

Adapting to an urban future

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

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| <p>Lesson title: The rise of the urban dweller. Who is he?</p> |
| <p>Lesson aim: To know and understand the characteristics of 'new' urban dwellers and their settlements.</p> |
| <p>Lesson objectives:</p> <ul style="list-style-type: none"> • Understanding of characteristics- physical, economic, environmental and social (PEES) • Challenge 'typical' stereotypes of urban slum dwellers • To understand the potential/ future for slum dwellers |
| <p>Starter: To get you thinking... (Using the Photos of urban dwellers sheet) Discuss in pairs: 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? Share discussion ideas.</p> |
| <p>Main activity: Developing your ideas... Use <i>reveal strategy</i> to give detail about the 2 urban dwellers. Are any of these details surprising?</p> <p>Using 60 second focus and additional resources students find their own urban dweller and build a profile of their life. This could be seen as a 'Day in the life of...' The resource sheets give starting points and resources. In larger classes this task could be done in pairs. Extension opportunity: students to find own urban dwellers.</p> <p>The characteristics should be categorised into physical, economic, environmental and social. e.g.</p> <p>P: structure of buildings, land area E: type of employment, entrepreneurial activities E: localised pollution, water use S: social networks/ role in community/ access to services (healthcare and education)</p> <p>Challenge the concept... Present ideas of own urban dwellers so that class produce a population from a squatter community. This could be presented using ICT or on large sheets of paper so that the dwellers can all be seen at once. If possible the 'urban dweller community' could set up a facebook style group, each with their different page. Discuss common and different features between the urban dwellers.</p> |
| <p>Plenary discussion points... Is this a slum of hope or a slum of despair? Do all urban dwellers think the same? (In the class) What are the biggest challenges that they face? In the role of their urban dweller students assess challenges on a scale of despair 1 to hope 10. This could be written or as a moving activity where students move along a scale in the classroom. Should provoke discussion and get students to consider why different people have different views. Possible extension/ homework: What does the future hold for these slum dwellers? Link to discussions on global urbanisation and likely future scenarios. Could write a fortune teller prediction for the individuals, based on reality.</p> <p>Exam question: Using examples, explain the challenges of rapid megacity growth. 15 marks.</p> |

Resources

- Images of 2 slum dwellers (See teacher's notes for details)
- Resource Sheet for Lesson 1: **Slum dwellers: Who are they?** Hyperlinks for slum dweller profiles
- [60 second focus 21CC website](#)