



## Cricket Smart **Student Resource**



**CRICKET**  
AUSTRALIA

## **PLACE AND LIVEABILITY**

### Making Your Place Even Better

Have you or your parents moved states, towns, suburbs or streets? Many people do and if you haven't there is a good chance that you will. Why do people move? Well essentially it comes down to something called 'liveability'.

This unit will examine the concept of liveability through an investigation of the area in which you live. You will examine your local area and its liveability and draw conclusions based on your findings.

Using sport as a focal point, you will investigate the liveability of the home town of Holly Ferling, a high profile Australian cricketer.

Many people do not remain in the places of their birth and upbringing. Sometimes their interests and talents encourage them to move to new areas so they can develop their skills.

In this unit, you will meet Holly Ferling, an Australian cricketer who moved from her home town to develop her career. You too may undertake such a journey, so let's explore the reasons why.

# YEAR 6 HISTORY AND GEOGRAPHY

## Student Resource

# PLACE AND LIVEABILITY

## MAKING YOUR PLACE EVEN BETTER

### Unit Description



This unit will examine the concept of liveability through an investigation of the area in which you live. You will also frame an inquiry into the liveability of your area and draw conclusions based on your findings.

Using sport as a focal point you will investigate the liveability of the home town of Holly Ferling, a high profile Australian cricketer.

Many people do not remain in the places of their birth and upbringing. Sometimes their interests and talents encourage them to move to new areas so they can develop their skills. In this unit, you will meet Holly Ferling, an Australian cricketer who moved from her home town to develop her career.

You too may undertake such a journey.

### Unit Expectations

In completing this unit, you will be expected to:

- Understand the concept of liveability and how this applies to your own life
- Explore individual narratives, e.g. primary sources relating to a chosen cricketer such as 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 your town/suburb/neighbourhood to examine liveability factors
- Develop strategies to enhance the liveability of your town/suburb/neighbourhood
- Understand the various features of a town/city by conducting in-depth research on two locations of your choice
- Determine the factors that make a place liveable
- Examine liveability from the perspective of various groups in a community
- Recognise the importance of town planning by creating a plan for the development of a cricket pitch on an unused site
- Understand why people move from one place to another
- Use your new knowledge to determine how liveable your current area is and outline the pros and cons of where you live

## 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 fuelled 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.

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





## Activity 1: Cricket, place and liveability

### Task 1: Cricket – a global perspective

Cricket is a global sport, with numerous countries fielding national teams. However, only ten countries have been granted 'test status'. That is, the ability to play test cricket, the highest level of the game.

One fifth of the world's population live in test playing nations, so just like some people in Australia support overseas football teams like Liverpool, you may find many Australians barrack for test playing teams, other than Australia.

- i. Identify where each of the ten (10) test playing nations are located by labelling the world map (see p.6) with the appropriate number as identified in the table on the next page.
- ii. Identify each country's capital city, or in the case of the West Indies, the regions largest city, and continent and write this in the table.
- iii. Which continent has the highest number of test playing countries?

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- iv. List the Southern Hemisphere countries that play test cricket.

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- v. Using Google Maps, identify the flying times from each of the capital cities of each participating test nation to Melbourne, Australia, venue for the traditional 'Boxing Day Test'. Write these flying times in the table below. \* Note: for the West Indies use the capital of Barbados, Bridgetown.
- vi. Which country's cricketers have the furthest to travel? How far?

