently managing it. In a subsequent lesson you will be free to make your own decisions. You will start an already commenced lesson and apply preset decision to observe what happens. In each case you should record your observation and provide an explanation for the resulting changes.

3. Input - Auditory, Visual and Kinaesthetic.
Students will be provided a great visual resource. Student can view and actively engage the simulation. They, in effect, become part of the game. This should greatly benefit those who have difficulty comprehending abstract concepts.

4. Modelling.
Students will be able to see a simulation of the game in progress and will be following precise guidelines

5.Checking for understanding.
The teacher can observe students working through the worksheet to ensure the students have understood the instructions. The teacher can ask further questions based on the decision that are implemented

6.Guided Practice.
The students can subsequently work through the worksheet. Through observing each student working through the worksheet, the teacher can insure that the students have understood the objectives.

7. Independent Practice.
Students complete any unfinished class tasks for homework, which will be discussed in class in the next lesson.

Lesson Plan:

Final Assessment – Aerial Analysis

1. Anticipatory Set:
Students are provided with a summary of where they are up to now – what they should have learnt, what exercises they should have completed and how this knowledge can be applied to other fields.

2. (a)Objective (what):
Students are to exhibit a holistic understanding of the planning processes. They are to demonstrate good observational and analytical skills. They are to demonstrate a good conceptual and factual knowledge base, based on all of the material delivered

(b) Rationale (why):
Planning is an holistic process. All competing interests and external factors must be considered in the urban planners mind, when making a decision. A major piece of assessment that draws these aspects together is essential to simulate the real world of a planner and to demonstrate a good understanding of all of the material.

(c) "Your job will be to....."
You will conduct a more thorough analysis of the Toowoomba Aerial Photograph.. You must select an area of parkland, an industrial area, 3 residential areas and an area containing a learning institution. You are to answer the questions on the worksheet relating to theses areas. As a planner you are to conclude why that particular landuse has been put there, whether it is a good site for that land use, who may be happy or not with its location, and whether there is a better site available. This is to be presented in a poster.

3. Input - Auditory, Visual and Kinaesthetic.
Students will already be familiar with what is required for this activity as a result of the previous aerial photograph activity. The teacher will reiterate the process (auditory) of obtaining, and the main feature of the aerial photograph, and the process for manipulating that image.

4. Modelling.
Students will be able to access the image online from the start of the lesson, and the images they are expected to obtain online are printed in full colour on the relevant worksheet, that will be handed out at the commencement of the class. The teacher can point out the critical elements of the first image (and hence all subsequent images). An outline of the final poster presentation will also be provided.

5.Checking for understanding.
The teacher can observe students working through worksheet to ensure they can manipulate the images online and can identify the critical elements.

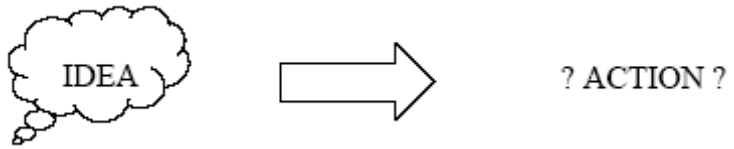
6.Guided Practice.
The teacher can observe students working through worksheet to ensure they can manipulate the images online and can identify the critical elements

7. Independent Practice.
Students complete any unfinished class tasks for homework, which will be discussed in class in the next lesson.

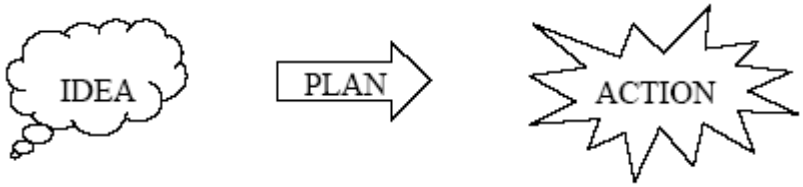
What is Planning?

The concept of planning

We don't just go from an idea to an action,



instead we plan between our ideas until we reach our final outcome which is the action.



Examples of where we plan in our everyday life, include: shopping, going to the movies, meeting with friends, having a party, taking a holiday.

Then we can start to think about planning on a broader scale, for the needs of the community. Examples include: Housing and residential development planning. Planning for the use of public open spaces like parks, towns and a city centre. Places for recreation and leisure, tourism, transport and protection of our natural resources and use of natural resources.

When Planning we need to think about the following questions:

- What is our vision? What are our goals and objectives? What do we want to achieve in the future?
- What is happening? Why is this happening? (collecting and analysing information)
- What can we do about it? (developing ideas for future action)
- Getting people involved to find out what they want to achieve in the future. What do they think the issue is and what are their ideas for the future.
- Deciding on the best course of action.
- Putting the course of action into place.
- Observing what happens, once changes have been made.
- Make changes to our course of action if necessary.

Plan a Party

Activity: Plan a party

Think about the planning process, use the steps to plan a party.
To get started, consider the following: the idea of having a party, with friends, music, dancing and fun! What is your budget? What about the noise, weather, time, parents expectations, date, venue?

An Introduction to Cities

Fill in each box with your answer

What is the difference between a city, a town and a village?

Why do people live in cities?

How do you get around the city?

What is the purpose of cities?

The management and growth of cities is controlled by …

What is good and bad about cities?

What does a city look like?

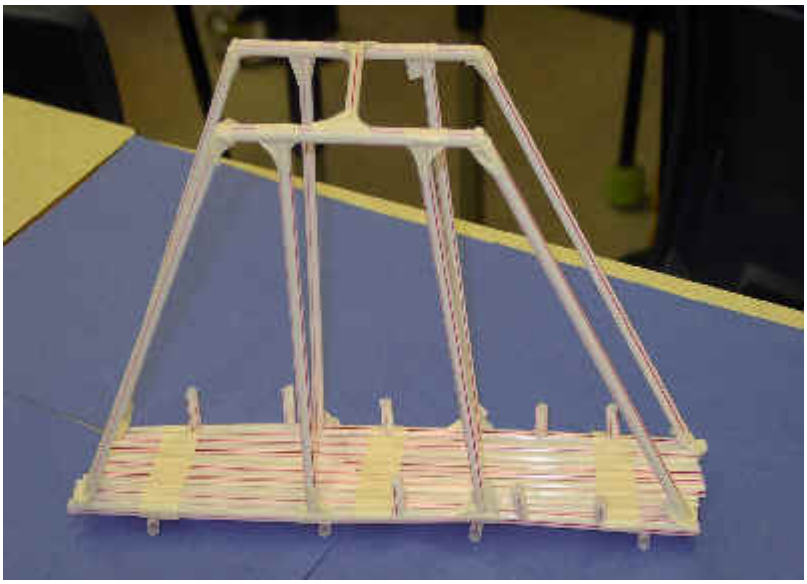
KWL (What I Know, What I Want to Find Out, What I Have Learnt) –

EQ A Sustainable Future document: Addressing the Issues

Fill in the following table, based on the SEQ 2021 A sustainable future document, you have been given a few points to help you get started.

What I Know	What I Want to Find Out	What I Have Learnt
• Fastest growing metropolitan region in Australia • 1,000 people are moving to SEQ every year •	• What are major problems facing SEQ • What is the SEQ 2021 document •	• The Queensland government is taking action to ensure the long term sustainability of SEQ •

BUILDING STRAW A BRIDGE



THE TASK

In this exercise you will divide up into teams of 4-5 students. You have 30 minutes to complete the task.

You are to design a bridge structure that meets the following requirements:

- You are allowed to use only the materials provided, which include 25 straws per group, a cardboard base and string.
- You may not to cut any of the materials.
- The bridge is to be made of straws only.
- The bridge is to be fixed to the cardboard base.
- The bridge is to be 5cm above the level of the cardboard.
- The bridge shall support the weight of a brick.

When you have finished, summarise the approach you took on the butcher's paper provided and pin it to the wall. Elect someone from your group who will explain your group's work to the rest of the class.

EXERCISE OBJECTIVES

Primary objectives:

- Develop an understanding of the planning and design process.
- Develop an understanding of the important of a project brief.
- Develop skills in group work.

Secondary objectives:

- Facilitate introductions.
- Encourage verbal and communication skills.
- To introduce basic design processes.
- Understand group dynamics.

When were the first cities built? Why were cities built? -

Early Civilizations and the rise Mesopotamia

'Civilizations' is another way of saying 'living cities'. It can also mean a society that builds cities, makes developments in art, science and technology.

For a 'civilization' to be described as a society, there needs to be the following:

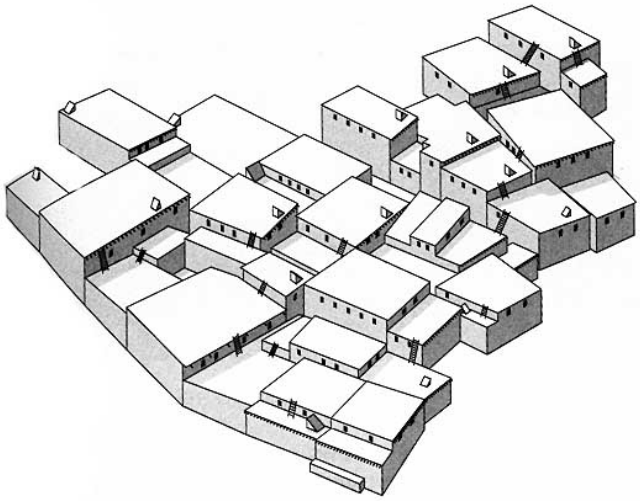
- A population of at least 5000 people
- A set of rules for the society to follow
- Specific occupations for people
- Places of worship
- Entertainment and leisure activities
- A means of communication, including writing
- A system for which food is grown and traded

Early civilizations developed out of need for a reliable water supply, this meant people would build somewhere to live, close to a river. Furthermore food was a necessity, so it became important for people to have good land and fertile soil for growing crops. Agriculture developed and people set up permanent structures and grew enough food to feed other people, this process created trade among these early civilizations. Other people were able to have different jobs, because they did not have to spend all there time growing food. People had jobs such as trading for other goods and services, making clothes, tools, pots, and building dwellings to house a growing population. These communities expanded into cities.

Jericho and Catal Huyuk

Jericho is the oldest human settlement to be discovered, and dates back to 8000BC. This civilization shows evidence of a walled community, a tower and development of irrigation and farming systems.

Catal Huyuk



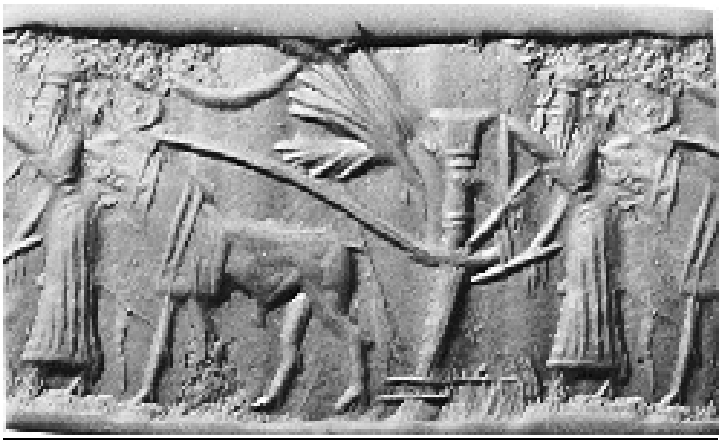
Catal Huyuk is one of the earliest large scale cities discovered, and is aged some where between 6700BC and 5700BC, in Turkey. The buildings mainly consisted of houses and shrines. Houses were joined together without streets, the entrance of the house was mainly through the roof. The many shrines suggest religion was an important aspect of daily life to the people. The Catal Huyuk people cooked over open fires, grew a variety of crops, herded cattle and sheep. The entire city was surrounded by a great wall.

Questions

1. **Consider the factors which determine a civilization. Why are all these factors important to a city? What would a city be like if one these factors was missing? Give an example.**
2. **What do you think life was like for people, before the development of these civilizations?**
3. **Why are cities important?**
4. **Draw a picture of what Catal Huyuk might have looked like. Why do you think the people built the city this way?**
5. **Jericho is one of the oldest civilizations to be discovered. Find out more about Jericho, what is its significance in relation to the planning of early cities?**

Rise of Mesopotamia

Some early civilizations developed in a region known as ‘Mesopotamia’, a Greek word meaning ‘the land between rivers’. Modern Iraq is now in the area once known as Mesopotamia. It is a hot, dry place, however two great rivers ran through this area, the Tigris and Euphrates. These rivers flooded regularly, leaving rich mud, perfect for agriculture and swamps and marshes plentiful in animal life. This environment also provided a source of building materials for houses, as well as household items like pots, mats and baskets. Agriculture and the domestication of animals, meant people could live in large communities. The people who were responsible for Mesopotamia were the Sumerians, from the southern part of Mesopotamia known as Sumer.



