YEAR 7 GEOGRAPHY

Cricket Smart

Teacher Resource

CRICKET AUSTRALIA

PLACE AND LIVEABILITY

Making Your Place Even Better

In supporting one of the two units of study in the Year 7 Geography curriculum, Place and Liveability, this unit centres around the increasingly popular sport of cricket.

With the rapid increase in participation rates in cricket, opportunities to analyse Place and Liveability in relation to the many facets of the game will be relevant and engaging for your students.

Students will investigate the place and liveability of the home towns of four high profile cricketers, and will then evaluate the liveability of their own area, exploring whether it can be improved through planning.

The unit encourages extensive use of thinking tools and the latest digital technologies to inspire students to love their learning!

Teacher Resource

Year Level 7
Learning Area Geography

PLACE AND LIVEABILITY
Making your place even better

Resource Descriptor

This unit is designed to support one of two units of study in the Year 7 Geography curriculum, place and liveability. It draws on the teaching opportunities arising from the sport of cricket and in particular the rapid increase in participation rates in this sport. Can Councils balance the need to provide recreation facilities like sporting fields, with the demands they face for other services? By investigating the place and liveability of the home towns of four high profile cricketers, students will evaluate the liveability of their own area and will investigate whether it can be improved through planning.

To engage students in this unit, Holly Ferling, a cricketer who has represented Australia, has been chosen to discuss the place where she grew up. Holly still has a link to her home town but no longer resides there. As such, she provides an example of how people change their places of residence depending on a number of factors. In her case, the desire to develop as a professional sportsperson is a key factor.

Many students share an affinity with Holly Ferling, in that they too are likely to be affected by push or pull factors that may move them away from their home town at some stage of their lives and, quite possibly, draw them back at other stages.

Unit Objectives

In completing this unit, students will be expected to:

- Understand the concept of liveability and how this applies to their own lives
- Explore individual narratives, e.g. primary sources relating to a chosen cricketer (for example newspaper articles, biographies, oral histories and other documents)
- Explain the reasons why people choose to live where they live as well as understand factors that may ‘force’ people to live where they live
- Conduct a survey of their town/suburb/neighbourhood to examine liveability factors
- Develop strategies to enhance the liveability of their town/suburb/neighbourhood

Major Assessment Task

The release of the 2013-14 National Cricket Census, shows 1.106 million Australians participated in cricket during 2013-14 (an increase of almost 30% in the past four years), cementing cricket as the number one participation sport in Australia.

This growth has been fueled by a 30 per cent increase in school participation and an eight per cent increase in traditional club cricket.*(based on the previous census undertaken in 2011).

This rapid increase in participation at the junior level has resulted in strong demand for additional playing fields and practice facilities.

The Mayor of your local Council is keen to take advantage of the interest in cricket and health and fitness that this growth in popularity will generate within the community, in particular, amongst young people.

Students are key members of the Mayor's Advisory Panel for Youth Affairs. With the Mayor's intentions in mind, the panel has been asked to develop an action plan that the Council can implement to make your local area more liveable for young people. Students will be required to present their final action plan to the Mayor (the class) and justify their findings.


(www.cricketaustralia.com.au)

Alignment to the Australian Curriculum

Australian Curriculum Content Descriptions

Geography – Knowledge and Understanding

ACHGK043: The factors that influence the decisions people make about where to live and their perceptions of the liveability of places

ACHGK044: The influence of accessibility to services and facilities on the liveability of places

ACHGK045: The influence of environmental quality on the liveability of places

ACHGK046: The influence of social connectedness, community identity on the liveability of places

ACHGK047:The strategies used to enhance liveability of places, especially for young people

ACHGS047: Develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts

Geography – Inquiry and Skills

ACHGS048: Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources

ACHGS049: Evaluate sources for their reliability and usefulness and represent data in a range of appropriate forms

ACHGS051: Analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships

ACHGS053: Present findings, arguments and ideas

ACHGS054: Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge

General capabilities

- ☑ Literacy
- ☑ Numeracy
- ☑ Information and communication technology (ICT) capability
- ☑ Critical and creative thinking
- ☑ Personal and social capability
- ☑ Ethical understanding
- ☑ Intercultural understanding

Cross-curriculum priorities

- ☐ Aboriginal and Torres Strait Islander histories and cultures
- ☑ Asia and Australia's engagement with Asia
- ☑ Sustainability

Activity 1: Cricket, place and liveability

Task 1: Cricket – a global perspective

Students identify the countries that are 'test' playing nations, for global context, particularly with reference to Australia. (See Student Resource pp.4-6.)