\_\_\_\_\_ Distance: \_\_\_\_\_

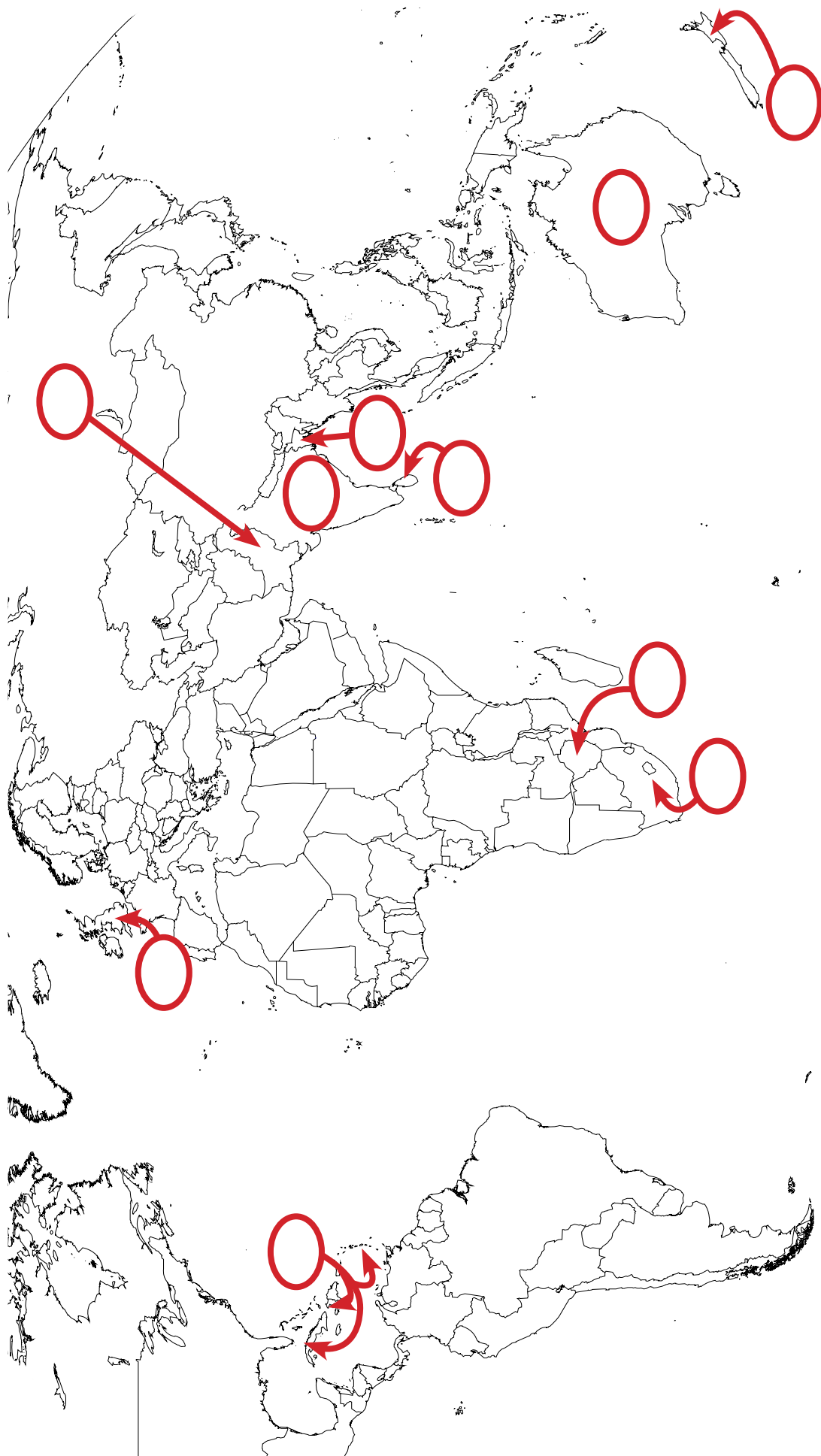


## Test playing nations

Number	Name of Country	Capital City	Continent	Flying time to Melbourne
1	England	London	Europe	22 hours 55 minutes
2	Australia			
3	Sri Lanka			
4	Bangladesh			
5	New Zealand			
6	South Africa			
7	India			
8	Pakistan			
9	West Indies			
10	Zimbabwe			



World map of national borders. Insert the number for each test playing country/team in the relevant circle.



## Task 2: What is liveability?

### Aim:

Identify the general elements and features that form a town or city.

### Task 2a: Cricketers' home towns

Each of the cricketers below have represented their country in a Test Match. Link these famous cricketers to their home towns by drawing a line from the cricketer's name to the name of the town.

#### Cricketer

#### Home Town



Holly Ferling

Kingaroy



Michael Clarke

Mianwali, Pakistan



Misbah ul haq

Santa Cruz, Trinidad and Tobago



Dwayne Bravo

Sydney

### Task 2b: Choose two places

Choose two of the four places above that you'd like to investigate further. One must be an Australian town or city. Write your chosen places below.

