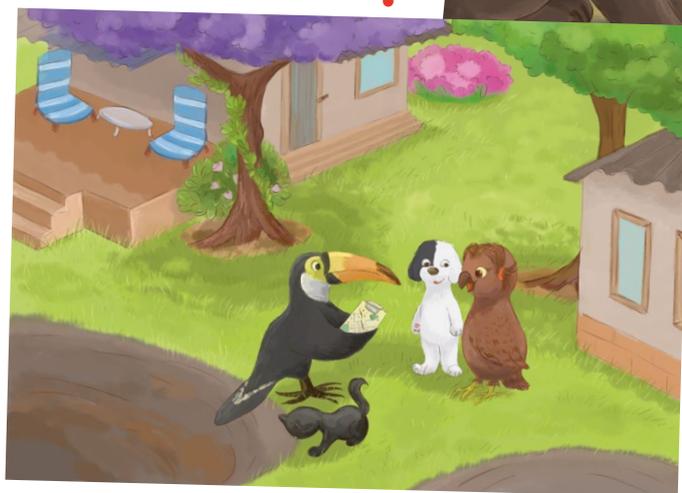


# Safe houses Friendly cities

Lesson scenarios for kindergarteners and 1st-3rd graders



Warsaw, 2021



## Introduction

We are proud to present you lesson scenarios related to the book **“SAFE HOUSES – FRIENDLY CITIES. STORIES OF COOPERATION, HELP AND TAKING ACTION”**. We hope that this publication will inspire you and encourage kindergarteners and children attending primary schools to act and make a positive change.

These lesson scenarios will allow children to take action, create, discover and learn new concepts by using all their senses. They include interesting games and tasks which will teach them in a wise, interesting and empathetic way of the four very important notions:

**A FRIENDLY CITY:** What is a friendly, sustainable city? What are its characteristics? What can we do to make our cities friendly places?

**A NATURAL DISASTER:** What are the types of natural disasters? How do floods, droughts and earthquakes influence the lives of children all around the world?

**A SAFE HOUSE:** Do houses in Europe, Africa and the Arctic look the same? What are they made of? What do they look like? What are their characteristics?

**SLUMS:** What is a slum? Who lives there? Do slums' inhabitants have access to water, electricity and other utilities?

In the Climate change movement activity (page 7) and from the pictures on page 3 children will learn about the results of natural disasters and climate change.

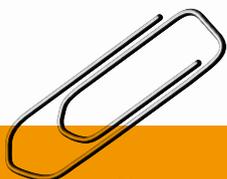
Constructors, curious travellers and young artists will not get bored either! Especially for the artists we prepared the task “Painting like the Ndebele people” (page 21) which teaches children about traditional African ornaments and gives them an important assignment to decorate their own house according to the game’s rules. The constructors will be able to try out their skills building a paper house (page 23) and the travellers will discover various types of houses inhabited by the Inuits and the Maasai people (page 12).

This book also includes lesson suggestions which aim to highlight the issues people face all around the world, like poverty (page 38) or living in slums (pages 38). From the presentation (page 35) the children will learn where can we find the slum areas, how many people live there and how we can prevent such areas from expanding.

Have fun!

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*All attachments are available for download*

*from the web page: <https://tuptuptup.org.pl/en/safe-houses-friendly-cities/>*

# 1

# What is a natural disaster?



**Aim:** Teaching children about natural disasters and their impact. Explaining the differences between various natural disasters.

**Time:** 15 mins

**Materials:** Printed photos of natural disasters' outcomes (attachment 1.1)  
Descriptions of natural disasters.

**The steps:**

Sit in a circle with the children. Start the game by asking them whether they have heard of any natural disasters. Explain what these are...



**Natural disasters** are phenomena caused by the forces of nature (e.g. heavy rain, wind or tectonic movement – the motion of the Earth's surface). Natural disasters usually result in costly damage in the areas they occur. They tend to have a negative effect on the environment (as they destroy plants and kill many animals) and can be lethal to humans. Natural disasters include: floods, droughts, wildfires, earthquakes, hurricanes, tornados, avalanches or landslides, volcanic eruptions, severe frosts and heatwaves.

- Ask if the children can give examples of natural disasters. Maybe they read a book about them or watched a film? Show the children pictures from attachment 1.1. Let them guess which natural disasters they depict. If they have problems with this task, provide them with correct answers.
- Begin the guessing game. Read out the descriptions of natural disasters from the following page. The children should try to answer which phenomenon they refer to and find the corresponding photo. Read out every description and show the photos again to consolidate the knowledge. Now the children should be able to name all natural disasters presented in the pictures.

### DESCRIPTIONS OF NATURAL DISASTERS

**Flood** – an overflow of water over the land located close to a river or sea. When it occurs, large amounts of water can cover almost whole buildings and trees.

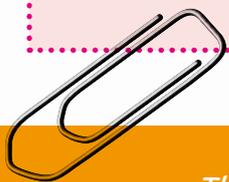
**Earthquake** – a quick and sudden tremor that takes its origin from below the ground. Depending on the magnitude of these tremors we can see the objects moving, walls cracking or even whole buildings being destroyed. They may result in earth collapse and the appearance of cracks in the ground.

**Hurricane** – a very strong wind that frequently causes great damage in the area where it occurs. It originates over the body of water (like seas and oceans) the temperature of which does not exceed 26.5°C. It may reach the land and destroy buildings, pull down electric poles and rip trees off their roots.

**Landslide** – a sudden collapse of a mass of rocks and mud from a mountain. The mud frequently takes trees on its way and, if it reaches cities, also cars and whole buildings.

**Drought** – the lack of precipitation that causes the earth to get dry. Such conditions make it extremely hard to cultivate lands and increase the risk of wildfires because the periods of water shortage usually go hand in hand with heatwaves.

**Volcanic eruption** – the event when lava is discharged from under the ground. Magma, which is hot molten rocks, erupts in the form of lava and covers the ground, destroying everything on its path. The magma is accompanied by volcanic ash that can be carried by the wind across thousands of kilometres. In some cases the event produces only ash, without magma. The volcanic ash may have a negative impact on people's and animals' health and may cause disturbances to air transport.





### Aim:

- Warning children about the results of a flood;
- Teaching children about the need to comply with safety rules which apply during dangerous weather conditions.

**Time:** 15 mins

**Materials:** presentation (attachment 2.1)

### The steps:

Before starting the game, show the children the presentation from attachment 2.1. Ask the children if they think that extreme weather conditions, such as drought or flood, can be dangerous to humans. If yes, ask them to explain why. After this short introduction, suggest searching together for proof that the elements should not be disregarded.



