

Little Homes

In this activity children will explore the concept of home and community. The activity can take place outside or inside and is designed to make use of things you are likely to have in your home or classroom. The activity can be adapted to work with small or large groups.



DRIVING QUESTION



How can we live together safely and peacefully?

OBJECTIVE



Explore the concepts of home, community and how we can live safely and happily together.

TIME



Flexible — the whole activity can be completed in one hour but you can always keep building! You might want to leave your community and come back to it in the future.

GLOBAL GOALS



MATERIALS



- Cardboard boxes / building blocks to be made into little homes
- Dolls / toys to 'live' in the little homes
- Art and craft supplies e.g. pens, crayons, paper, stickers, glue, scissors
- Materials for creating a mini city / town / village e.g. blocks, toys, art supplies

PLAN



Introduce the activity, explaining that we are going to create little homes and then build a mini city / town / village. Discuss the meaning of the word **home**, including examples.

Let children choose who will live in the in the little homes (dolls / toys). Children can name them and share stories about their imaginary lives.



**EKANI
EMPATHY**

PREPARE



Provide each child with a cardboard box to make a **home**. Invite them to use art materials to add to their homes, considering what a home needs e.g. a door, a place to sleep, a place to cook.

As children finish creating their houses, explain that they are going to live together as a **community**. Discuss the meaning of the word community, with examples.



**CRAWFORD
CREATIVITY**

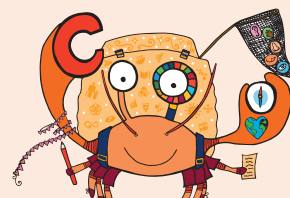
MAKE



Place homes and dolls / toys within the learning space. Then start building a **mini city / town / village** around them using whatever resources are available.

Consider the needs of your community. Brainstorm ideas for important places in a community e.g. school, library, garden, grocery store, hospital. You could build **paths** connecting the houses together, **natural features** like a stream or lake and **practical features** like shops, a farm or a school.

Explore questions around access to quality education, good health and well-being, the impact of weather and food production.



**CLAUDIE
CURIOSITY**

REFLECT



Discuss and review the process. Will your citizens be happy in their community? Will they be healthy and safe? What could you do next, to make it even better? This is also a chance to ask what worked well in your group, and to give praise.



**PARKER
THE PROBLEM
SOLVER**

CELEBRATE!



When you are finished, **celebrate** your success! Consider ways to **share** your learning with others. Encourage children to explain the process in full, including why they made the decisions they did at each stage. You can share photos on social media using [#GlobalGoalsExplorers](https://www.instagram.com/globalgoalsexplorers) and tagging [@TheWorldsLesson](https://www.instagram.com/theworldslesson).



**CASSIA
COMMUNICATION**

EXTENSION



So, you've built a brilliant community. But is there anything you've missed? Using the **Global Goals** poster as a prompt, think about all the different factors that go into a happy, healthy community. Do your citizens have access to clean water (Goal 6: Clean Water and Sanitation)? Are there places where plants and animals can live (Goal 15: Life on Land)? You can keep building as you go, or make a to-do list of things to add later (see discussion 3 in the *Introducing children to the Global Goals* guide).