Place 1: \_\_\_\_\_

Place 2: \_\_\_\_\_

### Task 3: Research the two places chosen

Your job is to research these two locations and find images of each location to assist in creating a **Y-Chart** that will summarise how each of these places might look, feel and sound. Start by writing a list of things you would like to learn about these places. This list might give you a head start.

- People – What are they like? What is the population?
- Transport – What is the main mode of transport? Is there public transport?
- Houses – What do the houses look like? Why?
- Traffic – Is there much traffic? What would it sound like?
- Business – What types of businesses are there? Small, large, or both?
- Safety – Is it a safe place? How does it feel to walk down the street?
- Environment – Is it a clean place?
- Buildings – What kinds of buildings are there? What do they look like?
- Sporting facilities – what types are there? What do they look like?

To find out how to complete a **Y-Chart**, scan the QR Code or use the URL.

[www.itcpublications.com.au/qr/ychsau](http://www.itcpublications.com.au/qr/ychsau)



### What I want to find out

- Sporting facilities – what types are there? What do they look like?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### How will I find the information?

There are many interactive and informative Geography tools on the internet. Try Google Maps and Google Street view for a start!

Investigate the background of people who grew up in the locations that you are researching. Often we can learn interesting facts from people that a map, picture or newspaper article can't tell us.

Watch the video of Holly Ferling recalling what it was like to grow up in her home town on the Cricket Smart website at [www.cricketsmart.cricket.com.au](http://www.cricketsmart.cricket.com.au).

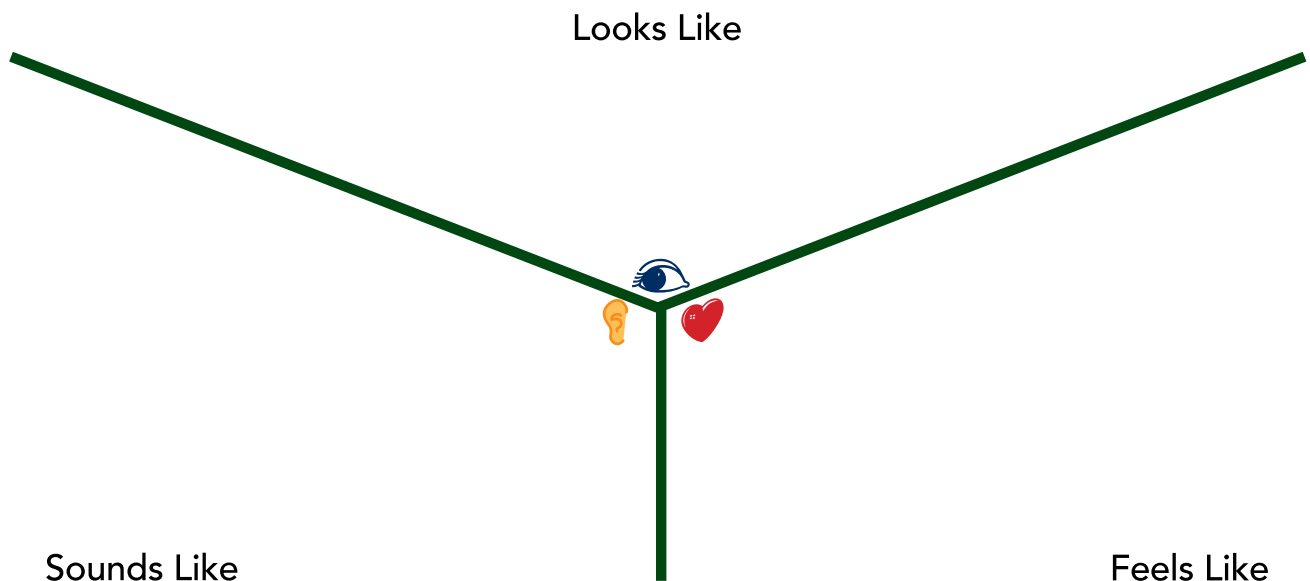
Let your research begin! Don't forget to save your images as you go.



