

Modelling a community

Citizenship and expressive arts activity for 7- to 14-year-olds

This free citizenship and expressive arts activity is from Save the Children's *Partners in Rights: Creative activities exploring rights and citizenship for 7–14-year-olds* pack.

Classroom activity

It can be difficult getting creative activities in to your lessons that tick off other areas of the curriculum too. This activity gives you an excitingly visual way of developing an understanding of different communities in the world and the ways that they are similar or different. Pupils make maps of the community where they live and then look at community maps made by children in Cuba and Peru. This gives pupils a deeper understanding of children in different communities while encouraging them to be creative.

This activity comes complete with a clear and easy to follow lesson plan and two photocopiable community maps.

Partners in Rights

Partners in Rights: Creative activities exploring rights and citizenship for 7- to 14-year-olds uses dance, drama and art to explore what children's rights are and how they are experienced around the world. It's approach can work well with mixed ability groups. It provides you with 29 creative activities, 18 full-colour A4 photocards, and a wealth of material that captures the voices of young people from the UK, Latin America and the Caribbean who were involved in the original partners project.

Partners in Rights is available to purchase priced £15.00 plus post and packing from Save the Children, c/o NBN International, Estover Road, Plymouth, PL6 7PY
Tel 01752 202 301
Email orders@nbninternational.com
or order online at
www.savethechildren.org.uk/publications

This is one of a series of teaching packs covering different parts of the curriculum using the experiences of the children Save the Children works with around the world. Other titles include:

Families Pack: Stories, activities and photographs for approaching citizenship through the theme of families

Young Citizens: Children as active citizens around the world—a teaching pack for Key Stage 2

Working Children Worldwide: A cross-curricular resource pack on child labour and globalisation

Young Lives, Global Goals: Children, Poverty and the Millennium Development Goals

For more information on these and other publications for schools go to

www.savethechildren.org.uk/publications

Activity 4.4

Modelling a community

“Drawing and painting and working with colours gives children a chance to externalise things they can’t always verbalise.”

Joanna Boyce
muralist
Edinburgh Puppet
Company

This activity is also the first part of a larger project. The second part involves model making or painting a mural.

Learning objectives

- To explore pupils’ perceptions of their own communities and compare these with a community in Cuba and one in Peru.

Resources

- Enough photocopies of Activity sheet 4.4a for half the class to share one between two.
- Enough photocopies of Activity sheet 4.4b for half the class to share one between two.

Activity

- 1 Ask pupils to think about where they live and to draw a map of their community, starting with their house and putting in the places around it that are important to them. They should put in major landmarks, routes in and out, resources (such as shops, parks or cinemas) and drawbacks (such as waste tips, or a dangerous pond).

CURRICULUM LINKS

Art and Design	1; 2; 3; 5
PSHE and Citizenship	2a, f, h; 5g
Design and Technology	1, 2, 3

- 2 After a few minutes, ask pupils to get into pairs. Give half the pairs Activity sheet 4.4a, and half sheet 4.4b. Ask them to compare their own community maps to those on the Activity sheets.

Class discussion

Talk about the community maps.

- How are pupils’ communities similar to the ones they looked at?
- How are they different?
- What do pupils feel are the most important features of a community?
- Was there anything in the image maps that particularly surprised them?
- What is the best thing about living in their own community?
- What would be the best thing about living in the community that they have looked at?
- What common resources are there?

