

OPENCities – Lesson 3: Cities and migration

Topic: Demographic change

Aims:

- To develop students' communication skills
- To develop students' vocabulary around the topic of demographic change
- To help students understand some of the issues regarding how these changes are motivated by improving standards of living in different cities

Level: Intermediate +

Introduction:

This lesson plan explores some of the issues associated with cultural and environmental adjustments and looks at some of ways in which these have impacted on the lives of migrants in different cities and countries. This is a strong underlying theme of the OPENCities project www.opencities.eu

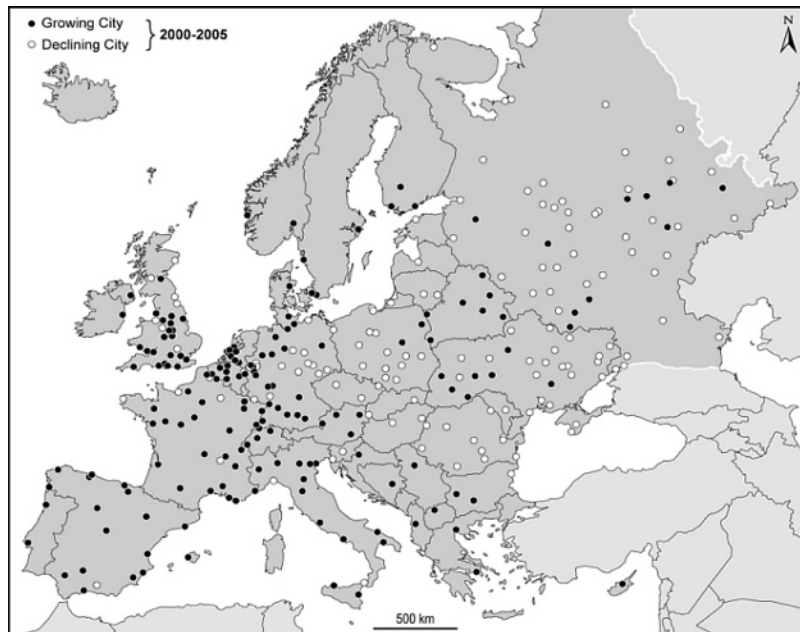
Procedure

- To get students thinking about demographic changes in their country over the last century, write 1900 and then write 20__ [depending on the year you are in]
- Ask students to discuss how their hometown has changed in this period of time. Ask students to think about the population of their hometown, the kinds of work people do there and the kinds of housing and in what ways it has improved.

Tech Tip: As an alternative to this you get your students to name ten European countries. Then ask them to try put them in order of population size. Once they have done this send them to Factbook at: <http://factbook.bodukai.com> to check their answers.

Worksheet Task 2

Look at this map.



- Can you name some of these cities?
- Some cities are losing population, while other cities are growing. Why do you think this is happening?
- How can cities attract new people?
- Get students to discuss the second question. Ask for feedback and encourage students to share their ideas.
- Ask students to work in small groups. They should discuss how cities can attract new people. Brainstorm a list of ideas and write them on the board.

Speaking

- Put students into pairs and get them to look at the photograph in **Worksheet Task 2** and discuss each of the questions.
- Monitor the students while they are speaking and then ask for class feedback at the end of the activity.

Camel race in front of the Dubai towers <http://www.flickr.com/photos/criminalintent/337175531/>

Worksheet Task 2

Look at the picture and answer the questions.



- Think of a title for this picture.
 - Where are these four men going? (Why)
 - What are they thinking?
 - Would you rather be on a camel or in the city?
 - Will the men stay in the city?
 - Is this an attractive city?
- Give the students **Worksheet Task 3** and ask the students to compare the two photographs in pairs and then answer the questions. They should start by using structures such as:
 - **Both pictures show;**
 - **In this photo ..., but in the other picture ...**
 - Ask the class to feed back to you.

Worksheet Task 3

Look at these two pictures.



