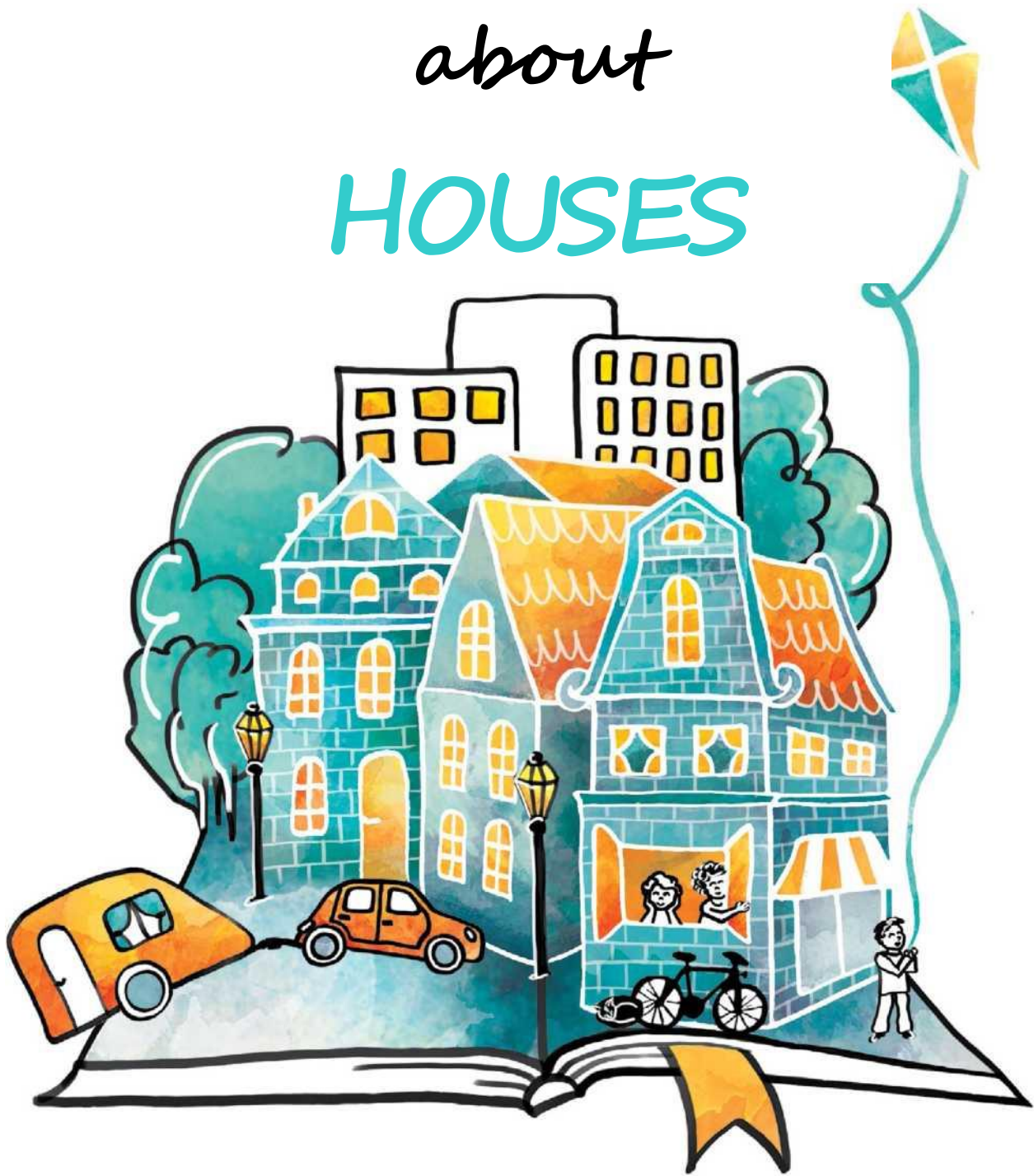


Let US Read  
about  
**HOUSES**



*Telling the Good Stories of City Dwellers*

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**This publication is available free of charge.**

Let US Read (Polish: *PoczytajMy*) is a program operated as part of BUILD Solid Ground by the Center for Citizenship Education (CCE) and its partner, Habitat for Humanity Poland. This EU co-financed project forms part of Solid Ground, a global advocacy campaign that Habitat for Humanity launched to improve access to land and provide everyone with decent living conditions.

**Program****Organizer****Partner****Project**

This project is funded by  
the European Union

## Dear Book Club Mentors! Dear Book Club Members!

It is with pride that we present you with **Let US Read about HOUSES. Telling the Good Stories of City Dwellers**, a publication drafted under the Let US Read program by the Center for Citizenship Education (CCE), a partner of the BUILD Solid Ground project. Our hope is that it will encourage you to establish book clubs to discuss sustainable housing.

While conducting the program, we prepared some aids that might prove useful in organizing and hosting book club and readers' meetings.

Teachers (mentors) are welcome to read **Do You Know What a Sustainable City Is?** This **methodology aid** explains how to run a book club, what sustainable cities are and what to focus on when discussing global issues, and also summarizes the activity of our program partner, Habitat for Humanity Poland. This aid supplements the program's introductory training.

**Our City in a World of Sustainable Development** will help mentors ease into working with book club members. Our suggestion is that the book club mentor carry out this **lesson plan** at the very outset of the project. If you feel one meeting isn't enough, feel free to spread the training over several sessions. As this program looks into a very specific issue, it's a good idea to give your book club ample time to fully understand the concept of sustainable cities.

Readers' meetings are held by book club members for their younger colleagues. Mentors provide book club members with any necessary support, at both mentor-led book club meetings and member-led readers' meetings. Mentor guidance is vital here, as book club members might find sustainable housing quite complex. As a mentor, assume that you can never give book club members more than enough support. Be sure to assist them in person at readers' meetings.

**Different Houses, Different Needs** and **My Friendly Home** are two **lesson scenarios** based on Carson Ellis' **Home** and intended for young book club members. We suggest rehearsing your readers' meeting before inviting your youngest members, just to make sure all exercises are easily comprehensible. In our scenarios, we included some methodology tips to draw your attention to the key aspects of such meetings. We encourage book club mentors to share their teaching methods and respond to specific book club member needs.

**Urban action (urbaction) scenarios** provide ideas for long-term activities. Your book club is welcome to select one scenario and follow it through. All scenarios require preparation, and all aim at sparking a reflection on sustainable cities that will later on be translated into specific actions. We give you the following scenarios: **What's Up Your Street? – A Walk through Past and Present**, **Is the City a Home for Everyone?** and **Eenie, Meenie, Miney, Moe, You're Doing a Film Show!**

Our suggestion is to follow the order that we presented above: start by preparing book club members to hold meetings, then discuss and sum up the meetings, and finally select and organize a book club action you all wish to carry out!

Let this year bring us every success in our joint actions!

Martyna and Michał



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# Do You Know What a Sustainable City Is?

## TEACHING AID

We created this material to help teachers run book clubs as part of the **Let US Read about HOUSES. Telling the Good Stories of City Dwellers** project, as well as to provide schoolchildren with clear and easily comprehensible basic information on sustainable urban development, and present them with this concept from the global education perspective.

### What is global education?

The goal of global education is to **raise awareness of interdependence and phenomena that interconnect all global citizens**. Global education strives to prepare its recipients for addressing challenges that affect all humanity.

What is understood by interdependence are the mutual relations between cultural, environmental, economic, social, political and technological systems and the interplay between them. **Global education shows both how an individual can impact global processes and the influence exerted by global processes on individuals.**<sup>1</sup>



When delivering global education in schools, it's crucial to make pupils understand that their every-day behavior impacts the functioning of the whole world. **Let US Read about HOUSES** focuses on issues related to sustainable urban and housing development. These are part of a broader concept covered by global education, i.e. sustainable development. Book clubs are encouraged to base their work on Carson Ellis' **Home**<sup>2</sup>, and the lesson plans and book club actions put forward herein by the CCE.

<sup>1</sup> Definition after: [www.globalna.ceo.org.pl/definicja-edukacji-globalnej](http://www.globalna.ceo.org.pl/definicja-edukacji-globalnej). Access to all links provided herein was verified on 17.09.2018.

<sup>2</sup> Ellis Carson, **Home**, translated into Polish by Magda Gołdanowska, Foksal Publishing Group, 2015.

## What's a book club?

A book club is a team of schoolchildren that prepares classes for younger pupils (grades 1 to 3). The club is open to all schoolchildren willing to participate. A book club is established by a teacher who serves as club mentor, i.e. supports and motivates its members. The club's main task is to prepare readers' meetings for younger schoolchildren by using **Let US Read** scenarios and taking action within the local community (we provide some inspiring ideas later on). Use your first meeting to introduce your members to the project's main thematic field. To this end, feel free to avail yourself of the **Our City in a World of Sustainable Development** scenario.<sup>3</sup>

At the next meeting, draft a to-do list and share any ideas that you may have. We provide enough suggestions to keep your book club active throughout the school year, so draw up a schedule for:

- book club meetings where you plan further action and sum up completed tasks,
- readers' meetings for younger schoolchildren,
- actions taken by the book club,
- project wrap-up.



Try to share duties fairly e.g. don't forget to delegate such tasks as securing a meeting room, preparing a photo report, and ensuring teacher-pupil communication. It is key to agree on book club location and regular meetings. Book club members should form a well-integrated team<sup>4</sup> and often talk about the book discussed, the readers' meetings held for younger schoolchildren, and address related global interdependencies. Please thoroughly explain any problems and ambiguities so that they do not resurface. Don't forget to celebrate each and every success by congratulating and thanking yourselves. For more on running book clubs, go to the CCE's **Let US Read. The Book Club Guide**.<sup>5</sup>

<sup>3</sup> See p. 14.

<sup>4</sup> Consider introducing exercises that help consolidate and energize your team: Martyna Sędek, **Włącz energię w grupie** [Give Your Group a Lease of Energy], Center for Citizenship Education, 2017: [www.bit.ly/wlacz-energie-w-grupie](http://www.bit.ly/wlacz-energie-w-grupie); platform for game and integration exercises classed by category, created by the Green Group Association: [www.zabawy.zielonagrupa.pl](http://www.zabawy.zielonagrupa.pl); platform with games classed by category, created by the Modern Poland Foundation: [www.zabawnik.org](http://www.zabawnik.org).

<sup>5</sup> **PoczytajMy. Przewodnik dla klubów czytelniczych** [Let US Read. The Book Club Guide], Center for Citizenship Education, 2017: [www.bit.ly/poczytajmy\\_publicacja](http://www.bit.ly/poczytajmy_publicacja).

