

Defining Our Community

(Who is My Community?)

Objective: To recognize communities that you are and are not a part of
To define your community

Time: 1-2 class periods (55-70 min.)

How Many: Whole Group

Materials: White/Black Board, Markers, Writing Materials and Paper, Markers or Crayons, Drawing Paper, Copies of Communities Diagram Worksheet

Enroll: Ask the youth, “How do you define Community? What community do you think you are a part of?”

Do/Experience: In groups of 3-6, have the youth go around and share their answers. Once they have shared, in a large group, have them discuss these questions:

- What makes up a Community?
- Who is a part of a Community?
- Who decides who is part of a Community?
- Do you have to live in a Community to be a part of it?
- Who are the Experts of the Community?
- Who decides when there is a problem ‘in the Community’?

Process: Have you ever experienced a time when you were clearly out of the community? How could they tell?
How can you tell when you are in a community that is not your own?
What would someone need to know about a community in order to be a part of it?
When you first came to this school/neighborhood/organization, did you feel a part of the community? When did you feel that this school/neighborhood/organization was “yours”?
What helped you to feel this way?

Label:

- Communities are defined in many ways. By different people.
- Communities have unwritten rules and norms. If you are not a member of that community, you may not know what the norms are for it.
- Just because a person may live in the same ‘Community’ as another, doesn’t mean that they will agree on the way in which the Community needs development or progress, help, etc.

Demonstrate:

Making Connections between Communities

Give each youth a Communities Diagram worksheet. They will use this to draw images of two communities that they are in.

On the worksheet, they should draw pictures that show the differences and similarities of the two communities. Anything the two communities have in common should be drawn in the intersection of the two circles. Things that are unique to one community should be drawn in their individual circle.

Display all the community drawings as a gallery walk.

Have youth look at all the drawings and look for connections between people's drawings.

What do you see that is similar in this community compared to another?

What seems positive about this community in the drawing?

What seems as if it needs improving about the community?

Review: For the rest of the day, pay attention to the communities you are in. Do they notice things after this lesson that they didn't see before? What things?

Celebrate: In groups of three, share one thing you appreciate about your community.

Community Venn Diagram

My school community

_____ Community

Unique aspects to this
community

Unique aspects to this
community

What the
communities have in
common