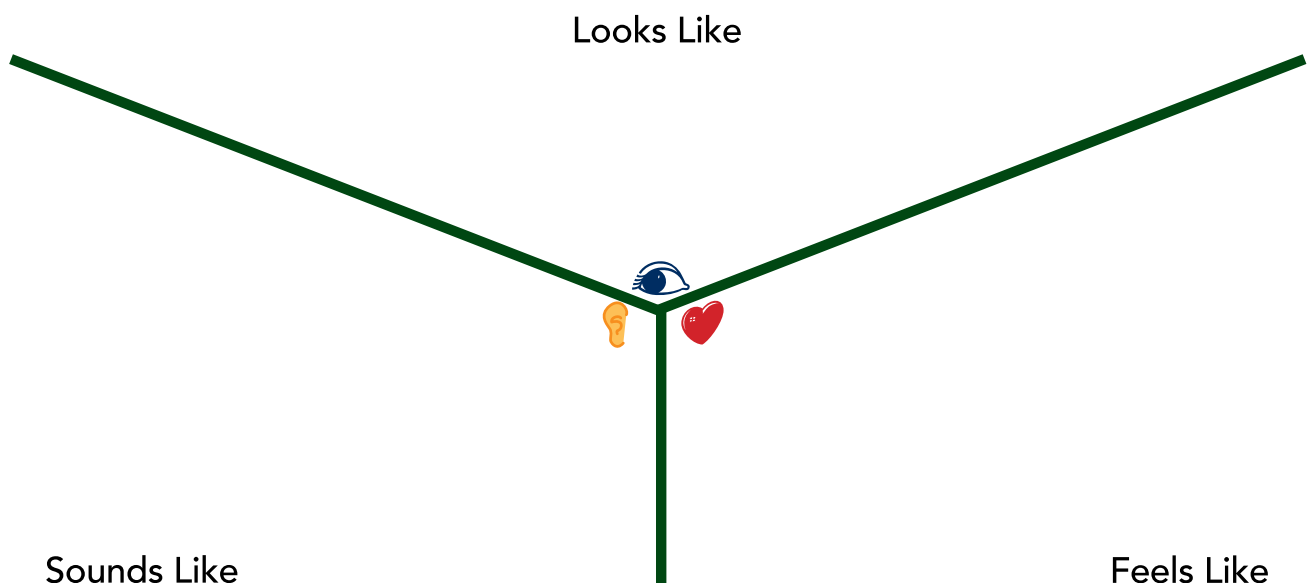
### Task 4: What are these places like?

Now complete your **Y-Chart** on each of your chosen places. What would it look like, feel like and sound like if you were visiting or living in each place?

Place 1



Place 2:



### Task 5: Add more information

Choose one of your locations and partner up with a person in your class who has been researching the same place. Take a look at your partner's **Y-Chart**. Is there anything that you have missed? Add any extra detail to your **Y-Chart** to make it as complete as possible!

## Task 6: Liveability of places

List eight factors that make a place liveable below.

Example: Sporting Fields – allow people interested in sport to pursue their hobbies and keep fit. Having sporting fields close by means that people don't have to drive a long way for training or matches.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

## Task 7: Liveability of my place

Share your list with a partner. Together, devise a list of the top eight factors that you think makes a place desirable to live.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**Note:** This list will form a valuable part of your final submission to the Mayor.



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

### Aim:

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

### Task 2a: Liveability from different perspectives

You might think a certain place is liveable, but do other members of your community? In order to understand liveability and to prepare a presentation for the Mayor, you need to investigate what liveability means to others who live around you.

Your teacher will divide your class into groups of four. This will be your Home Team. Each person will be allocated a particular perspective. You are to look at liveability from the perspective that you've been assigned. The perspectives of people in your group will be:

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

Your teacher will organise a time for you to get together with other people in your class who have been assigned the same perspective as you. Together, you will become an Expert Team!

In your Expert Team research and create a list of the features that you think would make a place desirable for your specific group of people to live. Write this list in the space below.