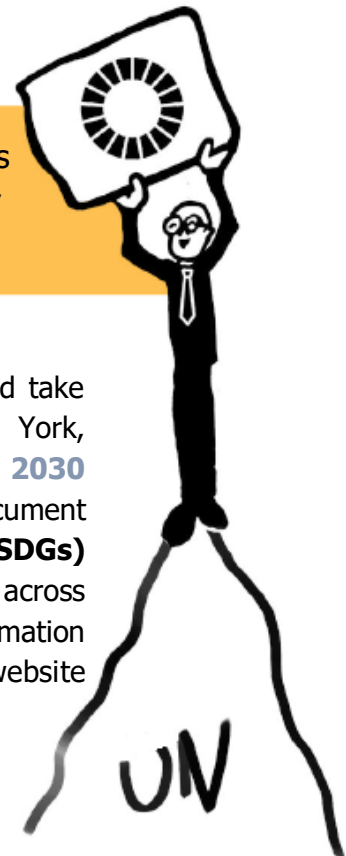
The crucial task of a club mentor is to prepare young people for working with children. The goal of book club and readers' meetings is to help children better understand global diversity, overcome stereotypes and learn basic sustainable development principles, as well as comprehend global interdependence. We encourage you to carefully read the materials provided and spend some time talking to book club members. Next, move on to taking action!

## What is sustainable development?

There are many translations of **sustainable development** into Polish.<sup>6</sup> A single, fixed definition of this term has yet to be drafted, though sustainable development is frequently mentioned in official papers and media releases, and is also enshrined in Poland's Constitution.<sup>7</sup> In this publication, we decided to use the 1987 definition adopted by the World Commission on Environment and Development:

Sustainable development refers to development that meets the needs of the present without compromising the ability of future generations to meet their own needs.<sup>8</sup>

It also requires different social groups to act in solidarity and take educational activity. At the 2015 UN Summit in New York, 193 countries adopted the **Transforming our world: the 2030 Agenda for Sustainable Development** Resolution.<sup>9</sup> This document outlines **17 Sustainable Development Goals (SDGs)** and the related 169 tasks – detailed guidelines that countries across the globe agreed to implement by 2030. For more information on the goals, their significance and specific tasks, go to the website of the UN News Center in Warsaw.<sup>10</sup>



<sup>6</sup> Alexandra Sulżyńska, **Zrównoważony rozwój – niuansy definicji** [Sustainable Development. Nuances of Its Definition], Center for Citizenship Education: [www.natura.ceo.org.pl/zrownowazony-rozwoj-niuansy-definicji](http://www.natura.ceo.org.pl/zrownowazony-rozwoj-niuansy-definicji).

<sup>7</sup> **Section 5 of the Constitution of the Republic of Poland of 2 April 1997:** <https://www.sejm.gov.pl/prawo/konst/angielski/kon1.htm>.

<sup>8</sup> Alexandra Sulżyńska, op. cit.: [www.natura.ceo.org.pl/zrownowazony-rozwoj-niuansy-definicji](http://www.natura.ceo.org.pl/zrownowazony-rozwoj-niuansy-definicji).

<sup>9</sup> **A/RES/70/1 Resolution of the UN General Assembly "Transforming our world: the 2030 Agenda for Sustainable Development"**, UN News Center in Warsaw: <https://sustainabledevelopment.un.org/post2015/transformingourworld>.

<sup>10</sup> UN News Center in Warsaw: [www.un.org](http://www.un.org).



# SUSTAINABLE DEVELOPMENT GOALS



*III. I. Seventeen UN-adopted Sustainable Development Goals.<sup>11</sup>*

UN SDGs also cover urban management. Goal 11 is specifically related to this area, and the remaining SDGs concern – to varying extents – different aspects of urban functioning.

## **GOAL 11: SUSTAINABLE CITIES AND COMMUNITIES**

**Make cities and human settlements inclusive, safe, resilient and sustainable.**

Will this goal have been met by 2030, all people should have access to: housing, safe transportation, green areas and public space. It is necessary to improve living conditions in slum settlements, reduce negative environmental impact and support least developed countries (LDCs). A detailed analysis of Goal 11, along with related tasks and guidelines, can be found in the UN News Center website.<sup>12</sup>

<sup>11</sup> [www.un.org.pl/download](http://www.un.org.pl/download).

<sup>12</sup> [www.un.org.pl/cel11](http://www.un.org.pl/cel11).

## Sustainable cities

A **sustainable city** equally meets the needs of all urban populations and ensures that future generations have equal opportunities of satisfying their needs.

### Sustainable cities:



provide various social groups with a friendly space that they can shape;



respect the natural environment by using renewable energy sources, segregating waste and taking advantage of the available landscape;



save water and reduce CO<sub>2</sub> emissions;



invest in public transport, cycling and pedestrian traffic;



adjust buildings to market needs by developing only designated plots (avoid dispersed building groups);



use local building materials;



introduce spatial design;



cooperate with urban populations and encourage them to participate in joint decision-making;



contribute to increasing the role of enterprises in improving quality of urban life;



seek local and regional authorities' support for their actions.



Other sustainable city elements are linked with circular architecture, and bank on such principles as:

- reusing buildings to ends other than their initial purpose, e.g. transforming an old production plant into a cultural center instead of constructing a new building;
- using reusable building elements, such as modules which can be assembled in one place and disassembled at a different location;
- ensuring that each building has access to daylight, using natural patterns in architectural design.<sup>13</sup>

The USA already boasts the world's first sustainable cities, e.g. Seaside and Baldwin Park. Such cities and settlements are sprouting out in Europe as well. To provide some examples: Stockholm's Hammarby Sjöstad, Kirchsteigfeld in Potsdam and the German Vauban. Poland launched the construction of its first sustainable city in Siewierz Jeziorna.<sup>14</sup> Many Polish cities and towns introduce sustainable development solutions. For some years now, Poland has been publishing a ranking of its most sustainable cities. In March 2018, the top three positions were occupied by: Warsaw, Toruń and Wrocław. In 2016, the list was topped by: Warsaw, Sopot and Bielsko-Biała.<sup>15</sup>

The ranking assesses three areas: social, environmental and economic. Below we present several Polish cities which embody the urban sustainability concept<sup>16</sup>:

**Warsaw** is one of Europe's greenest metropolises. Within its borders, it houses 79 large and small parks, more than ten natural reserves, two botanical gardens, and forests. Still, traffic congestion causes air pollution, and the capital is a leader in electricity consumption.

**Gdańsk** is a cyclist's paradise, with 586 of cycling routes and bike parks. The daily throughput is about 10,000 cyclists.



<sup>13</sup> Obarska Monika, **Architektura cyrkularna** [Circular Architecture], Miasta Magazine, 2017: [www.magazynmiasta.pl/2017/06/28/architektura-cyrkularna](http://www.magazynmiasta.pl/2017/06/28/architektura-cyrkularna).

<sup>14</sup> **Zrównoważone miasto w mieście** [Sustainable City within the City]: [www.bit.ly/siewierz-zrownowazony](http://www.bit.ly/siewierz-zrownowazony); **Czym jest miasto zrównoważone** [What Makes a Sustainable City]: [www.siewierzjeziorna.pl/miasto-zrownowazone/](http://www.siewierzjeziorna.pl/miasto-zrownowazone/).

<sup>15</sup> **Here's the list of Poland's most sustainable cities**: [www.bit.ly/ranking-zrownowazonych-miast-polska](http://www.bit.ly/ranking-zrownowazonych-miast-polska).

<sup>16</sup> Some of the examples below are discussed in detail in the report **Sustainable Urban Development. Europolis**, Polish Robert Schuman Foundation, 2016: [www.bit.ly/europolis-zrownowazony-rozwoj-miast](http://www.bit.ly/europolis-zrownowazony-rozwoj-miast).

Since 2009, **Poznań's Trzymaj ciepło** [Keep Warm] project has helped educate residents in reducing energy consumption by ensuring reliable house insulation. Project participants get a free thermo-visual test to detect heat leaks in their houses.

**Kraków** is gradually introducing anti-smog solutions, though it's in a more difficult position than other cities. Air in Lesser Poland's capital is undoubtedly polluted by pollen and toxic gas emissions, yet contamination is notably amplified its geographical location: the city is nestled between two highlands.

**Katowice** is gradually converting devastated post-mining sites into utility, housing and recreational areas.

**Wrocław** was Poland's first city to create a place which combines business and academia, i.e. the Wrocław Academic Hub. The Hub is a response to Wrocław-based company recruitment needs concerning acquisition of university students and alumni. It also fosters Wrocław's business by supporting start-ups.

## Actions taken by Habitat for Humanity

Action for sustainable urban development is taken not only by international organizations and national governments. Non-governmental organizations are also deeply concerned with global challenges. **Habitat for Humanity** is one organization which helps prevent housing poverty and eliminate homelessness worldwide. This global non-profit organization strives to fulfil its vision of a world where everyone enjoys decent living conditions.<sup>17</sup> Since its launch in 1992, Gliwice-based Habitat for Humanity expanded its European coverage to more than 70 countries worldwide. Habitat for Humanity Poland has a track record of helping 1,300 families by conducting renovation and construction projects, granting micro-loans and providing education in energy saving. The Poland-based foundation is supported by approx. 600 volunteers annually. Habitat for Humanity looks into such issues as poverty and social exclusion, as well as energy poverty, which affects 18% of the global population. **Let US Read about HOUSES** is operated by the Center for Citizenship Education (CCE) as part of the global educational project BUILD Solid Ground<sup>18</sup>, which is executed in Poland by the Habitat for Humanity Poland Foundation.

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<sup>17</sup> A recap of this NGO's activity is available at: [www.habitat.org](http://www.habitat.org).

<sup>18</sup> *BUILD Solid Ground*: [www.habitat.pl/build-solid-ground](http://www.habitat.pl/build-solid-ground).

## Global interdependence and our place in the network of global ties

Let US Read about HOUSES focuses on sustainable urban development, but also takes into account interdependence between cities, their residents and living conditions. We want to show that all residents have a say whether their city will be more or less sustainable. Oftentimes, we point out that our behaviour and choices impact cities across the globe. How is that even possible? Global education reveals relations between global phenomena and individual behaviour, i.e. interdependence, which are present in the environment, trade, culture, economy, technology and politics.