Tell the children that you begin a sports activity that will help them understand how powerful floods can be.

First, one of the children becomes a “Raindrop” which wants to merge with other droplets to create a flood. The Raindrop stands in the centre of a classroom and the remaining children need to run from one side of the room to the other without being caught by the Raindrop. If the Raindrop catches their friend, they join the Raindrop,

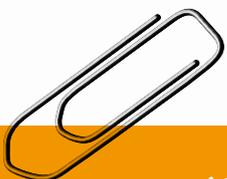
holding hands. In the following round the two Raindrops are trying to catch more of their friends. The task of the Raindrops is to create a bigger and bigger chain that will eventually prevent the remaining children from running to the other side of the classroom. This activity shows that water in the form of rain – separate droplets – is not dangerous (but needed!). We can easily hide from it at home and it doesn't do us any harm. Water becomes dangerous when there is too much of it. When the precipitation accumulates, a thin brook turns into a fast-flowing river which bursts its banks and causes a flood. It can easily take kids on its way.

- When the activity is over, ask the children when it was easier to escape the water: at the beginning or at the end of the game? Highlight that every element may be dangerous to humans. This is why we all have to abide by the established safety rules created by specialists. For example, the Ministry of the Interior and Administration advises the following:

#### PROCEEDINGS IN CASE OF A FLOOD:

- Turn off all electrical and gas appliances and secure the sewage system;
- In case of life hazard, make an emergency call;
- In case of danger, immediately move to the areas higher above the water level;
- If you have a mobile phone, always carry it with you and make sure the battery is charged;
- Turn on a battery-powered radio and tune into the local station to get access to real-time information about the situation and the way of proceeding;
- Prepare for a possible evacuation. Remember that adults should not carry more than 50 kg (up to 20 kg per person);
- Make sure that you have access to a first aid kit and the medicines taken by the housemates. Prepare some excess food and drinking water, warm clothes, sleeping bags and blankets. Keep them on the upper floors of your houses or high up on the shelves;
- Do not drink the water from wells or groundwater as it may be contaminated.

Source: mswia.gov.pl



# 3

## Climate change movement activity



**Aim:** consolidation of knowledge about natural disasters and introduction of the notion of climate change.

**Time:** 10 mins.

**Materials:** the story “Will Rascal believe in climate change?”

**The steps:**

Explain to the children that there have always been regions on our planet where droughts, floods and hurricanes were a common occurrence. These natural disasters were caused by the forces of nature. However, along with the progressing economic development and the advancing human interference with the environment, these phenomena, which so far have occurred only in specific areas, are becoming more and more common. They are caused by climate change.

**Climate change** is a change in the normal weather pattern that has been occurring in a certain region for many years. Today, due to human activities (and to be precise, due to the increased emission of greenhouse gases and deforestation aimed at creating space for farmlands, pastures and housing estates), the temperature has been rising in a relatively short time, air humidity and the strength and direction of winds change, rainfalls and snowfalls either increase or decrease and the seasons change. Rapidly advancing climate change causes the increase in the number of dangerous weather phenomena worldwide.

**\*Climate change is something natural.** It took place long before the humans appeared on Earth. For example, during the Little Ice Age it was so cold that merchants built stalls with food and bear pelts on the frozen river Thames. And 125,000 years ago it was so hot that the Thames was inhabited by hippos. **However, never before has climate change advanced so fast as it does now!** A 1°C change in global temperature used to take thousands of years. As a result of human activities, in less than 100 years the temperature of the Earth's surface has already increased by more than 1°C.

- Suggest playing a game during which the children will carefully listen to the story. When they hear the selected keywords, their task is to start moving around the room in the appropriate way, fitting the keyword. Below are the keywords and tips for the children.

**Draught** – while standing, the children fan themselves with their hands and pretend that they breathe heavily.

**Flood** – children pretend that they dive in the water, saying “splish, splash”. Standing up, the participants hold their noses with one hand and hold up the other. Then, they inhale through the mouth and slowly exhale, getting down to a crouch. They repeat this activity 3 times.

**Heavy rain** – the children alternately raise and lower their right and then left hand, slowly waving them to the left or right at the same time. The movement imitates the falling rain. The children say “tap, tap, tap”.

**Hurricane** – while standing, the children raise their hands and twist their whole body to the right and left, simultaneously saying “shhhhh, shhhhh”.

**Natural disaster** – the children move around the room/classroom chaotically.

- Start reading out the next page. The children should listen carefully and **start moving the moment they hear the names** of the chosen natural disasters.



## Will Rascal believe in climate change?



A spotted dog named Rascal was taking a rest, when his friend Tola, a little black kitten, came running to his backyard.

'Rascal, Rascal!' cried Tola, running quickly through a meadow. 'Rascal, a drought is coming! It'll be so hot and dry that nothing will grow in the fields! We're in danger, it's a natural disaster!' The kitten was truly terrified.

'Oh, Tola, what are you talking about? There is no drought in my backyard, I've been sleeping here safely, see?' replied Rascal, a bit sleepy.

'Rascal, I'm serious! We keep driving cars, leaving the lights on everywhere and don't protect the environment. This causes climate change. Soon every part of the world will suffer from heatwaves and droughts...' she explained.

'You're saying that some exhaust fumes from cars and wasting electricity in a household causes hurricanes, floods and droughts somewhere on the other side of the globe?' asked Rascal in disbelief.

'Yes,' replied Tola.

'Right... I'd like to see that. Otherwise, I won't believe a single word!' laughed Rascal.

'Come one then, I'll show you.'

Tola reached into her pocket and took out a magical compass. Its powers were able to take its owner to a chosen place around the world.

'All that is good, all that is new, take us away, show us the truth. Take us to two different places where Rascal will learn that climate change is happening,' Tola uttered the spell.

The world swirled around them and they found themselves in an African country of Ethiopia. They saw fields with drying crops and a small farm with cows and goats. The animals were extremely skinny. It hasn't rained there since months and Ethiopia has been suffering drought – the greatest since decades.

Only a few seconds passed when the world swirled around them again and the compass took the two friends to Greenland. The north part of our globe is associated mainly with glaciers. Huge icebergs covered with snow used to serve as frozen water reservoirs. However, due to the rising temperatures many glaciers started to melt. Tola and Rascal saw streams of water running down the mountains of ice, streams that were growing into rivers that flooded the area. Many local villages were already under water.

Rascal wanted to take a closer look but he did not get the chance. The needle of the compass rotated quickly and a moment later the two friends were back home where Tola was already waiting for them.

'Oh no! These natural disasters are a real thing! Do you think we can do something to stop climate change?' asked Rascal.