My perspective:

Feature	Why this feature is desirable

Now that you are an expert, your teacher will ask you to share your knowledge with your Home Team and each group member will share their research with you. You will develop knowledge about liveability and what it means to various members of society.

## Task 2b: Attribute Listing Organiser

To expand your knowledge of liveability, add your list of eight criteria from Activity 1 (Task 6) to the **Attribute Listing Organiser** below.

To learn more about an **Attribute Listing Organiser**, scan the QR Code or use URL.



[www.itcpublications.com.au/qr/alosau](http://www.itcpublications.com.au/qr/alosau)

Transfer your criteria to the column on the left. Explore your liveability criteria from the perspective of each of the roles you explored in Activity 2, Task 2a (e.g. a retired couple or a young cricketer).

Criteria	A retired couple	A family with young children	A young couple with no children	A young cricketer looking to join a club
1. Sporting facilities	Social interaction	Swim safe	Maintain fitness	A facility to play regular matches
2.				
3.				
4.				
5.				
6.				
7.				
8.				

**Note:** This information can be used by you as a part of your final submission to the Mayor.

## Activity 3: How can we make places even better?

### Aim:

To understand the importance of town planning in the place we live.

It's time to get into the mindset of a town planner. Understanding the common features of a town will increase your ability to provide recommendations in your action plan to the Mayor.

One of the functions of the local Council's Town Planning Department 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.

### Your Task

Your local Council wishes 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<sup>2</sup> 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 with four lanes.

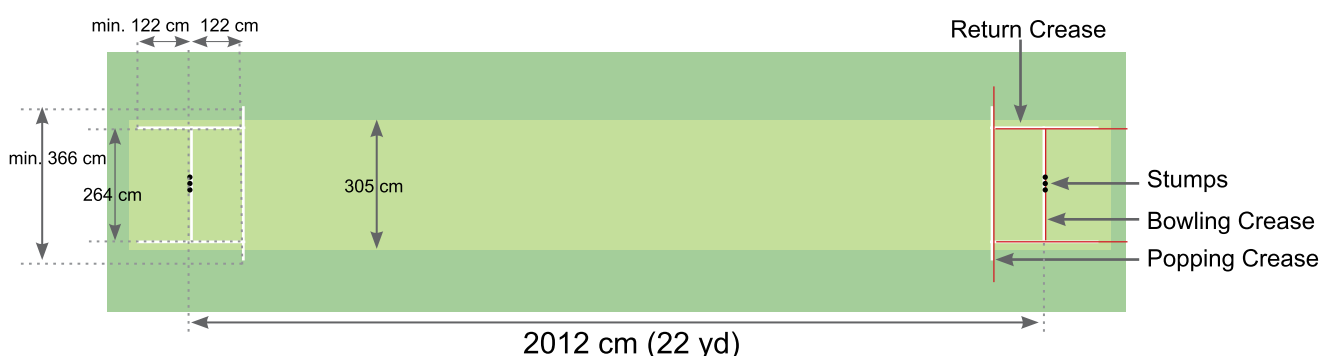
As a Town Planner with the Council your task is to develop a concept plan that will be presented to the Council. It will show the possible location of a cricket field for a local Cricket Club on this site.

Information on a cricket field:

*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:*





Firstly, draft the site on the graph paper your teacher has provided. You will need to do this to scale. Make sure you have the roads and the correct site dimensions on your plan.

Once this is done you are now free to begin drafting your plan. You will need to consider the following in your plan.

- 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

When you have completed your concept plan, swap your plan with a partner and look for potential problems in the layout of the facility that you are reviewing. With your partner, discuss any of the issues that you think could arise due to the layout of their plan (e.g. inappropriate road access or traffic hazards).

**Note:** This plan could be used in your Major Assessment task as an element of your final submission to the Mayor. Your action plan might include another map of your area, in which case you can apply the town planning principles and geographic conventions that you've used in this Activity.