Task 2: What is liveability?

Aim:

Students need to identify the general elements and features that make up a town. (See Student Resource p.7.)

Task 2a: Cricketer's Home Towns

Each of the cricketers below has represented their country in a Test Match. Students match four famous cricketers to their home towns by drawing a line from the cricketer's name to the name of the town. The cricketers and their towns/cities are below.

Holly Ferling – Kingaroy

Michael Clarke – Sydney

Misbah ul haq – Mianwali, Pakistan

Dwayne Bravo – Santa Cruz, Trinidad and Tobago

Task 2b: Choose two places

Students choose two of the four places that they would like to investigate further. One must be an Australian town or city.

Task 3: Research

Students are asked to research these two locations and find images. To frame their thoughts and research, they create a **Y-Chart** that summarises how these towns might look, feel and sound, and are prompted by a list of aspects of a town or city that they could use in their research. Images of these aspects can be used to support their findings. (See Student Resource pp.8-9.)

Note: One of these aspects should relate to sporting facilities as this research will help their focus for their Major Assessment piece.

Holly Ferling provides an insight into what it was like to grow up in her town. Direct students to watch this video on **www.cricketsmart.cricket.com.au**.

Students can discuss what it might have been like growing up in this area and what it is like growing up in their area. They are encouraged to reflect on how the area a person grows up in can influence their future, e.g. how can place affect people's life choices?

Task 4: What are these places like?

Students complete their **Y-Chart** for each of their chosen places in the Student Resource (p.9).

Find out how to facilitate a **Y-Chart** by scanning the QR Code or using the URL.

www.itcpublications.com.au/qr/ychsau

Task 5: Add more information

Students pair up with another classmate who has researched one of the same towns and share their **Y-Chart**. After studying the work of their partner, students add to their own work, including any information that they may have missed or overlooked. This way, each student has a comprehensive **Y-Chart**, and has also had the chance to see how others in their class have completed the exercise.

Task 6: Liveability of places

Now that students have examined two different places, they need to draw conclusions about what makes a place desirable to live. They collect their thoughts, and list eight factors in the space provided in the Student Resource (p.10). Pose your students the following questions during this process to improve their depth of thought:

- What do you like doing?
- Are you able to do this in the area you live?
- What would you like to do when you finish school? Work, study, travel?
- Does the place where you live have everything that you would like it to?

Students are given more time to reflect and update their lists.

Task 7: Liveability of my place

Organise the class into pairs so that students can share their lists with a partner. Together, students explore the idea of what makes a place desirable to live. At the conclusion of this process, students refine and publish a **final** list of the top eight factors they think makes a place liveable. (See Student Resource p.10.)

Note: Remind the class that in line with their final submission, ‘sporting facilities’ should form part of the list.

Activity 2: Liveability – what does it mean to different people?

Aim:

The aim of this activity is to understand how different groups of people value different aspects of a location.

Task 2a: Liveability from different perspectives

This activity encourages students to view liveability from different perspectives. Use the **Jigsaw** strategy (see Appendix 1, p.14) to facilitate this exercise.

Divide students into Home Teams of four and allocate students one of the following perspectives:

1. A retired couple
2. A family with young children
3. A young couple with no children
4. A young cricketer (12-13 years old) looking to join a cricket club

The Expert Teams research their specialised area and create a list of the features they think would make a place a desirable place to live for someone in their assigned perspective. (See Student Resource p.11.)

Expert Teams split up and return to their original Home Teams. Now each Home Team has an expert on what liveability means to each perspective that was studied. Home Teams now discuss how different groups may perceive the liveability of an area in relation to their needs.

Task 2b: Attribute Listing Organiser

Students use the **Attribute Listing Organiser** (See Student Resource p.12.) to present the findings from their individual and group analysis.