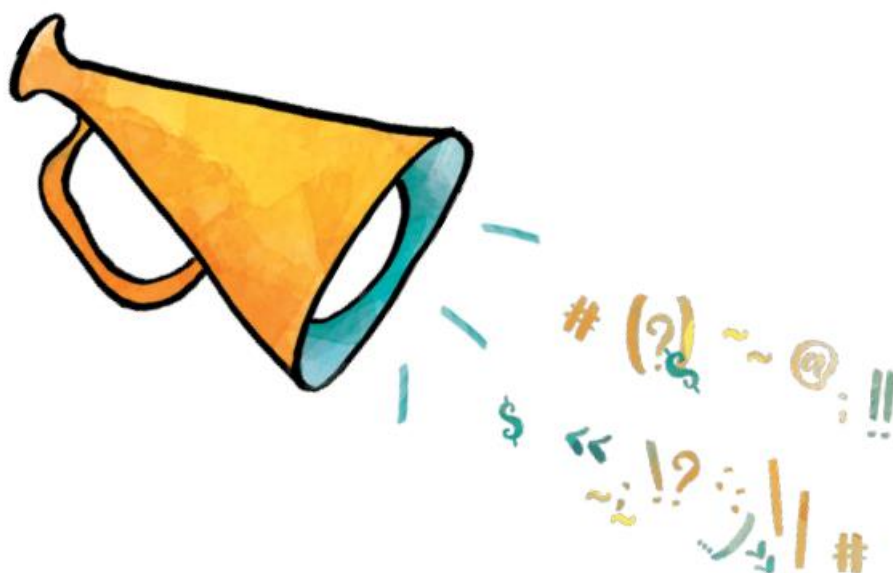


We use products from many countries, implement the postulates of international organisations, protect the environment to prevent natural disasters, sign petitions to save lives, and draw from the cultural heritage of other nations. We are part of an enormous network and everything we do impacts our world. The products we put in our shopping basket, how we travel or segregate waste, whether we try to convince city authorities to reduce down-town traffic – all that impacts not just us and our immediate surroundings, but also others across the globe. Schoolchildren should be aware of this interdependence and the profound impact that their decisions have on sustainable development. It is vital that young people understand the significance of their own actions. Interdependence requires responsibility. Schoolchildren will understand this once we explain to them how they can contribute as individuals. Global ties are well explained in Jędrzej Witkowski's **Twoje połączenie ze światem** [Your Connection with the World].<sup>19</sup>

<sup>19</sup> Jędrzej Witkowski, **Twoje połączenie ze światem** [Your Connection with the World], Center for Citizenship Education, 2011: [www.bit.ly/twoje-polaczenie-ze-swiatem](http://www.bit.ly/twoje-polaczenie-ze-swiatem).

## De-stereotyping global challenge discussions

Global education touches upon many thorny issues, which might prove challenging when working with children and youth. Even in discussions on our cities and districts, you can delve into such complex topics as homelessness, poverty or poor housing availability. Look for phenomena with which your listeners can identify. Make sure you approach these topics in a sensitive and careful manner: you can't always tell what experience your participants have, what they are enduring at the time and what emotions such a discussion might trigger. Prepare yourself for questions or comments voiced by younger schoolchildren and directed at club members. Before each class, book club mentors should discuss any potential difficulties and explain essential club rules to the young meeting moderators. It is also recommended to acquaint these young people with the principles drafted by international organizations



on ethical and respectful delivery of information on global challenges. The **Code of Conduct on Images and Messages regarding the Global South** contains a list of such principles. These are further discussed in the CCE article<sup>20</sup> and PAH's **Jak mówić o większości świata** [How to Speak about Most of the World].<sup>21</sup> It contains some guidelines on how to deliver information without reinforcing stereotypes, disrespecting other nations and cultures, or discriminating others.

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<sup>20</sup> **Kodeks w sprawie obrazów i wiadomości z krajów Globalnego Południa** [Code of Conduct on Images and Messages regarding the Global South], Center for Citizenship Education, 2018: [www.bit.ly/globalna-kodeks](http://www.bit.ly/globalna-kodeks).

<sup>21</sup> **Jak mówić o większości świata. Rzetelna edukacja o krajach globalnego Południa** [How to Speak about Most of the World. Reliable Education about the Global South], Polska Akcja Humanitarna (PAH), 2012: [www.bit.ly/pah-jak-mowic-o-wiekszosci-swiata](http://www.bit.ly/pah-jak-mowic-o-wiekszosci-swiata).

When holding **Let US Read about HOUSES**, meetings:

- agree on a “contract”, where you set forth some effective communication rules, e.g. show mutual respect for interlocutors and their opinions, refrain from mocking others, listen carefully to each other;
- refrain from using suffering and drastic images to elicit shock, e.g. when discussing people living below the poverty line, rather analyze this phenomenon and identify its causes;
- when delivering information, be sure to verify them against reliable and current sources so that you are certain the issue discussed is still present, and whether it affects a group or an individual;
- always ask for permission to take photos and do not photograph anyone in a situation where you would not like to be photographed;
- avoid phrases, sayings and words that perpetuate stereotypes and steer clear from generalizations, e.g. all homeless people...; everyone who lives in a tenement house knows that...;
- precede each opinion with an indication of the first person and such phrases as: “in my opinion...”, “I believe that...”;
- include different perspectives and opinions to provide the broadest context possible.<sup>22</sup>



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<sup>22</sup> The Institute of Global Responsibility’s publication contains a valuable summary of Code principles. See: *Jak mówić o większości świata? Jak rzetelnie informować o krajach Globalnego Południa* [How to Speak about Most of the World. Reliable Education about the Global South], 2015: [www.bit.ly/iog-jak-mowic-o-wiekszosci-swiata](http://www.bit.ly/iog-jak-mowic-o-wiekszosci-swiata).

# Our City in a World of Sustainable Development

## Book club meeting scenario

### TIP

Ask the members of your club to help you determine this scenario's feasibility. If one meeting proves insufficient, break it up into a few shorter ones. Still, it is best to follow through at one meeting. Presenting all elements together will help understand the project's concept and prepare members for interacting with younger schoolchildren.

**Time:** 90 minutes

**Number of participants:** five to ten club members

**Age of participants:** 12-19

**Goals of the book club mentor:**

- help the book club agree on its key goals and tasks;
- divide and delegate book-club-related duties;
- present examples of urban interdependence;
- explain what a *sustainable city* is;
- identify solutions that can be implemented in a city to fulfil SDGs (Goals 6, 7, 11, 13).

**Goals of book club members:**

- you will tell your listeners why you established the book club and what you want to achieve;
- you will list your book-club-related duties;
- you will learn how your actions impact other people on the planet;
- you will learn to identify *sustainable* cities;
- you will propose actions which could help your city become sustainable.



## Methodology:

game	discussion	brainstorming	talk	literary text analysis	evaluation
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## Aids:

- ⇒ print-outs of appendix 1, one per participant
- ⇒ pens, one per participant
- ⇒ 20 colorful A4 sheets
- ⇒ 12-14 flipchart sheets or Bristol paper sheets
- ⇒ post-its or non-stick note cubes, one per participant
- ⇒ if you intend to discuss interdependence in your class, prepare a text or text excerpts on global interdependence<sup>23</sup> (one per participant) – this exercise constitutes appendix 2.

## Lesson plan

### 1 Introduction

10 minutes

Welcome your participants, outline the meeting's goals and agenda.

Integrate the club by playing *Bingo* (especially if the children in your group attend different classes) or some other game that you know and are certain will help them get to know each other. *Bingo* is a simple game that consists in knowledge sharing and that you can set in your city. Distribute question sheets (see: appendix 1) and pens to participants.

Participants are to complete the question sheets with names of those group participants who know the answers to the questions in the sheets. One field is one name. Participants talk to each other and look for those who know the answers and whose names can be entered into the fields.

#### NOTE!

Participants should hold one-to-one, not group conversations. The first person to fill out their sheet shouts "*Bingo!*".

<sup>23</sup> Jędrzej Witkowski, *Twoje połączenie ze światem* [Your Connection with the World], Center for Citizenship Education, 2011: [www.bit.ly/twoje-polaczenie-ze-swiatem](http://www.bit.ly/twoje-polaczenie-ze-swiatem).

You're welcome to adjust the questions to participants' knowledge and education level. Ask your group to read out their answers to each question. Verify the answers together.

2

## What should our club be like?

20 minutes

Distribute A4 sheets with the ten good book club rules set forth in **Let US Read. The Book Club Guide**<sup>24</sup> (one page, one principle). Put your heads together to decide whether these rules are clear to you and whether you accept them as your guiding principles. You're welcome to modify these guidelines and add your own proposals! It's a good idea to go over general meeting rules, such as punctuality, hearing each other out, and refraining from ridiculing others. Don't forget to explain that discussions on sustainable urban development and comparing urban living conditions across the globe should comply with the provisions of the **Code of Conduct on Images and Messages regarding the Global South**<sup>25</sup>, and must be free from stereotyping. For a brief set of guidelines on discussing global education issues related to sustainable housing, consult **Do You Know What a Sustainable City Is?**

Order the sheets from most to least significant principle. You can arrange them into a pyramid with the most important principle at the top and the least vital ones at the bottom. These principles will form your club's "contract". Write them down and hang them in your meeting room, so that you always have them at hand. You can always add any new principles you come up with later.

All club members should sign this contract.

Introduce the club to its objects and explain that you will investigate what city life is like, whether cities are our homes and what sustainable urban development is about. Explain that the club's tasks are as follows:

### CLUB TASKS

- ➔ hold book club meetings for younger schoolchildren based on **Home**<sup>26</sup> and the lesson plans made available herein;
- ➔ organise campaigns targeted at the school and/or neighbourhood community and based on the scenarios proposed;
- ➔ organise campaigns targeted at the school and/or neighbourhood community and based on the scenarios proposed;

<sup>24</sup> **Jak działa dobry klub czytelniczy. Wskazówki** [How a Good Book Club Works. Tips] [in:] **PoczytajMy. Przewodnik dla klubów czytelniczych** [Let US Read. The Book Club Guide], Center for Citizenship Education, 2017: [www.bit.ly/poczytajmy\\_publicacja](http://www.bit.ly/poczytajmy_publicacja).

<sup>25</sup> **Jak mówić o większości świata. Rzetelna edukacja o krajach globalnego Południa** [How to Speak about Most of the World. Reliable Education about the Global South], Polska Akcja Humanitarna (PAH), 2012: [www.bit.ly/pah-jak-mowic-o-wiekszosci-swiata](http://www.bit.ly/pah-jak-mowic-o-wiekszosci-swiata).

<sup>26</sup> Ellis Carson, **Home**, translated into Polish by Magda Gołdanowska, Foksal Publishing Group, 2015.

### 3 Introduction to sustainable cities

10 minutes

Distribute post-its. There should be a question on each one. Participants should write their answers on their reverse side. Taking into account participant age, select one question from those listed below.

#### QUESTION

- ➔ What is your vision of a green city?
- ➔ How do you understand this quote by UN Secretary General Ban Ki-moon: *Cities are important in many aspects: from energy and transport, through water and sanitary conditions, to social cohesion, and preventing disasters and containing their consequences.*<sup>27</sup>

Next, read all the answers and place the post-its in front of you. Spend a few minutes on discussing your answers. Don't express any judgements! Do your best to sum up and draw general conclusions.

### 4 Design a sustainable city

25 minutes

Ask participants to form groups of two or three. Assign one of the social groups below to each pair or group. Next, ask them to answer the following question by writing their answers on the flipchart: *What do these people need to feel good in their city?* Tell your group that their answers can involve places, buildings, institutions and (e.g. transport) services or anything else that the social group discussed might need in a city. Write down as many proposals as you can come up with.