Farming in Mesopotamia

Important features of the early cities

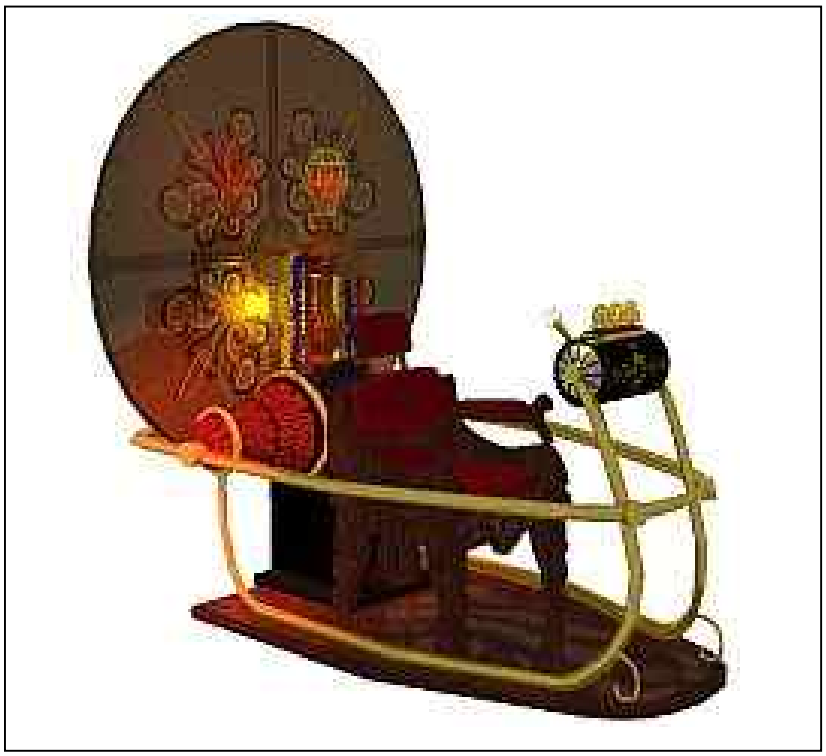
- Large scale irrigation, meaning more land could be used for growing crops and raising animals.
- Extra food meant people could live in larger communities, food and other goods could be traded.
- Specialised jobs developed like metal working and scribing.
- Making of luxury items, ornaments to decorate the city, goods made for city leaders. Artists also decorated the city.
- Temples and shrines were built for religious purposes.
- Buildings were made from clay and fired bricks, stone and wood was not usually used, as it had to be imported.
- The cities had rulers, who controlled small villages and surrounding country side, known as city-states
- Conflict and wars broke out to try to control these city-states
- The conflict created the need for huge walls to be built around the cities for protection against invasion.

Development of these cities brought problems to the people. Different groups of people struggled for control of these cities, and conflicts broke out. The Sumerians were the people who had developed the civilization. Different tribes tried to get control over these cities, and defence became an important part of planning these cities.

Questions

1. **How is Mesopotamia different to the development of the early civilizations?**
2. **How did the needs of the city change? (hint think about the changes in society)**
3. **Compare and Contrast Mesopotamia with our modern cities. What are the differences? What are the similarities?**
4. **Draw a concept map to describe the features of Mesopotamia.**
5. **Write two other reasons for why cities developed, justify your answer.**

The Time Machine



You are a wealthy land owner who lives in a medieval town during the 11th century, during your spare time you like to tinker with machinery, and have just invented a time machine. The time machine will take you any where and any time you want.

You are interested in past cities, particularly for improving the defence of your own town. Knowing the Romans were big on military defence, you decide to go back to the Roman period.

You keep a journal of your expeditions, writing about what the city is like and the daily happenings of the city. You compare your own city, to that of the Romans, describing the differences and similarities, and provide sketches to illustrate some of these differences.

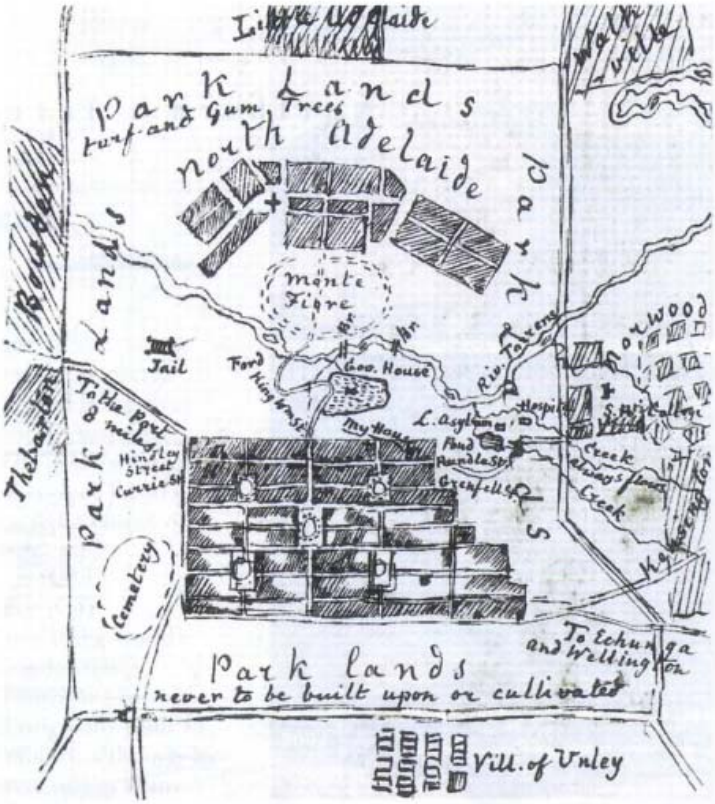
Please provide a copy of your journal

ADELAIDE

Adelaide began as a planned city in 1836. It was designed by Colonel William Light and laid out on a level coastal plain astride the Torrens River, ten kilometres from the coast. Light designed the inner business district as a one-mile (1.6 kilometres) square grid pattern of wide streets surrounded by 700 hectares of parkland. Areas were set aside for residential, commercial, recreational and government use.

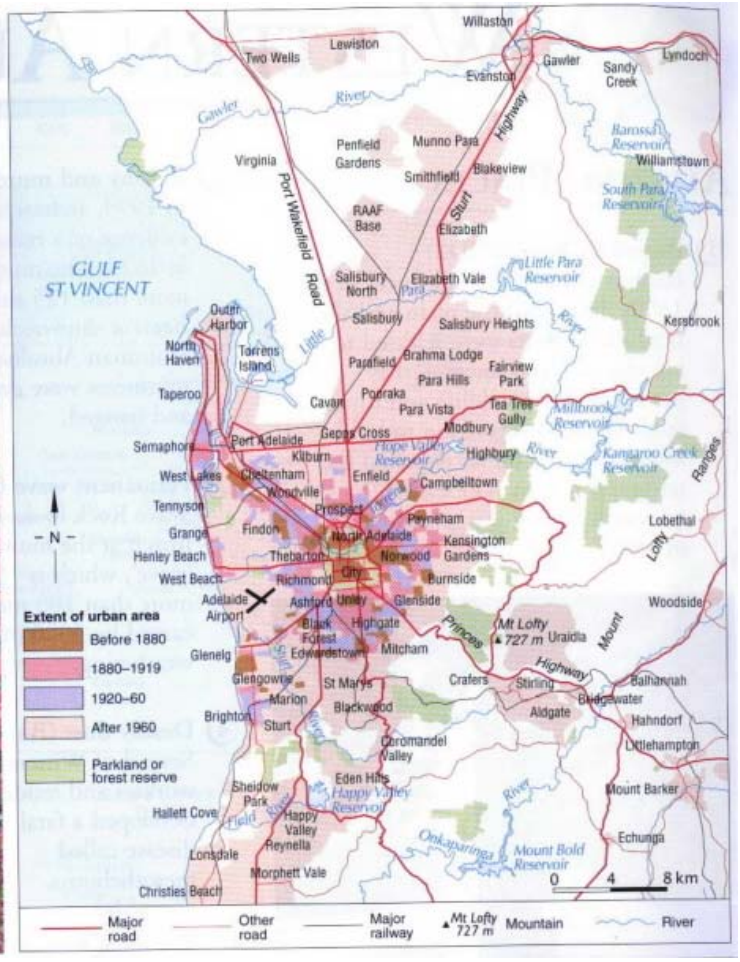
Unlike other major Australian settlements, Adelaide was settled by free people with no convict past. From 1839, the colony attracted many German Lutherans fleeing religious persecution in Europe. The population of Adelaide doubled in size between 1840 and 1850. Many satellite villages began to appear, including the German settlements of Hahndorf, Klemzig and Lobethal, where South Australia's wine industry began.

VINEYARDS IN THE Barossa Valley



MAP OF ADELAIDE, by Charles Hastings Barton, 1853

ADELAIDE TODAY



QUESTIONS

1. At what time of the day and at what time of the year was the modern photo of Adelaide taken?

2. Adelaide and Canberra were both 'planned' cities. Describe both their street patterns and account for the differences.

3. From the satellite image: What activity is occurring around Two Wells.

4. From the Map and Satellite image: What geographical features are limiting Adelaide's growth, and in what directions?

5. Refer to question 7 in the Melbourne worksheet: Are the same structures present in the Adelaide satellite image? Account for their location.

6. Colonel Light's grid design for the city centre has been continued through much of Adelaide. Why was this possible?

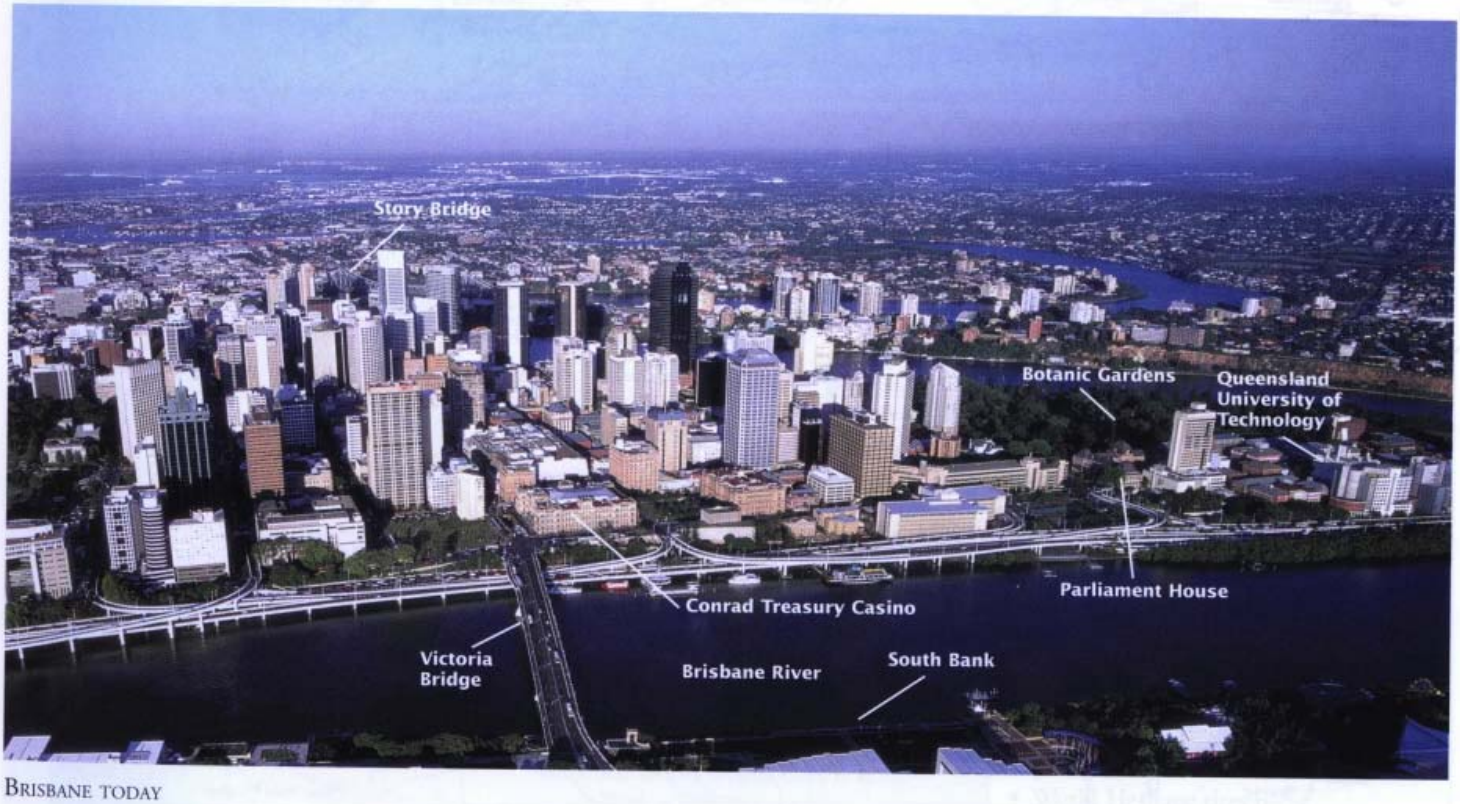
7. People were not so environmentally conscious in the mid 1800s. Why then were so many areas of parkland included in Colonel Light's designs?