To find out how to use an **Attribute Listing Organiser** scan the QR Code or use URL.

www.itcpublications.com.au/qr/alosau

The left column of the **Attribute Listing Organiser** should consist of their **final** list of liveability criteria developed in Activity 1 (Task 6). The remaining columns reflect the allocated roles from Activity 2, Task 2a. Students complete the **Organiser** and explore what they consider to be important in determining a place's liveability from the perspective of others.

This can form part of their Major Assessment Task.

Activity 3: How can we make places even better?

Aim:

To understand the importance of town planning to the place where students live.

This is a basic exercise that assumes that students have prior knowledge of drawing and adding features to a map.

Introduce the concept of town planning to your class. Inform your students that one of the functions of the local Council is to plan for the development of sport and recreation facilities. The Council needs to balance the needs of sporting groups with the needs of residents, technical requirements (traffic) and other interests.

Give each student a large piece of graph paper (preferably A3 in size) and ensure all students work with a pencil.

The Task

Your local Council has agreed to develop a vacant piece of Council land for the use of the local Cricket Club. The vacant land was the site of a refuse tip and has been empty for a number of years.

It is 75,000 m^2 in size and measures 300m (North to South) by 250m (East to West). It is bordered on two sides (the West and South) by roads, with the Western Road being a major arterial road of four lanes.

The task involves students taking on the role of town planners and developing a concept plan to be presented to the local Council's Town Planning Department. The plan needs to detail the possible location of a cricket field for the local Cricket Club on the vacant site (see Student Resource p.13 and p.8). Students will need to consider other key features to add to the plan.

Ask students to consider the following in their plan.

- Position of the cricket pitch
- Road access
- Parking
- Amenities block
- Club house
- Playground
- Beautification of the non-playing area (include the location of trees and gardens)
- Seating and other amenities

Geographic conventions are to be used and all plans should include:

- Borders
- Orientation
- Legend
- Title
- Scale
- Labelling of key features of interest
- Possible annotations

Teachers are able to add more features to the lists above, however students may encounter difficulties as they add more features to their plan and eventually run out of space.

When students have completed their concept plan, ask them to swap their plan with a partner and look for potential problems in the layout of the plan they are reviewing. Lead a discussion about some of the issues that might arise (e.g. inappropriate road access or traffic hazards).

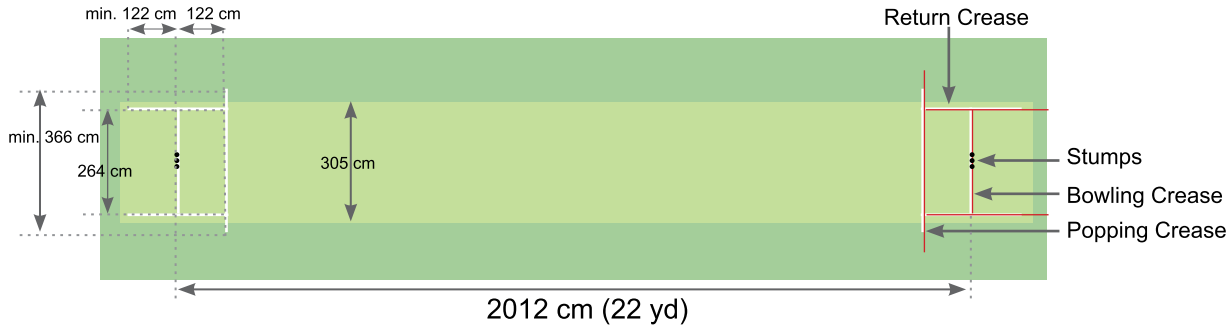
Ask your students to discuss the layout of sporting grounds in your local area and highlight any issues that they are currently aware of, for example, lights and their effect on local residents, noise and traffic. Students are to suggest how these problems can be managed.

Lead a discussion on town planning and the importance of carefully managing the location of development and infrastructure. Discuss how town planning can mitigate issues before they become serious and how the town planning process should ideally be transparent.

