

# From the Ground Up

Created by Teaching Artist, Kathryn Patricia Cobbler

## Lesson Plan Two: Citizenship & Agency 'Me & My Community'

1.

### Overview

**Grades:** 3-6

**Subjects:** music, visual arts, literacy and science

#### Learning Goals:

- **Making connections--** between to the growth journey of a seedling to growing their community
- **Growth in citizen expression:** students survey the needs of their communities and how they can use their skills and resources to better their communities

#### Curriculum Links:

- **Naming student motivations:** Give students an opportunity to share what activities hobbies they enjoy participating in or objects that hold meaning to them
- **Creating and Presenting:** apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas,

**Time Length:** 120 minutes

*Teachers are at all times encouraged to adapt the following suggested activities to the needs of learners in their classroom.*

During this lesson, **students move from the "I" to the "we"** and start to take stock of the who and the what that makes up their community.

The "Me & My Community" lesson **serves as an exploration in community building** giving students the opportunity to who are the people and places that keep them grounded? Students will be surveying the journey of plant and mirroring the same process as a community building tool.



2.

### Materials Needed:

- From the Ground Up Teacher Guide
- Lesson Plan Worksheet
- A writing utensil
- The name of activities that holds meaning

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The overall theme of this lesson plan series is that **we are better together**. The final section of this session has the students creating a community map of their classroom. This can be done online or via powerpoint provided in this document.



## 3. Part One : Community Growth Worksheet

Time Length: 60 Minutes

- Have students read through (as a class or individually) the plant lifecycle.
- Read Through Alex's Story
- In small groups, have students answer the reflection questions for Alex's story
- Give students the opportunity to name their activity/object from lesson one.
- As a group or individual activity, invite students to fill out the Community building lifecycle Challenge

## 4. Part 2: Classroom Community Map

Time Length: 45 minutes

As a class complete the community map

- What are the places the students in the class spend their time and build community?
- Are there locations many students have in common?
- Think about your classroom and school community--have the students brainstorm 1-3 ways they can help make their community better