BRISBANE

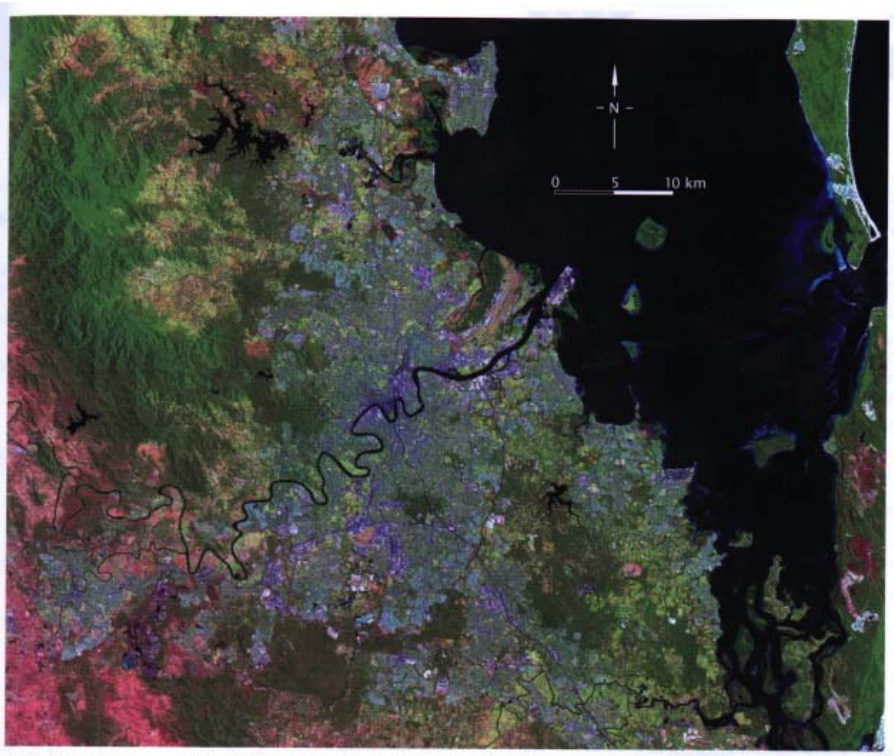
Brisbane is located on the banks of the Brisbane River and is Australia's fastest-growing capital city. The site was chosen by John Oxley in 1824.

BRISBANE, 1888

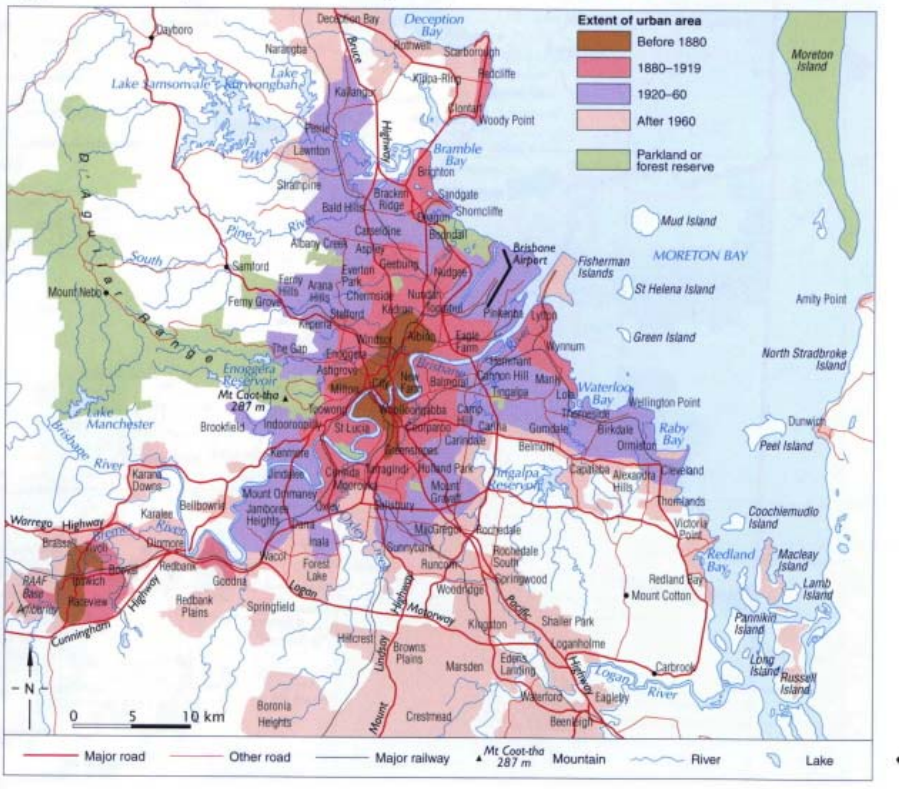
John Oxley Library, Brisbane



BRISBANE TODAY



THE URBAN AREA of Brisbane and major roads are a light purple colour on this satellite image. The city of Brisbane is split by the Brisbane River shown as black. The Bruce Highway (heading north towards the Sunshine Coast) and the Pacific Highway (heading south to the Gold Coast) can be clearly seen as a purple line. The light green and pink areas represent farmland, while the darker green areas are forest. Large lakes such as Lake Samsonvale and Lake Kurwongbah (shown opposite) are clearly seen on satellite images.



QUESTIONS

1. What am I. I am not found in the 1888 drawing but I can be seen in the background of the modern photo. I was opened in 1940 to connect east Brisbane to the City.

2. What feature on the north bank of the river (in the modern photo) is not present in the 1888 drawing?

3. Name one building built before 1888, that is still present in the modern photo.

4. From the Map: Along which transport routes, running south-east from the city, has most growth occurred?

5. From the satellite image: What feature is stopping Brisbane's growth to the west?

6. From the satellite image and map: What feature is limiting Brisbane's growth to the east?

7. Compare the 1888 view of Brisbane with the 1880 view of Melbourne (see the Melbourne handout). How are the locations of the two cities similar? How are the layouts of the street similar?

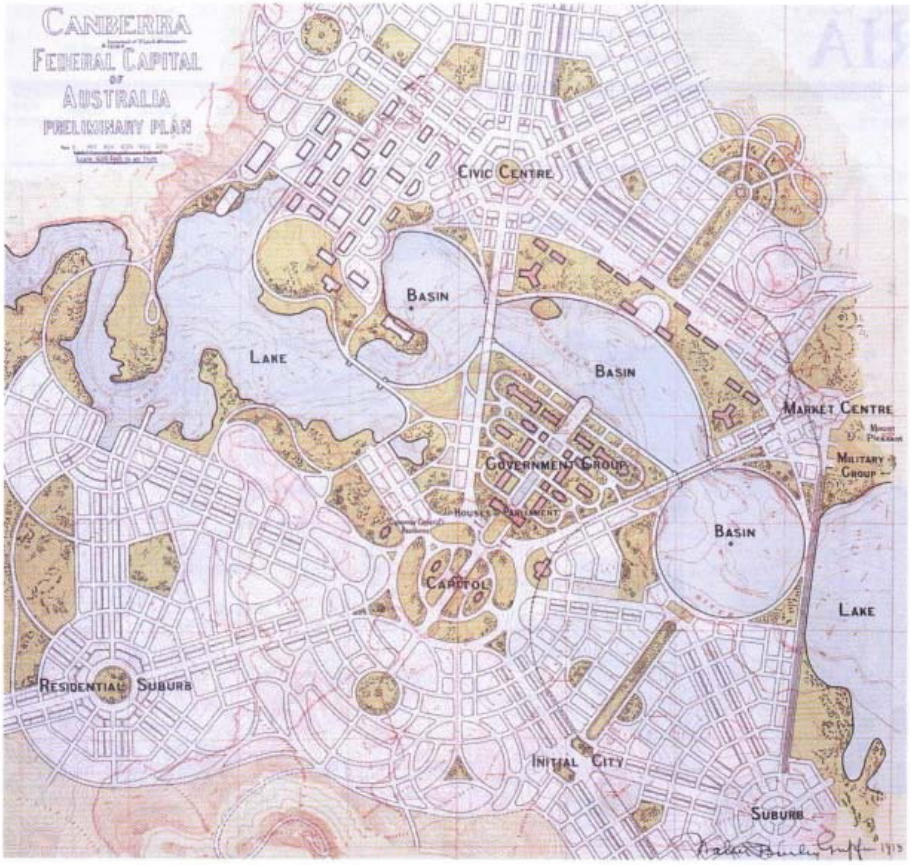
CANBERRA AND THE ACT

CANBERRA TODAY

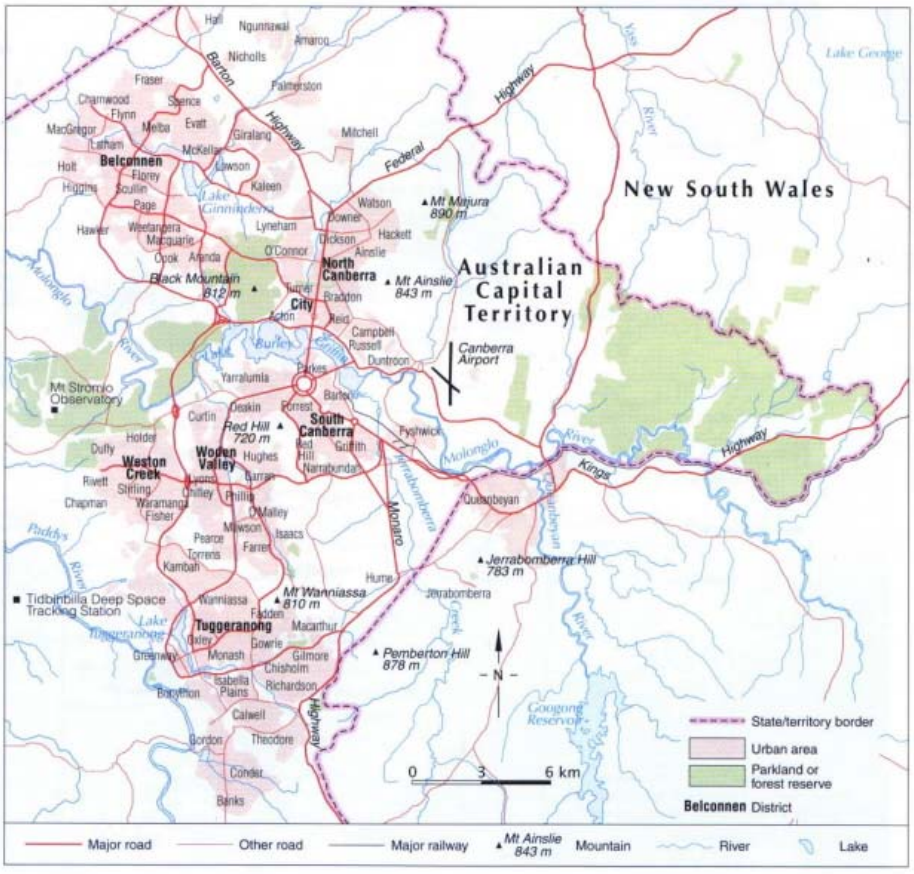
Central Canberra

1. Australian National University
2. Australian War Memorial
3. Captain Cook Memorial Water Jet
4. Commonwealth Park
5. Carillon (belltower)
6. Blundell's Farmhouse
7. Lake Burley Griffin
8. National Library
9. National Science and Technology Centre
10. High Court
11. Australian National Gallery
12. Old Parliament House
13. Canberra Nature Park
14. Prime Minister's Lodge
15. Parliament House
16. Jewish Memorial Centre
17. Central Business District

OLD PARLIAMENT HOUSE



CONSTRUCTION OF AUSTRALIA'S national capital at Canberra, designed by Walter Burley Griffin, began in 1913. Parliament began sitting in Canberra in 1927.



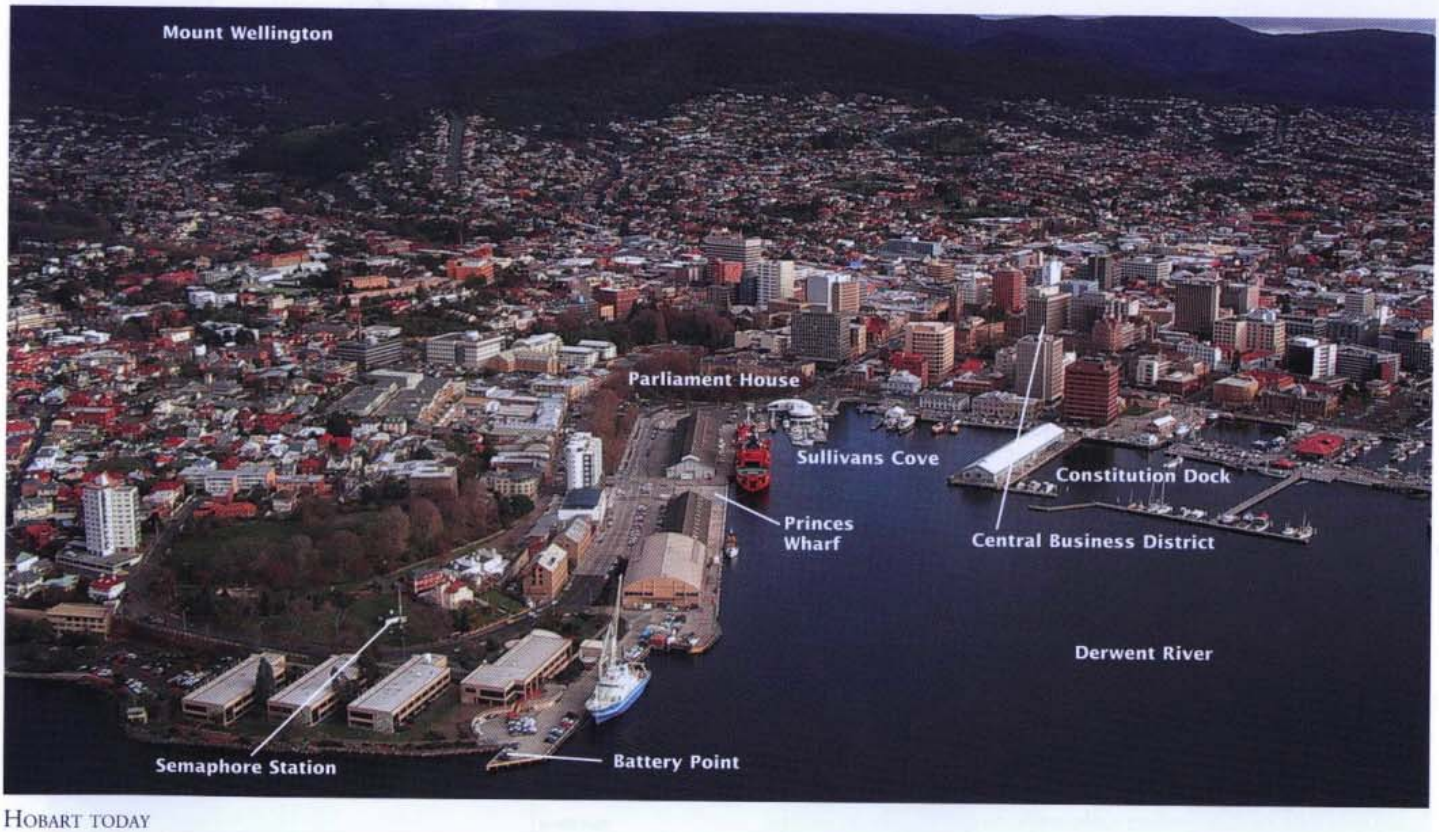
QUESTIONS

1. In what suburb is the High Court found?
2. How did Walter Burley Griffin describe the ultimate location of parliament house on his map?
3. From the map and aerial photograph: What was the lake eventually called and why?
4. From the map and plan: List 3 buildings in the area designed for the government group.
5. How does Canberra differ from the other State and Territory capitals in Australia?
6. From the map: In the January 2003 bushfires, homes were lost in Duffy, Rivett, Greenway, Holt and Higgins. Did the bushfire approach from the south-west or south-east?
7. Compare the 1913 plan of Canberra with the 1853 map of Adelaide (see the Adelaide handout). How are the layouts of the streets similar? How are the layouts of the street similar?