Note: The ICC Standard Playing Conditions define the minimum and maximum size of a cricket field. Law 19.1 of ICC Test Match Playing Conditions states:

"The playing area shall be a minimum of 137.16 metres from boundary to boundary square of the pitch, with the shorter of the two square boundaries being a minimum 59.43 metres. The straight boundary at both ends of the pitch shall be a minimum of 64.00 metres. Distances shall be measured from the centre of the pitch to be used."

Cricket pitch dimensions:



Activity 4: Why do people live where they do?

Aim:

To understand why people are prompted to move from one place to settle in another.

Task 4a: Push and pull factors

People choose to live in places for many reasons. Students explore the reasons why people might choose to live in a particular place and investigate the reasons that might prompt someone to move from one place and settle in another. There are two sets of factors – those that **push** someone to resettle in a certain place and those that **pull** them to resettle elsewhere.

Direct students to watch the video of Holly Ferling on the Cricket Smart website at **www.cricketsmart.cricket.com.au** to learn about her experience in being pushed and pulled away from her home town.

To understand **push** and **pull** factors students complete a **Cause-Effect Map** on each factor. (See Student Resource p.15.)

To find out how to use a **Cause-Effect Map** scan the QR Code or use URL.

www.itcpublications.com.au/qr/cemsau

Examples of push factors include:

- Safety concerns
- Poor educational opportunities
- Cost factors
- Lack of infrastructure
- Poor access to sporting opportunities

Examples of pull factors include:

- Jobs or other opportunities
- Relationships
- Access to specialised services e.g. health/education/sporting services
- Closeness to family
- Access to higher level coaching opportunities for sports people

Task 4b: Newspaper article

Students complete a newspaper article on one of the following topics:
(See Student Resource p.16.)

a) Research the boom being experienced in your local area. Illustrate the reasons people are pulled to the region.

Note: Students may use a location that is not your local area, such as a town that has major construction works occurring, e.g. Gladstone, Queensland.

OR

b) Research the decline in population being experienced by your local area. Illustrate the reasons people are pushed away from the region.

Note: Students may use a location that is not your local area, such as a town that has experienced a decline in population, e.g. Forbes, New South Wales

OR

c) The loss of a major sporting talent from a town, for example cricketers like Holly Ferling who are forced to leave the local competition to further their careers. Illustrate the reasons that they are pushed or pulled away.

Further discussion can assist students in formulating ideas on the relevance of push and pull factors in their submission to the Mayor.

Activity 5: How liveable is your home town?

Aim:

To investigate all the factors that could influence a student's decision about where to live.

Task 5a: Liveability of the home town of a high profile cricketer

Watch the video of Holly Ferling on the Cricket Smart website at **www.cricketsmart.cricket.com.au** to learn about Holly's thoughts on her home town. Does she have a deep attachment to her town? Where does she want to live when her professional career is over?

Task 5b: Liveability in your area

Part A: Data collection

According to students, how liveable is the area where they live? In this exercise, students need to determine the pros, cons and questions about the liveability of their area. They investigate this according to the criteria for liveability that they have outlined in Activities 1 and 2. To determine this, students do some practical Geography and collect their own data.

Firstly, students need to work out the data they need to collect. Direct your class to choose the four most important criteria from their lists in Activity 1, Task 7 and Activity 2, Task 2. They need to determine how to measure these criteria and how they will collect the data. They will record this information in the table provided in the Student Resource (p.17). For example:

Liveability Criteria	How Can This Be Measured?	How Can I Collect This Data?
E.g. Public transport (to and from cricket training)	The number of services that I could catch from my house to cricket training.	Visit the council website to download the bus timetable. Find the number of buses that go past my house.
1.		
2.		
3.		
4		

Part B: Collect and collate

Students collect and record their data. (See Student Resource p.18.)

Part C: Analyse the data

Students complete a **PCQ Extension** (Pros, Cons, Questions) looking at the pros and cons of the place where they live. (See Student Resource p.18.)

To learn more about the **PCQ Extension** and conducting it in your classroom, scan the QR Code or use the URL below.

www.itcpublications.com.au/qr/pcqsau

Part D: Rating their place

After applying the concept of liveability to their area, students can now make a final judgement. Students determine, "To what extent is my area (neighbourhood/suburb/town/city) a great place to live?" by stating their conclusion on the **Extent Barometer** provided in the Student Resource (p.19).

