

## Lesson: Slum Experience



### Suggested time:

Half a day

### National Curriculum Learning Objectives:

1. To use atlases and globes, and maps and plans at a range of scales [for example, using contents, keys, grids] (Geography 2c)
2. To identify and describe what places are like [for example, in terms of weather, jobs] (Geography 3a)
3. To explain why places are like they are [for example, in terms of weather conditions, local resources, historical development] (Geography 3d)
4. Generate ideas for products after thinking about who will use them and what they will be used for, using information from a number of sources, including ICT-based sources (DT 1a)
5. Select appropriate tools and techniques for making their product (DT 2a)
6. Recognise that the quality of a product depends on how well it is made and how well it meets its intended purpose [for example, how well products meet social, economic and environmental considerations] (DT 3c) and environmental considerations]

### Description

This lesson will provide children with a sensory experience of what life in an urban slum is like, as well as raising their awareness of what life is like for the children who live there. Children will learn about the motivation of the children who live in the slums, and their drive to create better lives for themselves. Your class will then be encouraged to adopt a similar mind-set in order to develop the same entrepreneurial skills. They will learn about life in the slums and the need to be ambitious and work hard in order to survive. Children will then go onto create products using recycled resources that have been taken from the slum they have built. They will then be shown examples of things that can be made from the rubbish they find, and will be encouraged to be imaginative and business minded in their approach to making something that can be used and sold.

### Resources used in this Lesson:

[Slum Kit Instructions](#)

[Audio Slum Soundscape](#)

[Video clip of children living in the slums](#)

[Story: Asha's Bags](#)

[Examples of slum products](#)

### New Words:

Entrepreneurial, Slum

### Attention:

Materials will need to be collected prior to this lesson.

Children will experience urban slum life by creating and exploring their very own slum which will be built within their school hall/classroom.

The hall will need to be transformed into a slum using CLEAN recyclable rubbish items collected by children prior to the session ([slum kit instructions](#)). There will also be an overhead [Audio Slum Soundscape](#) to help create the atmosphere!

Explain to the children that they will be exploring an urban city slum in order to give them an insight into the lives of the children who live there. Explain that through this experience they should try to understand how these children make the best of their environment, and that they will be learning to acquire these skills themselves.

**Time: 1 Hour**

**Step 1:**

Get the children to throw the rubbish into a small area of the classroom/hall (they will be sitting amongst it soon!)

Once they have done this get them back to their desks or to a place where they can see the whiteboard/projector.

**Question time!**

**Q: Where is Mumbai?** (Tip: Use 'Google Earth' or a map to locate India and then Mumbai.)

**Q: How far is Mumbai from the UK?** (**Teachers note:** The distance between London, England and Mumbai, India is 4477 miles (7205 km). This is around 9 hours on an aeroplane.)

**Q: What do you think the weather is like in Mumbai?**

**Q: What currency is used in Mumbai?**

**Q: Has anyone been? What was it like?**

Show children a [video clip](#) of children living in slums in the city of Mumbai (**Teachers Note:** This clip is on youtube!)

### **Question time!**

**Q:** How do the children in the video feel about their living environment?

**Q:** What do they want to change?

**Q:** How is your living environment different from the children in the video?

**Q:** Is there anything you would like to change about your environment? If so how would you do this?

Explain to the children how the video shows the way in which the difficult living conditions in the slums give the children there the inspiration they need to work hard and develop life skills so that they can work their way out of poverty.

### **Step 2:**

Get the children to sit amongst the rubbish, and encourage them to feel and touch it. This may be uncomfortable for them, however explain that this is important for them to understand the way the children in the video feel.

Ask them to close their eyes and then play the overhead soundscape [Audio Slum Soundscape](#).

Ask them any questions you like to help stimulate their understanding of what the slum is like (perhaps once the soundscape has stopped and they have had a chance to absorb the atmosphere.)

#### **For example:**

How would it feel to live/sleep/eat here?

What does it smell like?

What is the weather like?

(NB: It is **important** that you pack up the slum kit as you will need it for step 3!)

**Suggested time:** 1Hr

**Step 3:** (NB: This can be done on a different day)

The purpose of this next step is for children to understand the way in which you can be resourceful despite living in challenging circumstances, and to grasp the concept of creating something positive out of a difficult situation.

Teacher to read aloud a short story [Asha's Bags](#) and show the pictures that go with it as an example of an entrepreneurial child.

The teacher will need to spread out the recyclable goods on the tables.

Explain to the children that they are now going to start thinking like entrepreneurs, like Asha from the story. They are going to use only what they can see around them to try to make some money to buy food/books/shoes. Explain to children that they need to work in groups and use their imagination to try to make something from things they can find from the slum that they previously experiences living in.

Explain that they should try to make their product interesting, original and high quality so it could be sold at the end of the day to help make them some money, like Asha from the story.

(NB: For children who are finding this task difficult offer them a selection of pictures from the resource pack that show items that other school children have made for inspiration.

Provide children with paper and pens so they can thought shower.

Allow children a short time to decide upon their chosen idea and then ensure a **time limit** is given to make the product to liken it to the real life timescale of children making and selling things in the slums!

Once the products are made invite children to stand up and talk to the rest of the class about what they have made. Encourage them to communicate with their audience and ask for feedback on whether people may buy their product.

**Teachers note:** You could follow up with a 'Dragon's Den style' process or craft fair where external teachers judge the usability of the product.

## **Fundraise with Enterprise 4 Change!**

**You can help to support the children that you have learnt about living in urban poverty..**

**Read this story about Ashna to your class to set the scene before you begin thinking about fundraising ideas!**

**Ashna lives in the Shivaji Nagar slum community, she gets up at 5am every day to help her mother cook and clean for the day before heading to the fish market. At the fish market she will spend five hours cleaning the floors in a hot and smelly environment. After she has finished at the fish market and grabbed a quick lunch of boiled**

**rice (and maybe some shrimp if there is some to spare!) she will then go to collect her baby brother from a nearby crèche and look after him until their mother returns home after a long day working on the rubbish tip.**

**You can support girls like Ashna by holding a fundraising event, click [here](#) for ideas!**

**The money you raise will help Ashna to be able to go to school and get a proper education, just like you. If Ashna is educated, she has a chance at a better future where she can free herself from poverty – come on let's see if we can support her!**