HOBART

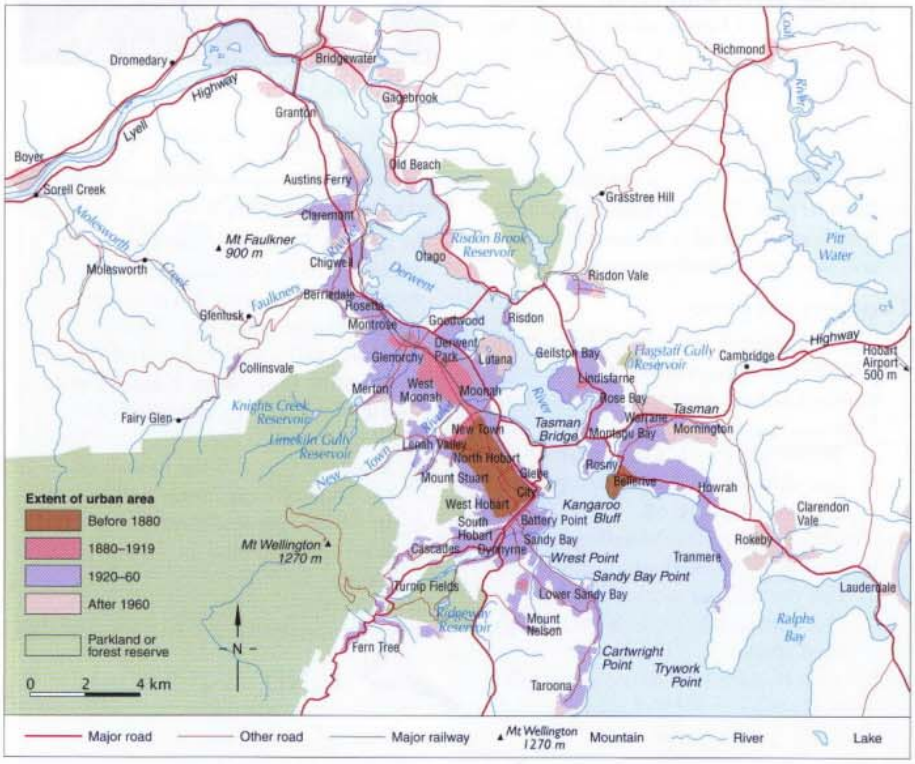
As a port town, Hobart was linked more to London than to Sydney. European voyages to the Pacific usually stopped in Hobart for supplies and repairs. David Collins established the first settlement at Hobart in 1804.

HOBART, 1879



HOBART TODAY

THE DERWENT RIVER (shown as black) splits the suburbs of Hobart in two. The city and suburbs appear as light purple in this 2001 satellite image of Hobart. The city centre is found on the western bank of the river. The Tasman Bridge can be seen as the link between the east and west banks. This bridge collapsed in 1975 after a shipping accident and reopened in 1977. To the south-west of Hobart lies Mount Wellington. Mount Faulkner to the north-west (in the blown-up image to the right) shows as dark green. The shape of Mount Faulkner can be clearly seen. Shadows highlight the ridges and valleys of the mountains. To the north-east lies farmland, appearing as pink.



QUESTIONS

1. What time of year was the photo of modern Hobart taken?
2. How many bridges link the west and east of Hobart, and how would Hobart cope without these links?
3. From the satellite image: What are the main geographical features evident from this image?
4. How are the wharves in Hobart different to those in Brisbane (refer to the Brisbane handout)?
5. What other differences are evident between Hobart and Brisbane?
6. From the map: On which side of the river did most growth occur before 1880?
7. If you were planning for more urban expansion in Hobart, which area of non urban land in the maps or images would you select, and why?

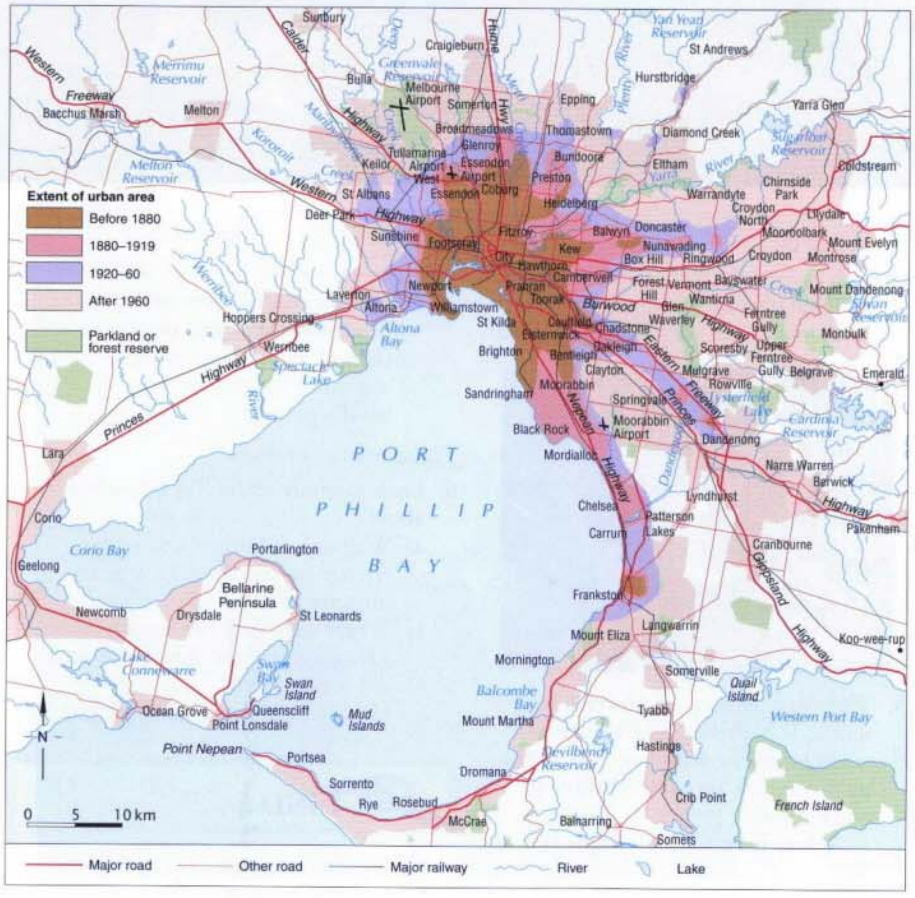
MELBOURNE

Melbourne was founded by John Batman in 1835. He 'purchased' the area west of the Yarra River and Port Phillip Bay from Aborigines near Kinglake. As payment for the land he offered blankets, tomahawks, scissors, mirrors and clothing.

MELBOURNE, 1880

MELBOURNE TODAY

THE URBAN AREA OF Melbourne is the light purple colour surrounding the head of Port Phillip Bay. The pink and light green regions to the north and west of Melbourne indicate farmland. The Yarra River can be clearly seen as a black line at the head of the bay.



QUESTIONS

1. What am I. I am public transport infrastructure located in the far left and centre foreground of the modern photo and the 1880 drawing.

2. Compare the 1880 view of Melbourne with the present view. Describe the changes that have occurred at Southbank over that period.

3. What do you think happened to the previous use (and users) of the land at Southbank?

4. Compare the pattern of the streets between Melbourne ad Brisbane.

5. From the satellite: The pink area to the west of Melbourne indicates farming and horticultural activities. Why is this present here and not present in the east?

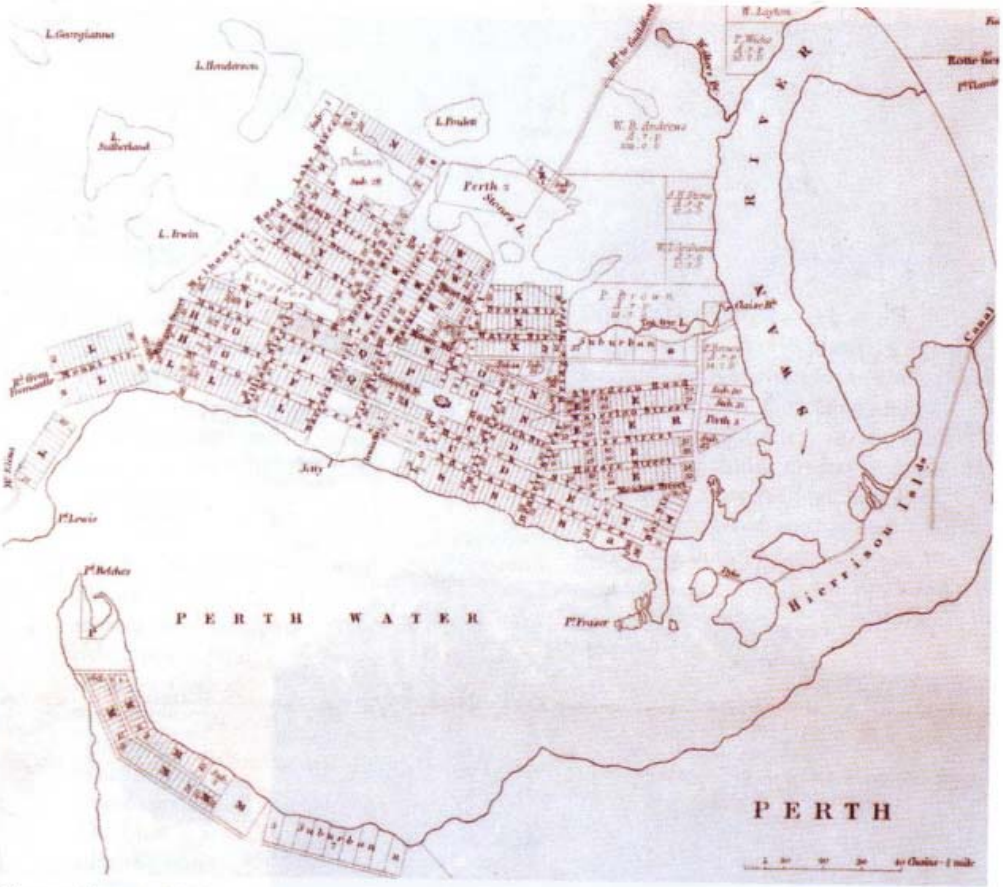
6. Why is Melbourne located where it is, and not at the mouth of Port Phillip Bay?

7. From the satellite: If you head North from Port Arlington, across the bay you reach a number of square structures. What is their use?

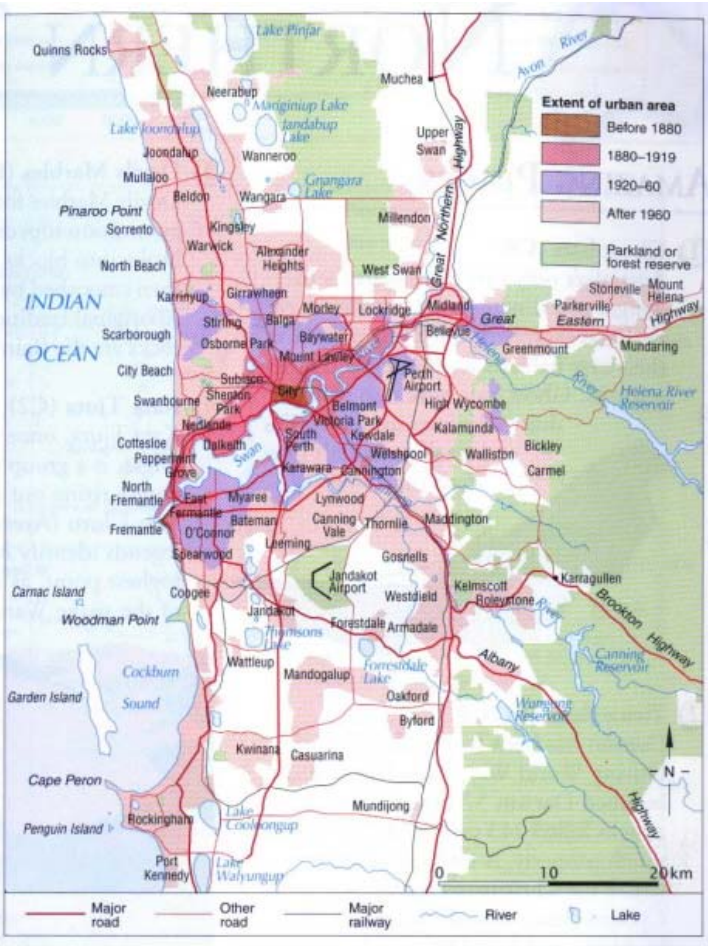
PERTH

Perth is situated on the banks of the Swan River, 18 kilometres from the port of Fremantle at the river's mouth. Perth's rapid growth (from a population of 500 000 in 1966 to 1.2 million in 1996) is largely due to the discovery of extensive mineral deposits, especially iron ore in the Pilbara region of Western Australia.