To learn more about the **Extent Barometer** and conducting it in your classroom, scan the QR Code or use the URL below.

www.itcpublications.com.au/qr/barsau

Optional Exercise

Students present a speech arguing for or against the statement, "My area is a great place to live."

Final Activity: Improving the liveability of your area

Deliver the culminating task to your students.

Task

A major cricket event is to be held in your town/city. See **www.cricketaustralia.com.au/cricket/competitions** for examples of the type of events that could be coming to a city or town near you. The Mayor of your local Council is keen to take advantage of the interest in cricket and health and fitness that this event will generate within the community, in particular, amongst young people.

Students are key members of the Mayor's Advisory Panel for Youth Affairs. With the Mayor's intentions in mind, the panel has been asked to develop an action plan that the Council can implement to make your local area more liveable for young people. Students will be required to present their final action plan to the Mayor (the class) and justify their findings.

Process

Use the tool **1:4:P:C:R** to facilitate the process.

Assemble Mayor's Advisory Panels (groups of four).

To learn more about the **1:4:P:C:R** and conducting it in your classroom, scan the QR Code or use URL.

www.itcpublications.com.au/qr/14pcrtau

Step 1: First draft (1)

Students spend some time reflecting on the issues faced by young people in their area. They reference work in Activity 2 and revisit the liveability factors that are important to young people their age. They also revisit work from Activity 5, Task 5b. Students write down a list of issues that young people encounter in their area and at least two initial ideas on how each of these could be addressed. They also need to consider that the Mayor is keen to take advantage of the interest generated by the growth in cricket at the junior level, health and fitness. (See Student Resource p.20.)

Step 2: Share ideas (4)

Each student shares their issue and ideas with other members of their group. Students have 90 seconds to condense and present their ideas.

For approximately 15 minutes the groups discuss all of the ideas and issues that are presented.

Allow another 10 minutes for general discussion to allow students to carefully consider the range of issues.

Step 3: Combine to create (Publish)

Students create a combined plan or outline that the Council can implement to improve liveability. They draft this clearly on an A3 sheet using a thick marker pen. Alternatively, students can use a range of online planning tools or mind mapping software.

Step 4: Circle

Each group posts the plan somewhere visible (for example on the wall) and leaves one member of the group behind as the group representative to answer any questions. The remaining group members will act as ‘reviewers’ and circle around the room to look at the work of other groups. These reviewers read and discuss the action plans and challenge the group representatives. It is important that the reviewers take notes as they circle around the classroom.

Step 5: Refine

Reviewers return to their original groups and share and discuss the information they have gained from reviewing the action plans of other groups. The notes taken and ideas generated from circling the room are used to enhance and improve the published action plan of their own group.

Step 6: Present

(1) The final action plan is presented by the Advisory Panel (the group) to the Mayor (the class). This could be presented orally to the class or posted on a common online space for review.

Students could finalise and present their work using one of the following presentation tools:

- Apple: **www.teachthought.com/technology/15-presentation-tools-for-teachers-from-edshelf/**
- Online: **www.educatorstechnology.com/2012/05/list-of-20-free-tools-for-teachers-to.html**
- Powtoon
- PowerPoint
- Prezi

(2) Students should be encouraged to use Google Maps Engine (**www.mapsengine.google.com/map**) Lite or ScribbleMaps (**www.scribblemaps.com**) to create a map of their area of study and indicate any changes they would make to the area. Use of appropriate map symbols to indicate different features is encouraged. Using ScribbleMaps or Google Maps Engine Lite can help students create points, lines or shapes on a map.

