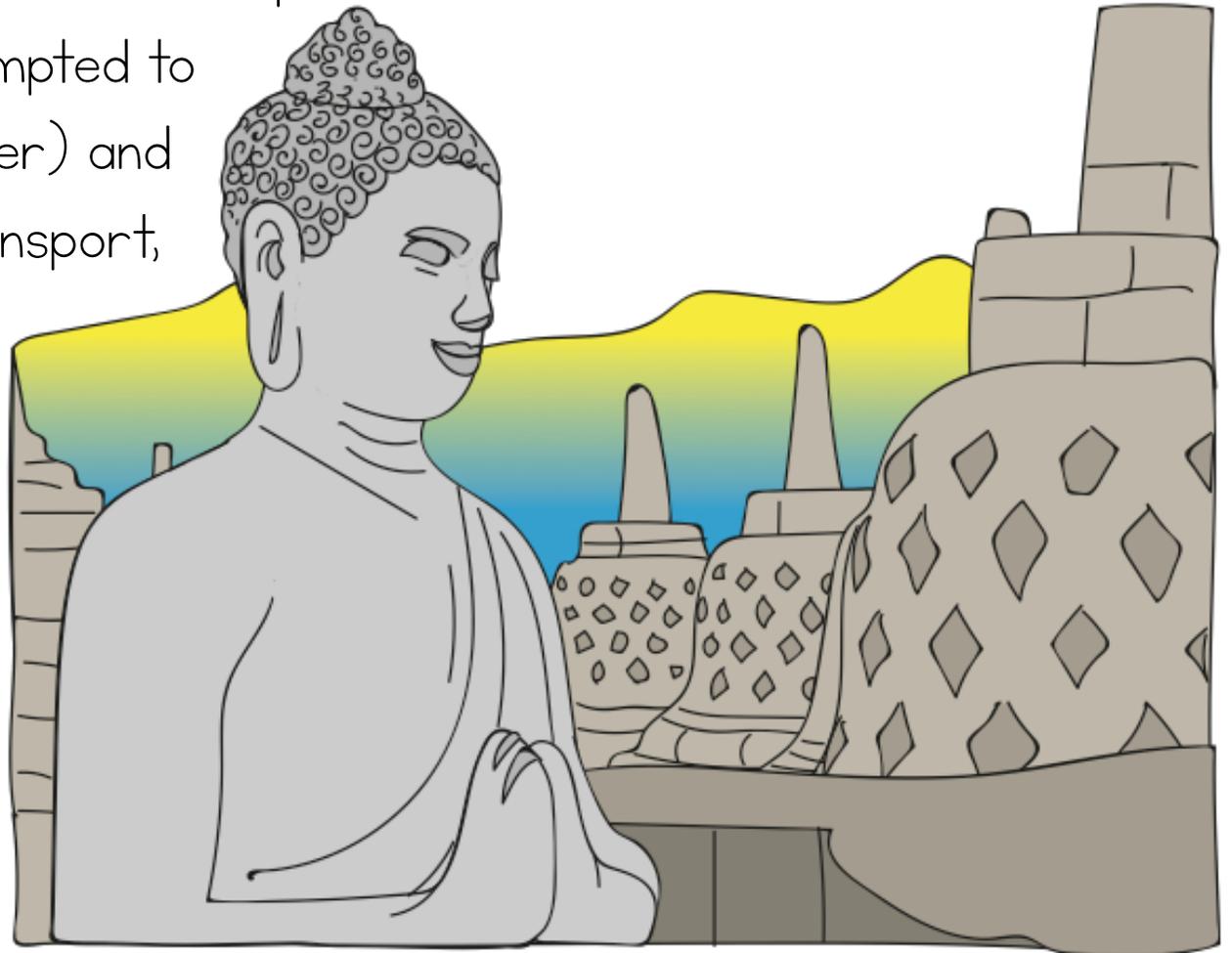# FAST FOUR - PEOPLE AND PLACES

The focus of this 'Fast Four' is to encourage your child(ren) to explore and reflect on the relationships and connections people have with places. It encourages investigation into the unique features of different places and how people might have manipulated or taken advantage of these spaces as a result of these features. Your child(ren) will also be prompted to think about natural (e.g. weather) and human-made systems (e.g. transport, community spaces) connected to spaces and the way they are utilised.

