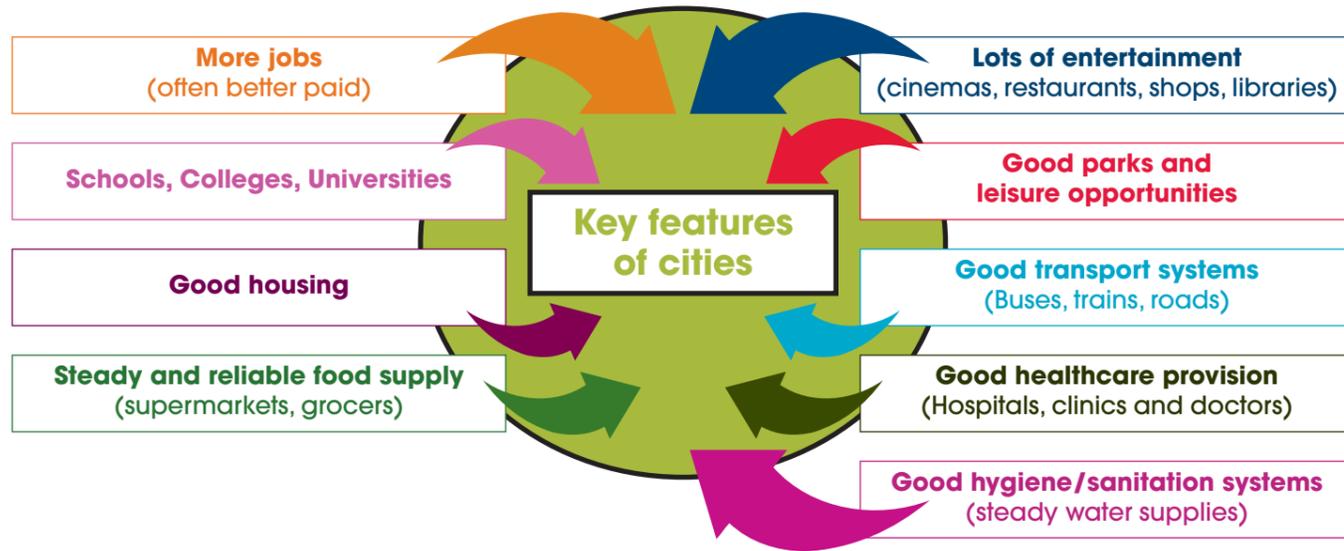


Activity

- Explain to students that many migrants choose to live in cities. 57.4% of the world's population now live in cities.
- Working in small groups, ask students to brainstorm or mind map the word: *city*. Encourage them to draw on their experience and knowledge of their own city (or nearest city if students don't live in a city). This activity can also be completed as an oral activity with the class feeding back ideas for you to collect on the board.
- Now ask students to consider why so many people choose to live in cities. This can be completed through constructing a simple class brainstorm of students' ideas.
- Ask students to consider the advantages and disadvantages of living in a city and to make a note of these.
- Students' initial ideas concerning the reasons for and advantages/disadvantages of city living can be explored and further developed by encouraging them to keep a record of their activities during a typical week.

A photocopyable table has been provided overleaf for your use.

- Once students have filled out their records, gather together as a class and create a list of services used and places visited by the children and their families. This list should form the basic list of the facilities and services that are common to cities all over the world and can provide an insight into why over half of the world's population live in cities. Examples of key features of cities are provided below for teacher reference:



Extension

London based Chinese community groups provided their thoughts on life in London and other large cities. Quotes from group members are provided towards the end of this pack. Students may like to share their own perspectives on the cities near which or in which they live or the Chinese cities they have visited. These comments can be written onto coloured paper along with a photograph of the student if desired and displayed around the world map used for **Activity 1**. Comments can then be connected to the relevant city on the map. An example of a display created by children from the King's Cross Neighbourhood Centre is shown below.



A Tale of Two Nations

Activity 3

Seeing China

Activities for ages 8 - 12

Resources needed:

Photocopies of 'Fact Table' sheet on page 12 (1 per group of 4 students)
Venn Diagram drawn onto paper
Atlases/globes (optional)
Image cards 5, 6 & 7

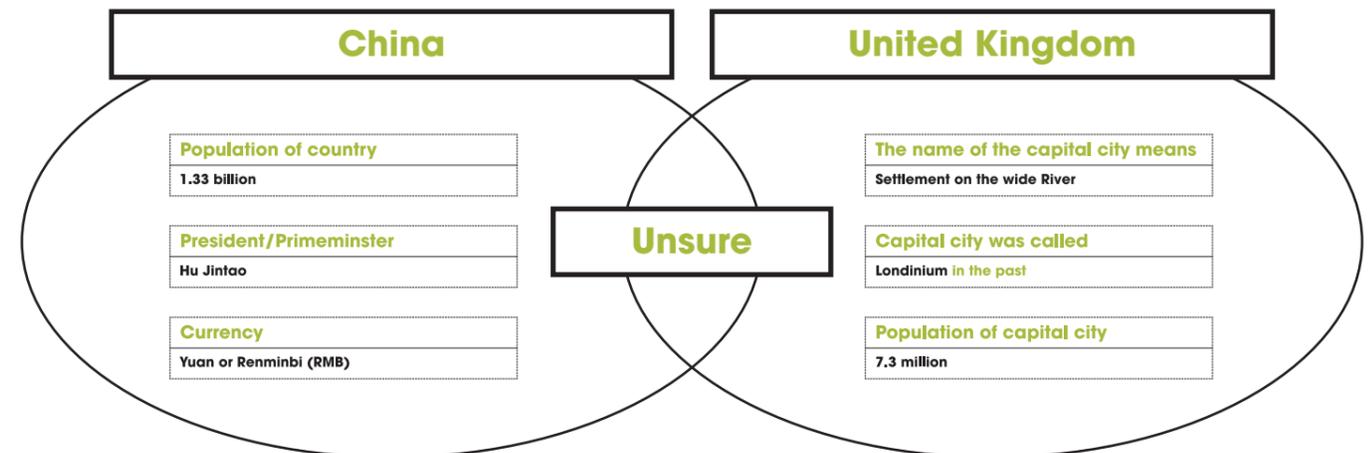
Contact and communication between China and Britain began many centuries ago, from the early religious explorations of European missionaries hoping to spread Christianity, to the writings of English travellers such as Isabella Bird Bishop who explored the country in the 1800's, to more formal contact between the two nations during the Opium Wars of the 1830's. The images often portray a country rich in history and culture, with a diverse range of peoples and environments within its extensive borders. Being the third largest country in the world in terms of its physical area, and home to over one fifth of the world's population, interest in and trade with China has steadily increased over the past years. In addition to trade and commerce between the two nations, there has historically been a flow of migrants between the countries and in particular between the major port cities of London, Liverpool, Shanghai and Hong Kong - which was returned to China from British rule in 1997.