Activity sheet 4.4a

My community by Patricia from Cuba

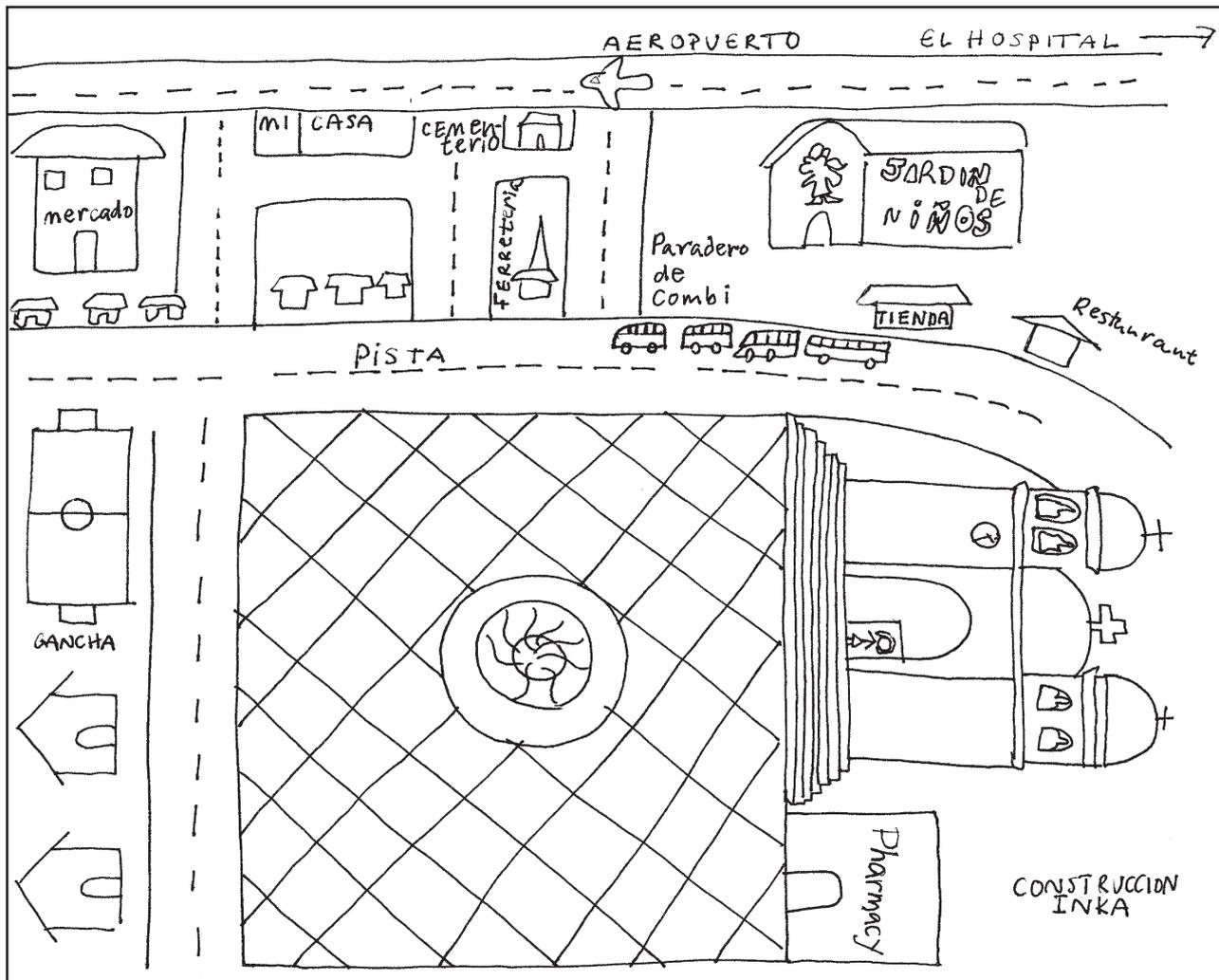
Key

<i>policlínico</i>	health clinic
<i>mercado</i>	market
<i>parque</i>	park
<i>escuela secundaria</i>	secondary school
<i>taxi</i>	taxi
<i>panadería</i>	baker's shop
<i>parada</i>	bus stop
<i>guagua</i>	bus
<i>librería</i>	bookshop
<i>cine</i>	cinema
<i>escuela primaria</i>	primary school
<i>farmacia</i>	chemist
<i>bar</i>	bar
<i>edificio</i>	building
<i>centro commercial</i>	business centre
<i>Terraza de Cojimar</i>	a restaurant called the Terrace of Cojimar
<i>el mar</i>	the sea
<i>tienda</i>	shop



Activity sheet 4.4b

Our community by children from Peru



Key

gancha	pitch	pista	road	jardin de niños	playground
mercado	market	ferretería	ironmonger	paradero de combi	bus stop
mi casa	my house	tienda	shop	construcción Inka	Inca site
cementerio	cemetery				