In the late 1960s, this growing population led to increased business activity and the city centre experienced much change and growth. Many of Perth's older buildings were replaced by tall office blocks and hotel towers, transforming the skyline. The CBD is restricted to a small area because of the river to the south, the Mitchell Freeway to the west and the suburban railway network to the east. Today, although a small city by world population standards, the CBD displays the high-rise development normally associated with much larger cities.



MAP OF PERTH, 1838



QUESTIONS

1. From the satellite image: Describe the similarities between Perth and Adelaide?
2. From the satellite image: Where is Perth's local agricultural land located.
3. Why is this location of agricultural land useful for the people of Perth?
4. Why do you think the people of Perth, and all of the other cities we have looked at, settled next to the coast?
5. Heirrison Island and much of the river banks have changed shape since the 1838 plan was drawn. What caused the change?.
6. From the map: Where did most of Perth's growth occur between 1880 and 1919?
7. Why are there so many high rise buildings in Perth?
8. What role does the city play in Western Australian society?

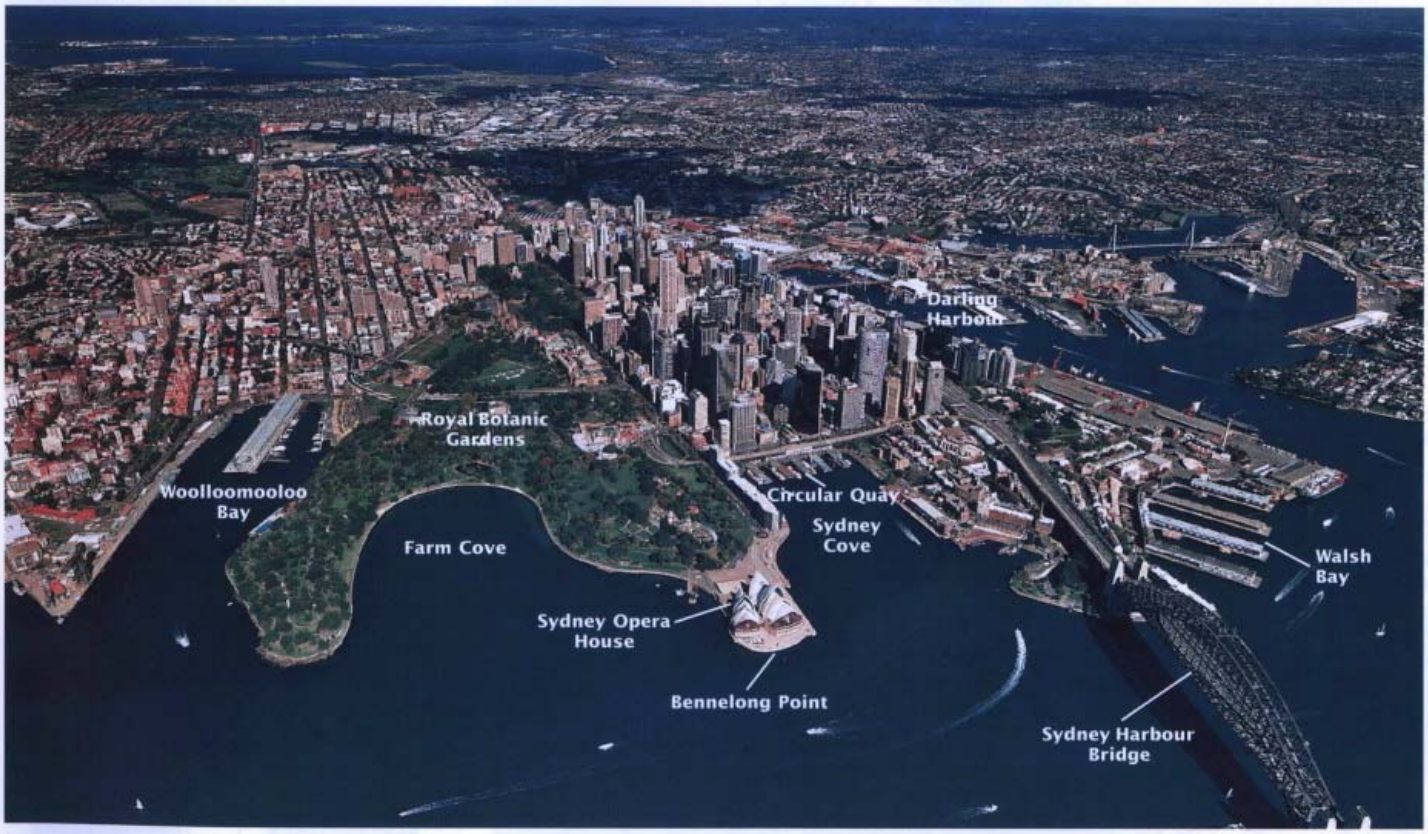
SYDNEY

Sydney Harbour has been the focus of Sydney life since 1788, when Captain Arthur Phillip established Australia's first European settlement at Sydney Cove. It provided a secure anchorage for the British fleet and later was surrounded with forts and observation posts.

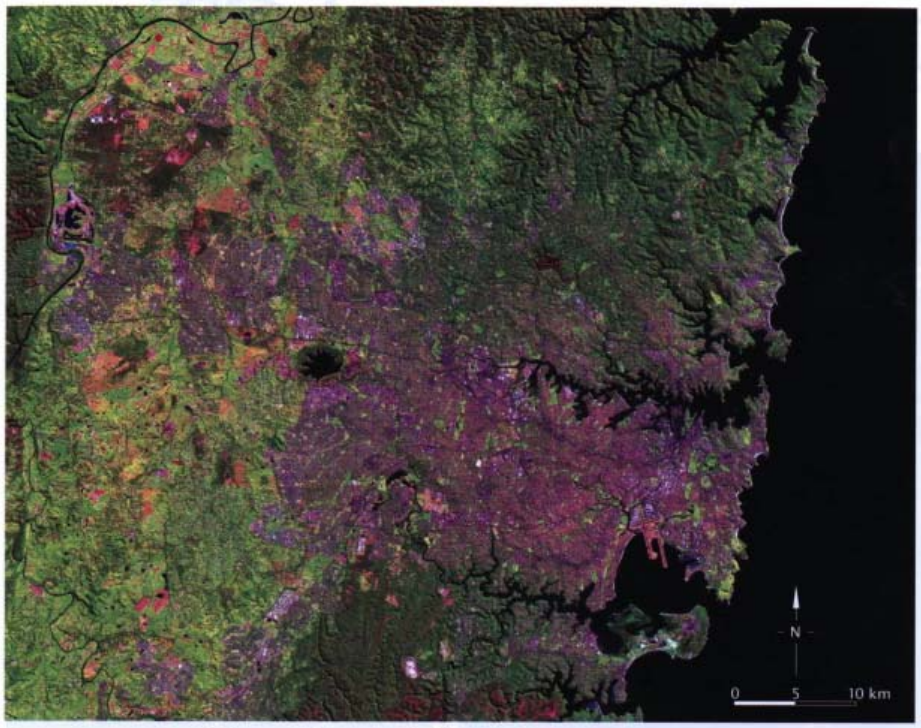
Early on, Sydney became a Pacific port for the pork, sandalwood, seal and whale trades, and for trade with China. It became a major commercial and tourist port in the twentieth century. In 1932, the Sydney Harbour Bridge was opened, linking the north and south sides of the harbour. In World War II, nets were built to try to prevent Japanese submarines sneaking into the harbour.

JAPANESE MIDGET SUBMARINE raised from Sydney Harbour

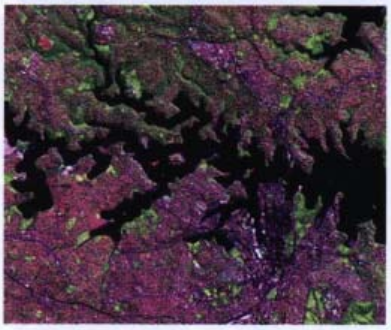
SYDNEY, 1879

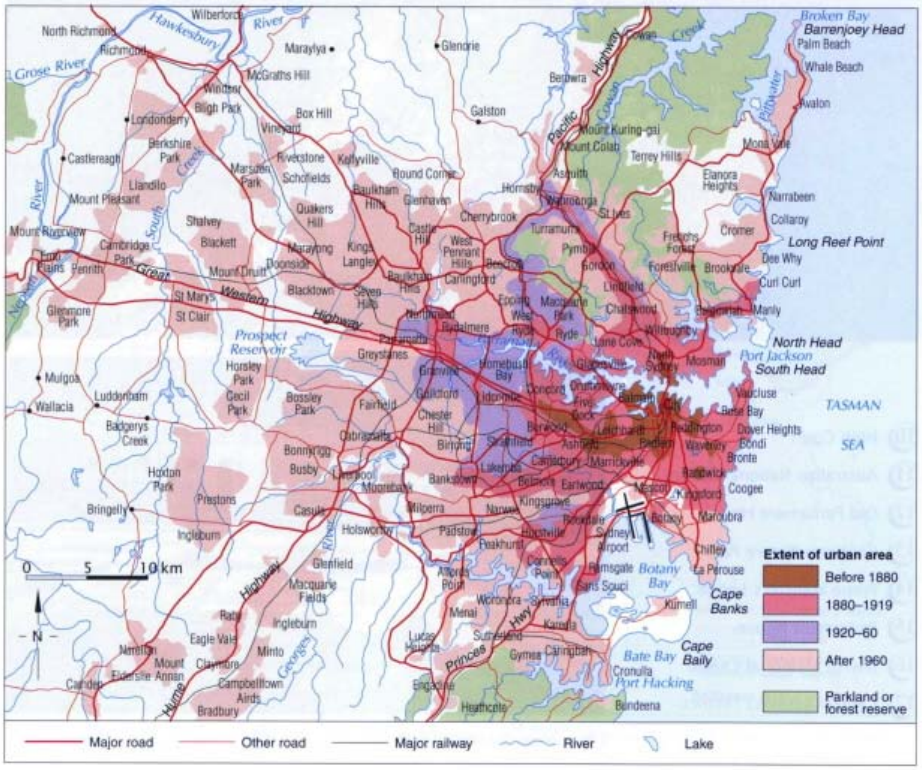


SYDNEY TODAY



THE CITY CENTRE on Sydney Harbour (in the blown-up image to the right) shows as dark purple on the 2002 satellite image. More densely populated areas show up as dark patches within an urban area (see Paris on page 29). Sydney's sprawling suburbs (in light purple), follow the Parramatta River and Great Western Highway westward through farmland (light green) to the Blue Mountains (darker green). Forest reserves (dark green) are found to the north and south of Sydney's urban area. Sydney's Kingsford Smith Airport can be clearly seen jutting out into Botany Bay.





QUESTIONS

1. What am I? People board ferries at me. As ferries enter me passengers will see the Sydney Opera House to the left and the Sydney harbour Bridge to the right.

2. What am I? I am not found in the 1879 drawing, but I can be seen in the foreground of the modern photograph. I was completed in 1932 to link the southern and northern sides of the harbour.

3. From the satellite image? What is the bright pink structure protruding into the bay? Why is it located there?

4. From the Map: Where did most early settlement occur? Why did it happen in these locations?

5. From the map: When did the suburbs of Sydney reach Parramatta?

6. From the map: Along which two transport routes has Sydney's most recent growth occurred?

7. Compare the 1879 view of Sydney with the 1888 view of Brisbane (see the Brisbane handout). How are the locations of the two cities similar?

Brochure

Air pollution: Finding a solution.

The bigger our cities get, the more air pollution we face. South east Queensland is facing a population explosion. Read pages 218-223 of SOSE 3, answer all the questions from 'Check your understanding' and question 1 from 'Investigate, Create and Communicate'.

Think about the questions you have just answered, and then consider some of the issues previously discussed from the 'SEQ 2021 A Sustainable Future' document.

Your job is to create a brochure that educates and promotes to people about the importance of using the new natural gas buses, that are part of the solution for over coming the air pollution problem in South East Queensland.

You will be given in class some examples of brochures, to demonstrate the correct layout for your brochure.

Include the following for your brochure:

- A title, boarder, brochure folded into 3 (see example)
- A picture of the new natural gas buses
- A slogan to attract the attention of people
- Statistics about air pollution, and a future scenario of what could happen to Brisbane if we do not address the issue
- Why the natural gas buses are important to the environment and the city of Brisbane
- How the buses will help decrease Brisbane's air pollution
- Good points about using public transport
- Other additional pictures or information that will help get your point across.

