

Unit 4: cities of the future

17th lesson

- 5' – review. What is a slum? How are life conditions in slums?
- 15' – Agenda 2030



(https://upload.wikimedia.org/wikipedia/commons/d/df/Sustainable_Development_Goals.png)

The teacher (or the students in the PC room, if available) goes on the website <https://www.bookwidgets.com/play/8KJER7> and calls a student to complete the puzzle. When the jigsaw is solved, he shows the picture of the objectives of Agenda 2030 and asks the students if they know this table.

What does it show? What are these 17 squares? Why has it got this name and this date?

- 5' – Goals of Agenda 2030 about cities

After the discussion, the teacher asks which goals refer to the main subject, city and urbanization (*goals 9 and 11, but also 1, 7, 8, 15 can be acceptable*)

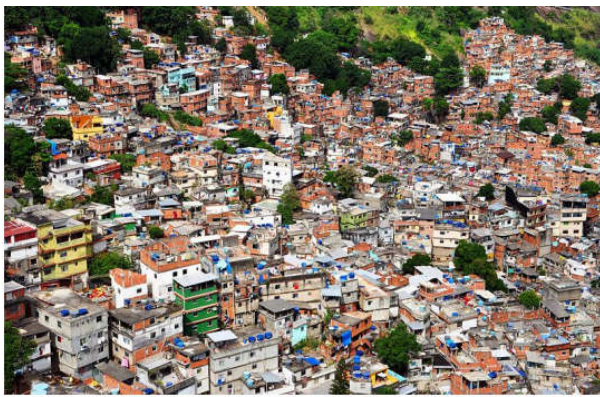
- 30' – A slum action plan

Remembering the main problems found in the slums in the previous lesson and the goals proposed by the United Nations, the teacher proposes a game.

The game can be found on the website

<https://www.teachitgeography.co.uk/resources/ks3/cause-effect-and-response/changing-urban-environments/a-favela-action-plan/22259> as a free

resource (only registration needed). The teacher explains how the students can find it and use it and be careful to explain that “*favela*” is the name of Brazilian slums.















Rocinha, the largest favela in Brazil










Image used courtesy of Chensiyuan, 2010 http://commons.wikimedia.org/wiki/File:1_rocinha_favela_closeup.JPG

Student tasks

1. List the main problems found in the favela.
2. Which issue or problem do you think should be the highest priority?
3. Rank the remaining problems in descending order of importance.
4. What would be your solution to the highest priority problem?
5. Why might your solution to question four probably not be a perfect answer? You could consider the people who your solution will **not** help.
6. Imagine you are in charge of planning and development in Rio de Janeiro and you have received a single World Bank grant of 250 FP to spend on improvements for the favela. How would you divide the money? Use the costings sheet to allocate the grant.
7. There are many problems in Favelas, and they cannot all be solved at once. Why do you think this might be?

<p>Drainage network — 40 FP —</p> 	<p>Pipes and concrete to build drainage network — 30 FP —</p> 	<p>Paint for houses — 10 FP —</p> 
<p>Electricity connection for whole area — 50 FP —</p> 	<p>Electricity connection to one building — 10 FP —</p> 	<p>Weekly doctor's visit to the area — 15 FP —</p> 
<p>Community centre — 25 FP —</p> 	<p>Building materials for one family house (concrete and wood) — 10 FP —</p> 	<p>20 metre by 20 metre grass area — 10 FP —</p> 
<p>Local factory (will employ 40 people in labouring jobs) — 130 FP —</p> 	<p>Build one new family house — 20 FP —</p> 	<p>Qualified teacher for a year — 60 FP —</p> 

A favela action plan

<p>Weekly rubbish removal for a year — 50 FP —</p> 	<p>Water connection for one building — 20 FP —</p> 	<p>Pipes and concrete to build sewerage network — 30 FP —</p> 
<p>Street lighting — 30 FP —</p> 	<p>Medical Supplies — 20 FP —</p> 	<p>Small petrol electricity generator — 20 FP —</p> 
<p>Local fresh water tap — 40 FP —</p> 	<p>Weekly nurse's visit to area — 5 FP —</p> 	<p>Sewerage network — 100 FP —</p> 

As homework, the students must write a short text explaining in which way they chose to use the money and why they chose that way.