(www.cricketaustralia.com.au/)

Appendix 1

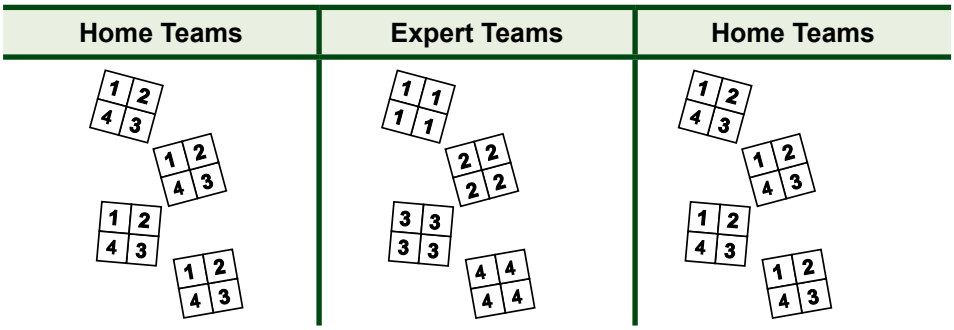
JIGSAW

Background

This is a very effective strategy to allow learners to take control of research, discussion and solution-finding, or simply to report their deliberations. It employs most of the Multiple Intelligences and usually all levels of a cognitive taxonomy.

Process

In Jigsaw, students in each team are given specific responsibilities.



Step 1: Home teams

Form students into Home Teams of four members, and number them from one to four.

Step 2: The project or activity

Introduce the project or activity to the Home Teams, e.g. 'Explore liveability from different people's perspectives'.

Step 3: Expert teams

The Home Teams are then re-formed into Expert Teams, which means that all of the Home Team No.1's move to Expert Team No.1, Home Team No.2's into Expert Team No.2, and so on.

The specific functions of the Expert Teams are outlined as follows:

Expert Team 1 – A retired couple
Expert Team 2 – A family with young children
Expert Team 3 – A young couple with no children
Expert Team 4 – A young cricketer (12-13 years old) looking to join a cricket club

Step 4: Research

The Expert Teams then research their specialised area and develop a range of ideas. It is a good idea to organise a range of research material at each of the Expert centres or desks which reflect that area of Expert deliberation. Discussion and research could take anything from five minutes to one or two lessons. Students should be encouraged to record their findings.

Step 5: Final product

Expert Teams then split up, with all members returning to their original Home Team. At this stage, there will be an Expert on each of the perspectives, such as 'a young cricketer', within each of the Home Teams. Each Expert will then reveal what he/she has learnt and contribute to the final product of the Home Team. This product can then be presented to the rest of the class at an appropriate stage.

Glossary

Term	Meaning
analyse	Analyse means closely examining the parts of something in detail and discussing the relationship of the parts to each other and to the whole. We usually analyse something in order to understand it more deeply. This often leads to evaluation, where a decision or judgment about the topic is made, based on the analysis.
describe	To give a detailed account of the properties, qualities, features or parts of something or someone.
draw	To compose or create.
explain	To provide additional information that demonstrates understanding of reasoning and/or application.
identify	To establish or indicate who or what someone or something is.
liveability	Liveability is concerned with the quality of space and the built environment. The concept of liveability has been linked to a range of factors, for example, quality of life, health, sense of safety, access to services, cost of living, comfortable living standards, mobility and transport, air quality and social participation.
locate	To identify where something is found.
place	Places play a fundamental role in human life. The world is made up of places, from those with largely natural features, for example, an area of rainforest, to those with largely constructed features such as the centre of a large city. Most human relationships are likely to be with people that live in the same place. The environmental and human qualities of places influence people's lives and opportunities. Places are, therefore, cultural constructs. They are sites of biodiversity, locations for economic activity, centres of decision-making and administration, sites for the transmission and exchange of knowledge and ideas, meeting places for social interaction, sources of identity and belonging, and areas of natural beauty and wonder. They are where major events occur, from natural disasters and financial crises to sporting events.
planning	The control of urban or regional development by a local government authority, from which a license must be obtained to build a new property or change an existing one.
represent	Use words, images, symbols or signs to convey meaning.
spatial technologies	Any software or hardware that interacts with real-world locations. The use of spatial technologies forms the basis of many geographers' work practice. The Global Positioning System (GPS), Google Earth, geographic information systems (GIS) and the use of satellite images are the most commonly used spatial technologies to visualise, manipulate, analyse, display and record spatial data.

GET YOUR STUDENTS INVOLVED IN PLAYING CRICKET, THERE IS SOMETHING FOR EVERYONE OF ALL ABILITIES.

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