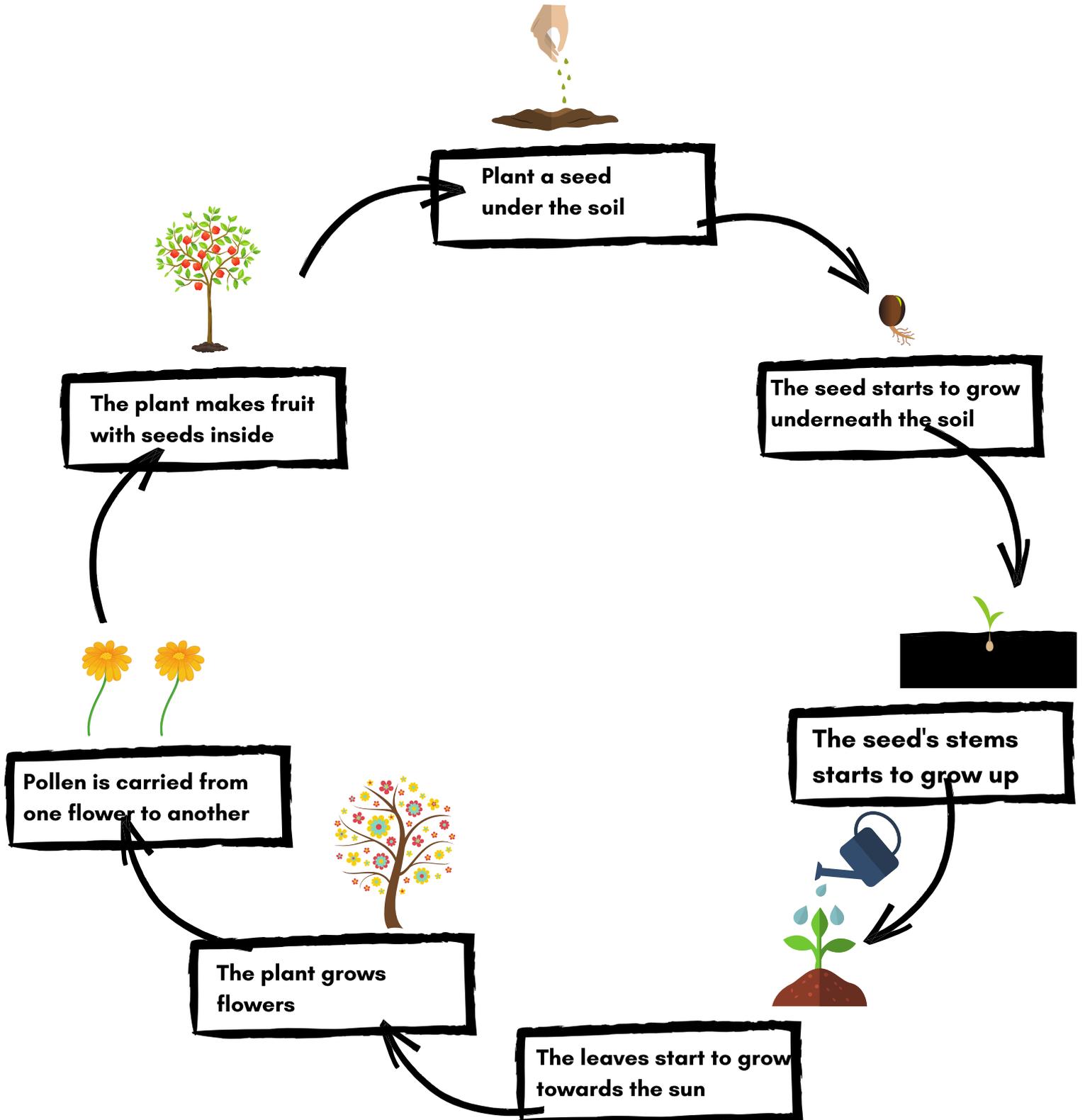
Date: \_\_\_\_\_

# From the Ground Up: Worksheet # 2

1. Write your name here: \_\_\_\_\_

## 2. Discovery : Exploring the Plant Lifecycle

Review the journey of a plant lifecycle below:



Date: \_\_\_\_\_

## From the Ground Up: Worksheet # 2

3.

Write your name (again) here: \_\_\_\_\_

4.

### Reviewing the Plant Lifecycle: Making Connections

Read Alex's Story below. See how parts of the Plant Lifecycle apply to the story:

Alex loves soccer. Most recess and lunch breaks he spends kicking the soccer ball around--mostly because a lot of the playground equipment is run-down and there is not a lot of other things to do.

Then Alex had an idea  What if he could create an inter-mural soccer tournament at school? This would create more activities for kids at school and allow Alex to spend more time doing what he loves--playing soccer. Alex talked to a few friends at school about the idea.  they really liked the idea. Alex asked them to talk to other students about the idea to see if they would be interested in playing.  More students got excited about the idea. Alex talked to more students that wanted to play, but said they weren't very good at soccer. Alex said "that's OK, I'll teach you." 

From the students getting better at playing soccer, their love of the game grew and so did their excitement for the soccer tournament. 

At this point, they had enough students for six teams. When the school gym teacher heard about this, they decided to use gym time to create a half-day tournament. 

Alex's idea  of having an inter-mural soccer tournament at this school became a reality. The students enjoyed it so much much the gym teacher decided to make it a monthly activity.



Date: \_\_\_\_\_



## From the Ground Up: Worksheet # 2

3.

Write your name (again) here:

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4.

### Community Building and Alex's Story

What is Community Building??

Community building is simply taking action to make life better for the people and spaces where we live, work and play.

Whether it is creating more activities for your fellow students through a soccer tournament, or organizing a garbage collection day to make your school a cleaner space.

From reading Alex's story, answer the following reflection questions:

What was Alex's idea that he planted?



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What are some of the ways Alex watered and nurtured his idea so it would grow?



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4.

### Community Building Lifecycle Challenge

Think back to your list of activities and comic strip. Can you think of ways you can lead with the activities you love to benefit your community?

Using the Plant Lifecycle and Alex's story as an example. Complete the Building Lifecycle Challenge with your own activity using the template provided.

Date: \_\_\_\_\_



## From the Ground Up: Worksheet # 2

5.