The Urban Environment Bingo

1. Are the people who deal with present and future use and development of land.
   Answer: Planners
2. We don't just jump from an idea to action we.
   Answer: Plan
3. In planning it is important to se.
   Answer: objectives
4. The SEQ 2021 document addresses the issue of.
   Answer: Sustainable future
5. The fastest growing region in Australia is.
   Answer: South East Queensland.
6. How many people are moving to South East Queensland every year?
   Answer: 1,000
7. The main reason why air pollution is becoming a problem for Brisbane is because of the.
   Answer: size
8. This pollutant can cause the following problems, obstructs breathing, irritates eyes, causes lung disease, causes photochemical smog and rain. What is pollutant?
   Answer: Sulfur dioxide.
9. How many people out of 10 live in a big city?
   Answer: ten
10. Big cities that spread into smaller cities are called?
    Answer: Mega-cities
11. Brisbane has a population of.
    Answer: 2.1 million
12. Fuel combustion in power stations and oil refineries produces sulfur dioxide, carbon dioxide and water vapor. These are the ingredients of.
    Answer: Acid rain
13. What types of settings can increase pollution?
    Answer: physical.
14. What does CBD stand for?
    Answer: central business district
15. What type of fuel do the new Brisbane city buses run on?
    Answer: natural gas
16. These words describe where inequality occur and the reasons for these inequalities.
    Answer: Spatial inequality
17. What does IMR stand for?
    Answer: infant mortality rate
18. People with which type of income suffer a higher IMR.
    Answer: lower
19. The main reason for the higher IMR in lower income families is because they cannot afford?
    Answer: health care
20. This word refers to benefits, services, and programs to satisfy the basic needs to sustain a basic quality of life
    Answer: Social welfare
21. Where do we get information from to look at inequalities in living standards?

Answer: Census

22. Urban areas attract people because of there.
    Answer: Livability
23. What factor determines livability and sustainability of urban areas?
    Answer: Waste management.
24. Having a balance between urban living and the environment is called.
    Answer: Ecological sustainable development
25. While only 2 percent of the earth's surface is covered by cities, what percentage do human activities account for carbon emissions?
    Answer: seventy-eight
26. People can help reduce there amount of waste by.
    Answer: recycling
27. The federal and state government has partnerships set up, with which company to produce and implement recyclable and clean energy?
    Answer: CSIRO
28. Where has the Brisbane city council developed a world-renowned cultural centre?
    Answer: Mt Coot-tha
29. The basic framework which supports the operation of an urban or rural area is called?
    Answer: Infrastructure
30. The development of existing areas is called?
    Answer: Re-urbanisation
31. For Brisbane to cope with the increasing population, what type of housing will it need?
    Answer: High Density
32. A mum, dad and a couple of children is a.
    Answer: Traditional family
33. The term that describes a continuing spread of city away from the centre.
    Answer: Urban sprawl
34. To make the city more accessible to people, the Brisbane city council has developed, a what plan?
    Answer: Transport
35. Substances that have no further economic use and are disposed of are called?
    Answer: wastes
36. What type of waste does the average house hold produce the most of?
    Answer: Food
37. Where does most of our waste go?
    Answer: land fill
38. A lot of industrial waste and sewage is dumped into the rivers and oceans, what type of problems does it create?
    Answer: water quality
39. Which ecogarden shows use how to reuse and recycle wastes, such as garden and food wastes?
    Answer: Kimbriki
40. Between 1999-2000, what tonnage of waste was collected on a weekly basis?
    Answer: 262 040
41. Where is Brisbane city council's landfill site?
    Answer: Rochedale
42. What system protects water from materials leaching into the ground?

Answer: Liner

43. Landfill gas can contributes to the environments.
    Answer: green house gases
44. One tonne of recycled paper save how many trees?
    Answer: thirteen
45. National parks, state forests, floral and fauna reserves, declared wildlife and habitats are what type of factors?
    Answer: Environmental
46. Australia is ranked what place in terms of urbanisation.
    Answer: third
47. The biggest problem facing South East Queensland in terms of population is.
    Answer: urban growth
48. What does RFGM stand for?
    Answer: Regional framework for growth management
49. RFGM is important future.
    Answer: planning
50. By 2021 South East population is expected to reach.
    Answer: 3.4 million

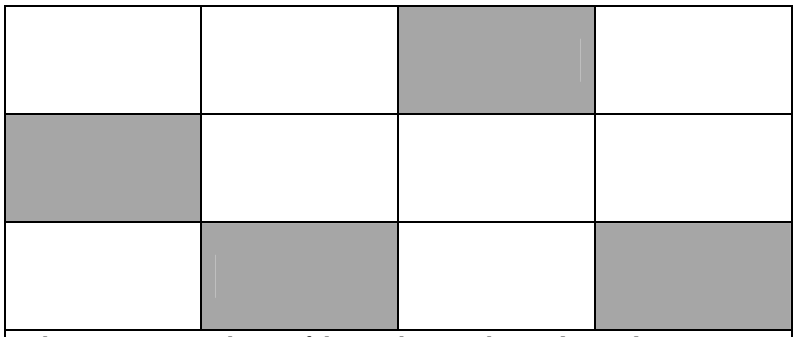
Example Card

9	15		22
	28	33	45
47		50	

When a question with one of the numbers on this card is read out write your answer next to it. When all questions are answered shout 'BINGO'

Blank Template

(Simply fill in some numbers and print out and cut out)



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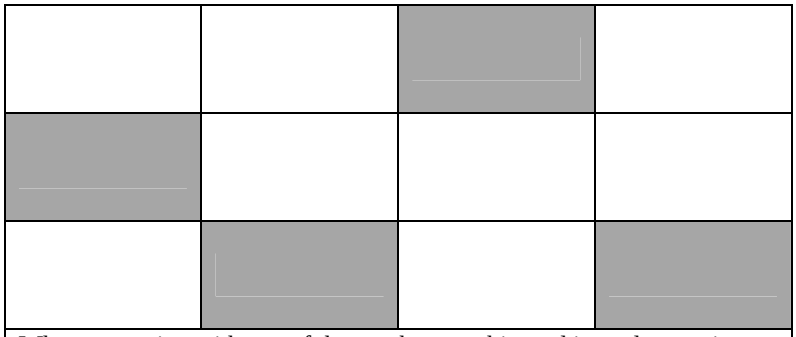

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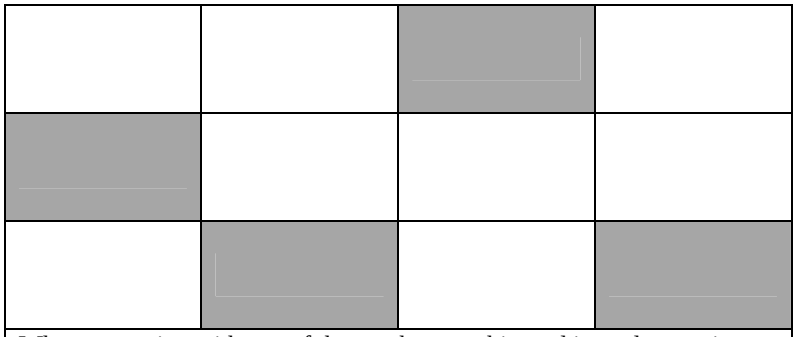

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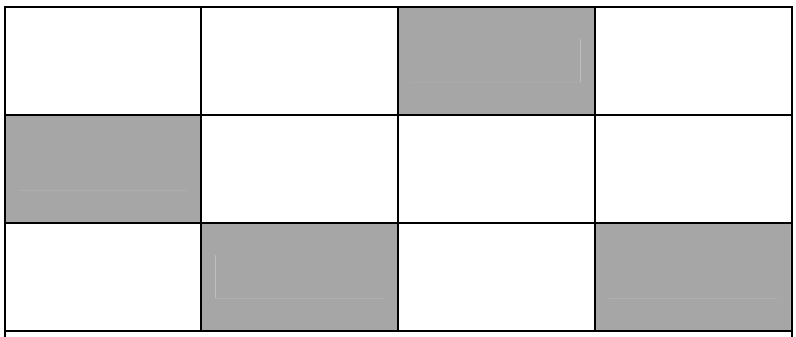


When a question with one of the numbers on this card is read out write your answer next to it. When all questions are answered shout 'BINGO'

Interpreting Aerial Photographs

Toowoomba Aerial Photograph

We will be looking at a variety of land use types in the Toowoomba.

We will try to answer the questions:

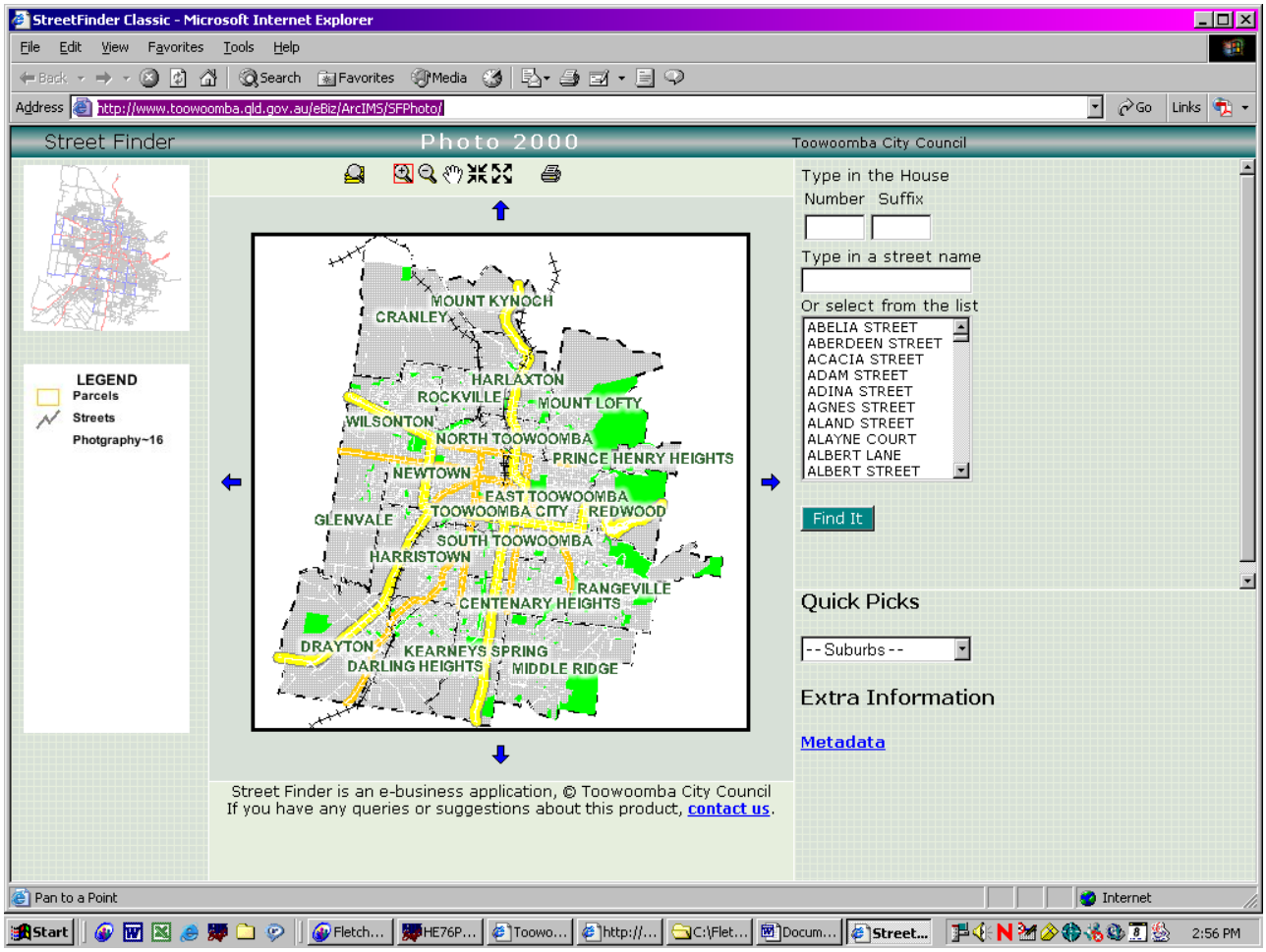
What land uses are occurring?

Why can certain land uses be found in certain areas?

Instructions

Log on to http://www.toowoomba.qld.gov.au/eBiz/ArcIMS/SFPhoto/

The following screen will appear. You will use it for entering street addresses, and zooming in and out of the satellite photo.



 Use this to focus in on an area

 Use this too focus out of an area

We will also be using the inward (zoom in) and outward (zoom out) facing cross-hairs (arrows) to zoom (to the right of the 'hand' symbol)

 Use this to move around the image

Type in the addresses given in the boxes provided.

The map in the top right corner shows you an outline of the area you are looking at.

Click on the zoom in button once

The following aerial view of Toowoomba will appear.

The area is 7 kilometres by 7 kilometres. The 'edge' of the range can be seen on the right and the cluster of white squares in the middle of the image is the city centre.

Click the zoom in button 3 more times

The following will appear.

The Blue arrow points to Ruthven Street and the Red Arrow to Queens Park.

Eastern Toowoomba

Type in 'Holly Street' and click 'Find It', and zoom out 4 times

You should get the following image

Along the bottom of the picture is a scale. You can use it to measured the size of the houses and blocks of land.

What do you notice about the size of the houses

The yellow lines marks each block of land. Describe the size and shape of each block (Are they large or small, regular or irregular?).

Look at the gardens. Are there many trees? Are the lawns green? Are there swimming pools?

