# Community Mapping

Create a community map that identifies a local service campaign.

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## Key Method

Student-created community maps.

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## Method Components

*The teacher develops and implements an activity in which the students establish their "place" in the community. Students use this knowledge to guide them through a community mapping activity that culminates in the identification of a meaningful service project.*

### Elements of community mapping

1. **Define and understand** community mapping as a tool to engage young people in exercises to identify "place" and genuine community need.
2. **Implement** a community mapping exercise with students.
3. **Demonstrate** how student-created community maps have led to the identification of a local service campaign.

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## Supporting Research

How do you know where to make a difference if you don't have a strong sense of your community? When you map your community, you get to know about the people, animals, and environment around you. Mapping is the key to discovering a real community need that leads to the most effective service campaigns. Master your mapping skills and get to know your community on a whole new level.

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## Resources
- Roots and Shoots Community Mapping Resource Collection, http://rootsandshoots.org/mapping
- National Geographic Society's Community Mapping Resource Collection, http://education.nationalgeographic.com/education/jane-goodalls-global-birthday-celebration/?ar_a=1
- Roots and Shoots Curriculum Resource Collection, http://janegoodall.pearsonfoundation.org/

## Submission Guidelines & Evaluation Criteria

*Following are the items you must submit to earn this micro-credential and the criteria by which they will be evaluated. To earn the micro-credential, you must receive a passing evaluation for Parts 1, 3, and 4 and a "Yes" for Part 2.*

### Part 1. Overview questions
(200-word limit for each response)
- Describe the Roots & Shoots campaign chosen by your class and how it applies to the need the campaign will address.
  - For example, if the identified need is more recycling containers, then the educator should explain how and why this need was chosen and how it was identified using students' community map.
    - **Passing**: The activity description describes the need the campaign will address. The need description is thorough and unambiguously tied to the chosen campaign.
- Describe the approach students will take to alleviate the environmental problem or need that is the focus of your Roots & Shoots campaign.
  - Provide a short summary of what activities or events the educator and students have planned to address the need they identified.
    - **Passing**: Approach description includes a short, detailed summary of actions planned to address the identified need.

### Part 2. Work examples
Please submit an image of or link to the completed community map along with a description of the need you have identified to address and a Roots & Shoots campaign plan for addressing that need.

| "Yes" | "Almost" | "Not Yet" |
| --- | --- | --- |
| The community map clearly indicates an identified community need. The submission also includes a campaign plan for addressing that need with students. | Educators submit a community map completed by students and identify a need to address, but do not include a description of the campaign plan for addressing the need. | Educators submit a community map completed by students but do not identify the need they have chosen to address and do not share a campaign plan for addressing that need. |

### Part 3. Teacher reflection
Please provide a teacher reflection, answering the following questions (200-word limit for each response):

- Did the community mapping activity lead to student academic growth?

- **Passing**: Description indicates that community mapping allowed students to practice skills and techniques that were meaningful to their academic success.
- Did mapping increase students' awareness of their community?
  - **Passing**: Description indicates that the process of community mapping increased student awareness of the community around them, including people, animals, and the environment.
- Did students demonstrate compassion towards their community after mapping?
  - **Passing**: Reflection indicates that after increasing their knowledge of the community, students felt a sense of compassion towards it. This compassion led to the identification of specific needs that students chose to support in the form of future service campaigns.
- How much of the mapping process was student-led versus educator-led?
  - **Passing**: Reflection indicates that students took an active role in leading the community mapping process. The characters and resources they identified came from their own work and they were actively involved in identifying the need to be addressed through a service campaign.