Powering the city <http://www.flickr.com/photos/spodzzone/433752471/in/photostream/>



London city view <http://www.flickr.com/photos/tatulund/1300677743/>

Compare the two photographs and then discuss:

- Which of these pictures do you prefer? Why?
- Would you be attracted by the first picture? Why?/Why not?
- Would you be attracted by the second picture? Why?/Why not?
- What are the main features of the first picture?
- What are the main features of the second picture?

Reading

- Ask students to read the question below and then have a short class discussion. Allow any suggestions at this stage.

**Can you think of some cities near you that are growing or declining?
Discuss the reasons why.**

- Now ask the students to read the text from **Worksheet Task 4** and complete the sentences above it with the correct answer.

Worksheet Task 4

Read this text and complete these sentences.

- Cities around the world are _____.
a) growing b) getting smaller c) unchanged
- By 2050 _____ of the world's population will live in urban areas.
a) half b) less than half c) more than half
- Many European cities are attracting migrant workers from _____.
a) other parts of Europe b) outside Europe c) the USA
- Successful cities have a _____ migrant population.
a) lower b) stable c) higher
- It is not only important to attract foreign-born workers, it is also important to _____ them.
a) keep b) teach c) study

Answers:

1. a) 2. c) 3. b) 4. c) 5. a)

Migration and the Growth of Cities

So, these days, the leaders of successful cities realise that it is not only important to attract foreign-born workers, but also to retain them. Migrant populations are an asset to any city.

Nowadays, it is an accepted fact that important cities need to attract workers from all over the world if they want to compete in the global economy. Many cities that appear at the top of league tables for economic performance also top the league tables for foreign born residents: London, New York, Amsterdam. Toronto, Vancouver, Los Angeles, Sydney, Frankfurt, Brussels.

Cities all over the world are getting bigger and bigger. Urban areas gain approximately 60 million people a year. In 2008, 50% of the world's population lived in cities. By 2050, two thirds of the world's population will be living in urban areas.

This growth in population in cities has two sources. Firstly, migration from the countryside or small towns to bigger urban areas. And secondly, migration from other countries directly to big cities. In Europe, much of the recent population growth in big cities is due to the arrival of migrant workers from outside Europe. Large cities attract more foreign-born migrants, small cities attract local migrants.

It is also the case that successful cities attract more migrant workers than less successful cities. Migrants are naturally attracted to cities with most job opportunities. The converse is also true. Successful cities always have a higher migrant population than less successful cities. This is because they can attract the skills, investment and human resources needed to compete in the global economy.

Listening

- To get students thinking about the theme of the listening, ask them if they know what magnets and glue do. (Magnets attract and glue makes things stay in place)
- Ask the students if they know what the 'magnets and glue' of a city are. Ask them to read the text on **Worksheet Task 5** and find out.

Worksheet Task 5

Magnets and Glue



Modern cities need to be competitive. They need to grow. Thriving cities are those that attract people and retain them. In this way, cities can grow and become more competitive in the global economy.

Harvard Business Professor Rosabeth Moss Kanter coined two terms to express this idea: **magnets** and **glue**. Magnets are the elements of a city which attract people and investment. Glue is what keeps people and money in the city, what convinces people to stay in that city. Both magnets and glue are fundamental if a city wants to grow and thrive.

NB: If you don't have access to the audio files or the ability to play them, read or get students to read the audio scripts out loud in class

- Tell your students that they are going to listen to an expert in population movement talking about the 'magnets' and 'glue' of a city. The expert gives examples. Ask them to listen and decide if the examples given are 'magnets' or 'glue'.
- Once they have listened the first time give the students time to compare their answers, then ask them to listen again and see if they can add examples to the list.
- Finally ask them to look at the tapescript and check their answers.

Worksheet Task 6

Are these examples of 'magnets' or 'glue'?

1. availability of jobs
2. a variety of job opportunities
3. affordable housing
4. presence of other migrants
5. a city's reputation
6. educational opportunities
7. access to community activities

Answers:

1. = M 2. = M 3. = G 4. = M 5. = M 6. = G 7. = G

Tapescript: A radio interview with an American expert on population movement.

I = Interviewer E = Expert

I: Here we are with Dr Marylyn, a professor at the local university and an expert in population movement. Dr Marylyn, You talk about magnets and glue - things that attract migrants to cities, and things that keep them there. Can you explain what you mean by these terms?