Proposed groups:

#### QUESTIONS

- ➔ people with small children,
- ➔ senior residents,
- ➔ students,
- ➔ office employees,
- ➔ schoolchildren,
- ➔ people with reduced mobility,
- ➔ the homeless,
- ➔ pregnant women,
- ➔ employees of your city's large production plant,
- ➔ staff of a 24/7 store,
- ➔ soldiers,
- ➔ fire fighters,
- ➔ cyclists.

<sup>27</sup> Quote after: **Zrównoważone miasta. Życie w zdrowej atmosferze** [Sustainable Cities. Life in a Healthy Atmosphere], Global Compact Poland, 2016: [www.bit.ly/zrownowazonemiastazyciezdrowejatmosferze](http://www.bit.ly/zrownowazonemiastazyciezdrowejatmosferze).

## TIP

Think of any other distinct social groups in your city that you would like to include in this exercise. It's best to focus on groups most relevant to the schoolchildren.

After completing the exercise, put the flipcharts in a visible place and present your work to everyone. Groups are welcome to exchange ideas. Add any suggestions of buildings or places coming from other workgroups. Follow up on the presentation with a sum-up. Explain that a sustainable city strives to meet the needs of various social groups and preserve resources for the generations to come. This doesn't mean that all needs and postulates have to be met. Why? You'll move on to that shortly.

## 5 EXPLANATION | 15 minutes | EXTRA TASK |

Tell your group that many international conferences are centred on wealth, the position of various social groups, environment protection, urbanisation, culture and education. That's because they illustrate the ties between different parts of the world. One example here is the 2015 UN Conference which adopted the Sustainable Development Goals (it's a good idea to show the illustration provided or xerox it for all participants). Read out the SDGs. Make sure all participants understand them. Briefly discuss the SDGs and point to the most relevant SDG for our program, Goal 11. Ask the schoolchildren what other goals are related to Goal 11. Work together to define sustainable development. Next, ask the participants how it could be introduced to your city.

## 6 ANALYSING BUILDINGS | 15 minutes |

Analyse the building types written down on the flipchart. Give your answers to these:

### QUESTIONS

- Which of the elements you proposed impact your city's sustainability? Were all your postulates fulfilled, would the city become more sustainable? Why yes/no?
- Are there any places or implemented solutions that make your city more sustainable? What would you improve?

You might mention Poland's sustainable city ranking and provide examples of solutions introduced by those cities, e.g.

Gdańsk – city of cyclists;

Tychy – energy efficient schools and LED street lighting;

Warsaw – one of Europe's greenest capitals;

Poznań – educational project aimed at teaching residents how to use cost-saving house insulation;

Kraków – anti-smog solutions;

Wrocław – special city hall department tasked with monitoring the labor market;

Katowice – gradual restoration of post-industrial and degraded sites

(more information is available in [Do You Know What a Sustainable City Is?](#)).

7

### ANALYSING BUILDINGS

7 minutes

Use brainstorming to collect participant ideas about how they picture a sustainable version of "our home".

Participants may put various proposals forward, e.g. renewable energy, more plants around the house, waste segregation, safe construction materials.

Write all proposals on the flipchart and hang them in a visible place.

8

### ANALYSING BUILDINGS

3 minutes

Do a *Voluntary Round* or use a different reliable method to sum up the meeting. The Voluntary Round is a simple technique where answers are given only by those willing to voice their opinions.

Ask club members to finish the sentence: *At today's meeting...*

Thank participants for the meeting and set a date for the next one.

## APPENDIX 1 BINGO

<p>What is the population of your city?</p> <p>Answer:</p>	<p>Where is the public library?</p> <p>Answer:</p>	<p>How many parks are there in your city?</p> <p>Answer:</p>
<p>What does your city's coat of arms look like?</p> <p>Answer:</p>	<p>In what street is our school?</p> <p>Answer:</p>	<p>What is the name of your favorite patisserie/pizzeria?</p> <p>Answer:</p>
<p>Where do you spend most of your free time?</p> <p>Answer:</p>	<p>How do most club members commute to school?</p> <p>Answer:</p>	<p>Who serves as president/mayor of our city?</p> <p>Answer:</p>
<p>Which building is the tallest in our city?</p> <p>Answer:</p>	<p>Where is the preschool that you attended?</p> <p>Answer:</p>	<p>Which part of your city has the oldest buildings?</p> <p>Answer:</p>

## APPENDIX 2 Interdependence

*The exercise below helps elaborate on the topic and engage schoolchildren in a discussion on global interdependence:*

### TEXT ANALYSIS | 20-25 minutes |

Hand out a text on interdependence or its excerpts. Set a time limit for reading the text.

Our suggestion is to use Jędrzej Witkowski's **Your Connection with the World**<sup>28</sup>, a readily comprehensible portrayal of how globalization impacts our every-day meals, school supplies, electronic equipment, entertainment, clothing, etc.

Once reading time is up, ask for answers to the following:

#### QUESTIONS

- Do you agree with the author of the text?
- Did the author describe any of your every-day activities? If yes, which ones?
- How do your decisions influence the world?

Place particular emphasis on the global interdependence that you notice from the perspective of a resident of your city. Ask club members the following:

#### QUESTIONS

- Where is interdependence present in your city?
- How do we impact urban functioning?
- Can actions taken in our city impact places in other parts of the world? How?

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<sup>28</sup> Jędrzej Witkowski, op.cit.: [www.bit.ly/twoje-polaczenie-ze-swiatem](http://www.bit.ly/twoje-polaczenie-ze-swiatem).

*The lesson plans and urban actions (urbactions) proposed herein are targeted at young book club members who hold classes with the support of a mentor.*

**TIP**

Before holding a book club meeting, read the lesson plans and rehearse each exercise. Ask non-members to help you. As they do not belong to the book club, they can give you valuable insights into instruction and question clarity. Do a test run to find out how much time you need for each exercise and when it's best to announce a break.

## *Different Houses, Different Needs*

### **READERS' MEETING SCENARIO BASED ON CARSON ELLIS' *HOME***

**Time:** 90 minutes (plus breaks)

We provided approximate times for each exercise.

**TIP**

**Number of moderators:** two to four club members

Though we filled in the "number of participants" fields with quantities we believe are optimal, feel free to treat them as guidelines and adjust them to your specific needs. If your group is more numerous, modify the scenario accordingly. In this scenario, we divided tasks between four moderators. It is crucial that all participants know all tasks and are ready to step in for an absent colleague.

**TIP**

**Number of participants:** 5-25

**Age of participants:** 6-9



## Goals of meeting moderators<sup>29</sup>:

- reflect on the diversity of housing and its surroundings;
- reflect on the diversity of social needs.

## Goals as explained to participants:

- you will think about why houses and their surroundings differ from each other;
- you will try to explain why people have different needs.

## Methodology:

game	book analysis	conversation
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## Aids:

- ⇒ chairs for all participants
- ⇒ a copy of Carson Ellis' **Home**<sup>30</sup>
- ⇒ scans of six illustrations presented in the book that you intend to discuss with participants<sup>31</sup>
- ⇒ projector
- ⇒ screen
- ⇒ computer
- ⇒ long rope or jump rope and three A4 sheets with one of the following written on them: *Want very much, Really don't want, I don't know*
- ⇒ blank A4 sheet, one per participant
- ⇒ a few sets of crayons and felt-tip pens
- ⇒ blankets, pillows, drapes, curtains, rugs, chairs, a broom stick and other atypical "construction" materials that can be used to build a "fort"
- ⇒ three A3 sheets (green, white and red)
- ⇒ image of a house on a post-it, one per participant

<sup>29</sup> In other words, for club members who hold the readers' meeting for younger schoolchildren.

<sup>30</sup> Ellis Carson, **Home**, translated into Polish by Magda Goldanowska, Foksal Publishing Group, 2015.

<sup>31</sup> You might also want to include non-realistic images which will stimulate children's fantasy and shift the focus from reality. Make sure, however, that this image type is not dominant. We suggest that you place particular emphasis on: **Such and Such Homes** and **High- and Low-rises**.

## LESSON PLAN

### 1 WELCOME

10 minutes

Moderator 1 (**M1**)<sup>32</sup>: Form a circle and sit in your chairs. Introduce yourself and move on to explain why you are having this meeting and what will happen.

**M2**: Explain the game to the children. If you don't know the group well, repeat all the names of its members. Leave your chair empty and stand in the middle of the circle. The person standing in the middle of the circle has to find a seat as fast as possible. The person sitting to the right of an empty chair has to do everything to prevent the seat from being taken by the person standing in the middle of the circle, i.e. you. That person pats the empty seat and says the name of any group member. The person whose name is called out has to sit in the chair. The person standing waits for an opportunity to sit, while the other players do everything they can to fill the empty chairs quickly. Only the person whose name was called out can sit in the empty chair. Play a few rounds and end the game.

#### TIP

This game is very dynamic, so plan ahead and ensure enough space to move around freely.

### 2 READING AND DISCUSSION

30 minutes

**M3**: Read **Home** (all of it) and encourage your listeners to freely express their reactions.

**M4**: Use the screen to show six illustrations. Analyse them together. You can use the worksheet (see: appendix 3) to facilitate the discussion. It contains questions that you can ask the children.

#### TIP

Due to its length and lack of dynamism, this part is challenging for young participants and might bore them quickly. Try to elicit activity from as many children as possible. Call them by their names. Halfway into the discussion, propose to do the exercise below:

<sup>32</sup> Abbreviated to "M".

## LIVING SCULPTURES

**M1:** Divide the participants into smaller teams and ask them to stand in their workgroups within comfortable distance of other groups. On your mark, e.g. when you clap your hands, the teams have to form a living sculpture that illustrates a keyword you gave them. The teams have one minute. Use the same mark to signal that the time is up. Our suggestion is to use keywords associated with houses, e.g. roof, garage, balcony.<sup>33</sup>

### TIP

If you'd rather not do the exercise during illustration analysis, try to end the discussion on each image with the following question: *Who would like to live in this house?* Place a rope or jump rope along the room's central axis. Put the *Want very much* sheet at one end, and the *Really don't want* one at the other end. Place the *I don't know* sheet in the middle of the rope. After you ask your question, ask the participants to indicate their answer by selecting the right spot along the rope. This short question will rekindle the group's interest.

## 3 DRAWING AND DISCUSSION | 15 minutes

**M2:** Ask participants to draw their house and its surroundings on an A4 sheet. After they finish, ask them to form smaller groups and discuss their drawings.

### TIP

It would be best if the number of groups equalled that of the moderators. Each moderator oversees a smaller group and there's enough time for everyone to speak out.

## QUESTIONS

- Are there any similarities between the houses? If yes, what are they?
- How are the houses different?
- How do your hobbies and interests influence your room?
- What does "feel at home" mean? Are there any places where you feel like that?