'Well... alone we won't do much, really,' replied Tola. 'But if everyone convinces their siblings, grandparents and friends to take care of the environment, we can make a real change.'

That's how Tola, Tola and Rascal started to discuss the ways of slowing down climate change.





**Aim:** initiating a discussion about the role of aid in social life. Children's task will be to come up with ways of helping their family and people around them.

**Time:** 20 mins.

**Materials:**

- dice template to print and cut out (attachment 4.1) or a ready-made dice (e.g. a building block)
- symbols of people and animals we can help, printed out (attachment 4.2)
- glue
- scissors
- cardboard

**Preparations:**

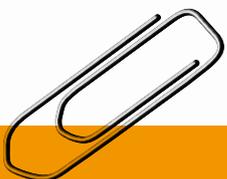
Download the template from attachment 4.1, cut it out and outline it on the cardboard. Cut out the outlined shape leaving 1 cm of space on the sides marked on



the template with a red dotted line (these are the parts to glue the dice together). Then, glue the shape together (it is best to use a hot glue gun but if you do not have one, you can use regular bookbinding glue). This way, you will create a solid dice. Glue the pictures from attachment 4.2 onto the dried out dice. If you have a ready-made dice (e.g. a wooden cube of similar dimensions – 6.5 x 6.5 x 6.5 cm), you can skip the steps which include the template and immediately proceed to glue the pictures on it. Now you can start the game.

### The steps:

- The volunteer rolls the dice first. The rolled up picture symbolises a person, whom the child can help. The question is, how? The child should think and give their own example of a good deed they can do for the drawn person. If the child can come up with an answer, the dice goes to the next volunteer, if not – the group/class helps out and suggests the answer to their friend. The game is on until all the children are engaged in it.





**Aim:** presenting different types of houses from around the world, initiating a discussion about houses and their basic elements, highlighting the differences and similarities between them.

**Time:** 15 mins.

**Materials:**

- “Houses around the world” presentation (attachment 5.1)
- the world map (attachment 5.2)

**The steps:**

- Show the children the photos of houses from different parts of the world (presentation from attachment 5.1). Most of them are examples of traditional houses. Others are modern buildings, characteristic to chosen regions. Explain to the children the meaning of the term “traditional house” as a house built using centuries-old methods with basic building materials common for a given area (wood, clay, sticks, bricks, stones).



- These buildings also fit perfectly into their surroundings. Discuss every house separately. Ask why this type of house was built in a given region. Have the children ever seen such houses? Then, let them try to show on the world map (attachment 5.2) where, in their opinion, the building in question may be located. Correct them if the answer is wrong.

Together with the children discuss the differences between the houses, e.g. whether all of them have windows and doors, if they are made of brick, hay or clay. Highlight the differences and similarities.

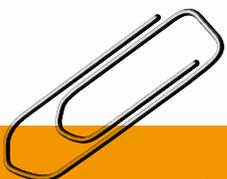
### Follow-up questions:

- What are the differences between these houses?
- What houses do you live in?
- Are these detached houses, twins or flats (make sure that the children understand the differences)?
- What if people did not have houses to live in?
- What if there were no streets in towns and cities?

IN THE ATTACHMENT „HOUSES AROUND THE WORLD” YOU WILL FIND, AMONG OTHERS, THE PHOTOS OF:

- Polish **tenement houses**,
- **igloos** from Greenland, which are a temporary shelter for hunters during winters; they were also used as seasonal shelters for small families,
- **yurts** from Kazakhstan – houses made of animal pelts or felt,
- **a unit in slums** – made of corrugated sheets and wooden boards,
- **a pueblo** from Mexico – a traditional house built of stone, beams and unbaked, rectangular bricks made of sun-dried clay mixed with straw,
- a wooden **“izba”** from Russia,
- a brick house from the Magreb region (North Africa) – made of bricks which were sun-dried rather than dried in kilns,

- a **manyatta** which is the house of the Maasai people from Kenya and Tanzania. A manyatta is made of wooden poles stuck in the ground which are interwoven with smaller twigs; the house is oval-shaped and covered with a mixture of mud, animal excrements and grass; the structure serves as a shelter not only for the tribesmen but also for farm animals,
- a **tree house** of the Korowai tribe from Papua New Guinea.



# 6

## Building a house together



**Aim:** initiating discussion about support, cooperation and voluntary work; highlighting the role of cooperation in everyday lives.

**Time:** 15 mins

**Materials:**

- cups, building blocks or other small objects that can be placed one on top of another
- rubber band
- several strings

**The steps:**

Before the game, ask the children how they understand the word “help”. Do they believe that we should help others? If so, who should be the recipient of this support? How frequently should we help? Inform the children that the act of willingly helping another person (excluding their family and friends) is called voluntary work. Ask what is more effective: helping alone or in a group? Then suggest playing a group game of building a house for a family who has lost home in a landslide.

## Preparations:

Tie a few strings to the rubber band (if there are more children in the classroom, you can divide them into several groups). Place 10 building blocks/cups/boxes on a table.

## The steps:

- Every child holds one string. They all pull on them at the same time, so that the rubber band expands in size. The group members need to coordinate their movements to make the rubber band wide enough for the chosen building material (e.g. a cup) to fit inside. Then children have to hold the object inside the rubber band and place it in the right spot. They repeat these steps for another object. The game is over when all objects are placed in a way to form a tower (like in the picture).
- At the end of the game ask the children what they have learnt from it. Did they manage to cooperate? Would their work have been as effective if they hadn't coordinated their movements with the rest of the group? State that cooperation in real life looks similar. It helps to achieve common goals.





**Aim:** explaining to the children the notion of poverty. Discussing what the equal divide of global wealth should look like.

**Time:** 15 mins

**Materials:** 10 chairs

*This is a game for 10 children.*

- Ask the children to sit on the chairs (placed in line), facing the rest of the group/class. **Every chair represents 1/10 of the world's wealth (e.g. toys, clothes, cars, houses and flats, TVs, smartphones, etc.).** Explain that wealth provides many possibilities and allows not only to buy new things, but also get access to education and high quality healthcare, go on exotic holidays, travel and communicate with the world. If the world's population was only 10 people, each of them would get an equal share of the wealth.
- Unfortunately, this is not the case. **Many families, countries, and even whole continents are much more poor than others.** In some countries children can not go

to schools and some families do not have access to running water or sewage system.

From the group of 10 children choose 2 to represent North America and Europe.

