Places and environments

**Geography student workbook Stage 3**

Name:

Class:

# Overview

You will learn about land use for a road building project as a case study at a regional scale. You will examine the geographical characteristics of the site, the interconnections between the place and a range of people with varying points of view, the role of government in the issue, and sustainability considerations.

## Resources

### Activity 1

* coloured pencils
* a piece of paper
* Source 1 – Map of the proposed Sydney Outer Orbital
* Source 2 – Frequently asked questions

### Activity 2

* Source 1 – Map of the proposed Sydney Outer Orbital
* Source 2 – Frequently asked questions
* Source 3 – Brochure

### Information sources

* Source 1: Map of the proposed Sydney Outer Orbital
* Source 2: Frequently asked questions
* Source 3: Brochure

# Activity 1

During this activity you will explore the effects of a major transport project on the natural environment.

 Resources

Colour pencils, lead pencil or pen, Information source 1 (map of the proposed Sydney Outer Orbital), Information source 2 (Frequently asked questions related to the Sydney Outer Orbital).

 Read

The NSW Government is responsible for planning for the long-term needs of towns and cities. As part of this, the government is required to identify and protect land corridors that can be used to build a range of transport solutions for people and goods.

Look at Information source 1 (map of the proposed Sydney Outer Orbital).

 Brainstorm/think

Using information on the map, think about the question:

What are some things that the government may need to consider, to plan and construct a major new road or other transport connection such as a railway, airport or shipping port?

 Write

Make a list of some basic information from the map like:

* What does the map show?
* Where does the road and rail network go?
* Who might be involved?
* What natural environments might be impacted?

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 Write

Write down three or four possible questions, problems or ideas that the government may need to consider before proceeding with the construction of the Sydney Outer Orbital.

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 Write

Write down some dot points about how you could find out more about government considerations. For example, by using maps, surveys and planning documents.

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 Read

Read Information source 2 (Frequently asked questions resource related to the Outer Sydney Orbital project).

 Brainstorm/think

Summarise the key information by creating a hand drawn brainstorm or mindmap in the space below.

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 Write

Using information from the Information sources, develop a key question related to how the project might change the natural environment. In your thinking, you should focus on the viewpoints that different groups of people may have about the project, such as local Aboriginal land council, schools, farmers, residents and shop owners.

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 Create/make

Thinking about your question, create a T-chart that outlines the benefits and disadvantages with respect to your question, focusing on how people change the natural environment. You will use your T-chart in the next activity.

T-chart

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| Advantages | Disadvantages |
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## Activity 2

During this activity you will learn about decision making processes.

 Read

Information source 3 (Outer Sydney Orbital Brochure) presents background information about the project and outlines the benefits of the project. The brochure represents the government’s point of view based on consultations with various groups such as residents, shop owners, farmers and Aboriginal land councils. It also provides an opportunity for people to provide feedback to the government about the project. Read this brochure and compare the benefits with the benefits on your T-chart. The government uses consultation and feedback processes to make decisions about projects.

 Write

Choose one benefit from the brochure (this may be different to the benefits listed in your T-chart) that is related to how people change the natural environment. Prepare a dot point summary using information from the brochure as well as the other resources they have used already. The summary should include:

* information that supports the change
* information about how the change will impact on a natural environment (this may be identified using the map)
* information about what measures (if any) will be taken to minimise the impact.

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 Brainstorm/think

You are going to prepare a feedback submission to the government about the project. Using information from the sources you have been given, plus the questions and dot point summaries and T-chart you have made, think of some criteria that you will use in your feedback response. For example:

* identify one question outlined in the brochure and identify an issue, problem or concern
* include a brief description of the issue, problem or concern, as well as a possible solution
* include a map, photos or a diagram to help convey ideas about the issue, problem or concern, or the solution.

 Write

Write down a list of your criteria.

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 Create/make

Draft your feedback response in the space below or use lined paper and staple it to this workbook. Your response should:

* include an introduction, describing the group you are representing, state your question and briefly describe the issue or problem
* description of an advantage of the project and a description of a disadvantage of the project
* summary of your argument in one paragraph, stating your own point of view and providing a supporting statement with evidence (such as the map or frequently asked questions resource) to support this.

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