FAST FOUR

'Fast Four' is quick thinking task that enables you and your child(ren)to generate ideas and discuss those ideas with others.

The task can be used as a warmup before another task or as a reflection after a task or at the end of the day. It can also be a fun mealtime option.

You and your child(ren) select a fast four card from the pile/screen. Your child(ren)can choose to do the task and/or record ideas in way that makes sense to them. It can also be done in pairs or as a small group. Your child(ren)need to discuss and play a part in the recording of ideas generated.

It is up to the family or group to decide if they would like your child(ren) to share or display their ideas for other family members via digital communities.

It is worthwhile walking around and listening to ideas being generated as they can provide a quick glimpse into thinking, misconceptions, and connections being made as a result of the the focus of the fast four topics.

Fast Four - People and Places

FAST FOUR

Think of four places that you think are unique or special.

Fast Four - People and Places

FAST FOUR

List four features a park should have.

Fast Four - People and Places

FAST FOUR

List four natural environments that are important to your community.

Fast Four - People and Places

FAST FOUR

Describe four reasons people change a naturally occurring space

Fast Four - People and Places

FAST FOUR

Name a naturally occurring space and four important features it could have.

Fast Four - People and Places

FAST FOUR

Name a human-made space and four important features it could have.

Fast Four - People and Places

FAST FOUR

List four things people do to change a naturally occurring space.

Fast Four - People and Places

FAST FOUR

Organise a list of four things people need to be careful of when thinking about changing a space.

Fast Four – People and Places

FAST FOUR

List four living things that may be affected if people decide to change a naturally occurring space.

Fast Four – People and Places

FAST FOUR

Describe four unique features a place may have that people may want to use.

Fast Four – People and Places

FAST FOUR

Rank four responsibilities people have when using or living in a space.   Rank from highest to lowest importance.

Fast Four – People and Places

FAST FOUR

Create four rules that people must follow if they want to change spaces they want to live in or use.

Fast Four - People and Places

FAST FOUR

Name four reasons why people may want to change a place they already live in or come across for the first time.

Fast Four - People and Places

FAST FOUR

List four reasons people go out to discover or explore new places.

Fast Four - People and Places

FAST FOUR

Describe four reasons or beliefs people have that make a landscape or space important to them.

Fast Four - People and Places

FAST FOUR

Think of four ways weather impacts on how people live in different spaces.

Fast Four - People and Places

FAST FOUR

Talk about four things you know about the weather at different times of the year where you live.

Fast Four - People and Places

FAST FOUR

Make a list of four things that were invented to help people manage different sorts of weather.

Fast Four - People and Places

FAST FOUR

Name four different ways people know the weather is going to change.

Fast Four - People and Places

FAST FOUR

Discuss four reasons the weather can change the way people work.

FAST FOUR

Compare four weather patterns where you live to another place in the world.

FAST FOUR

List four things about weather that the desert and a forest have in common.

FAST FOUR

Name four reasons people might create a community space.

FAST FOUR

Name four ways people measure and record the weather.

Fast Four - People and Places

FAST FOUR

Name four inventions people have created to keep track of the weather

BeConWiz

Fast Four - People and Places

FAST FOUR

List four reasons that might influence how you organise your house or bedroom.

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Fast Four - People and Places

FAST FOUR

Create a list of four community activities your home or school could be used for.

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Fast Four - People and Places

FAST FOUR

Think about four reasons that affect how people organise a shared living or working space.

BeConWiz

FAST FOUR

Think about four reasons that affect how people organise a town or city.

BeConWiz

FAST FOUR

Name four systems that people use to help make a town or city work.

BeConWiz

FAST FOUR

Create four rules all towns or cities should follow when they are being developed.

BeConWiz

FAST FOUR

Compare four things people from the past and present have thought about when developing a town or city.

BeConWiz

Fast Four - People and Places

FAST FOUR

Develop a list of four things that people in the future will think about when creating shared living or working spaces.

Fast Four - People and Places

FAST FOUR

Explain four reasons why a place might need to be rearranged.

Fast Four - People and Places

FAST FOUR

Give an example of four ways living in the mountains might affect how people live in that space.