- Ask the children about their opinion on how many of the chairs are taken by the wealthy countries. Apologise to the remaining 8 children and say that the chosen pair needs more space and will take eight chairs. They may sit on them comfortably or even lay down. The remaining 8 children should try to sit on the two chairs that are left. When they succeed (e.g. sit on each others' lap, hold the backrest or sit in front of the chairs on their colleagues' feet), ask the representatives of the poor countries about how they feel and whether they sit comfortably.
- Conclude that both in the game and in real life many people (even from your country) do not have much money to spend. Ask the children whether they have met such a person or a family. What can we all do to help those in need?

#### GLOBAL POVERTY:

One third of Earth's population are children. Almost half of them live below the poverty threshold of 2 dollars of revenue per day. Poverty is also an issue in Europe, the US and Canada. There live around 30 millions of kids that suffer from poverty. Most children suffering from poverty live in Africa and South Asia. However, their living conditions have been improving over years. The amount of people living in extreme poverty is now lower by almost half compared to the data from the 1990s. At the same time, the death rate among the youngest children (below the age of 5) is twice lower – all thanks to the proper healthcare and vaccination.

“Sadly, the development is neither equal nor fair. The poorest children are twice more prone to malnutrition and death before they reach the age of 5 than their wealthy peers. Children of women who lack education are 3 times more prone to death before the age of 5 than the children of women who graduated middle schools. The girls from poor families are married off before reaching adulthood 2 times more frequently than the girls from wealthy families”.

Based on “The state of world's children” report, UNICEF Polska



**Aim:** preparing a paper house and considering which elements a house should include

**Time:** 25 mins

**Materials:**

- paper bag
- glue
- scissors
- markers
- coloured paper
- LED candle (optional)



## The steps:

- Bend the top of the paper bag, leaving 10 cm for the roof. Children take the bag and draw windows, doors and flowers on the window sills. They may also cut out these elements from coloured paper and glue them to the bag.
- Children cut out a piece of coloured paper: 10 cm long and as wide as the paper bag. On the coloured paper they draw roof tiles (older children may cut the paper along a curved line, as shown in the picture). Then, they glue the finished roof to the bent part of the paper bag.

If children want to use the bags as **lanterns**, they should not glue the roofs. Instead, they place a lit LED candle inside the decorated paper bag and fix the roof to it using a wooden paper clip that imitates a chimney. This way it will be easy to turn the candle on and off.

If you teach **older children**, you can also add some elements around the house: glue it to a green paper that represents the grass, trail a cycling path along it, glue some trees, flowers and other elements that will make the house more comfortable. The house is ready to move in!!

## 9

## Painting like the Ndebele people

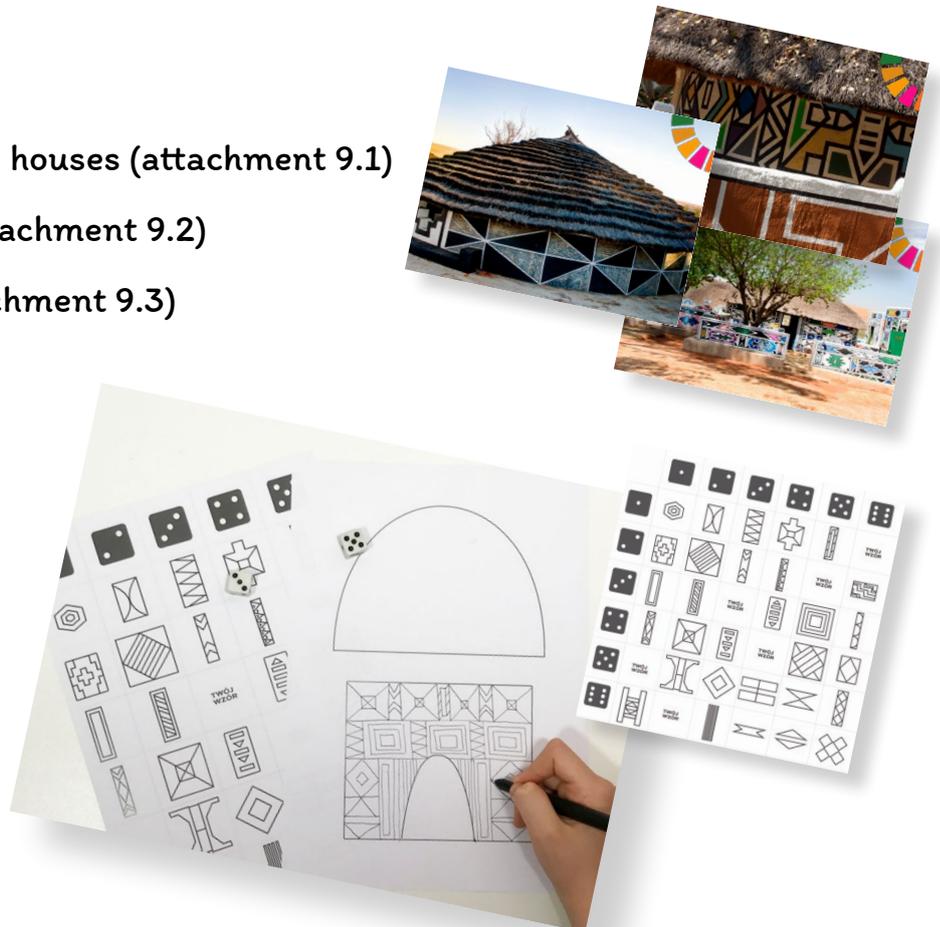


**Aim:** teaching children about traditional African patterns, based on the ornaments used to decorate houses of the Ndebele people. Learning to create ornaments.

**Time:** 30 mins

**Materials:**

- photos of the Ndebele houses (attachment 9.1)
- rules of the game (attachment 9.2)
- house template (attachment 9.3)
- dice
- markers
- brown paper
- glue
- scissors



## The steps:

Introduce the children to the topic by showing them a few pictures of houses from attachment 9.1. Explain to the children that they will learn about a type of African architecture which is unique at the global scale: the houses of the African tribe Ndebele that lives in Zimbabwe.

**The Ndebele houses** are famous for their beautiful ornaments. Those patterns were a secret code of the tribe's members, developed as a result of wars they waged with other tribes. Their opponents did not understand the symbols and thought that they were only simple, harmless paintings. In fact, the ornaments were part of the Ndebele people's identity. The tribesmen used them to express their sadness and as prayers.

**Print out the attachments.** Decide whether the children should create their own houses or work in groups. If you choose group work, every group should be responsible for one house.

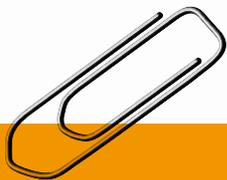
**Rules:**

- one child throws a dice and draws a pattern they have to recreate on their house template. The next child throws the dice and draws another pattern to add. This way they create an ornament, which is a repeatable pattern. Explain to the children that an ornament is usually symmetrical, which means that its left side is a mirror reflection of the right side (you can show it to the children, using a mirror).

