USDA United States Department of Agriculture

NIFA National Institute of Food and Agriculture

https://nifa.usda.gov/program/4-h-positive-youth-development

NASA National Aeronautics and Space Administration

EXPEDITIONARY SKILLS FOR LIFE
A FEDERAL PARTNERSHIP FOR **STEM** EDUCATION

LESSON PLAN: ACTIVITY 3.6
COMMUNITIES ON THE MOVE

LESSON DETAILS

AGE/GRADE LEVEL
High School

LEARNER OUTCOMES
Youth will learn to identify and establish safe and supportive environments that encourage and understand all cultures and promote cohesion.

SUCCESS INDICATORS
Youth will recognize cultural elements within their community and collaborate to create environments that enhance cultural visibility.

LIFE SKILLS
Cultural awareness, critical thinking, problem solving, global awareness, leadership, and collaboration

NATIONAL STANDARDS
CCSS.ELA-Literacy.CCRA.SL.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

21st Century: Learning and Innovation Skills/COMMUNICATION and COLLABORATION/communicate clearly and collaborate with others

PREP TIME
30 minutes

ACTIVITY TIME
2 hours, 30 minutes (all activities combined)

MATERIALS LIST
• Roll of paper
• Markers
• Chart paper
• Writing utensils.

SUGGESTED SPACE
Large table areas for youth to work as teams

SUGGESTED GROUP SIZE
Group can be any size. If you are planning to map a small community, youth can be assigned to map individual neighborhoods or with a larger group, smaller teams of youth can be assigned to create and map sections of a city.

RESOURCES
Mapped: A youth community mapping toolkit
https://practicalradical.files.word-press.com/2010/07/mapped-a-youth-community-mapping-toolkit-for-vancouver.pdf

A Youth Leaders guide to building cultural competence
http://www.advocatesforyouth.org/storage/advfy/documents/guide.pdf

Diversity activities for youth and adults
http://extension.psu.edu/publica-tions/ui378

Exploring quality in cultural diversity projects
https://www.salto-youth.net/downloads/4-17-1462/quality%20projects.pdf

Mapping youth leaders for peace-building
https://www.sfcg.org/wp-content/uploads/2014/09/Mapping-Youth-Leaders-for-Peacebuilding.pdf

INTRODUCTION

What is a community? Traditionally we might think of a community as a geographic location or a group that shares something in common. A community may also refer to smaller areas, such as a neighborhood, a housing project or development, or rural area.

Community is also defined as a group of members who live in a certain locality and interact with one another while sharing common interests or goals. The concept of community has expanded over the last several decades, and three main types of communities are usually mentioned: geographic communities, communities of interest and virtual communities.

Cultures have the power to transform and strengthen these communities and forge a sense of identity and belonging for people of all ages. Culture can also be a unifying factor for youth and promote interest in civic engagement.

Culture also plays an essential role in promoting sustainable social and economic development for future generations. Youth can act as a bridge between cultures and serve as key agents in promoting peace and intercultural understanding.

COMMUNITIES ON THE MOVE

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ACTIVITY INSTRUCTIONS

ACTIVITY: COMMUNITY MAPPING (60 MINUTES)

Note: If the group is able to take a walk around their community and take note of where businesses, community centers, stores, restaurants, parks, recreation, etc., are located prior to the mapping activity, this will be helpful in identifying what is already present in the community. Another possibility is assigning individual youth to map their own neighborhoods and bring that information with them when the group does the mapping activity.

Engaging youth in a cultural mapping activity helps to build community identity, and supports cultural sustainability while producing a useable list of the community's cultural assets. Each step will help youth understand the importance of mapping and allow them to think about what their community needs for the future. It is important that each person feels engaged in the process and has an opportunity to be heard while working to achieve a team goal.

Directions:

1. Explain that today you will look at what resources we have within our community. The community could be around or in the school or program, or within the city itself (geography). The resources are individuals and actual businesses, organizations and services found in the community (culture).

2. Ask youth to describe their neighborhood/community/ city and the citizens that live in the community? Designate two youth to serve as helpers to record all suggestions. Help the group brainstorm a list. Note: It may be helpful to search the census data for the specific community to ensure that the youth's perception of the community matches the data.