<sup>33</sup> You can also do an energizer: Urszula Małek, *Ćwiczenia rozwijające aktywność uczestników* [Exercises that Stimulate Participant Activity], Center for Citizenship Education, 2016: [www.bit.ly/lodolamacze-i-energizery](http://www.bit.ly/lodolamacze-i-energizery); *Wymiana młodzieży – pomysły, metody, działania – Energizery* [Youth Exchange – Ideas, Methods, Actions – Energizers], ed. Krystyna Marcinkowska, Foundation for the Development of the Education System, 2005: [www.bit.ly/energizery](http://www.bit.ly/energizery); *Gry i zabawy* [Fun and Games], Foundation for the Development of the Education System, 2009: [www.bit.ly/gry-i-zabawy-frse](http://www.bit.ly/gry-i-zabawy-frse); game and integration exercise platform classed by category by the Green Group Association: [www.zabawy.zielonagrupa.pl](http://www.zabawy.zielonagrupa.pl); game platform where the games are classed by category, created by the Modern Poland Foundation: [www.zabawnik.org](http://www.zabawnik.org).

4

## BUILDING A FORT

15 minutes

**M3:** Stay in the smaller groups. Explain that each team will build a fort, or a house that will serve as a shelter for a given social group, e.g. a family with two children where the younger one needs a stroller, grandparents, a blind person, a dog lover, a businessman. You can add more social groups here. Children are free to use all the “construction” materials available (blankets, chairs, etc.). Before the participants start building, make sure they discuss what the fort should contain and what its surroundings should be like to make its resident feel comfortable.

**Each moderator** should initiate a discussion about the given social group’s needs so that the participants can better understand them. Make sure that the instructions are clear, and let the children build whatever they like.

### TIP

While the children are busy building their forts, keep an eye out for safety. Observe, but don’t interfere or help out. Make sure that all children participate in the game. If a conflict ensues, let its participants describe it and propose their solutions.

5

## WRAP-UP

10 minutes

**M4:** Once the time is up, take your seats in the circle and ask the children to present their forts. Ask the following:

### QUESTIONS

- Which details make it easier for the selected social group to live in this house? Why?
- Do all the people in our city have places where they can live comfortably? Can you give any examples?
- Why is it important to always bear in mind the needs of other residents in such a large city as ours?

End the meeting by asking what is the same and what is different about your houses. Discuss your conclusions together: everyone has the right to housing, and houses should satisfy their residential needs. The disabled, families with small children, people who live alone – all of them need different houses. It is important to take note of different needs when shaping urban space.

6

## MEETING

10 minutes

**M1:** Place three A3 sheets (green, white and red) in the middle of the room. Give each child a post-it with an image of a house and request that they stick it onto one of the A3 sheets: to the green one if they liked the class, to the white one if they don't have an opinion, and to the red one if they think the class was bad.

**M2:** Thank the participants for the meeting.

**TIP**

Don't forget that you don't have to ask all the questions. Adjust their number to the size of your group. Next, ask for answers to the following questions:

**Cottage**

- Talk about the cottage's surroundings – what can be found near it?
- What plants could grow there?
- What animals could live in the vicinity?
- Is the area densely developed? Are there many houses there?
- How do the residents of the cottage feel?
- For whom would this house be appropriate?

**Ship**

- Can a ship be someone's home?
- What does it mean to live at sea?
- How do you picture this house?
- Where do sailors sleep?
- Where do they eat?
- Where is their bathroom?
- Can they go out for a walk?
- Is this ship-house limiting? If yes, how?
- Who should live here?
- Who is a sea dog?

**City apartment**

- How do you picture the whole building?
- What do its surroundings look like?
- Is there a lot of space around it?
- Look at the windows and window sills – who do you think lives in this building?
- Who should live in this apartment?



## Wigwam

- What is a wigwam?
- What are they made of?
- Who lived in them?
- In which continent did people make them?
- What's inside a wigwam?
- Where did the people sleep?
- Where did they eat?
- Did wigwams stand alone or did they form villages?
- What would you find around a wigwam?
- What plants grew there, what animals inhabited the area?
- Who would feel comfortable in a wigwam?

## Palace

- In which part of the world can you come across a palace?
- Who lives in them?
- Who do you need to run a palace?
- What can be found in a palace?
- What's in the underground chambers?
- How do you picture the surroundings of a palace?



## Shoe

- Is it possible to live in a shoe?
- Why did the author draw children in the illustration?
- What is a shoe? What type of building is it? Do children live in shoes? Does the building serve any other function?
- Why are the children playing?
- What are they playing?
- What could the shoe's surroundings look like? Are there any other buildings near it?
- If yes, what kind of buildings? Maybe there's just a lot of green or empty space?
- What does it mean to *step into somebody's shoes*; *if the shoe fits, wear it!*
- What kind of houses can be found close to a palace?

### French houses

- How do you picture French houses?
- Are they different from Polish ones?
- If yes, how are they different?
- Don't forget to explain that French and Polish architecture is very similar due to globalisation.<sup>34</sup> Explain differences in i.a. culture, everyday life, economy, fade away due to globalization.

### Atlantis

- What is Atlantis? Why is it underwater?
- How is it possible to live underwater? Is it possible for people?
- What would you have to do to make that possible?
- What lives in seas and oceans?
- What does the world look like underwater? How would you describe it?
- Would you like to live underwater?

### Rolling stone

- What does the phrase "a rolling stone gathers no moss" mean?
- How often do people travel?
- Would you like to live like that?

### Such and such houses

- How are these two houses different?
- What do the surroundings of these two houses say about the people who live there? Who could live in these houses?
- Do you find the space around buildings important? Why?
- What can be found near your houses?
- What would you like to have near your house?



<sup>34</sup> **Globalization**, PWN Encyclopedia: [www.bit.ly/pwn-globalizacja](http://www.bit.ly/pwn-globalizacja).



## High- and low-rises

- Who should live in a high-rise?
- Who would find it difficult to live in a multi-story house?
- Who would be happy live in a low-rise?
- Is every home type suitable for everyone?
- Are all our city's buildings the same?
- Don't forget to emphasize that differences in residential architecture result from people's different needs, and designers should seek to satisfy them. Spare a moment to explain that sustainable cities are created to meet all social groups' varied needs without diminishing the future opportunities of the generations to come.

## Sea houses

- Do such sea houses exist?
- Can people live underwater?
- What creatures live under the surface of the sea?
- What does the underwater world look like?

## Tree hollows

- Who lives in a tree hollow?
- Is that possible for people? Why yes/no?
- Have you ever built a tree house? What did it look like?
- Can a tree provide people with shelter? Is it a good place for people? Why yes/no?
- Can you think of any building materials that can be described as "hollow"?



### Whose house is this?

- Who could live in this house? Who do you imagine living in this house?
- Is it rather a single person or a family? Are they young or old?
- What are the surroundings like?
- Where can you get food from?
- How do the people living here work?
- Would it be easy or hard to live here? Why?

### And this one?

- What kind of house is this?
- Is it as small as the teacup, or is the teacup so big? Why?
- Where is it?
- Who could live in this house?
- What can be found around it? Do you think there are similar houses nearby? Why yes/no?



### Who lives here?

- What is this place?
- Why are the buildings and plants under a glass bell?
- Is it possible for anyone to live here? Does it serve a different purpose?
- What does the area around it look like?
- What buildings/places could be found in its neighborhood? Is everything interconnected? Is everything under the bell? Why yes/no?

### Home of a Slovakian princess

- What do you think is inside this house?
- What's in the vicinity of a Slovakian princess' house?
- How is it different from the palace we looked at before? Why are they different?

### Kenyan blacksmith's house

- What do you think is inside this house?
- What's in the neighborhood of a Kenyan blacksmith's house?
- How are the houses of the Slovakian princess and the Kenyan blacksmith different?
- In which continents are they?

### Japanese businessman's house

- Why does this house look like this?
- What do you think is inside?
- Is it large or small?
- What can be found around the house?

### House of a Nordic god

- In which countries did people believe in Nordic gods?
- What do you think his house looks like?
- Does anyone live with the Nordic god?
- What can be found around the house?

### Babushka's house

- Who is a babushka? Which country does she live in?
- What does her house look like?
- What is that object on the table and what is it used for?
- What do the surroundings of this house look like?
- Is babushka's house close to other houses?



- Who would feel comfortable in her house?

### Moon Man

- Who is Moon Man?
- Where does he live?
- Is it possible to live on the Moon? Why?
- What does Moon Man's house look like?
- Are there any other houses on the Moon?
- What does the Moon world look like?

### Raccoon

- What is this place?
- What does it look like inside and outside?
- Would people feel comfortable here? Why yes/no?
- When it comes to homes, what does a raccoon need, and what do people need?

### Artist

- Who is an artist? What does he do?
- Why does his room look like this?
- What is an *artistic mess*?
- What do you think the rest of the house looks like?
- Would you feel good there?
- In what neighborhood is the artist's house located?
- What's in its vicinity?

# My Friendly Home

## READERS' MEETING SCENARIO BASED ON CARSON ELLIS' *HOME*

### TIP

We suggest that you move on to this scenario only after you've conducted the previous readers' meeting. For us, **Different Houses, Different Needs** is a base scenario that introduces participants to the book and housing-related issues. This lesson plan helps consolidate and expand the knowledge and experience accrued.

**Time:** 60 minutes

**Number of moderators:** two to four

**Number of participants:** 15-20

**Age of participants:** 7-10

### Moderator goals:

- reflect on which houses and neighborhoods are most comfortable and safest;
- work out some actions that participants can take to make the surroundings of their homes friendlier and safer.

### Goals as explained to participants:

- you will try to define which houses and neighborhoods you find most friendly and safe;
- you will put forward some actions that could make your neighborhood friendlier and safer.

### Methodology:

brainstorming

conversation

book analysis

craftwork

evaluation

### Aids:

- illustrations selected from **Home** by C. Ellis
- a few flipchart sheets or grey paper

- ✎ a few markers
- ✎ a set of crayons and felt-tip pens, one per group
- ✎ A3 sheet, one per group
- ✎ set of small cardboard sheets shaped like roof tiles
- ✎ (green, white and red), one per person

## LESSON PLAN

### 1 INTRODUCTION | 15 minutes

**M1:** Start the meeting by recalling participants' names and presenting the goals of the class.

**M2:** *Show us how you feel now, at the beginning of this meeting. If you're happy, smile. If you're unhappy, show us your sad faces. If you don't care what happens, shrug your shoulders.*

This exercise will reveal your participants' attitude towards the meeting.

#### TIP

**M2:** Write the following word on the flipchart: "home". Ask the participants to describe their house. Encourage them to use adjectives. Give everyone time to speak. Write each word down only once. Hang the flipchart in a place where everyone can see it.

**M3:** Remind the group of **Home**, the book you read at the previous meeting. Show the participants four different images of houses (cottage, city apartment, shoe-house, teacup-house). Discuss each image with the participants. Ask them the following:

#### QUESTIONS

- ➔ How would you describe this house?
- ➔ Is this consistent with your vision of a home?
- ➔ Would you feel safe in this house?  
Why yes/no?
- ➔ What's happening in this house's neighbourhood? Is it friendly?