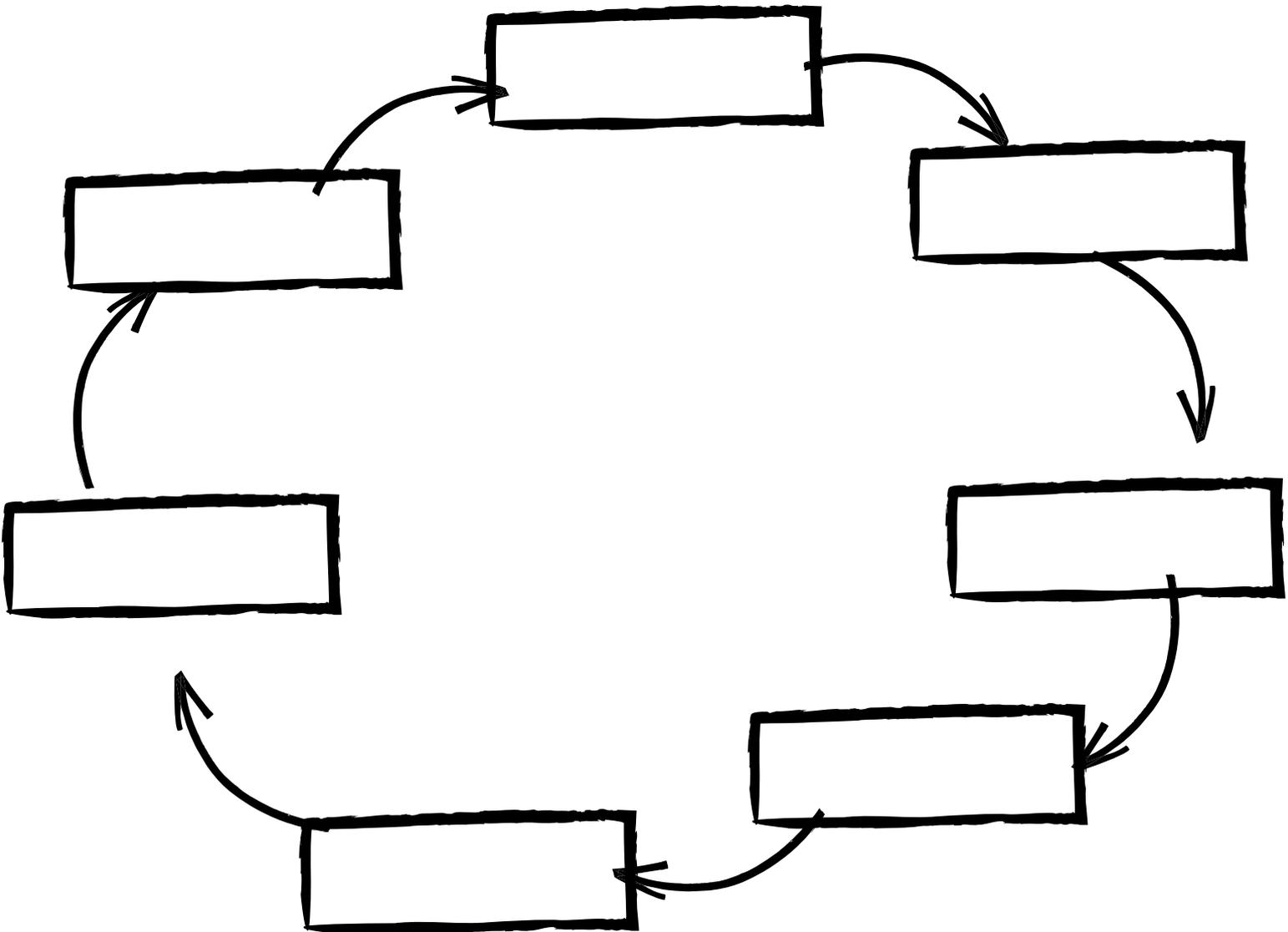
Write your name here: \_\_\_\_\_

6.

### Community Building Lifecycle Challenge

Think back to your three activities from Worksheet #1.

Choose one to complete the Community Building Lifecycle below:



# Classroom Community Map



**7.**

## **Mapping Out Our Community**

**As a class map out the places in your community on the template.**

**What are 1-3 things you could do to benefit one of the community spaces above?**