3. After completion of the list, go back and make a check mark next to the individual or organization that provides specific cultural information or services within the community. For example; Chinese restaurant, Hispanic Neighborhood Association, Native American Education Center, artwork that represents or supports a specific cultural group.

4. After completing the list of resources (both individuals and actual buildings and organizations) your community has to offer, think about how your community might need to add other resources that reflect the people who live in your community.   Could artwork representing different cultures (remember the definition of culture) help to bond a community? Is it possible for community activities to take place in a park to educate those in the community? Could a community garden grow fruits and vegetables that highlight a different food culture? These are just a few things you might consider.

5. Now use your imagination and create a diverse cultural community of the future on the paper provided. Each smaller team should think about how they could create a street, neighborhood or city within the greater community to highlight those that live in the community. Be creative, think outside the box.

6. Hang your dream communities on a wall in your school or organization. Allow this piece of artwork to spark conversation with community members and visitors in your building. Ask visitors to add their ideas. Have a conversation with visitors about culture and share your community ideas with diverse groups of people in the community. Allow your map to become a working draft of your "Community on the Move," continuing to add suggestions that will build on creating a true sense of community.

DEBRIEF ACTIVITY (30 MINUTES)

Reflect back on the various attributes each design contained that were unique or different. Ask youth to identify one "attribute" that is most important in their design.

The facilitator should allow each person to verbalize the one attribute that is the most important to them (it might be different for each team member) and list them on flip chart paper/ board.

COMMUNITIES ON THE MOVE

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You might also use the question "What is the most unique aspect you observed during the group sharing of designs?" to add more items to your list for the group's consideration. Encourage participants to think about the value of having lots of ideas, input and perspectives to get the best end result.

Now look at the list and see if a total group "ideal" design might be developed based on the youths' responses. Collaborate together to sketch out this "ideal" community.

APPLIED CHALLENGE (60 MINUTES)

1. Using the ideal community designed in the debrief activity, have youth identify a resource that they believe could be created or changed to meet the ideal.

2. Divide youth into teams, with each team focusing on one of the resources identified for creation or change.

3. Challenge youth to develop a detailed proposal for their resource. Proposals should include:

    An introduction explaining why this resource is a need in the community and what the benefits of fulfilling this need will do for the community.

    A list of the people who will need to be involved to create or change this resource.

    A list of the materials that will be needed for this resource and where these materials will come from or what it will cost (estimate) to acquire those materials.

    The steps that will need to be taken to achieve this resource. Include a time frame (estimate) for completing each step.

    A closing statement explaining how this will make the community a better place.

4. Have each team present their plans to the group. Allow time for discussions and suggestions for making each proposal stronger.

5. If possible, have youth present their proposal to the appropriate governing group that is responsible for approving and/or implementing that proposal.

DID YOU KNOW?

According to the United Nations, youth comprise 18% of the world's population. Representing a significant segment of the community, young people:

• Can contribute to local development and prosperity.

• Can be a bridge between cultures and between tradition and modernity.

• Have the interest, energy and passion to address issues and concerns, such as heritage management, sustainable tourism, local development and community involvement.

• Have affinity for information and communication technologies to network and transcend geographical boundaries.

• Are in the position to act as potent agents of positive social change that will yield greater economic and social well-being in the perspective of sustainable development for generations to come.

INSTRUCTOR'S NOTES

EXPEDITIONARY SKILLS FOR LIFE

ACTIVITY 3.6: LEARNER ASSESSMENT

These questions are about things you learned during this activity. Please check the circle that best describes you.

Q1 I can describe my community and the resources it has.

- ○ Not at all like me
- ○ A little like me
- ○ Somewhat like me
- ○ A lot like me

Q2 I understand how the resources in a community contribute to the culture of the community.

- ○ Not at all like me
- ○ A little like me
- ○ Somewhat like me
- ○ A lot like me

Q3 I know how to collaborate with others to make a change in community resources.

- ○ Not at all like me
- ○ A little like me
- ○ Somewhat like me
- ○ A lot like me