## Activity 4: Why do people live where they do?

### Aim:

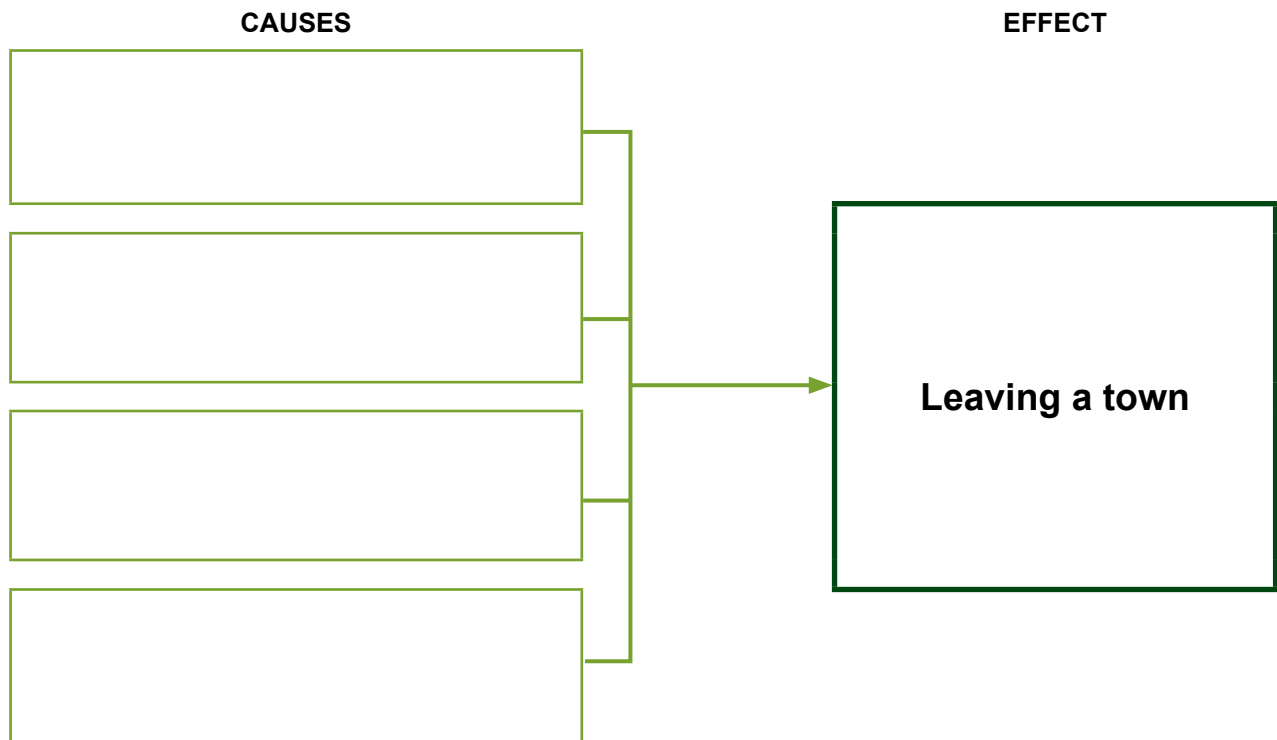
To understand why people are prompted to move from one place to settle in another.

There are factors that may *pull* (job opportunities, relationships etc.) people to settle in a certain area, and factors that may *push* (employment, education, sport, etc.) people to resettle somewhere else. It's important to understand these factors so that you can consider if there is evidence of this in your area. If so, you will need to keep this in mind when determining issues to address in your action plan to the Mayor.