- If children work on their own, they throw the dice multiple times to draw a few different patterns to recreate (one pattern may be used more than once. The aim of the activity is to create a repeatable ornament). The whole house should be decorated after six throws of the dice, unless you decide that children are ready for a longer activity. In such case, establish how many patterns (dice throws) they need to decorate their houses.

- After the whole house is covered with ornaments, it can be painted. It is best to choose a few colours and use them alternatively. The houses should then be cut out and put aside. It is the time to create roofs. Cut out the roof template, outline it on the brown paper and then cut out. The children need to make a few cuts at the base of the roof to make it look like straw. Then they glue the roof to the house.

The artwork is ready!





**Aim:** discovering traditional wooden architecture common in many countries across Europe, North America and Russia. Creating a paper model of a traditional Russian wooden dwelling (“izba”).

**Time:** 25 mins

**Materials:**

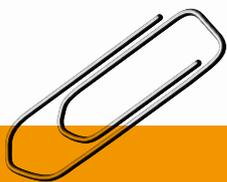
- pictures of wooden houses  
(attachment 10.1)
- brown paper or paper drinking straws
- pen or crayon
- scissors
- glue
- thick sheet of paper (of any colour)

## The steps:

Before you start the exercise, show the children the pictures of traditional Russian wooden architecture (attachment 10.1).

Explain that these buildings' facades are frequently decorated with beautiful sculptures and unique, ornamented doors. The interiors are also richly decorated. In the past all buildings in this area were made of wood: there were wooden houses, wooden churches and chapels and wooden mills built by the rivers. Wood was a cheap and accessible material. The precision of construction was astounding. It resembled creating a house from Lego blocks. It was possible to build it without using a single nail and then "disassemble" to move it to a different place.

- Allow the children to create a model of izba with paper and drinking straws. Cut the brown paper into 5 cm wide straps and let the children roll them using a pencil or a crayon (older children can do both activities on their own). It is best to use thick paper to create the rolls. It will make it easier to model walls. Children glue the rolls they prepared (representing wooden logs) to a A4 paper in such a way that they adhere to one another. Younger children may use paper drinking straws, instead of preparing the rolls themselves.
- The children cut out a triangle or a trapeze. It's base must be of the same length as the rolls' (or straws') width. Then, they glue the base of the figure to the roll (or straw) and its top – to the A4 sheet of paper. The last step is cutting the model out. Older children can work on the details: cut out the door and in its place glue a decorated rectangle. They can do the same with the windows (if you want the cuts to be even, you may use a paper knife).





**Aim:** teaching the children about the living conditions of people from around the world

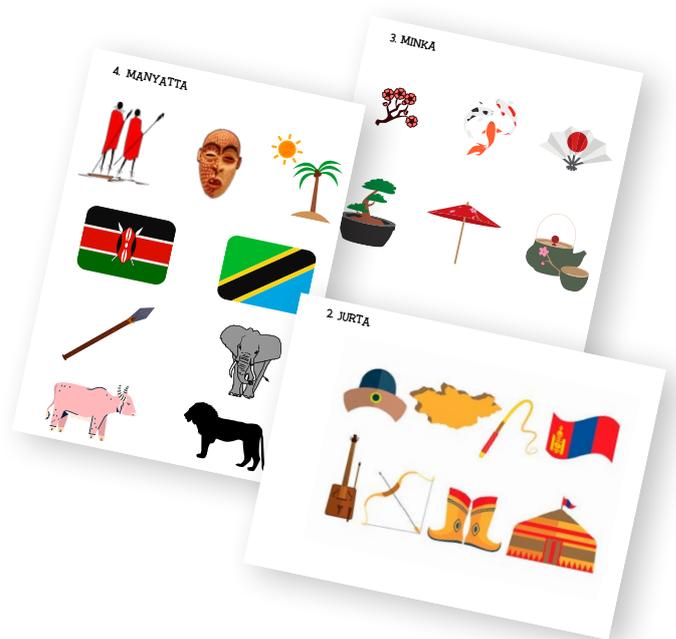
**Time:** 1 hour

**Materials:**

- presentation “Other countries, other customs” showing an igloo, a yurt, a manyatta (the Maasai house) and a minka (a traditional Japanese house)
- printed and cut out photos from attachment 11.1

**The steps:**

- Explain to the children that they will discover the most interesting types of houses from all around the world. Show them the presentation or printed photos depicting four types of houses: an igloo, a yurt, a manyatta (the Maasai house) and a minka (a traditional Japanese house). Share with the children some interesting facts about each of the building types and tell them about the traditions and culture of people who inhabit these unique houses (all information on the people



living in igloos, yurts, manyattas and minkas can be found in attachment 11.2).  
At the end, show them the map with marked areas inhabited by the Inuits,  
Mongols, the Maasai people and the Japanese.

- After finishing the presentation, take the pictures from attachment 11.1 – printed and cut out – and place them upside down on a table or the floor. Ask the children to come one by one and draw one picture. Then, ask them to point to the right place on the map where these pictures belong to. If they remember the names of houses and their inhabitants – that’s great! If not, repeat the information from the presentation. Then, the children use magnets, glue or pins to attach the pictures to the map.

You will find all information and answers to the following questions in attachment 11.1.



**IGLOO** — a type of house built by people living in the far north

How are igloos’ inhabitants called?

Who are the Inuits?

What do Inuits do with animal skin?

Is the word “Eskimo” offensive? What does the word “igloo” mean?

Are there windows in an igloo?

How can one make an igloo warm?

Can you live in an igloo all year round?

Who usually lived in an igloo?



## YURT — a traditional house of the nomads

Who is a nomad?

What is a yurt?

How is a yurt built?

What elements does it consist of?

Is it allowed to stand at the yurt's doorstep?

Why can't you walk straight through a yurt's middle?

What does a Mongolian hat look like?



## MINKA — a traditional Japanese house

What does the word “minka” mean?

Can you slurp while eating in a Japanese house?

How should you arrange your shoes after entering a minka?

Does it take long to build a minka?



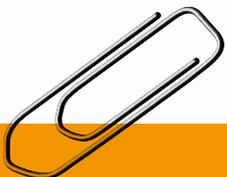
## MANYATTA — the Maasai people's house

Who are the Maasai?

Who builds houses in the Maasai culture?

Women or men?

What extraordinary material is used to build Maasai houses?





