



Students create a map of what they consider their “COMMUNITY”.



One piece of blank paper per student; Pencils or pens; Coloring materials (markers, colored pencils, and/or crayons).

Total Prep Time: 5 mins.



As this is the last Monday of the month, please consider sharing or re-sharing the Monthly Kick-Off activity, and if appropriate, video at www.everymondaymatters.org. Additionally, a three-minute recap of the previous weeks may add extra context to this week and help connect the dots around the monthly theme.

4 C's	SOCIAL & EMOTIONAL LEARNING	SERVICE LEARNING
• Critical thinking	• Self-awareness	• Integrated learning
• Communication	• Self-management	• High quality service
• Collaboration	• Social-awareness	• Collaboration
• Creativity	• Relationship skills	• Student voice
	• Responsible decision-making	• Civic responsibility
		• Reflection
		• Evaluation

GOALS FOR THE WEEK

- Discover how our actions can build “COMMUNITY” and help others feel accepted just as they are
- Practice being our true selves and show others that they can do the same
- Find creative and welcoming ways to bring people together in a positive environment
- Understand how “COMMIT TO COMMUNITY” is an important part of this month’s theme, “MONDAY GETS ENGAGED”



STUDENT ACTIVITY: **“COMMUNITY MAP”**

1) SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: “COMMUNITY MAP”

2) ASK 1-3 QUESTIONS FROM THE LIST BELOW TO WARM STUDENTS UP ON THE ACTIVITY’S FOCUS:

***NOTE:** *Choose questions appropriate to your students' ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What does the word “COMMUNITY” mean to you?**
- **What is a “COMMUNITY” that you are a part of?**
- **Are you involved in any extracurricular activities?**
 - Do you think that these activities and the people in them make up a “COMMUNITY”? Why or why not?
- **How does it feel to be a part of a “COMMUNITY”?**
- **Can you be your true self in the “COMMUNITIES” you belong to?**
 - Why is it important to be your true self, and for others to be their true selves?
- **Can you think of a time when you didn’t feel welcomed by a “COMMUNITY”?**
 - How did this feel? Why do you think this happened?
- **What are some ways you can welcome others into any “COMMUNITIES” that you belong to?**
- **How is “COMMITTING TO COMMUNITY” a way to “GET ENGAGED”?**
- **Do you think that if we all started “COMMITTING TO COMMUNITY” and “GETTING ENGAGED” more often, we could create a more positive community and environment?**

3) SET UP THE “COMMUNITY MAP” ACTIVITY:

- **Explain:**
 - We all have different places where we feel at home and with “our people”
 - Wherever we feel the most welcome, those are our “COMMUNITIES”
 - Some of us are a part of just one “COMMUNITY” and others have several “COMMUNITIES” that we are a part of
 - But when we think about it, we might be involved with more “COMMUNITIES” than we realize, because we might not be aware that something we are a part of can be considered a “COMMUNITY”
 - Today, we’re going to take some time and think about all the “COMMUNITIES” we are a part of and how they make us and others feel accepted and part of something bigger than just ourselves
- **Ask:**
 - Can you think of what you consider your “COMMUNITY”?
 - Are you ready to share those things with others?

4) START THE “COMMUNITY MAP” ACTIVITY:

- **Give each student one blank piece of paper and make pencils or pens and coloring materials (markers, crayons, and/or colored pencils) available to all students**
- **Explain that students are going to take some time to think about what “COMMUNITY” or “COMMUNITIES” they are a part of and then “MAP” them out**
- **Ask students to discuss with a partner or in a small group for a few minutes, and share what “COMMUNITY” or “COMMUNITIES” they are a part of and how it makes them feel to be a part of those “COMMUNITIES”**
 - Remind students that a “COMMUNITY” can be their city, school, class, classes they are taking, their church or a “COMMUNITY” center that they belong to, a club that they participate in, sports teams they are on, a book club, their friends, or a group of people who share the same interests or beliefs as them

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- **Then, ask students to each choose one “COMMUNITY” that they are a part of and feel good about and “MAP” it out in any way they would like**
 - This “MAP” can be a physical “MAP”, an organizational “MAP” that shows how the “COMMUNITY” is structured including who and what are a part of it, a thought bubble “MAP” that is more emotion- and feelings-oriented, or any other kind of “MAP”
 - Share with students that they can color and decorate it any way they’d like to represent their “COMMUNITY” the most
 - **Make sure students understand the instructions and ask them to begin**
 - **Allow students up to 10 minutes to discuss their “COMMUNITIES” and draw out their “MAPS”**
 - **When time is up, ask for volunteers to share out their “COMMUNITY MAPS”**

5) AFTER THE ACTIVITY, ASK 1-3 OF THE FOLLOWING QUESTIONS TO HELP STUDENTS REFLECT ON WHAT THEY’VE ACCOMPLISHED AND HOW THEY CAN TAKE THIS FORWARD:

***NOTE:** *Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What was it like to create your “COMMUNITY MAP” today?**
- **What are some things you included in your “COMMUNITY MAP”?**
- **Why did you create your “COMMUNITY MAP” the way you did?**
- **Do you feel like your “MAP” is a good representation of your “COMMUNITY”?**
 - Why or why not?
- **How does this “COMMUNITY” that you belong to make you feel?**
- **Why is this “COMMUNITY” important to you?**
- **How can you “COMMIT” to this “COMMUNITY” going forward?**
- **Did you learn anything new about what a “COMMUNITY” can be today?**
- **How did you “GET ENGAGED” as you “COMMITTED” to your “COMMUNITY” today?**
- **Did you remember or realize that YOU MATTER as you did your “COMMUNITY” work today?**
 - How so?
- **What if we all “COMMITTED TO COMMUNITY” going forward?**
 - How might the world change for the better?

6) THANK STUDENTS FOR CREATING THEIR “COMMUNITY MAP” TODAY AND FOR LEARNING A LITTLE MORE ABOUT WHAT IT MEANS TO “COMMIT” TO THEIR “COMMUNITIES”.

7) ENCOURAGE STUDENTS TO “COMMIT TO COMMUNITY” GOING FORWARD IN WHATEVER “COMMUNITIES” THEY ARE A PART OF, WHETHER THAT BE THEIR FAMILIES, FRIENDS, OR OTHER GROUPS. REMIND THEM THAT THEY “MATTER” AND SO DO THEIR ACTIONS AS A MEMBER OF THEIR “COMMUNITIES”.

8) CONTINUE EXPLORING HOW TO “COMMIT TO COMMUNITY” BY LEADING ONE OR MORE OF THE FOLLOWING EXTENSION IDEAS.



EXTENSION IDEAS:

DO ONE OR MORE OF THESE EXTENSION IDEAS TO BRING THE LESSON FROM 15 MINUTES TO 30 MINUTES OR MORE.

- 1) What Do I Bring?:** Once students have created their “COMMUNITY MAPS”, have them turn them over and answer the question through writing or drawing: “What do I bring to my COMMUNITY?” Give them time to reflect on how they are an important part of their “COMMUNITY” and how it is better because they are in it.
- 2) Class Community Map:** Work with students to create one large “COMMUNITY MAP” together. They can work together to link all of their individual “COMMUNITIES” together in a creative way, seeing how they are closer than they think and have more in common than they think.

“IT ISN'T WHERE YOU COME FROM; IT'S WHERE YOU'RE GOING THAT COUNTS.”
- ELLA FITZGERALD