Look at the roads. Describe them. Are they straight or curved. Are they 'dead ends' or through roads?

What are the roofs made from? Are they Iron or tiled?

How old do you think the houses are? Why?

Inner North Toowoomba

Type in 'Kennedy Street' and click 'Find It'

You should get the following image

Along the bottom of the picture is a scale. You can use it to measured the size of the houses and blocks of land.

What do you notice about the size of the houses

The yellow lines marks each block of land. Describe the size and shape of each block (Are they large or small, regular or irregular?).

Look at the gardens. Are there many trees? Are the lawns green? Are there swimming pools?

Look at the roads. Describe them. Are they straight or curved. Are they 'dead ends' or through roads?

What are the roofs made from? Are they Iron or tiled?

How old do you think the houses are? Why?

Southern Toowoomba

Type in 'Gloucester Crescent' and click 'Find It'

You should get the following image

Along the bottom of the picture is a scale. You can use it to measured the size of the houses and blocks of land.

What do you notice about the size of the houses

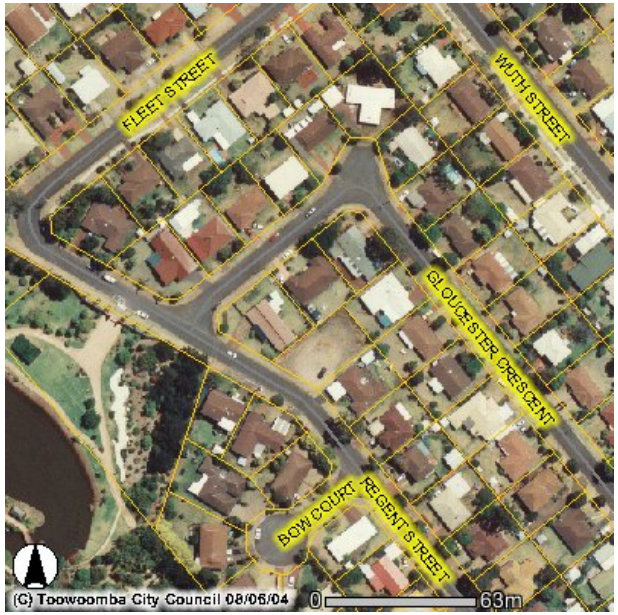
The yellow lines marks each block of land. Describe the size and shape of each block (Are they large or small, regular or irregular?).

Look at the gardens. Are there many trees? Are the lawns green? Are there swimming pools?

Look at the roads. Describe them. Are they straight or curved. Are they 'dead ends' or through roads?

What are the roofs made from? Are they Iron or tiled?

How old do you think the houses are? Why?



These three images show various types and stages of development of the urban landscape in Toowoomba.

Why do you think the three images are so different?

What can you conclude about the occupants of each house? Are they richer or poorer, younger or older? Etc

Why are the street patterns, block sizes and shapes, building types, and roofing materials so different?

Explain what reasons you would have for living in each area?

In SimCity™, the rules are based on city planning and management, including:

- Human factors -- residential space and amenities, availability of jobs and quality of life.
- Economic factors -- land value, industrial and commercial space, unemployment, internal and external markets, electric power, taxation and funding of city services.
- Survival factors -- strategies for dealing with disasters, crime and pollution.
- Political factors -- zoning and keeping residents and businesses satisfied with your city and your performance.

The tools provide you with the ability to plan, lay out, zone, build, bulldoze, re-zone and manage a city. You'll start the game with $20,000 in your city treasury. Remember that every time you do something - from laying down roads to zoning to building power plants -- you'll have to spend money out of your city coffers. If Sims like the city you build and start moving in, they'll start paying taxes that will give you more money to play with. If they don't, you'll run out of money and be booted from office.
Here's a brief guide to the tools you have to build your city with our browser-based version of SimCity Classic:

The Edit Window: When you enter SimCity Classic Chat Live, you'll see in front of you a big "window" -- that's the edit window, with the terrain on which you'll build your city. It's not all of the terrain -- use the zoom buttons to pull back to see the entire map. When you zoom back in, you can right-click on your mouse (or left-click, if you're a left hander) to move the map around. You have three kinds of terrain for building your city: The brown areas are clear land, the green areas are forests and shrubs, and the blue areas are water.

Here's a guide to the **icons** you'll see in our Web-based version of SimCity Classic, along with how much you'll have to spend from your city's treasury to use them. Click on any icon for a more complete explanation of what that tool does and how you can best use it in your city-building strategy:

 Bulldozer for clearing terrain ($1 per tile)

 Build roads ($10 per tile)

 Build transit lines ($20 per tile)

 Build power lines ($5 per tile)

 Build coal power plant ($3,000)

 Build nuclear power plant ($5,000)

 Zone for residential development ($100 per nine-tile square)

 Zone for commercial development ($100 per nine-tile square)

 Zone for industrial development ($100 per nine-tile square)

 Build seaport ($5,000)

 Build airport ($10,000)

 Build park ($10 per tile)

 Build police station ($500)

 Build fire station ($500)

 Build stadium ($3,000)

These icons will help you manage your city's growth and monitor your performance as mayor:

 Budget -- Use to set tax rates and departmental funding.

 Mayor's Rating -- Use to check your approval rating from your city's Sims and your city score.

 Save -- Use to save your SimCity Classic Live city to your hard drive so you can keep building it when you return to SimCity.com.

 Load -- Load a previously saved SimCity Classic city.

Use the **BUDGET** function to bring up a window that will let you see how your city is performing financially, to set property tax rates, and determine funding for your fire, police and transportation departments. You can raise and lower budget and tax levels by clicking on the little arrows that correspond to each category. A percentage indicator displays the level of taxation or departmental funding that will be maintained once you are done budgeting (you may bring this up to reset your taxation and spending levels as often as you wish). Click on GO WITH THESE NUMBERS to exit the budget window.
The **MAYOR'S RATING** window gives you a performance rating. Public opinion is presented in poll form, rating your overall job as mayor and listing what the Sim public regards as the city's most pressing problems. Keep your Sims happy or they will move away, leaving you as mayor of a ghost town. In general, you can feel secure if at least 55% of your Sims say you're doing a good job. If 10% or less of your Sims say that something is a problem, then the problem isn't too bad. The Mayor's Rating window also displays statistics on Population, Net Migration and Assessed Value, as well as the overall City Score (on a scale of 0 to

1,000), which reflects a number of factors, including crime rate, pollution, housing costs, taxes, traffic, unemployment, fire protection, unpowered zones and city growth rate.

Hints & Tips for Playing SimCity Classic Live

Here's a list of problems your Sims complain about and what you can do to make them happier:

Problem	Solution
Traffic	Replace dense sections of roads with rails
Crime	Add police stations and/or raise property values
Pollution	Replace roads with rails, disperse industrial zones
Housing	Zone more land as residential
Housing costs	Zone more land as residential in areas with low property values
Fires	Build more fire departments
Taxes	Lower taxes (if you can afford to)
Unemployment	Zone more commercial and industrial areas

Here are some more general hints on strategy.

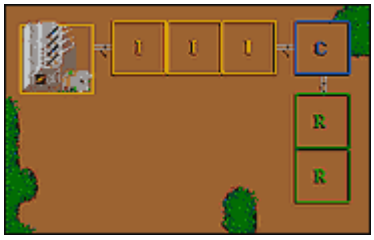
- Building around waterfront areas is a good way to start your city as it boosts land-value.
- Build industrial zones on the edge of the map, so that pollution will have less of an impact on residential and commercial zones.
- Parks near industrial zones will keep land values high and reduce pollution.
- Try to avoid having heavily traveled roads next to residential zones.
- The shortest distance between two points is a straight line. Curves always cause traffic congestion.
- SimCitizens love railroads. Use them wherever possible instead of roads.
- Avoid placing police and fire stations on the edge of the map or near waterfronts as they'll be wasted on uninhabited areas.
- Build plenty of police stations.
- Your city only needs one airport and one seaport.
- Try building power plants on the edges or in the corners of your map.

Four Easy Steps to Start a City

Getting started is easy, just follow the 4 easy steps below and you will have your city up and running in no time.

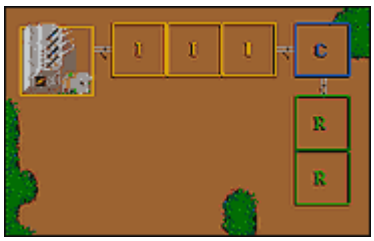
Step 1 -- Build a Power Plant

Every city needs a power plant. To build a power plant, click on the Coal Power Plant tool, then click on an empty area of the map. (Note: If the smoke from your power plant is not animating, the game is probably paused. Choose a game speed to start the smoke animating.)



Step 2 -- Add Zones

Zones are areas that you designate for different kinds of buildings in your city. The people who will move into your city (Sims) need to live in Residential Zones, work in Industrial Zones, and shop in Commercial Zones. Place each zone type on the city map near the power plant.



Step 3 -- Connect Power Lines

Zones won't come to life until they are powered. Connect your zones to the power plant with Power Lines. Note: Power can pass through zones.

Step 4 -- Build Roads

The Sims will need some way to get around in the city. Place some Roads along the sides of your zones. Now that the zones in your city have power and transportation, you should see your city slowly come to life. Congratulations! You've created your first city -- you may now call yourself "Mayor."

About the Demand Indicator

Keep an eye on the Demand Indicator (located at the upper-right corner of the map). It has a vertical gauge for each zone type: Green for Residential, Blue for Commercial, and Yellow for Industrial. If a gauge grows above the middle white line, there is demand for that type of zone. If a gauge drops below the white line, there is an oversupply of that type of zone. The Demand Indicator will help you decide which zones to add to your city.

Lesson Plan:

Sensory and Behavioural Mapping

1. Anticipatory Set:
Students are given an in the field experience of urban planning issues through the field experience. The students are invited to look around them, to see the various land uses and to think about the potential planning issues that these raise.

2. (a)Objective (what):
Students will become aware of socio-cultural aspects of the urban environment. They will develop an understanding of how people interact with the environment around them and how that environment influences the lives of the people within it. They will develop an appreciation of the complexity of this environment and the implications this has on the planning process.

(b) Rationale (why):
The urban environment is a complex place. No one process occurs in isolation. Each urban land use and those who live in the environment are effected by these aspects. Planners need to comprehend the multitude of influences and competing interests in making planning decisions. Through recording sensory and behavioural data students will become more 'attached' to these processes – a necessary step in the learning process.

(c) "Your job will be to....."
Your job will be to follow the instructions with the excursion worksheets. You must record both the sensory characteristics of an urban place and the behaviour of people in a bust urban area. You must record your observations in writing and record where they were taken on a map.

3. Input - Auditory, Visual and Kinaesthetic.
Students must 'sense' all aspects of the world around them. They are all equipped with the basic senses to make the appropriate observations.

4. Modelling.
Examples of appropriate types of responses can be given during the commencement of the exercises.

5.Checking for understanding.
The teacher can observe students working through the excursion activities to ensure they can identify the critical elements of the activity.

6.Guided Practice.
The students can subsequently work through the excursion activities. Through observing each student working through the questions the teacher can insure that the students have understood the objectives.

7. Independent Practice.
Students complete any unfinished class tasks for homework, which will be discussed in class in the next lesson.

Sensory mapping of a Busy Street

You are to work in small groups (4-5) students to investigate sensory characteristics of the urban environment.

You are to walk down a busy street making observations as you go.

You can create a basic 'mud' map (sketch map) to write down your field notes.

Each group will stay together and discuss collectively the various sensory inputs they observe, although each student will produce an individual map of one of the following:

- Noise/Aural - frequency, duration, fluctuation, dynamics.
- Kinetic/Touch - crowding, movement, texture, heat/cold.
- Smell/Olfactory - pleasant/unpleasant, connection with taste and noise.
- Visual - shape, distance, colour, movement, time.
- Taste – connection with smell.

Students are encouraged to experiment with symbols, textures, lines and other forms of graphical communications to produce a map which shows their sensory analysis.

*******Please take care and observe all pedestrian and safety signals.**

Behavioural mapping of a busy area of your town

In groups, you are to investigate the way that people use a busy area of your town. You need to choose a method of data collection, undertake the fieldwork and analyse the results. Methods may include:

- *Passive observation* – watching where people go, what they do and why
- *Quantification of route use and movement* – count and map how many people enter the site at a certain point and where they exit.
- *Observing quadrants* - Divide the Square into imaginary units and observe the activity in each unit.

Use the following as a guide to write some field notes:

PHYSICAL CHARACTERISTICS	**DESCRIPTION/ NOTES**
Size	
Location	
Structure/design	
Materials	
Weather	
Pollution	
Terrain	
Information	
Noise	
Other -	

Draw a field map. Write on it information about the physical characteristics and site design. You may like to 'pace' out the square so that when you reproduce it in the studio you will know, more or less, its dimensions. You should make observations about the following:

What is the general pattern of behaviour?

- What is the general pattern of movement? What are the major and minor routes?
- Where do people sit, congregate and/or meet?
- What activities are undertaken? Where?
- Do the physical characteristics of the Square promote some types of behaviours over others?
- Other observations

Special Needs

The inherently visual nature of this unit lends itself well to providing a valuable learning experience and good learning outcomes for students with special needs. This is especially relevant for students with specific learning disabilities, such as dyslexia, who will appreciate this skew. The 'fun' nature of the learning activities and the use of ICTs in the form of online photograph interpretation, a number of relevant and current videos and especially with the use of the computer game SIM city, should suit students with attention problems and all other students with special needs.