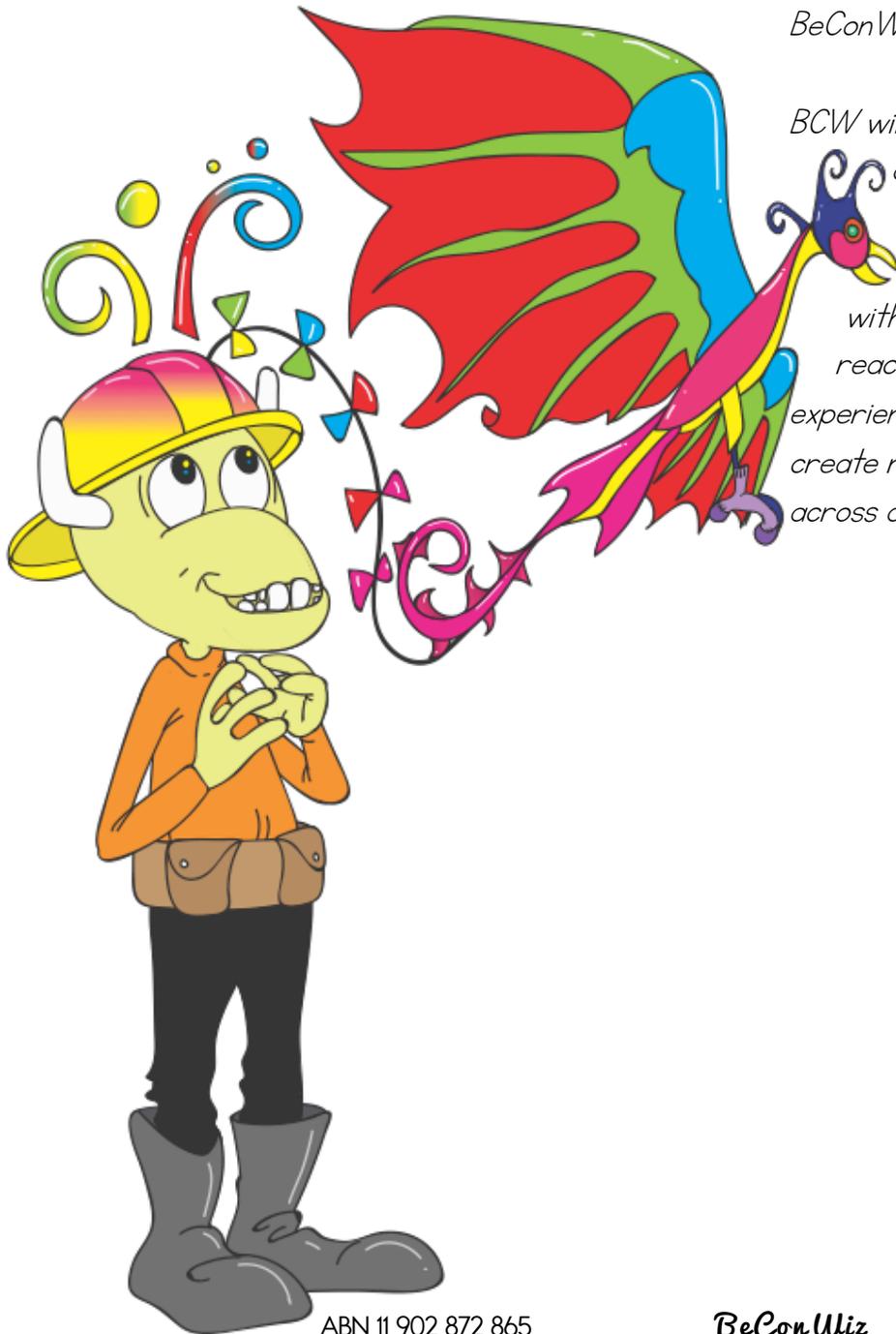## Fast Four - People and Places

FAST FOUR

Predict and imagine four new transport systems people might use in the future.

BeConWiz's commitment to equitable and ethical practices

BeConWiz, will be referred to as BCW in this document.

BCW will now use 'they – themself' as a singular, gender-neutral pronoun in all material and resources generated. Just as the use of 'he – man' disappeared women's voice and identity, use of the binary 'she – he' and related pronouns has disappeared and rendered voiceless marginalised groups that do not identify with the 'he –she' pronouns. Until some wider grammatical agreement has been reached about what pronouns will be used to embrace the diversity of gender experience, in text we will use 'they – themself' in our materials. Given that words/language create reality, using language that is acknowledging and inclusive of all people who identify across a wide gender spectrum is an issue of power, politics, respect and visibility. "

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