**Aim:** introducing the children to the term of “sustainable cities”; pointing out what social and environmental elements should be taken care of in order to make a city sustainable

**Time:** about 2-3 hours (a trip around the city)

### Materials:

- check list with characteristic elements of a friendly city (attachment 12.1), printed out for every child
- story “A friendly city” from the book „Safe houses – Friendly cities”



### The steps

- Read the story “A friendly city” to the children. Point out the main motifs in the story – the elements which make the city friendly to both its residents and visitors. Ask the children what terms “the city of their dreams” and “a city friendly for everyone” mean to them. Is the city they live in, in their opinion, friendly for everyone? Or maybe there are some aspects they would like to improve or change?

- Then, go for a trip to assess the surroundings of the school or kindergarten in the real space for the presence of the marks of a “friendly city” shown in the story. Use the attachment 12.1 – the check list with characteristic elements of a friendly city. Pay attention to the presence and proximity of various elements of urban space:

### IMPORTANT BUILDINGS AND SITES:

- health centre
- bakery
- school
- kindergarten
- sports ground
- library
- gallery, museum, cinema
- grocery



### GREEN AREAS:

- park, green square
- forest
- flowery meadow
- newly-planted trees
- lake, pond, river
- green building (a building with vines growing up the walls)



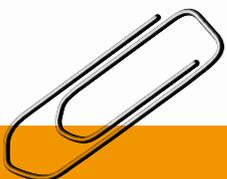
## OTHER:

- bike path
- zebra crossings
- pavements – pay attention to the height of the curbs: aren't they too high for wheelchairs or the elderly?
- solar panels on buildings
- rainwater tanks



*Time to go back!* After returning to the school/kindergarten, ask the children how they rate the friendliness of their city. Do they think that everything is as it should be or would they make any changes? Perhaps they would plant more trees and additional greenery along the roads and pavements. Is the height of the curbs an obstacle for some people?

\*The next day ask the children to draw a friendly city. Then, discuss the children's drawings with them.





**Aim:** introducing the children to the term “sustainable cities”; learning to recognise which factors, objects or actions make the city friendly to people and the environment

**Time:** 15 mins

**Materials:**

- a board showing a friendly and unfriendly city from attachment 13.1
- printed and cut out elements from attachment 13.2 (or shown as a presentation)
- story “A friendly city” from the book “Safe houses – Friendly cities”.



**The steps:**

- Before class, print out and laminate the boards from attachment 13.1 which represent a friendly (sustainable) and unfriendly (unsustainable) city. Pin them to a board, door or wall. Do the same with



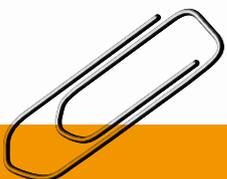
attachment 13.2 – the elements which influence life in the city. Stick a double-sided tape or double-sided sticky foam cubes on the bottom.

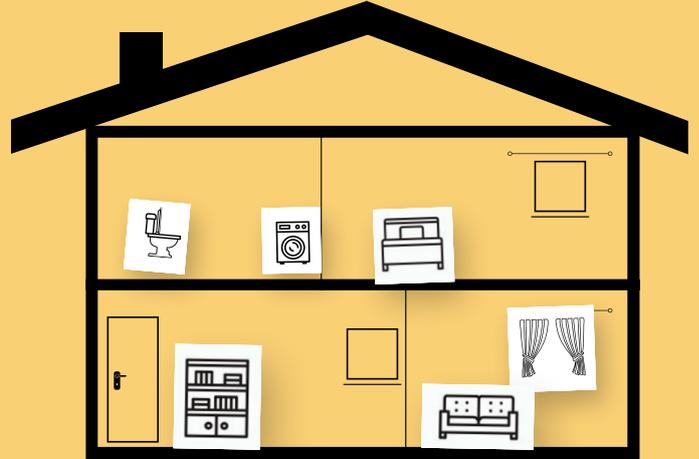
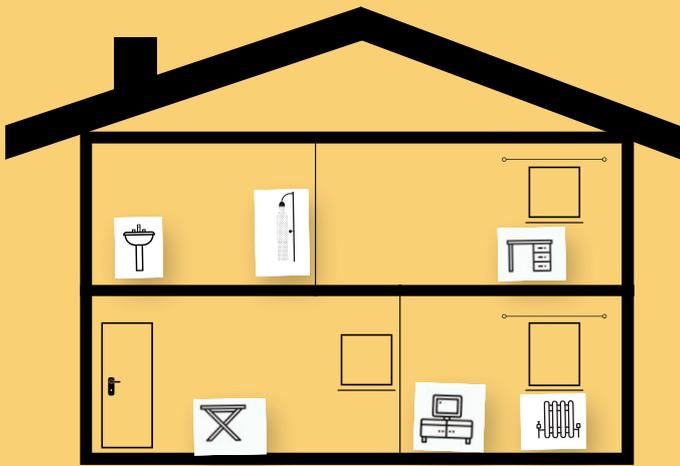


- Ask the children to sit in a semicircle, not far from the 2 city boards. Start the game by discussing the two boards and comparing them. Examples of questions for the children: What city would you want to live in? Why? What do you like in the first board? What do you dislike about the second board?
- After a short introduction, carry on with the game. Draw a card and ask the children what is depicted on it. Ask them to say whether the presented object or action improves or deteriorates the living conditions in the city. The selected child sticks the drawn card to the board 1 or 2.

- To the board with the **SUSTAINABLE CITY** they should attach: waste segregation bins, solar panels, museum, school, bicycle, park, windmill, children holding hands, doctor, rainwater barrel, wheelchair ramp, bus, moose footbridge.
- To the board with the **UNSUSTAINABLE CITY** they should attach: a passenger car, an elderly lady standing in front of steep stairs (as an obstacle preventing people with physical disabilities from moving around freely), smoke from chimneys, children not playing together, rubbish burning.

- At the end of the lesson, summarise which illustrations were attached to the friendly city and which to the unfriendly one. The children should create their own description of the sustainable city, which is a city friendly for both the environment and people. Once every child has expressed their opinion, we encourage you to read out the story “A friendly city” and find out, together with the children, whether Tola, Pola and Rascal went to a truly friendly city.