This unit also provides a valid and varied series of learning experiences for all students, not just those with special needs, hence it can be described as a truly inclusive unit. The excursion, together with the 'real world' and 'applied' orientation to the learning experiences should also provide added interest and variety, as well as giving purpose to an otherwise abstract topic. Throughout this unit students are treat as 'professional planners.' This helps break down the normal student-teacher dichotomy that may otherwise tarnish the relationship. This should help facilitate greater communication between students and between the students and the teacher. This should also aid communication with students with special needs.

The sequence of lessons has also been designed with students with special needs in mind. The unit commences with group work activities that are 'simplistic' and which (in part) involve more manual dexterity and teamwork skills than intellectual or factual skills. Students with special needs could be given responsibilities within these groups so that they become 'engaged' and involved form the outset.

Urban areas can be a useful area of study. We tend t live in urban areas and experience many 'urban planning issues' on a daily basis. From this basis of inherent urban knowledge we can build up an extensive package of skills and experiences whilst keeping them within the context of the students own experiences. This is especially useful for students with special needs, who can feel as if they are truly participating in the class, as they share that knowledge.

Traditional classroom management techniques could also be employed. The teacher should pay greater attention to the work of the student with special needs and provide more assistance where necessary (this unit allows for that flexible distribution of time). Additional assistance from an appropriately qualified support teacher could also be utilised where available.

Assessment Ideas

1. **Create Sustainable futures document**. Students have discussed and examined the SEQ 2021 A Sustainable future document. The document outlines issues which face South East Queensland and strategies using the planning process to deal with these issues. Students imagine they have been employed by the Queensland government as a planner to create a new document about South East Queensland, including the problems and possible solutions for the region. Based on students knowledge about urban planning, the planning process and issues which face South East Queensland, students create their own Sustainable futures document. Students will also make suggestions to respond to the issues facing South East Queensland, include statistical information, survey the community, interview people, seek information the Queensland government, and any other resources to create their document. The document should be formatted in the appropriate manner, and they use technology to create their document.

2. **Response to Stimulus Test**. A response to stimulus test, primary and secondary sources, including pictures, letters and other documents, such as legislation or brochures. The test should include short answer questions and cover all the topics covered throughout the unit. From the history of planning through to issues facing South East Queensland, mapping and aerial photograph interpretation and analysis.

3. **Essay**. Students are given a series of essay questions about planning for the built environment. Essay question suggestions include.
   - Why is it important to understand the planning of early civilizations and Mesopotamia? Describe how these ancient cities have impacted on modern planning to today.
   - What is significant about Greeks ideas towards town planning? Describe their beliefs towards town planning and where their ideas came from.
   - Describe a planning history of Australia.
   - Today planning is all about the environment. What are the environmental issues and what are some solutions?
   - What is the role of planners in society?
   - Identify a contemporary urban issue, Discuss.

4. **Field excursion report 'Brisbane'**. Students are given the opportunity to take an excursion to Brisbane, they will observe the issues facing South East Queensland. Students, will make observations, sketches, identify problem areas of Brisbane, visit the Brisbane city council to look at their solutions for overcoming the SEQ problems, and interview planners from Griffith University. Students will use the data and information collected to write a field report. The formal report will include 'identify the issues', possible course of action. Use data to support their findings, use of the planning process, background information about South East Queensland.

5. **Map analysis and interpretation activity**. Students can use maps to determine the amount of land used for particular purposes. This information can be presented in a number of formats, whether by essay, report, Powerpoint, website or other forms of immediate presentation.

6. **Power point presentation**. Numerous topics about planning for the urban environment were covered in the unit. Students have been told a group of year seven students are coming to visit their school to be educated about planners and the role of planning in society, especially in relation to the urban environment. Students draw out of a hat one topic or issue about planning. It is their job to create a power point presentation to educate the group of year seven students. Students need to include the relevant information, and put together their presentation in such away that it catches the attention of the younger students, and is easily readable.

7. **Poster**. Students demonstrate their understanding about the importance of planning and the role of planning in addressing the issues facing South east Queensland. The poster must include, a title, boarder, pictures, statistics and data, and address the following issues: What is planning? What do planners do? Where did the concept of planning develop? What planning issues face South East Queensland? What are some possible solutions? How does urban planning for Queensland cities differ from other Australian cities? Provide an example.

8. **GIS project**. Students use Geographic Information Systems and the planning process to identify new parcels of land in Toowoomba to house South East Queensland's growing population. Students will be given the images and data to complete the GIS project. This assignment can only be used if the school has GIS and the teachers to teach and incorporate it into the unit of work.

9. **Photo/Picture Assignment**. Planning for your local area. Students study their local area, where they live. They take photos and draw pictures of the houses, streets, services such petrol stations, shops, post office, bank etc, parks, transport services. Then students find out what are the problems faced by their local area, using the planning process they come up with possible solutions for addressing these issues. Students draw their own sketches, to illustrate solutions for the local area.

10. **A Disassociative Analysis**. Students are to imagine they are archaeologists from the 23rd Century. They are to write a report based on an imaginary archaeological 'dig'. What may they have discovered from now, and what could it tell people in the future about our urban environments and planning processes.

Assessment

Planning our local area – Interviews

It is important to understand the issues which planners face in regards to South East Queensland, but we also need to consider our local area and the planning issues which face the local area.

Your job will to go to your local council, and find someone who makes the planning decisions for that council. You will need to interview that person. Try to discover what they major planning issues are for their area.

Once you have interviewed that person and found out what the major planning issues are, you can begin to plan some solutions to overcome the problems which the area faces.

Don't forget you will also need to interview and survey some local residents to find out their views on the issues you have uncovered and to discover if there are any other issues that need to be looked at.

Present your interview notes together with a one page summary of the Planner's and the residents' comments.

Keep your notes as they will be needed for

Final Assessment

You are an urban planner.

You have been asked by council to report on how well previous planners have been performing, and to make some recommendations for some improvements.

Here are their instructions

You will conduct a more thorough analysis of the Toowoomba Aerial Photograph..

You must select:

- an area of parkland,
- an industrial area,
- 3 residential areas and
- an area containing a learning institution.

As a planner you are to answer the following for each site

- Why has that particular landuse has been put there?
- Is it a good site for that land use?
- Who may be happy or not with its location?
- Is there a better site available?

This is to be presented in a poster.

Include:

- A photo of the whole Toowoomba rea with the location of each site marked on it
- An image of each site with your answers to each question next to it

You must also include a **1 page summary report** into development in Toowoomba.

In it you must state the following:

- Whether development has been occurring in the best places in Toowoomba
- Your recommendations for improvements, summarising where the best locations for further development are, or whether some types of development should be restricted

Web Sites

Commonwealth	
Aboriginal and Torres Strait Islander Policy and Development	www.indigenous.qld.gov.au
Australian Bureau of Statistics	www.abs.gov.au
Department of Environment and Heritage	www.environment.gov.au
Department of Families and Community Services	www.facs.gov.au
Department of Industry, Science and Resources	www.dist.gov.au

Others - Commonwealth	
Australian Commonwealth Government Entry	www.fed.gov.au
Australian Heritage Commission	www.erin.gov.au/portfolio/ahc/ahc_site/html/ahc_home.htm
Environment Australia	www.erin.gov.au
Department of Transport and Regional Services	www.dot.gov.au
National Capital Authority	_

State Government	
Arts Queensland	www.arts.qld.gov.au
Department of Aboriginal and Torres Strait Islander Policy and Development	www.indigenous.qld.gov.au
Department of Emergency Services	www.emergency.qld.gov.au
Department of Employment and Training	www.detir.qld.gov.au
Department of Families	www.families.qld.gov.au
Department of Housing	www.housing.qld.gov.au
Department of Industrial Relations	www.detir.qld.gov.au
Department of Innovation and Information Economy	www.diiesrq.qld.gov.au
Department of Justice and Attorney General	www.justice.qld.gov.au
Department of Local Government and Planning	www.dlgp.qld.gov.au/index_lgp.html
Department of Main Roads	www.mainroads.qld.gov.au
Department of Natural Resources and Mines	www.dnr.qld.gov.au
Department of Primary Industries	www.dpi.qld.gov.au/home/default.html
Department of Public Works	www.publicworks.qld.gov.au
Department of State Development	www.statedevelopment.qld.gov.au

Department of the Premier and Cabinet	www.premiers.qld.gov.au/dotpac.htm
Department of Tourism, Racing and Fair Trading	www.dtsr.qld.gov.au
Education Queensland	education.qld.gov.au
Environmental Protection Agency	www.env.qld.gov.au
Office of Economic and Statistical Research in Qld Treasury	www.oesr.qld.gov.au
Office of Sport and Recreation	www.sportrec.qld.gov.au
Port of Brisbane Corporation	www.portbris.com.au
Queensland Health	www.health.qld.gov.au
Queensland Parks and Wildlife Service	www.epa.qld.gov.au
Queensland Police	www.police.qld.gov.au
Queensland Rail	www.qr.com.au
Queensland Transport	www.transport.qld.gov.au
Queensland Treasury	www.treasury.qld.gov.au
South East Queensland Water Board	_

Local Government	
Beaudesert Shire	www.bsc.qld.gov.au
Boonah Shire	www.lgaq.asn.au/boonah.nsf
Brisbane City	www.brisbane.qld.gov.au
Caboolture Shire	www.caboolturesc.qld.gov.au
Caloundra City	www.caloundra.qld.gov.au
Esk Shire	www.esk.qld.gov.au
Gatton Shire	www.gatton.qld.gov.au
Gold Coast City	www.goldcoast.qld.gov.au
Ipswich City	www.ipswich.qld.gov.au
Kilcoy Shire	
Laidley Shire	www.laidley.qld.gov.au
Logan City	www.logan.qld.gov.au
Maroochy Shire	www.maroochy.qld.gov.au
Noosa Shire	www.noosa.qld.gov.au
Pine Rivers Shire	www.prsc.qld.gov.au
Redcliffe City	www.redcliffe.qld.gov.au
Redland Shire	www.redland.net.au/newrsc/default.htm
Toowoomba City	www.toowoomba.qld.gov.au
Tweed Shire	www.tweed.nsw.gov.au

Community Sector Groups	
Business and Industry	www.qcci.com.au
Environment	www.qccqld.org.au
Human Services	www.acoss.org.au
Indigenous People	www.indigenous.qld.gov.au
Land Development	www.udia.com.au
Professional	www.rapi.com.au
Rural	www.qff.org.au
South Queensland Traditional Owners Federation	–
Unions	www.actuq.asn.au
Women	www.ncwa.org.au

Regional Planning Organisations	
Australasian Urban and Regional Information Systems Association (AURISA) (Australia)	www.aurisa.asn.au
Australian Housing and Urban Research Institute (Australia)	www.ahuri.edu.au
Boston Metropolitan Planning Organisation (USA)	www.cpts.org/bostonmpo
Cape York Peninsula Land Use Strategy (Queensland, Australia)	www.erin.gov.au/states/cyp_on_l/
Cyburbia - The Planning and Architecture Internet Resource Centre ()	www.ap.buffalo.edu/pairc/
Dublin Regional Authority (Ireland)	www.itw.ie/dra
Earth Resource Mapping (ERMapper) (Australia)	www.ermapper.com
Environmental Systems Research Institute (ESRI) (America)	www.esri.com
FNQ Regional Plan (Queensland, Australia)	projects.dcilgps.qld.gov.au/fnq2010
Greater Vancouver Regional District (Canada)	www.gvrd.bc.ca
MapInfo (America)	www.mapinfo.com
Metro Portland (USA)	www.multinomah.lib.or.us/metro
Northern Rivers Regional Strategy	www.nrrs.org.au

(New South Wales, Australia)	
Our Brisbane Online (Queensland, Australia)	www.ourbrisbane.com
South East Queensland Regional Organisation of Councils (SEQROC) (Queensland, Australia)	www.seqroc.qld.gov.au
Sunshine Coast Regional Economic Development Board Ltd (Queensland, Australia)	www.scredb.com.au
Townsville-Thuringowa Strategy Plan (Queensland, Australia)	projects.dcilgp.qld.gov.au/ttsp
Urban Land Institute (USA)	www.uli.org
Western Gateway Area Strategy (Queensland, Australia)	projects.dcilgp.qld.gov.au/wgas
Wide Bay 2020 Regional Planning Project (Queensland, Australia)	wb2020.qld.gov.au

Other Requirements

Game Ideas

City Celebrity Head
Students are nominated a city or town and have to guess which it is by asking as series of questions that the other students are to answer.

Bingo
Student have bingo cards with the answer to questions based on the course material filled in. When a question is asked that corresponds to an answer on the card, they can cross off that answer. When they are all crossed off they shout Bingo. It is no longer purely a game of luck as the student must workout the answer to the questions being asked, even when not on their card (to eliminate them).

Excursion Ideas

Sensory Mapping
Students make sensory maps of an area (see the example earlier in this file)

Behavioural Mapping
Students map and record peoples behaviour in urban areas (see the example earlier in this file)

Site Visits (New)
Visit any number of sites of urban development, construction or renewal.

Site Visits (Existing)
Visit any sites of varying land uses, to identify and discuss the factors accounting for its location.

Council Planners
Visit the offices or on site location of a planner at work, to see what their job entails

University Based Planners
Visit university based planning academics and students to learn more about what urban planning entails.

Primary Sources

Primary sources are included throughout this folder. They have been included in worksheets and assessment items and are also included in the additional items at the back of this folder. They include photographs, plans, accounts, drawings, videos and other images. They are also included as activities such as fieldwork.