Write your answers down on the flipchart.

## WHAT IS OUR IMPACT ON OUR SURROUNDINGS?

30 minutes

### TIP

If you notice that the children are bored by the questions, play a short game or sing a song with them. Dividing the group into smaller teams will stimulate participants to be even more active.

**M4:** *Now that we've discussed friendly homes and their neighborhoods, let's think about how many of those things we can influence. What can we, city dwellers, do (alone or with the help of our parents) to make our living area look like this?*

If this question proves too difficult, give the children some examples, e.g. always put your trash in the trash can, clean up after your dog, clear snow from the sidewalk, take care not to destroy playground toys.

**M1:** Divide yourselves into a few groups. Make sure a moderator is in every group to overlook the exercise. Ask each group to draw a comic strip that illustrates ideas on what we can do to make our neighborhood friendlier.

### TIP

Never worked with comic strips? Look up some tips on drawing exercises. Piotr Jasiński and Robert Trojanowski offer some good advice in their **Zrób sobie komiks** [How to Make a Comic Strip].<sup>35</sup>

Present the outcomes to all participants, e.g. as an art exhibit. Hang the comic strips in a visible place and let the children walk around and look at the drawings.

## WRAP-UP

15 minutes

**M2:** Sit in a circle. Ask the participants which actions they want to take to make their neighborhood friendlier after they go back home. Let the children speak freely.

**M3:** Ask the children to tell you whether they liked the class. Give each person three tile-shaped cardboard sheets (one white, one red, one green). Place a flipchart sheet with a house drawn on it in the middle of the room. Explain to the group: *Choose one tile to show us what you think about the meeting. Select green if you liked the class, white if you don't know how you feel about the class, and red if you didn't like it. Place the selected tiles on the roof of the house.*

Once participants are finished with their evaluation, thank them for the meeting.

<sup>35</sup> Piotr Kasiński, Robert Trojanowski, **Zrób sobie komiks** [How to Make a Comic Strip], published by Znak, Cracow 2018.

# What's Up Your Street – A Walk through Past and Present

## URBACTION PATH 1

*Go for a walk in our school's neighbourhood. Look for modern buildings, as well as older ones that were built at least some decades ago. Look at the buildings in your city. Try to determine to what extent you find them functional. Take pictures of the buildings. Next, discuss whether you feel safe in this neighbourhood. Finally, design the "perfect city" that meets the needs of all its residents.*

### **Time:**

This is a two-part event. First, the group goes on a 90-minute walk around the neighborhood. The second part is a 135-minute class. It's best to hold each part on a different day. If that's not possible, take a few hours' break to prepare for part two.

### **Target group:**

Invite schoolchildren from 4<sup>th</sup> grade and up. It's best to arrange for 25-to-30-strong class teams.

Consider announcing the campaign through the school radio or on the school website. It's also a good idea to hang posters in the school. Make sure they convey clear information on the event place and date. Clearly state which grades are invited to participate and who will guide the walk (older book club members). Your task will be to carry out the urbaction and support participants at every step of the way.

### **Moderator goals<sup>36</sup>:**

- Analyze and evaluate the photographed houses in terms of their functionality and space;
- design a city which is as functional as possible for its residents;

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<sup>36</sup> Just like the book club classes, this action is conducted by club members for their younger colleagues or their peers.

- explain what a *sustainable city* is;
- propose five actions (that participants are capable of executing) aimed at making houses and their neighborhoods friendlier and more functional for their residents.

### Goals as explained to participants:

- you will think about how functional the photographed houses and their neighborhoods are for their residents;
- you will decide which photographed building you find most functional;
- you will design the “perfect city”;
- you will learn what a sustainable city is;
- you will outline five actions that you can take to make your home and its neighborhood friendlier and more functional for your household members and neighbors.

### Methodology:

walk and observation	presentation	talk	craftwork
----------------------	--------------	------	-----------

- ⇒ cameras (one per group)
- ⇒ worksheets (one per group) – appendix 4
- ⇒ writing pads (one per group)
- ⇒ pens
- ⇒ developed 20x30 photographs, pinboards or a computer with a compatible projector
- ⇒ A4 sheets
- ⇒ photos showing how our city looked over a decade ago
- ⇒ Bristol paper sheets (one per group)
- ⇒ oil pastels (one per group)
- ⇒ flipchart
- ⇒ marker



## When planning the action:

- select a walking route, along which you can see modern and older buildings,
- i.e. erected at least ten years ago (a virtual city map might prove helpful here);
- test run the walk and take a careful look at the buildings;
- make sure the camera and the computer work (if you're planning to use them);
- book an appropriate room to carry out part two;
- invite schoolchildren to participate.

## Action plan

PART I – in the field | 90 minutes

1

### WELCOME | 15 minutes

Welcome participants at the walk. Introduce yourselves to each other. We suggest that you do the introductions by playing the *Native-American Names* game.

Stand in a circle. Each person tells their name, but precedes it by an adjective starting with the first letter of their name, e.g. Brave Betty, Creative Carl or Smart Sarah.

#### TIP

If your group is small, up your game by asking each person to repeat all the names of the previous players. It's great memory practice and lots of fun!

Invite participants to a walk around your city to look for and photograph interesting modern and old buildings, along with their neighborhood. What we want to do is to photograph those elements which make living here comfortable. Present the goal and agenda of the walk, and list the rules everyone needs to comply with to keep safe.

2

### FORMING GROUPS

| 10 minutes |

Start the walk by dividing participants into smaller groups. Each group will be guided by one book club member. Each group receives a camera, a worksheet on a writing pad, pens. Their task will be to photograph two buildings (a modern and an older one) and use the worksheet to analyze them (see: appendix 4). Don't limit your choice to the buildings themselves, pay attention to their surroundings as well.

**TIP**

While you're walking, take a close look at what's near the buildings: plants, roads and sidewalks, access roads or paths, (car, bicycle, motorcycle) parking lots, fences and walls, cleanliness, noise, restaurants and shops, entertainment. Don't forget to go through the worksheet.

**3 WALK** | 60 minutes |

As you walk through your city, look for interesting buildings that you would like to photograph and analyze. The club member's task is to direct conversations about the buildings to their functionality and usability in the city (turn to the worksheet for help). Take some photos. You will use them in the second part, i.e. the workshop. You should capture both a modern and an older building.

**4 WRAP-UP** | 5 minutes |

Set an end time and gather at the meeting point from which you set out for the walk. Collect the cameras and the worksheets. Ask participants about their impressions and invite them to part two. After the walk, upload all the photos to a computer and select the ones you want to use in part two.

**PART II****| back in the classroom | 135 minutes****TIP**

Take a break at any time that feels comfortable to you. Make sure participants get some rest. Just don't interrupt the exercise halfway.

**1 PREPARATION**

Make room for the photos you want to present. If possible, print them out or have them developed in 20x30 format (not smaller). Hang them on the pinboards. You might just as well use a projector to display the photos one by one.

**2 PRESENTATION** | 30 minutes |

Invite walk participants to enter the room and sit down in the groups they did the walk in. They may choose to sit next to their photos or, if you opted for the projector, anywhere they like. Take turns to present your photos. Ask the children to explain why they selected these buildings and share their observations by reading out their answers to the worksheet questions.

3

**VOTE**

| 10 minutes |

Ask participants to stand next to the building where they would feel most comfortable. If you're using a projector, number the photos and place the numbers around the room. Give each group formed at each building/number an A4 sheet and ask them to list five arguments in favor of that building. Ask the group to present their list to the rest of the group.

4

**SUM-UP**

| 20 minutes |

Sum up the exercise by underlining that everyone has completely different needs and expectations towards houses. These needs and expectations ought to be taken into account when designing a city. Only then is it possible to create a friendly, safe and inclusive space for every social group, i.e. not just schoolchildren, but also their parents, grandparents, single people of all ages and the disabled. Ask the following:

**QUESTIONS**

- Can you imagine a city with only modern buildings or only old houses? Why yes/no?
- Can you name something that cities didn't use to have? Feel free to look at some old photographs of your city for inspiration. Encourage your group to think of such elements as a less developed transport network, fewer playgrounds, fewer entertainment facilities such as bowling centers, cinemas, swimming pools, and shops.
- What has disappeared from cities over time? Examples: vast green areas, animals, dirt roads, courtyards, hydrants.
- Would you like to create a city without any faults, a city functional for all its residents?

5

**CREATING THE "PERFECT CITY"**

| 45 minutes |

Go back to the buildings you selected and use them to create a "perfect city", i.e. a city as functional as possible for all its residents.

Divide participants into a few groups. Each group will be supervised by a club member. Make sure the tasks are delegated fairly. Encourage everyone to get involved, but don't force reluctant participants to play.

Give each group a Bristol paper sheet and a set of oil pastels so that they can paint a city plan.

Before you start, think about what buildings and places your city should have. How can you make it friendly to young people, parents, grandparents, single people, the disabled, etc.?

6

## SUM-UP

20 minutes

Once you're finished, present your city plan to the rest of the group.

Refer to the photographs of buildings selected as the most functional ones. Ask the following:

### QUESTIONS

- Are the buildings included in your city plan similar to the ones in the photos?
- Do your cities have all the necessary urban facilities, e.g. shops, services, pharmacies, banks, hospitals, entertainment facilities, green areas?
- Would all residents find your city functional? To what extent does it meet their needs?
- To sum up, explain that a city that meets everyone's needs is called a sustainable city.

7

## PRACTICAL APPLICATIONS

10 minutes

To wrap up, discuss the houses you live in. How can you take care of your house and its surroundings to make household members and neighbors feel better? List five specific solutions on the flipchart, e.g. always put the trash in the right bin, clean up after yourself. Once you're done, read your list out loud and encourage others to take action! Thank everyone for their participation and involvement. Encourage them to sign up for similar initiatives.

### TIP

After the event is completed, consider displaying the photographs and perfect city plans in the school's main hallway, along with a list of conclusions. Maybe you could exhibit them somewhere outside the school?

**APPENDIX 4** **GROUP WORKSHEET**

**1** Select a modern house. Try to capture it from different angles.

**2** Use the following questions to analyse the building:

What type of building is it?

- BLOCK OF FLATS
  - DETACHED HOUSE
  - TERRACE HOUSE
  - SEMI-DETACHED HOUSE
  - TENEMENT HOUSE
  - OTHER, .....
- PLEASE SPECIFY:

How many people can comfortably live in this house? What do you think?

.....

Is this building solely residential or does it serve some other purpose, e.g. does it house a shop or POS?

.....

Where is the entrance?

.....

How can you access the building?

.....

Where is the nearest pedestrian crossing?

.....

Is the building enclosed, e.g. is there a fence around it?

.....

How would you describe the plants around the building?

.....

What can you find in the same street?

.....

Where can you park a car, bicycle or motorbike?

.....