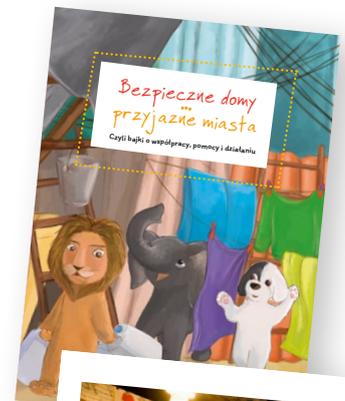


**Aim:** making the children aware of what elements a safe, dream home should consist of; developing children's artistic skills

**Time:** 30 mins

**Materials:**

- a template of a house printed out from attachment 14.1
- printed out pages from attachment 14.2
- glue
- scissors
- crayons or paints
- story "We build safe houses" from the book "Safe houses – Friendly cities" or the presentation from exercise 15



## The steps:

- Read out the story “We build safe houses” or watch the presentation with the slums’ pictures from exercise 15. Talk to the children about what objects were missing in the houses of those living in the slums.
- After you finish the discussion, encourage the children to make a picture of their dream home.
- Print out the house template and the attachment with the furniture and give one set to each child. Tell the children to think about which elements they consider necessary.

Should there be a bathroom in the house?

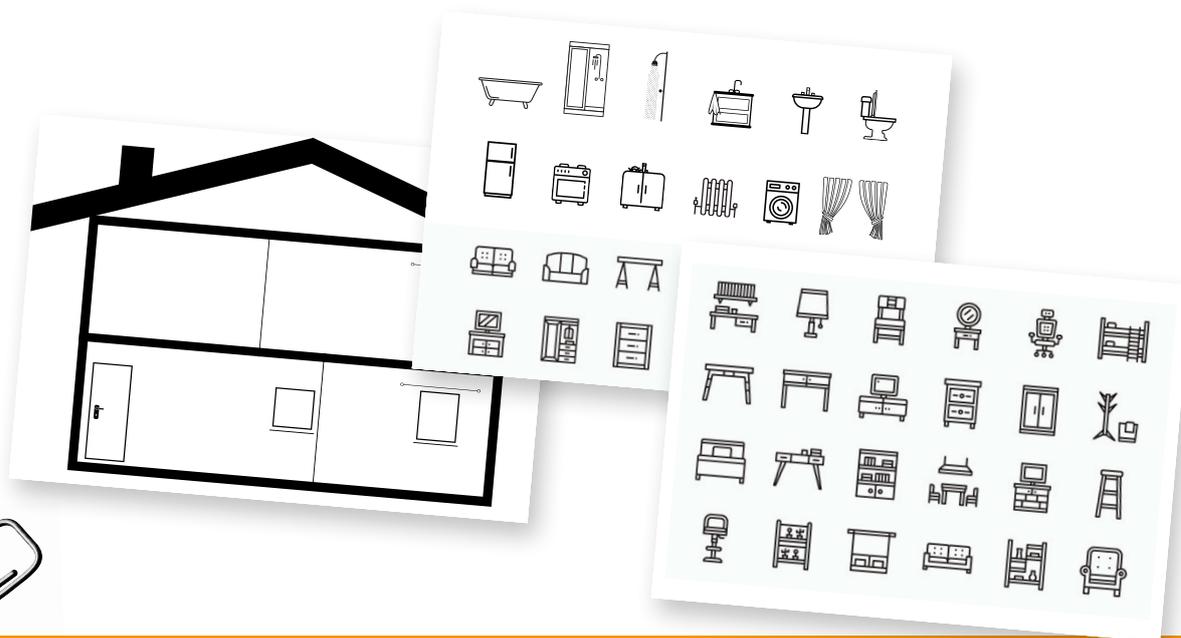
Should there be a kitchen in the house?

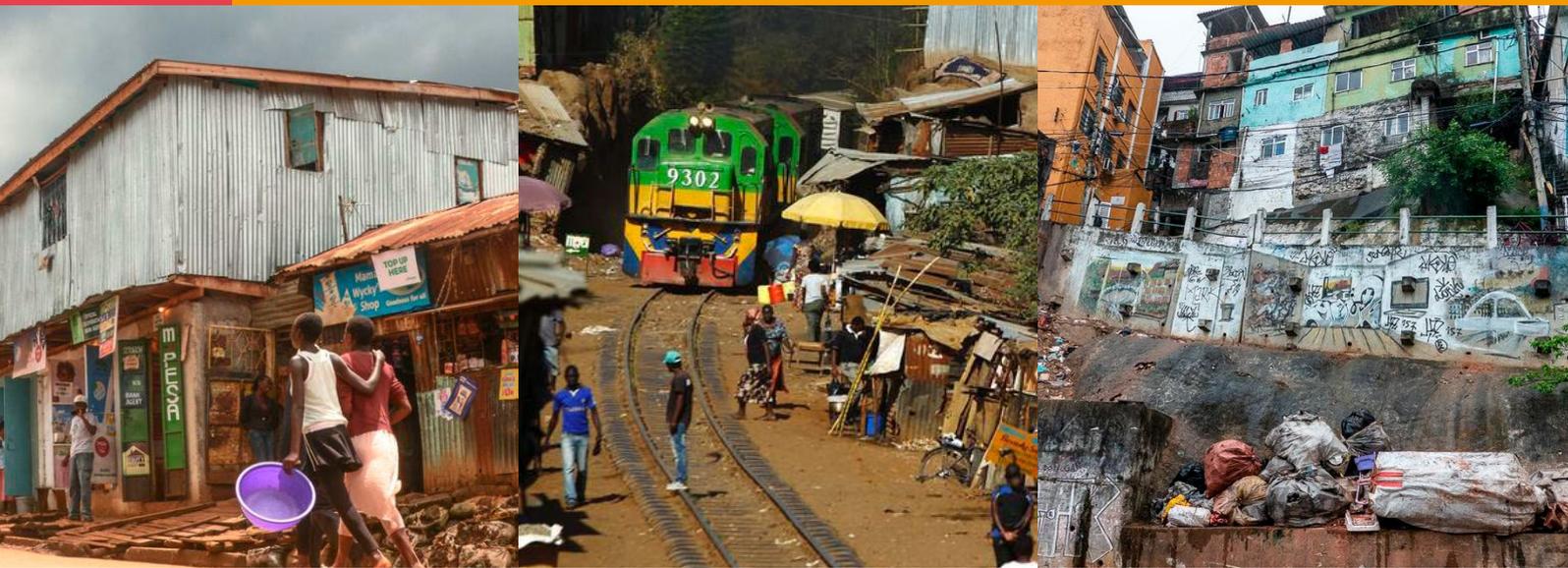
Is the bedroom a separate room or will it be located in the living room?

Do they want flowers in the house?

Which room is the most necessary in the house?

There are the necessary objects and these which can be considered optional (shelves, armchairs, two sofas, etc.). Each child should create a picture of their dream home. If they dream about a colourful house, nothing stops them from painting the walls in bright colours. If only the crayons are prepared!