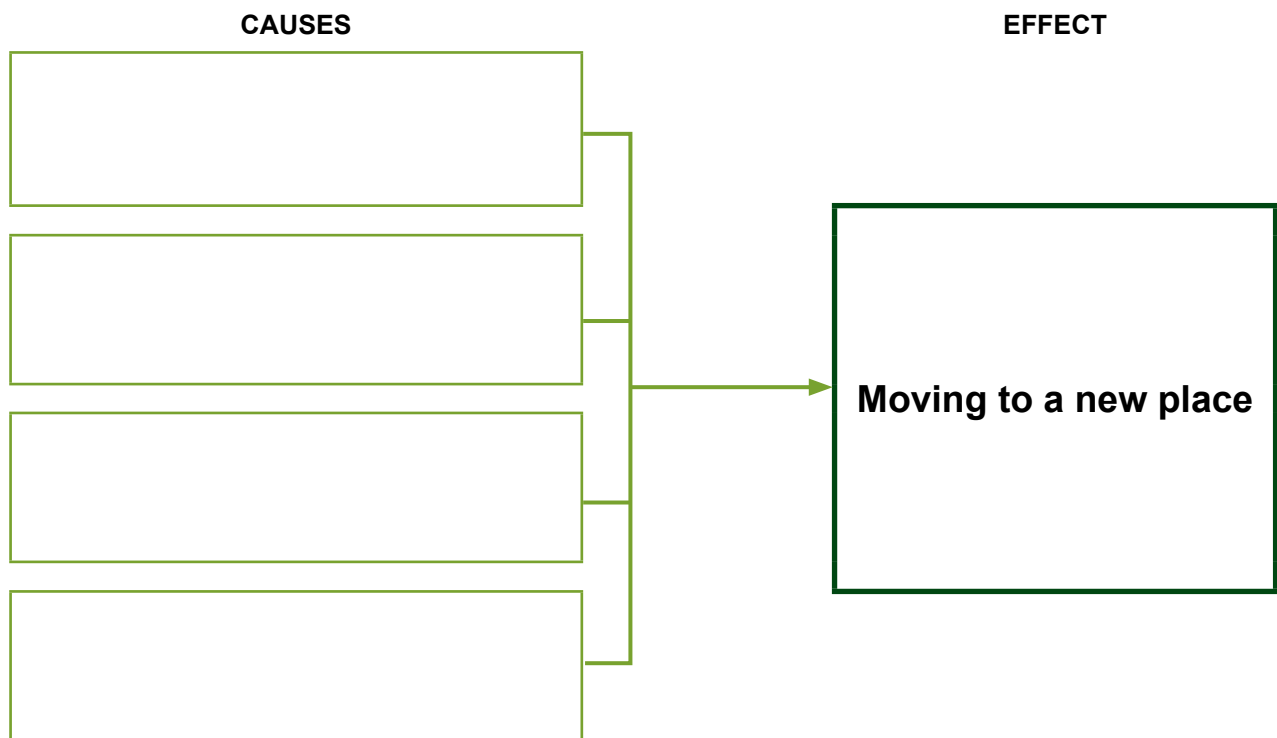
Watch the video of Holly Ferling on the Cricket Smart website at [www.cricketsmart.cricket.com.au](http://www.cricketsmart.cricket.com.au) to learn about her experience in being pushed and pulled away from her home town.

## Task 4a: Push, pull factors

To illustrate why people are *pushed* from certain areas complete the **Cause-Effect** Map below.



To demonstrate why people are *pulled* to new areas complete the **Cause-Effect** Map below.



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

[www.itcpublications.com.au/qr/cemsau](http://www.itcpublications.com.au/qr/cemsau)



## Task 4b: Newspaper article

To further illustrate your understanding of why people are pushed or pulled away from an area, take on the role of a local newspaper reporter. Your job is to write a newspaper article on one of the following topics.

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

Note: You 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: You 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.



**Note:** This article could be used to support your final submission to the Mayor as many of the push and pull factors outlined may be relevant to your submission.

## Activity 5: How liveable is your home town?

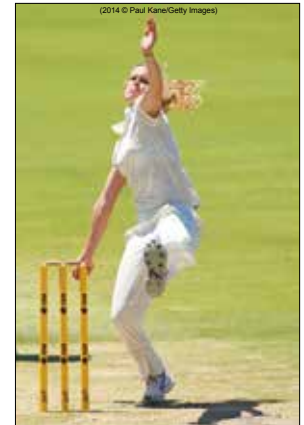
### Aim:

To investigate all the factors that could influence your decision about where to live.

Why do people live in specific areas? Why do you live in your home town? It's time to investigate how liveable your area is. You will collect real data to determine the pros and cons of where you live and make a final judgement. This data will form an important part of your proposal to the Mayor.

### 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](http://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 she finishes playing cricket?



### Task 5b: Liveability of your area

#### Part A: Data collection

How liveable is your area? What are the pros, and what the cons of the place you live in? It's time to investigate the liveability of the place where you live according to the criteria that you have outlined in Activities 2 and 3. To do so, you will be doing some practical geography work to collect data.