Is it **QUIET**, **LOUD** or **JUST RIGHT** within building premises? (circle as appropriate)

Are building premises clean? **YES / NO** (circle as appropriate)

3

Put your heads together to answer the following questions:

For whom would this house be suitable? Who would like to live here?

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Would any of you like to live in this house? (enter your names)

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If not, what would have to change about the building and its neighborhood to convince you to move in?

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4

Any other thoughts on this house:

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5 Select an older house. Try to capture it from different angles.

6 Use the following questions to analyse the building:

What type of building is it?

- BLOCK OF FLATS
  - DETACHED HOUSE
  - TERRACE HOUSE
  - SEMI-DETACHED HOUSE
  - TENEMENT HOUSE
  - OTHER, .....
- PLEASE SPECIFY:

How many people can comfortably live in this house? What do you think?

.....

Is this building solely residential or does it serve some other purpose, e.g. does it house a shop or POS?

.....

Where is the entrance?

.....

How can you access the building?

.....

Where is the nearest pedestrian crossing?

.....

Is the building enclosed, e.g. is there a fence around it?

.....

How would you describe the plants around the building?

.....

What can you find in the same street?

.....

.....

.....

Where can you park a car, bicycle or motorbike?

.....

Is it **QUIET**, **LOUD** or **JUST RIGHT** within building premises? (circle as appropriate)

Are building premises clean? **YES / NO** (circle as appropriate)



Put your heads together to answer the following questions:

For whom would this house be suitable? Who would like to live here?

.....  
.....

Would any of you like to live in this house? (enter your names)

.....  
.....

If not, what would have to change about the building and its neighborhood to convince you to move in?

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Any other thoughts on this house:

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# Is the City a Home for Everyone?

## URBACTION PATH 2

*In line with the "think global, act local" motto, we will focus on the immediate surroundings of your house. Take a moment to think about how friendly your city is for its residents. Draw a map of your closest neighbourhood and the part of town that you most frequently visit. Next, we will go for a special walk and try to identify the elements of a resident-friendly city. We will look for barriers and places inaccessible to some groups. Finally, we will create a map of resources, make it available to the whole school, and plan our urbaction. We recommend that the book club carry out this action alone, and present its outcomes to a larger group, e.g. the school, a city district or the city hall.*

**Preparation time:** 3.5 hours (best divided into three meetings)



**Number of participants:** 8-12

**Age of participants:** 13-15

### **Action goals<sup>37</sup>:**

- ➔ draw attention to your city's accessibility;
- ➔ diagnose local problems with accessing public areas;
- ➔ create and disseminate a map of resources, people and institutions who can help improve accessibility.

### **Aids:**

-  pens and markers
-  Blue Tack

<sup>37</sup> In previous scenarios, we broke action goals down by the participating groups (book club members, meeting participants and urbaction participants). Here, we wish to encourage club members to conduct the urbaction alone and share its outcomes with a larger group. It is a good idea for the book club mentor to support members at each and every stage.

- ⇒ flipchart paper – 1 set
- ⇒ worksheet no. 1 (appendix 5), one per pair
- ⇒ worksheet no. 2 (appendix 6), one per pair
- ⇒ computer with internet access
- ⇒ 30 x A4 sheets
- ⇒ optionally – a phone with a camera

## Action plan

Meeting I | 90 minutes

### 1 MAP PREPARATION | 30 minutes |

For this task, you will need flipchart sheets, markers and a computer with internet access. Go online and look up your school's neighborhood (best at [www.googlemaps.com](http://www.googlemaps.com)). Switch to satellite mode to see street names and buildings. We suggest that you look at an area within a radius of 1-2 km.

#### TIP

Make this task more effective by hanging the flipchart sheet on the wall and projecting the map onto it. Make sure you selected the right scale for your map and that all key places are visible.

Trace the map onto the sheet. Draw the buildings, streets and landmarks. Don't forget about their names. Use a dark marker to do the tracing.<sup>38</sup> Feel free to go through worksheet 1 (see: appendix 5), which will help you select important places in your city. Your map can cover the whole city or just one district. Ask each person to describe the places they visit often and/or find important. Take a different-colored marker and mark them on the map.

### 2 BRAINSTORMING | 15 minutes |

Before you move on to pair work, ask the whole group to define what makes us feel good and comfortable in urban space. Write your ideas down on the flipchart. They might prove helpful when you work in pairs.

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<sup>38</sup> Be careful not to stain the wall. Check if the marker doesn't soak through the paper.

Next, try to list as many social groups that are present in your city, e.g. parents with small children, people with reduced mobility and foreigners. Is your city accessible to all the social groups you listed? If not, why? What makes it more or less accessible for different groups?

### 3 PAIRWORK

45 minutes

Ask everyone to find a pair. Assign one of the listed social groups, e.g. people with reduced mobility, the elderly, and an area of the created map to each group. Each pair goes for a walk to the assigned area. It's a good idea to print out maps of your area, so that you can mark the places you visit. During your trip, assess whether the places marked in the map are accessible and adjusted to the social group assigned to you.

Before setting out, ask the club to discuss any other features that you should take into account. Ask as many questions as possible. Enter them into worksheet 2 (see: appendix 6). This worksheet sheds some light onto important issues to which you should pay attention during the walk.

While carrying out your task, write down your observations. Be ready to share them at the next meeting. You can also take photos, or run a mini street survey and ask passers-by what they find alarming or problematic in your area, and which amenities they're happy with.

## MEETING II | 90 MINUTES

### SHARING

#### 1 YOUR IMPRESSIONS

45 minutes

Ask each group to share its observations and conclusions. Discuss them, then use different colors to mark places where accessibility needs to be improved. List any groups for which these places might be completely unattainable.

#### 2 YOU CAN IMPACT YOUR NEIGHBOURHOOD TOO!

45 minutes

As a group, analyze the places marked in your map and specify the problem present there, e.g. not wheelchair accessible, no English information at public offices, unduly high sidewalk curbs. Try to think of a solution to those problems. Write down any ideas how your club could contribute to improving the accessibility of those places.

Work in groups of three. One inaccessible area is assigned to each group. Are you capable of eliminating any of these barriers on your own? Each group should come up with three feasible solutions to the assigned issue. By "feasible" we mean "that club members can execute on their own". What we should always have at the back of our heads is that we can all impact our surroundings. Try to translate your conclusions into specific action in the public sphere. Take a look at our proposals below.

## PROPOSALS

- How about creating a city model and displaying it at the city hall or in a park?
- Your group can launch an anti-inaccessibility campaign by raising awareness, e.g. by hanging, next to an inaccessible ATM, a sign saying "Do you know that most disabled people will find it difficult to use this ATM?". Just remember that the signs must be durable.
- Another interesting idea is to organise a debate on the accessibility and safety of your school.
- You could invite a representative of one of the listed social groups or a relevant organisation to give you their perspective on the city's accessibility.

## 1 EVALUATION

Don't forget to evaluate your work in the public sphere once you complete it. Be sure to check whether you achieved your goal. Recall all the stages of your urbaction. You will need pens and A4 sheets. Trace your hand onto the paper, and answer the following questions:

### PROPOSALS

- ➔ What do you think was your greatest success? – thumb
- ➔ What will you gladly share with your friends? – index finger
- ➔ What was the downside of the urbaction? – middle finger
- ➔ What would you change and how? – ring finger
- ➔ What did you learn? Or what did you find inspiring/surprising, etc.? – little finger

Every participant answers the questions individually. After completing the hands with answers, share your reflections with the rest of the group. It's important to listen to the group's observations and take-aways. This will impact your further activity, so we strongly advise everyone to be frank about their evaluation.

Mark the following in the map:



places where your houses are



pharmacies



schools, preschools and other educational facilities



senior citizens' center



out-patient healthcare facilities, hospitals



police station



fire-fighting station



ambulance rank



parks



entertainment facilities



centers for culture or art-related facilities



shops



religious institutions



sport institutions



public offices



skatepark



football pitch or other sport facility



places that inspire you



popular relaxation spots



association and foundation headquarters (if applicable)

**APPENDIX 6: Worksheet no. 2**

Examples of questions you can analyze:

- To what extent is the visited neighborhood safe? Analyze it from the perspective of all social groups.
- If it's not safe, what are the hazards?
- Are people who walk home after dark going to feel safe in these places?
- What makes elements of urban space so different? For example: why do some streets have low, and some high curbs, why do only some stores have automatic doors, why are there escalators only in one part of town, etc.
- How is your neighborhood adjusted to cyclists?
- Does (sidewalk) surface make it possible for different people to commute freely?
- How would you sum up the cultural offer? Is it aimed at various groups: the elderly, children, adults, the disabled? If yes, which groups are targeted? Are cultural centers accessible in terms of their architecture?
- To what extent does the design of your city and its urban space ensure that everyone is comfortable living here?
- What makes the visited places accessible to the disabled, e.g. people with reduced mobility, impaired eyesight or speech and hearing impediments?
- Are libraries adjusted to the needs of older people? Can foreigners expect problem-free service at public offices?
- Note your own questions that will help you analyze the visited area from the perspective of the social group assigned to you:

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A series of 28 horizontal dashed lines for writing.



# Eenie, Meenie, Miney, Moe, You're Doing a Film Show!

## URBACTION PATH 3

*When conveying information, images are the most powerful means available. A film carries image and sound, which triggers strong emotions in viewers. Hence our suggestion that your club make a film of your own – a documentary or feature film on housing. Use your imagination! Start by reading about how films are taped.*

**Preparation time:** approx. 20 hours (broken down into several meetings)

**Number of participants:** 8-14

**Age of participants:** 11-15

### **Action goals<sup>39</sup>:**

- ➔ create a short film on housing;
- ➔ organize an official premiere and brief discussion;
- ➔ help pupils at your school learn about housing.

### **Aids:**

- ⇒ pens and markers – 10
- ⇒ flipchart paper – 1 pad
- ⇒ computer with internet access
- ⇒ phone with camera, video camera or digital camera with video recorder
- ⇒ film editing program
- ⇒ online platform with free access to legal music
- ⇒ projector and screen

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<sup>39</sup> Similarly as in Path 1, we suggest that club members carry out this urbaction on their own, with the support of their mentor(s). You will present the final outcome (the film) to a selected audience.

## ACTION PLAN

It is vital to come up with an **idea** and define your target group!

Call a club meeting and brainstorm ideas. Jot down your film ideas and select the most feasible ones. Don't forget to take into account such factors as the size of your group and the feasibility of portraying the housing issues selected in the film. We also have some ready proposals at hand:

### IDEAS

- ➔ **Is my city a home for everyone?** Is your city adjusted to meet the needs of all of its social groups? Can everyone lead a comfortable and pleasant life in your city? Don't let negative examples outweigh positive aspects!
- ➔ **Green city – on urban open space.** Why do we need plants in cities? How do green areas influence quality of life? What would happen if cities were made only of concrete and had only blocks of flats? How happy do parks and gardens make us?
- ➔ **My city is a positive city.** We suggest that you hold interviews with residents of your city and ask them to speak about what they like about their city. How do people perceive their urban space? What games do the children play and where do they play? What are the opinions of children and adults on specific streets, districts and areas? We are all different, so this idea will show our diversity!
- ➔ **My city's story.** How about handing over to the city itself and hearing out its story? If your city could speak, what would it say to its residents?

