

Slums and shanty towns in Uganda

Key terms: (introduced or reinforced) poverty, urban,

Resources: post it notes, scrap material, Mind Movie

Lesson objectives: to be able to describe a shanty town/slum

Section	Activity	Timing
Starter	<p>Set title and Lesson objectives</p> <ul style="list-style-type: none"> - Ask students to close their eyes and listen to the Mind Movie. They should build a picture in their head of what life is like in a shanty/slum. View the Google map link. - Lead a short discussion of descriptive statements from students on what they imagined. Enforce this further with images from the Kampala slums. Define slum/shanty town. 	10 mins
'Core' Activity	<p>Making a Shanty Town</p> <p>Explain as a class we are going to construct our own shanty town with the recycled material students have brought.</p> <p>They need to think about the following:</p> <ul style="list-style-type: none"> - The types of housing (shacks, huts) - Industry/shops - Tracks/roads /railway tracks - Litter - Sewage system - Water sources - Community areas <p>Different members of the class can be assigned to make different parts.</p>	40 mins
Plenary	<p>Give each student a post it note and ask they to write their initials on it and the answers to the following questions:</p> <ul style="list-style-type: none"> - What is a shanty town? - How would you know you were in a shanty town? - What is the biggest problem faced? <p>These should be stuck to the models. The teacher can read these after to help judge understanding.</p>	10 mins
Homework	<p>Write an estate agent style advert for a shack in a slum in Kampala using one of the images. Try and focus on positive aspects in the description, such as sense of community etc. Then find out what political and social factors lead to slum formation.</p>	<p>Should take how long?</p> <p>25 mins</p>



Mind Movie - Slum Settlement

This morning you will have woken up in England in a clean comfortable bed. In a warm house with electricity, running water, food in the fridge and clean clothes to wear. You would have got into your school uniform, picked up your books and headed into the college. Your day is very different to that of a teenager in a slum.

Adapted from Hidden Lives (Green, 1998)

You wake up in your smoke-blackened wooden hut on the outskirts of Kampala, Uganda. Sunlight burns through the chinks in the planks, forming globs of colour on the uneven trodden-earth floor. Flies buzz in the heat. Everything smells of sweat and smoke. The two single beds are draped in dirty blankets. The tin roof held down by rocks and tyres is rusty, so a plastic sheet clung across the room acts as a second line of defence against the rain. Your sister cries as your mother rocks her after another night of illness. The local clinic is expensive and often runs out of the medication needed. You manage to find some maize porridge for breakfast with a cup of water. At least the water is clean since a charity installed a well; before you were often bed ridden with illness from dirty water. You're now ready for the day.

You do anything for money, clean ditches and find charcoal, run errands, sweep up for people or even collect fire wood. Half of what you make you give to

your mum, the rest you use for food. Yet you are hungry a lot. You head towards the door, you'll try and collect some wood first. It rained in the night, the ground still feels damp under your feet, you have no shoes. You head to rubbish filled edges of the slum to scavenge for wood, collect it, chop it, bundle it and sell it.

Everywhere you look you see the same self built shacks. Hardly safe, hardly big enough with up to eight people to a room. No electricity, no piped water. You take a large step over the ditch in the middle of the track, the sewer. The smell is overpowering as flies buzz in their thousands. You close your eyes and imagine a better a life...

Thanks to @keith_hicks6 (Twitter) for this resource.

