

**ARCHITECTURE  
PLAYSHOP #4**

# Climate Change Challenge

## Safe Spaces for Climate Migrants

Teaching Guide  
for Session Four

## INTRODUCTION

Climate change is creating unequal burdens between industrialized countries (who exploited the world's resources and are historically responsible for it) and less industrialized countries, who are having to manage the brunt of climate change.

Climate change is also aggravating inequalities within countries. Extreme weather events and droughts caused by climate change are already making many parts of the Earth unlivable, pushing people out to cities and more temperate zones. People who are forced to move from their homelands due to climate change are called climate migrants.

Climate migrants often need to find safe housing in faraway places and adjust to new surroundings. Architects need to design buildings, structures, and environments that can provide relief for climate migrants who are on the move, and that can support them fully once they are settled in their new places. It is important to remember that a significant percentage (estimated at 1 out of 8) of all refugees and migrants worldwide are children—some travelling alone.

This session will introduce the concept of climate migrants to children, and invite them to design a safe space in which migrant children can play.

## IN THE PLAYSHOP

### 1 Listen: Read Aloud Text (approx. 30 minutes)

Educators can begin the session with a read aloud of the suggested text, or another best suited to the participants' age group to introduce session concepts (see the read-aloud link provided on the website). Facilitate rich responses and discussions by encouraging participants' questions, observations, and personal connections, and/or by using guided prompts.

### Suggested Text

Roberts, Ceri, and Hanane Kai. *Refugees and Migrants*. New York: Barron's Educational Series Publishing, 2017.

This **non-fiction** narrative introduces the concept of refugees and migrants to young readers. Although it is an informational text, it does not overwhelm the reader with details and is child-friendly in its approach to the subject matter. The book touches upon many subjects, such as: refugee children who are alone in foreign countries having been separated from their families; life in refugee camps; people who help refugees; and the difficulty in seeking asylum.

More broadly, the narrative also helps to build young readers' social and emotional learning by making them aware that not all people their age are equally fortunate in life. It discusses disparities children face in different places, and reveals how many basic commodities (that we often take for granted) are missing in many of the refugees' and migrant's lives.

Becker, Kate, and Jed Henry. *My Dream Playground*. Massachusetts: Candlewick Press, 2013.

This is a true story told from the perspective of a young girl, who makes design drawings for her dream playground near her home. One day, she learns that a real playground will be built in the location she had imagined hers and she gets involved in the project. This story shows how valuable children's input can be. It also demonstrates how architects, contractors, planners and builders work together with feedback from future users.

### 2 View: Animation Video (approx. 3 minutes)

Have the students watch the animation video of the session. This video is used to facilitate the communication of the core topics of the session. For educators with limited printing capacity or with younger children, the animation video can

be used to replace step 3, since it provides a visual explanation of the same topics that are addressed in the **Read:** Booklet.

### **3 Read:** Booklet (approx. 30 minutes)

Read aloud, or have students read, the session booklet (e.g., independently, in pairs or groups). Discuss the session ideas together and work through either the simple (e.g., designing and building), or bolded vocabulary suggestions (e.g., architecture) to build understanding.

### **4 Colour:** Pages (approx. 30 minutes)

The colouring booklet provides an interactive drawing opportunity, where the line drawings that are offered reflect the types of constructions shown in the **View:** Animation and the **Read:** Booklet. Have the students stop, think and relate the examples with their special climate types and design features. Children may choose to colour any number of pages from the options offered to them in the colouring booklets. The colouring pages do not need to be completed on the spot; students are encouraged to take them home.

### **5 Make!:** Hands-On Activity Guide (approx. 30 minutes)

In this activity, participants are invited to design a playground that migrant children from all over the world can play in together. Because this session addresses challenging topics, the focus of the exercise is to have children think of ways they can help and support climate migrants by addressing one of their needs: a safe place to play. The activity will allow participants to reflect on their knowledge of migrant experiences from the Read and Draw booklet, and use imagination and empathy to create a welcoming playspace where displaced children can find refuge and community.

## **BEYOND THE PLAYSHOP**

### Supplementary Activity Suggestions to Extend Learning Outside of the Sessions

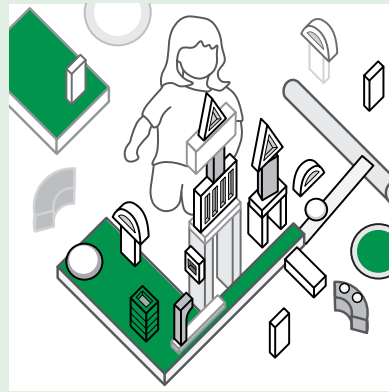
Because of the sensitive nature of this session (e.g., the traumatic contexts of forced migration) and to respect the possibility that children in your group may have experienced these challenges, we don't encourage teachers to have children perform/act-out migration scenarios but to focus instead on how they can support and advocate for migrants.

Additionally, in this playshop we focus on migration caused by climate change. As an educator, you may choose to discuss the contexts that create refugees more broadly—to this end we have also included text suggestions that address refugee experiences in the bibliography for this session.

#### **Crafting & Movement:**

##### Helping Hands Chain

- Have students trace one of their hands onto coloured construction paper and cut it out.
- Together, brainstorm ways that students can help other people in their homes and communities.
- Have students choose one way to help and write that onto their hand cut-out, along with their name.
- Display the cut-outs as a chain of helping hands that can be run across a world map, in the shape of the Earth, or around a classroom to remind students that they can act to help others, even in small ways.
- As an additional movement exercise, students can form a human chain with their peers, tell each other their messages of kindness, and circle around or through a school to reflect their awareness of support and connection to others.



### Loose Parts Free Play: Building

Students can imagine and build their own temporary structures through loose parts play with recyclable materials (e.g., cardboard boxes, tubes) or nature play (e.g., building structures with sticks, rocks, mud).

### Social Action Extension Activity:

How can children support migrants and refugees in their own community? Brainstorm with your students and come up with an action plan! Teachers and schools can align with community organizations, and have children help to fundraise (e.g., gently-used clothing, books and toys, school supplies) for new immigrants and displaced people. They can encourage children to write welcome letters to child migrants and refugees, or persuasive letters to their governments to support new immigrants. Make it a class, school, or family initiative! Of course, the easiest way is to simply encourage children to be a good friend to a child in their community who has recently immigrated or experienced displacement.