Once you pick an idea, decide on the film's length in minutes. Our advice is to keep it short – not longer than 15 minutes. A long movie needs a lot of editing and lots of footage. Even with a 15-minute film, you will have more than enough work with the editing. Don't limit yourself when filming. The more footage, the more diverse your scenes will be.

The next step is to decide on shooting locations and who you want to include in the footage. If you plan to have "actors", take a moment to define their roles. Make sure to write all your proposals down on the flipcharts. Keep all ideas in one place, so that you can easily refer to them at upcoming meetings. It is a good practice to take notes in electronic form and upload them to a shared drive.

The plot or storyline is the central element of the film. Coming up with an idea and writing a good story are two very different things. You will need a script. Kameraakcja<sup>40</sup> and YouTube<sup>41</sup> will provide you with valuable help on how to write one. The video takes you through every step of the script writing process.

#### TIP

Remember that you are this film's driving force. You decide how the plot develops and what message your film will convey. Write about issues you know well, problems that you have experienced. Give viewers your perspective on your city.

## 1 PLANNING

In this part, we summed up all organizational and technical issues. At this point, cooperation is vital, so make sure you go through this part together. Chaos can be avoided by organized planning. Still, even if your plan is perfect, you will experience unexpected situations that will impact the quality of your project. Be prepared and draft **contingency plans** which foresee several versions of possible events, e.g. a backup plan implemented when someone falls ill or your camera or phone battery goes flat.

**Equipment.** Footage can be captured with a phone, a camera, a digital camera with a video recorder or a high-quality SLR camera. We'd hate equipment to become a hurdle for you, so if that's your only option, go ahead and use your phone to shoot the film. Go to **Jak pisać scenariusze** [How to Write Scripts]<sup>42</sup> for tips.

Let's not forget the basic legal issues. If you intend to invite non-members to star in your film, have them sign a **model release**. This step mustn't be ignored.

You will also have to obtain a **permit** from the administrators of some buildings to film e.g. railway stations or hospitals inside and outside. You must ask the building administrator for consent to film inside his/her building.

If you want to film inside a school, ask the headmaster for permission. If your location is a staircase in a block of flats, contact the housing cooperative. Should a formal request be necessary, ask your mentor to help you write it.

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<sup>40</sup> **Jak pisać scenariusze? Wstęp** [How to Write Scripts? Introduction], Kameraakcja: [www.bit.ly/jak-pisac-scenariusze-kameraakcja](http://www.bit.ly/jak-pisac-scenariusze-kameraakcja).

<sup>41</sup> **#15 Jak napisać scenariusz** [How to Write a Script], Kinematografia DSLR, 2016: [www.bit.ly/jak-napisac-scenariusz-YT](http://www.bit.ly/jak-napisac-scenariusz-YT).

<sup>42</sup> **Jak nagrać dobry film telefonem?** [How to Shoot Great Footage with Your Phone], cyfrowe.pl, 2016: [www.bit.ly/jak-nagrac-dobry-film-tel](http://www.bit.ly/jak-nagrac-dobry-film-tel).

Your request should contain the following details:

## FILM DETAILS

- Title and purpose.
- Number of shooting days and shooting schedule.
- Names of film crew members, book club mentor and your school.
- Brief description of the scene to be shot.
- Brief description of the equipment you will use.

You can also mention the **planned roles**. Not just the film roles, but also those of the film crew. Distribute tasks and decide, who will:

- write the script,
- secure equipment and props,
- draft the shooting schedule,
- manage the recording equipment,
- find the right music for your soundtrack,
- obtain model releases and permits to shoot at the selected locations,
- shoot the film,
- appear in film or narrate it (if applicable),
- review the footage,
- do the editing.

Effective task division saves time, as everyone knows what they should do and the duties are not duplicated. In other words, success starts with a good plan.

## TIP

Look for tips and advice in CCE webinars<sup>43</sup> and the Filmmaker's Manual<sup>44</sup>.

## 2 TAPING

At each stage, you will need mobile phones, digital cameras with video recorders or a film camera.

Set out to your filming locations and get to work!

## TIP

Don't neglect sound quality. If microphone rental is not an option, avoid filming in strong wind, streets with heavy traffic, and in large halls and empty rooms. Poor audibility will affect reception of your film and irritate viewers. Run a sound check before each shoot: film a test scene and verify whether image and sound are OK. Do a final check too: double check that you have the right footage and sound after each take.

## 3 FOOTAGE REVIEW

Once you create enough footage, watch it together and pick the most interesting scenes.

## 4 EDITING

This is one of the most labour-intensive jobs. Don't worry if you don't have a special program for movie editing. YouTube now gives its users the possibility of editing their videos online. All the information you need is in the tutorial.<sup>45</sup>

Most computers that use the Windows operating system have Windows Movie Maker. This program is widely available and easy to use. It also has a video tutorial.<sup>46</sup> Kdenlive 16<sup>47</sup> is a free Linux-supported program. A beta, yet effective, version is available for Windows.

<sup>43</sup> **Kręćmy filmy cz. 1** [Shooting Films. Part 1], Center for Citizenship Education, 2017: [www.bit.ly/YT-CEO-krecimyfilmy1](http://www.bit.ly/YT-CEO-krecimyfilmy1) and **Kręćmy filmy cz.2** [Shooting Films. Part 2], Center for Citizenship Education, 2017: [www.bit.ly/YT-CEO-krecimyfilmy2](http://www.bit.ly/YT-CEO-krecimyfilmy2).

<sup>44</sup> **Poradnik filmowca** [Filmmaker's Manual], BOŚ Foundation: [www.filmeko.pl/poradnik.pdf](http://www.filmeko.pl/poradnik.pdf).

<sup>45</sup> **Jak montować filmy na YouTube** [How to Edit Videos on YouTube], Marcin Zaród, 2014: [www.bit.ly/YT-jak-montowac-filmy-YT](http://www.bit.ly/YT-jak-montowac-filmy-YT).

<sup>46</sup> **Jak używać programu Windows Movie Maker – Poradnik** [How to Use Windows Movie Maker. Tutorial], ForumWiedzy.pl: [www.bit.ly/YT-movie-maker-poradnik](http://www.bit.ly/YT-movie-maker-poradnik).

<sup>47</sup> **Kdenlive**: [www.kdenlive.org/en/download/](http://www.kdenlive.org/en/download/).

This stage is a good moment to look at your soundtrack. The crucial aspect here is respecting copyrights. Many websites offer free music under a creative commons license, e.g.: *www.jamendo.com* or *www.bensound.com*. The Creative Commons Project website<sup>48</sup> provides all the details on copyrights to film, music and visual works.

## 5 WHAT NEXT?

After you finish editing, move on to planning your film's premiere. Agree on a convenient date. The premiere may accompany an important school event or be a stand-alone screening held at the school or somewhere else. Choose a location for the premiere. It's up to you where the premiere will take place: the sports hall or your local cultural center's screening room. Plan well ahead for the premiere, so that you manage to book a screening room.

### TIP

Make sure the premiere location is accessible to people with disabilities and parents with strollers. If they have to climb any stairs, secure a special ramp.

## 6 EVENT PROMOTION

Create posters and hang them at your school and in important parts of your city. To come up with a successful marketing strategy, start by defining your target group. If you made your film for your colleagues, invite other pupils to the premiere. Announce the premiere date through the school PA or ask the headmaster if the class monitors can read your announcement out in each class. Think about creating an event in social media and informing the local media. It's important to regularly update the event and post details via several channels to reach as many people as possible.

How about inviting famous residents of your city to the premiere? Maybe a local activist, a city administrator or a cultural icon. Don't forget the residents portrayed in the film. The decision is yours.

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<sup>48</sup> **Poznaj licencję Creative Commons** [Meet the Creative Commons License], Creative Commons Poland: [www.creativecommons.pl/poznaj-licencje-creative-commons/](http://www.creativecommons.pl/poznaj-licencje-creative-commons/).

## 7 The premiere

Preparing a film premiere involves a lot of work, both intellectual and physical. Again, task division is key here. Delegate two members to set up the chairs, and have the others prepare the equipment (laptop, projector, screen, etc.), operate the lights (e.g. lower the blinds) and sound volume, lay out refreshments and welcome the guests. Choose a room without pillars, as these might obscure the view for some guests.

Do a few test runs before the official screening. Make absolute sure that everything works. Technical hitches love to happen at official screenings. The sound might not work, the film might freeze or it just won't play. It's good to have a fallback plan up your sleeve, e.g. a backup laptop or projector.

Do a mandatory sound test. A lot depends on the room, so check in advance for reverberation.

Once you've completed the checks – you're set to roll!

### TIP

Your film is focused on a housing issue. After the screening, invite viewers to participate in a discussion. Why not ask your guests what their thoughts are, **what they think we should do to improve our city life?**

## 8 EVALUATION

It's good to hold a sum-up meeting after every large-scale event. Organize one for your team. We propose that you write your evaluation in the form of a letter.

### LETTER TO THE GROUP

#### LETTER TO THE GROUP — an observer's perspective

Hand out a piece of paper and a pen to each participant. Have the mentor read out the instructions:

*Imagine that you are a visitor from a different city who came here to learn more about your book club. Your city is located at the opposite end of the country. Your task was to observe how club members prepare, shoot and premiere their film. You were invisible to club members. Now share your impressions and observations with club members. Write a report on the action's planning, implementation and final phase.*

When everyone is ready with their letters, put them all into e.g. a sack or box, and shake it to mix the letters up. Ask each person to draw one letter and read it out loud. If the drawee selects his or her letter, ask him or her to put it back and try again. Open a discussion:

- *How is our book club described in the letter?*
- *How do you evaluate your work on the basis of the letters?*
- *Which pieces of information surprised you?*
- *What challenges did the club face and how did it cope?*
- *Would you like to share any other remarks with the group?*
- *Which items of information do you find most important? (personal opinion)*

Close the discussion and thank the group for working so hard together!

### **TIP**

This evaluation method helps members dissociate themselves from their group work. It makes it easier to adopt a fresh perspective towards the event. The conclusions reached will certainly impact the group's further activity.



**ORGANIZER: CENTER FOR CITIZENSHIP EDUCATION**



Established in 1994, the Center for Citizenship Education (CCE) is an independent educational organization. CCE promotes knowledge, practical skills and attitudes vital to advancing civil society. We cooperate with schools to introduce programs that cater for more effective teaching, help young people better understand the world, develop critical thinking skills, gain confidence in their capacity, and encourage getting involved in public life and actions that benefit others. At the moment, we are operating nearly 30 programs targeted at schools, teachers and schoolchildren.

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