E: Yes, of course. Well, basically, we begin with the idea that important international cities have to be competitive in the global economy. Cities which are not competitive decline – they begin to lose population. To be competitive, they have to attract skills and talent from all over the world. The most successful cities attract the best skills and talent, and become even more successful. The magnets are what attract people to these cities.

I: Yes that makes sense. So what attracts people to these cities? What are the magnets?

E: Well, probably the most important magnet is the availability of jobs. Cities that offer lots of job opportunities, and a wide variety of jobs, attract a lot of migrants.

I: And what other magnets are there?

E: Well, knowledge of a city is important. If a city has an international reputation – London, New York, Paris, Moscow – you’ve seen them on TV, you’ve heard of them, you’ve seen them in newspapers and magazines – they give the impression of being safe, accessible, open cities. This is why cities organise international events like the Olympics, EXPOs, cultural festivals and international trade fairs.

I: And I suppose that a big, migrant population attracts other migrants.

E: That’s right. Having a big migrant population is in itself an attractive feature of a city. Foreign people are happier in a place where there are lots of foreign people. It’s also true that people feel more secure in cities where there are lots of people from their own countries. It gives them access to their home culture – shops, family and friends, cultural events.

E: And what about glue?

I: Well, going back to what we said before – that successful cities need the skills and talents of migrant workers. Well, if the migrants attract them, the glue convinces them to stay – and this is what is really important.

I: So what kind of thing encourages people to stay in a place? What’s the glue?

E: Well, cities that want to retain migrants need to pay attention to the quality of life on offer. People need to have their aspirations fulfilled.

I: Yeah.

E: People need affordable housing in nice areas, educational opportunities for themselves and their children, cultural and recreational activities. They need access to social and community activities, to belong to the community. They need access to the job market in terms of visas and legal permits. They need to be able to set up their own business if they want. These are the glue factors. Other factors like (fade out).....

- To round the activity off ask students if they agree with the expert and ask if there are any ‘magnets’ and ‘glue’ missing from the list that they think are important.
- Ask the students what the ‘magnets’ and ‘glue’ of their own city are for them. Try to get their personal opinions rather than ‘correct’ answers.

Vocabulary revision

- Put your students into groups or teams. Tell them that you are going to have a quick vocabulary quiz. You will say the definition of a word and the first students that calls out the correct word will get a point for their team.
- Use the words from the list below and give simple definitions.
Example: **You say: "It's something that attracts metal"**
Students have to call out "Magnet"

Growing	Declining	Feature	Urban area
Competitive	Talent	Affordable	Availability
Growth	Migrant worker	Opportunities	Skills
Investment	Global economy	Magnet	Glue
Knowledge	Reputation	Accessible	Events

Role play

- In this role-play students work in pairs to discuss the city where they live (If they prefer they could imagine it is a city they would like to live in).
- Split the students into two groups. Group A should think of things that they would want to ask about before moving to a new city. Group B should think about the 'Magnets' and 'Glue' of the city where they live in (or the city they imagine they are living in).
- When the groups have had some time to prepare, put the students into pairs using one students from group A and one from group B for each pair and ask them to role play the conversation.
- At the end of the conversation you could ask the group A students if they want to move to B's city.
- Here are some questions you could give to the group A students if they can't think of enough themselves.
 - Is it a good place to live?
 - Will I find a job easily?
 - Is it expensive? Will I earn enough to live well?
 - Will I be able to find somewhere to live easily?
 - Will I find people like myself? Is there a _____ community here?
 - Is it culturally diverse? Are there people from all over the world? Do they treat ethnic minorities well?
 - Are there good services? - schools, hospitals, etc.
 - Are there any mosques?
 - Are there good sports facilities?
 - Are there plenty of leisure opportunities?
 - Will I be able to understand people, menus, street signs, etc.?
 - Is there a good transport system?
 - Has it got an airport, port or high-speed train links?
 - Are there any other big cities or important places nearby?
 - Is it safe to walk on the streets at night?