Firstly, you need to work out the data that you need to collect. Choose the four most important criteria from your lists in Activities 2 and 3. Determine how you will measure these criteria and how you can collect the data. Fill out this information in the table below.




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

Collect your data and collate your results in the **PCQ Extension** table below.

## Part C: Analyse your data

As Geographers, we need to analyse the data we have collected. Use the work you have done to determine the pros and cons of where you live. Don't forget to write down any questions you might have.

Liveability Criteria	 Pros	 Cons	 Questions
Public Transport (to get to and from cricket training)	There are two buses that go past my house that could take me to cricket training.	These buses only come past at 4pm and 4:30pm. The bus service is limited. If I miss the bus, I can't go to training.	My street is heavily populated. Can the Council easily increase the number of buses?
1.			
2.			
3.			
4			



Part D: Rate your place

Now that you have analysed your data, it's time to make a final judgement on the liveability of your area. Determine "To what extent is my area a great place to live?" by stating your conclusion on the **Extent Barometer** below.

Liveability Criteria	Data	Rating
		<div><div>100</div><div>75</div><div>50</div><div>25</div><div>0</div><div></div></div>
		<div><div>100</div><div>75</div><div>50</div><div>25</div><div>0</div><div></div></div>
		<div><div>100</div><div>75</div><div>50</div><div>25</div><div>0</div><div></div></div>
		<div><div>100</div><div>75</div><div>50</div><div>25</div><div>0</div><div></div></div>

100

Totally  

75

Fairly High  

50

Medium  

25

Low  

0

None at all

General Comments: \_\_\_\_\_

\_\_\_\_\_

To find out how to complete an **Extent Barometer** scan the QR Code or use the URL.

[www.itcpublications.com.au/qr/barsau](http://www.itcpublications.com.au/qr/barsau)



## Final Activity: Improving the liveability of your area

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 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 growth in popularity will generate within the community, in particular, amongst young people.

You are a key member of the Mayor's Advisory Panel for Youth Affairs. As a member of the panel you have been asked to develop an action plan that the Council can implement to make your area more liveable for young people. You will be required to justify your findings and present your final action plan to the Mayor (your class).

### Process

Your teacher will divide the class into Mayor's Advisory Panels (groups of four).

#### Step 1: First draft

Spend some time reflecting on the issues faced by young people in your area. Reference your work in Activity 2 and revisit the liveability factors that are important to young people your age. You should also revisit your work in Activity 5b, Part C. Write down a list of issues that young people encounter in your town and at least two initial ideas on how each of these could be addressed.

Keep in mind that the Mayor is keen to highlight the interest in cricket, health and fitness that cricket's growing popularity will foster in the community.

Issue	Idea 1	Idea 2
The frequency of public transport in my street is low at the times I need to use it.	The Council could investigate increasing the number of buses during peak times.	Can the Council create and promote a car pooling program for sporting clubs? That way that young people can have a safe way to get to training?

## Step 2: Share ideas

Share your ideas with the other members of the your group. Take it in turns, and condense your information into 90 seconds. Then, as a group, spend time discussing all of the issues and ideas. Agree on a handful of issues to address and present in the action plan for the Council. Collectively brainstorm ideas to begin addressing the issues. Write at least two initial ideas to address each issue.

## Step 3: Combine to create

As a group create an outline of your plan. Write this clearly on an large sheet of paper using a thick marker pen. Alternatively, your group can use a range of online planning tools or mind mapping software.

## Step 4: Review

Post your group's plan somewhere visible (for example on the wall). One member of your group will remain standing or sitting next to your draft plan. The remaining members of your group will act as 'reviewers', circling around the room to look at the work of the other groups and asking them questions about their approaches. This means that your group's representative will also be asked questions about the work that you have done so far.

## Step 5: Refine

Everybody returns to their initial group. Within your own team you need to discuss what you saw around the classroom, what you learned and the improvements that you could make to your own plan. Refine your action plan.

## Step 6: Present

You and your fellow Advisory Panel members need to present your final action plan to the Mayor (the class). Take direction from your teacher about the format you need to use to present your information.





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