Teacher Guide Section 3

10 Urbanization

General

Students should now be settling into the Global Perspectives style of working. They should be increasingly independent; setting up their own work; and know how to go about researching, questioning, reflecting, planning, acting and presenting. They should be, for the most part, relying on the teacher only for guidance, advice and discussion rather than for instructions or content.

The four topics in Section 3 are a little more abstract and rather less often discussed than the topics in Sections 1 and 2. Because of this, and because students are expected to be more independent than they were in Sections 1 and 2, there is a little more structure in the activities to help students get started by themselves.

If some or all of your students are not ready to make the leap to more complex topics and more independent work, it might be worth considering doing more work from Section 2.

Many students may still need reassurance that it is acceptable not to be perfect, and that the processes are more important than the specific content. Many may still need support in directing and managing their own learning. Aims and targets for this section could relate to:

● thinking one step deeper
● using and improving on the skills from previous sections
● managing assessment stress
● independence, teamwork and time management.

Guidance to activities

Activity 10.1

As in Section 1, encourage students to choose in line with their interests, but also to keep their minds open to change as they gain new information.

Consider how well it can work for your class to have groups of students working on different topics, different aspects of the topic or even at different levels from different sections. Some students may be ready to work from Section 3, others may be ready to whizz through and put Sections 3 and 4 together, while some may need to consolidate at a more basic level and do more work from Section 2.

Activity 10.2

This activity is intended to ease students into a topic that they may not have thought about much, and where the teacher is not directing every activity or providing too many suggestions. Encourage students to use and apply their common sense, general knowledge and internet research skills, probably in that order.
It is also intended to help students to move beyond their own perspectives, to see that your perspective can affect your perceived needs, and to begin to unpick a complex perspective.

Some examples of possible student responses appear below.

<table>
<thead>
<tr>
<th>The labourer who has migrated to the city to find work needs a home. A school student needs a school. A commuter needs a train.</th>
<th>Encourage this student to think further, and to go beyond a simple identification of one thing that each person needs. What else does the labourer need? What other support might a migrant need? How do you find a job in a strange place? How do you move around looking for work?</th>
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<tbody>
<tr>
<td>A migrant labourer needs somewhere to stay – a hostel, perhaps, with sanitation and facilities. A job agency? Some way of finding work opportunities. A way of sending news and money back to the family.</td>
<td>This student is thinking about what migrating to look for work involves, and what is necessary. Encourage this student by asking further questions. What other ways of finding work are there? What sort of infrastructure does work require? What sort of facilities? How do you send money? What infrastructure is needed?</td>
</tr>
</tbody>
</table>

**Activity 10.3**

Some students may be ready to work alone, as they will need to for assessed work. Others may still find it useful to work in groups, planning a line of inquiry together without the stress of knowing that the work will be assessed.

Whether students are working alone or in groups, encourage independence in setting up their procedures, and prompt students to think to the next level.

**Activity 10.4**

Students should be able to do this independently, alone or in groups. They may benefit from being given questions to prompt deeper thinking, especially about the quality of the reasoning.

**Activity 10.5**

(a) Opinion because it can’t be verified. It’s what Javier believes.

(b) “Unmanageable” sounds extreme and exaggerated, and is often used when people just mean “difficult”. It is, however, possible that change is happening fast and causing significant problems in a city with few resources. If you can verify that it can’t be managed (rather than that it is being managed badly) then it is a fact.

(c) Encourage students to think about search terms. What sort of site would be useful? Where might students find images?

(d) Opinion: We can’t prevent urbanisation; it’s happening so we have to deal with it; [we don’t have slums] because the government made strict rules about land use.

Prediction: If governments and city leaders make good decisions, urbanisation will be a good thing.

(e) Encourage students to think about search terms. What sort of site would be useful? Where might students find images?
(f) Encourage students to think about search terms. What sort of site would be useful? Where might students find images?

(g) Opinion. It is supported, but you could agree or disagree with it. You can’t verify it.

(h) This could be either fact or exaggeration. (It is actually taken from reports which seem to be factual, but encourage students to think through the possibilities and to make checks.) Encourage students to think about search terms. What sort of site would be useful? Where might students find images?

Activity 10.6
Expect students to attempt to set up their own procedures and to work independently (in groups, pairs or individually). Ask questions to prompt thinking to the next level.

Activity 10.7
Expect students to really think about the possible consequences, and the consequences of the consequences.

Activity 10.8
Expect students to think carefully about how likely the consequences are, and to really consider the differences between providing cheap but unreliable electricity to everyone and providing reliable electricity to businesses. For instance, is it more likely that the economy will grow if businesses have reliable electricity?

Activity 10.9
(a) “Championed and initiated by the World Bank, the Urbanization Knowledge Partnership brings together key stakeholders from government, the private sector, academia, research institutions, development partners, and civil society organizations to collaborate on projects that will help our city leaders prepare for today’s unprecedented wave of urbanization and foster smarter, more inclusive, and sustainable cities.” You have to look quite hard for this information – it’s on the page about “partners”. This seems to be a reputable organisation with expert partners so to that extent it is reliable. On the other hand, it is mainly a gathering of HEDC financial institutions, so they are likely to share a perspective based on money, and perhaps lack empathy with real people.

(b) This is not especially good reasoning. It does not offer reasons for any of the opinions, but tends to rant. It picks up on the idea of discrimination, but does not pick up on the idea that the poor might get something better than they had before. (Your students may agree with the sentiment – if so, how can they argue it better, using more logic and less emotional outrage?)

(c) It’s quite likely that some poor people, especially those who are desperate or poorly educated, might drink the not fully treated water. It’s highly likely that if they do, they will suffer health consequences and this could lead to problems earning money. It is also worth asking whether this is worse than the current situation – at least people would have a
choice, whereas now many people only have access to untreated water. So you could look at some other consequences – many poor people would be careful about drinking treated water and using the untreated water for flushing the toilet, for example. These people would have improved health and improved economic prospects.

(d) Encourage students to think for themselves and justify their reasoning. This is a value judgment.

**Activity 10.10**
Expect students to reflect with care and not just superficially skip over the questions. Encourage them to apply the “pensieve” strategies they considered in Skills Section 3.

**Activity 10.11**
Encourage students to think carefully, to use their “pensieve” strategies, and to justify their thinking.

**Activity 10.12**
Expect students to be independent, and to refer back to previous projects to make sure that they improve on previous performance. Encourage regular review and revision, and encourage students to keep evidence and records of their activities.

**Activity 10.13**
If students intend to use this research report for assessment, they must work independently. If they are still more comfortable in groups, then this cannot be assessed work.

**Activity 10.14**
Expect students to apply the planning from activity 10.12, to carry out their project independently, and to review it thoughtfully.