**Aim:** making children aware that slum areas exist in different parts of the world; increasing their knowledge of the greatest deficiencies and needs in areas of poverty

**Time:** 20 mins

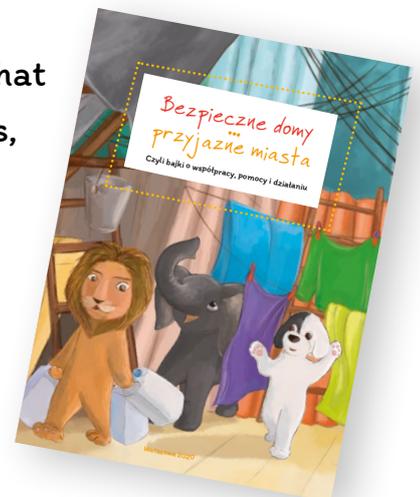
**Materials:**

- presentation “Life in slums” from attachment 15.1
- story “We build safe houses”



**The steps:**

- Ask the children to sit comfortably on the carpet. Tell them that in today’s classes you will talk about the poorest parts of cities, i.e. slums. Ask if any of the children has heard the word slums or favela?
- If not, using your own words describe what slums are. Use the definition below.



**Slums** constitute an area of the city inhabited by the poorest people. Slums are created by people coming to the cities (from the countryside or from other countries) who cannot afford to rent a flat within the urban area. They create makeshift houses made of planks, cloth or corrugated sheets, just to have a temporary shelter. However, this temporary place often becomes a home for a lifetime. People living in the slums often do not have access to clean water or electricity. You can forget about any sewage disposal! There are also no clearly pathed streets. In slums, nearly no one has access to water in their own house. You have to walk for a few, and sometimes even for several, minutes and bring it in a container often so heavy that you can only lift it by putting it on your head.

- Then, show to the children the presentation “Life in slums” from attachment 15.1. You can add some information provided below, while showing individual photos:

### SLUMS:

Currently, **900 million people live in slums**. If we assume that our class represents all people on the globe, one person out of seven would live in the poorest area. This means that as many as  $X^*$  of us would live in the poorest area of the city.

\*Give a specific number, proportional to the number of children in your class.  
2 people – if the class is small or 4 – if the class consists of as many as 28 children.

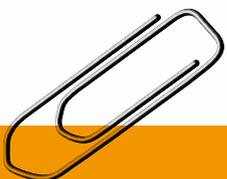
Most of the poor districts are located in the poorest countries of Africa and Asia. However, **slums can be found all around the world**. Even in France, a rich European country, a slum area emerged in Paris (the capital city of France). The people who came to work in Paris could not afford to rent a flat in the city. They built makeshift huts – shelters made of planks and corrugated sheets, which were supposed to serve as temporary houses but remained their homes for many years.

People living in slums often don't have a full-time job. If they have a job, it is hard and low-paid. Most often they are employed as housekeepers, rag collectors, people segregating rubbish into paper, glass and plastic, roadside sellers, porters at construction sites and rickshaw drivers, i.e. taxi drivers (a rickshaw is a form of a taxi made out of a converted bicycle or scooter. The person driving the bike/scooter gives their clients a lift anywhere and gets paid a small fee).

A single (small) room in slums is usually inhabited by 6 to 10 people.

1/3 of all the houses in slums do not have bathrooms. What is more, the ones existing are not connected to the sewage system.

The lack of drinkable water is a huge challenge in slums. In the lines for clean water delivered in cisterns you sometimes have to wait for several hours.





**Aim:** teaching children about the hardships of living in the slums. Highlighting the fact that education is a gate to a better life

**Time:** 1 hour

**Materials:**

- flashcards and task cards for “The escape room” game (printed and cut out) from attachment 16.1
- descriptions of tasks for the teacher from attachment 16.2
- kitchen scales
- plastic cup
- 1 bucket with water
- 2 pots and 2 bowls
- litter (plastic, paper, glass and metal waste, 3-5 pieces each)
- A4 paper sheets with words “paper”, “plastic”, “glass” and “metal” written on them
- white rice (1 kg)
- ca. 40 beans of chickpeas (or other beans or seeds that can be separated from rice)

- the book “Safe houses — Friendly cities”
- 20 sticks around 25-35 cm long (to create a fireplace)
- 3 envelopes
- 6 cables (or strings) around 2 m each (can be in different colours)
- 1 big stick (e.g from a broom)
- 2-3 bedsheets or tablecloths (ca. 90x200 cm)
- 10 clothes pegs
- 2 pens
- grey wrapping paper (to decorate the room)

### The steps:

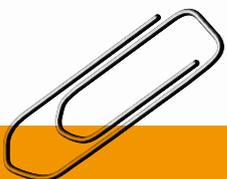
- Before the game starts prepare the room so that it resembles slums. The easiest way to do so is to hang the grey paper (bought in rolls) on the walls. You can draw lines on the paper imitating the texture of boards and window and door frames. Your imagination is the limit. The next step is to place the tasks in the right places in the room. The children will have to do them to open the door and leave the slums. Descriptions of tasks and the list of all materials required to prepare the “slums” (like glasses, bowls, sticks, etc.) can be found in attachment 16.1.
- When the escape room is ready, invite the children in. Inform them that they have travelled to the slums of Addis-Ababa. This is the area where Tola and Rascal, along with many volunteers, built 5 new houses for the local residents. The children’s task is to overcome the greatest problems of everyday life in the poorest areas of the city. If they succeed and do all the tasks correctly, the whole group will be allowed to leave the slums and move to their safe kindergarten/school.
- Give the children the first card from attachment 16.1 and wish them good luck.
- When the game is over, ask the children which of the tasks was the hardest. Can they imagine living in a house without a toilet? Would they like to walk the streets with electric cables hanging right above their heads?

## AT THE END GIVE THE CHILDREN AN IMPORTANT MESSAGE

Living in the slums makes it hard for kids to develop their skills and obtain basic education. Poor children, instead of going to schools, wait in queues to fill bottles with water. They do not learn how to count, but have to work to earn money for food for themselves and their families. As they do not have access to fresh, running water, they need to resort to contaminated streams which often leads to illnesses and debility.

Without education, they cannot hope for a better future. When they grow up, they will not be able to get any well-paid job without the ability to read or count. They will be trapped in the vicious circle of poverty without the hope to change their lives...

The last task that awaits the children in “The escape room” game is getting back to kindergarten/school. This task is purposely left for the conclusion of the game. **Only thanks to education – going to kindergarten or school everyday – can children living in slums find their path to a better future.**



# SAFE HOUSES – FRIENDLY CITIES

Lesson scenarios for kindergarteners and 1st-3rd graders

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