21st Century Challenges
www.21stCenturyChallenges.org

Royal Geographical Society
with IBG
Advancing geography
and geographical learning

Adapting to an urban future

Teachers' notes

Lesson1: The rise of the urban dweller. Who is he?

Where does it fit?

This lesson is likely to come after an introduction to urbanisation in developing countries. This could be used to introduce squatter settlements and the challenges of slums. It could also link to lessons on rural-urban migration, this being the consequence for the urban areas.

This lesson aims to challenge the idea that squatter settlements are slums of despair. As millions of people live in slums and they are growing in size, students should know that they are considered by many to be very much part of the cities of the future. This is not to say that life in slums is easy, and for many they are slums of despair. **This lesson aims to show that slums can be many different things to different people**.

Starter: To get you thinking…

(using the 'Photos of urban dwellers' sheet

Start by asking students who they think these people are and what their situation is. These questions could be used as a starting point. Students could also think of questions they would ask these people.

•   How did they end up in squatter settlements?

•   What do they do for a living?

•   What is their home like?

•   What are their biggest fears?

Reveal that Julius in **image 1** with his daughter is a new migrant to Kibera slum in Nairobi and is completely daunted by his situation. He arrived a couple of days before this photograph was taken and he is trying to work out where to go from here. As a new migrant he has to find a permanent residence and he is seeking employment. He will probably end up working in the service sector in the informal economy. His cousin already lives in Kibera and has some contacts so he is hoping to get some work through him. He needs to work so that he can send his daughter to school in Kibera.

In **image 2** Sulanthan is standing outside the home which his father built overnight in Sultanbeyli fifteen years ago. Turkish common law states that if a house is built overnight and is substantially habitable then the eviction process must go through the courts. This puts governments off the process and as a result settlements have sprung up. When an area has over 2000 people it can apply to be officially recognised and then elect it's own local government representative. In this area the

21st Century Challenges
www.21stCenturyChallenges.org

Royal Geographical Society
with IBG
Advancing geography
and geographical learning

popularly elected squatter government have built some basic infrastructure and encouraged self help schemes to improve housing. This means Sulanthan is much more secure in his housing and he is working in his father's grocery business nearby.

Main activity

The idea of this is to show life is different for people in the slums but that there are some common characteristics to squatter settlements. Exam questions often ask students to describe characteristics of a place so this is a transferable skill. The best answers can categorise types of characteristics. A level students can easily remember them as **PEES** (Physical, economic, environmental and social). Using the *resource sheet: Slum dwellers: Who are they?* students can research individuals in different slums. Depending on ICT access these webpages/ articles could be printed out beforehand as a resource, the resource could be a paper copy or emailed/linked to school webpages. It is worth noting that these are just starting points and each slum could then be researched in more detail using the 60 seconds focus on 21CC website. As an extension students could research their own individual stories. **Where possible text links have been used but there are some video clips so check the accessibility from your school network provider.**

This information should be presented as a summary of the person's life. It could be on A3 paper, using powerpoint or if possible a 'facebook' page. The idea is PEES characteristics are identified. When presented, as a class students can then identify common characteristics to give them a picture of a squatter settlement.

Please note that one of the points of this lesson is to show a range of lives therefore some positive and some negative images have been used. This often reflects the viewpoint of the source. i.e. individuals benefiting from NGO support have a more positive outlook whereas sites such as Amnesty International's slumstories.org is a more negative perception. Please be aware of this.

Also note that some links can be upsetting, particularly the link for Isaac who is 8 years old in Kibera slum.

During the feedback allow time for discussion of the ideas and students initial responses to them. You may need to help explain some of the characteristics.

Challenge the concept

During the feedback allow time for discussion of the ideas and students initial responses to them. You may need to help explain some of the characteristics. This tasks aims to get students to think and to ask geographical questions about slum living. Hopefully students recognise that slums are different for different people.

21st Century Challenges
www.21stCenturyChallenges.org

Royal Geographical Society
with IBG
Advancing geography
and geographical learning

Plenary

This is for students to weigh up all the information that they have absorbed during the lesson. They should consider whether their individual lives in a slum of hope or a slum of despair. They need to be able to justify their view based on their research.

As an extension students can then relate what they know about urbanisation patterns to these individuals and what the future might hold. This could be a homework task using an exam question – see the one below taken from the **Edexcel January 2011 paper, Unit 1. 10b**

Using examples, explain the challenges of rapid megacity growth. **15 marks.**

Challenges– how to minimise the negative externalities of growth e.g. housing shortages, infrastructure, services, crime, pollution (emphasis differs according to whether they are developed/ consolidating megacities or developing/ emerging)

Using examples – expect good details at L3 / 4. The best answers may reflect on the nature of 'rapid' growth and the planning problems arising from hundreds of thousands of arrival per annum in say, Sao Paulo, when compared with slower growth rates in New York.

Max 10 marks if no example of a rapidly growing megacity is used

Level Mark Descriptor

Level 1 1-4 Limited identification of one or two problems associated with megacities, one of which may be named at top of level. Geographical terminology is rarely used. There are frequent written language errors.

Level 2 5-8 Some structure in an examination that provides details of a range of generic problems. Some geographical terminology is used. There are some written language errors.

Level 3 9-12 Structured examination that includes a range of challenges. At the top end, may recognise the nature of the challenges varies according to level of development. Geographical terms show understanding. Written language errors are minor. Good use of examples

Level 4 13-15 Well-structured account explains a range of specific challenges. Likely to show awareness of the level of development / rapidity of growth that causes these to vary. Uses appropriate geographical terms and detailed exemplification to show understanding. Written language errors are rare.