For the development of an exhibition entitled 'Seeing China: Community Reflections' members of the London based Chinese community, including adults and children, explored the Society's historic collection of maps and photographs of China from 1850 onwards to provide their own perspectives on the legacy of contact between the two countries. They also reflected on the two nations today.

This activity encourages students to explore basic facts about China and the United Kingdom and their respective capital cities. It focuses on considering life in an urban area and encourages students to explore the advantages and disadvantages of city living.

Activity

- Introduce students to basic information about China/Beijing and the United Kingdom/London by playing the fact sorting game. A photocopyable table of facts has been provided for you to copy, cut up and use with children.
- You may wish to provide students with atlases/globes during this activity.
- Students can sort facts into a Venn Diagram drawn onto a plain piece of paper as shown below.
- Once students have read and sorted facts into the appropriate categories, refer back to the original photocopyable sheet for correct answers and share these with students.
- Students can also source their own facts about each country and its capital city to add to the chart below. The sourcing of additional facts may be completed as a homework exercise.



Fact Table

| China | United Kingdom |
|--|--|
| Area 9.6 million Km ² (making it the fourth largest country in the world) | Area 244,820 km ² |
| Population of country 1.33 billion | Population of country 60.7 million |
| President/Primeminster Hu Jintao | President/Primeminster Gordon Brown |
| Currency Yuan or Renminbi (RMB) | Currency Pound sterling (£) |
| The name of the capital city means Northern Capital | The name of the capital city means Settlement on the wide River |
| Capital city was called Dadu, Khanbaliq and Peking in the past | Capital city was called Londinium in the past |
| Population of capital city 15.4 million | Population of capital city 7.3 million |
| Major religions Buddhism, Daoism, Islam, Christianity | Major religions Christianity, Islam, Hinduism, Sikhism, Judaism |
| Largest City Shanghai | Largest City London |
| Average wealth per person \$5,300 (or £2,884) | Average wealth per person* \$35,100 (or £19,108) |
| Longest River The Yangtze (measuring 6,300km) | Longest River** The Severn (measuring 354km) |
| Highest Mountain*** K2 | Highest Mountain*** Ben Nevis |
| Shares borders with**** 14 countries | Shares borders with**** North Sea, North Atlantic Ocean English Channel, Irish Sea, Republic of Ireland |

*

Average wealth per person (also known as Gross Domestic Product per capita) is obtained by dividing the monetary value of all the goods and services produced in a country by its total population. It provides an indication of the relative wealth of a nation.

**

The River Severn passes through both England and Wales.

K2 is the second highest mountain in the world at 8,611 metres and is located on the border between Pakistan and China. Ben Nevis is the highest mountain in the United Kingdom at 1,344 metres and is located in Scotland.

China shares borders with Mongolia, Russia, North Korea, Vietnam, Laos, Burma (Myanmar), India, Bhutan, Nepal, Pakistan, Afghanistan, Tajikistan, Kyrgyzstan and Kazakhstan. The United Kingdom's only land border is between Northern Ireland (part of the United Kingdom along with Scotland, England and Wales) and the Republic of Ireland (Eire).

Activity

- Ask students to recall the capital cities of the United Kingdom and China (mentioned in activity 1) and their locations (using appropriate geographical terminology).
- Divide students into 3 small groups and provide each group with image cards 5, 6 or 7 and the accompanying caption information. Ask students to place the image in the centre of a large piece of paper and to list what they find:
Unusual
Unexpected
Interesting
 about the picture around it.
- Obtain feedback from the class.

Students may have noticed that the images in question show images of Chinese people in Britain and European/Indian people in China up to 100 years ago. This demonstrates that migration has been occurring for a very long time and is not just a modern phenomenon. The first Chinese immigrants arrived in Britain approximately 150 years ago, many of them were sailors and established the first communities of Chinese people in important port cities such as London. London is now well known for its China Town area, where many members of the Chinese community own and/or run businesses.

- Ask students to brainstorm the reasons for migration both within and between countries. Students may already have ideas about this from their families. Responses are likely to fall into 2 categories: Reasons to leave (often called 'PUSH' factors) and reasons to move to another place/country (often called 'PULL' factors). Push and pull factors are highlighted in the diagram below for teachers to refer to.

| Push Factors | Pull Factors |
|--|--|
| <ul style="list-style-type: none"> War Lack of jobs Lack of food Poor healthcare Poverty Poor schooling system Natural disaster | <ul style="list-style-type: none"> Better jobs/more opportunities Better housing Better healthcare system Good education system Climate |

- Students' ideas concerning the reasons for migration can be added to the world map display from **Activity 1**.