



growing visionary educational communities

Community Mapping

(Adapt this activity in any way that makes sense in your context)

1) Draw a map of your childhood neighborhood, or if you lived in several, pick one from when you were about 8-11 years old. Limit it to the area within which you 'hung out' or frequently played when you were 'home' rather than your entire activity space. (If using with students, this can be changed to present-day and around your school)

2) Label as many significant places on it as you can. Do not put anything on the map that you don't want to share publically. (Depending on your purposes, you can add others-like something to do with food, or a place to which you felt love, etc.)

*To degree that you are able:*

- Put a 'G' on a place where people commonly gathered (the codes can be changed to whatever you want; people just need to be able to identify them).
- Put an 'H' on a place where you usually felt happy or good.
- Put 'X' on a place of danger.
- Put a star on a place of power.
- Put 'W' on a place of wisdom.
- Put a "S" on the source of your drinking water.
- Put an "R" on the closest river or stream.
- Put a "+" to indicate the highest point of elevation in the neighborhood
- Put a "-" to indicate the lowest point of elevation in the neighborhood

3) Get together in groups of 3 or 4 and talk to each other about your maps for 5 minutes each. Note any questions you are curious about—e.g., where is the source of our drinking water?

4) Debrief as a class and look for patterns. Next steps: Students can do autobiographies of themselves and their place, and/or launch into a PBE inquiry based of the local community based on questions raised.