

Character and Life Skills: **Citizenship**

SEL Focus: **Social Awareness**

Lesson Title: **Mapping the Citizen Helpers**

Grade Level: **3-5**



Project and Purpose

Students devise a map of an imaginary community that features resources and supports for all citizens.

Essential Question

Why is it important to build awareness of the citizens who are resources and supports in your life?

Materials

- Board/chart paper/writing tools
- Detailed school interior map (you may have to create one if one does not exist)
- Large paper, one piece per group
- Writing tools and art supplies

Introduction

1. Post the definition of social awareness and ask students to tell you what they think it means in their own words. If you have done the deconstruction lesson, remind them of the hard work they did to break down all the skills that are a part of social awareness.

Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behaviors, and to recognize, school, and community resources and supports.

2. Emphasize how today's lesson will concentrate on identifying the good citizens of the school who are dedicated to supporting us academically, emotionally, and in our homes.

Direct Instruction (I do)

1. Talk about how you remember learning about community helpers in early childhood classes such as Pre-K and kindergarten and on television shows such as "Sesame Street."
2. Talk about how Mr. Rogers hosted a very calm television show for children in the early years of television, and he became famous for his calm demeanor and genuine love of helping children grow.
3. Post the Mr. Rogers quotation, "When I was a boy and I would see scary things in the news, my mother would say to me, 'Look for the helpers. You will always find people helping.'"
4. Comment on how this quotation helps you, and ask students how this quotation would be helpful for younger children. Then ask how it is helpful for THEM. How does Mr. Rogers's statement help us understand citizenship?

Guided Exploration (We do)

1. Gather examples of times when they have seen people helping in times of trouble, especially people they did not expect to be the helpers.
2. Ask how the concept of “helpers” compares/contrasts with the concept of “resources and supports” in the definition of social awareness. Help students make the connection between resources and supports and good citizens.
3. Ask students if they are aware of all the people who work in a school that are designated as resources and supports and what they do in the school. Who are they? What are their titles? What do they do? Why are they in the school? When might someone need this person’s help? Encourage them to think about every inch of the school from the cafeteria to the front office, from the classrooms to the resource rooms, library to to recognize, etc. On the board or on a chart, list their resources and support people. Introduce the titles and job descriptions of others in the school.
4. Show the map of the school and point out the place each resource/support person can usually be found.
5. Ask the students to think about and then create a symbol that would represent each resource and/or support. For example, the school nurse might be represented by a band-aid or a red cross.
6. Tell students to think “outside the school” and think of all the resource and support citizens in their community.

Independent Practice (You do)

1. Form small groups of three or four students and give each group a large piece of paper.
2. Tell the groups they are going to create an imaginary community map that features all the resource and support citizens they can think of. Each should have a symbol, either based on the group symbols or something original.
3. They can be as creative as they would like in designing their community as long as there is a way for the imaginary citizens to access the resources and supports. They should consider how people travel through this imaginary community.
4. They should name their community.

Conclusion

Ask student groups to share their maps and give “tours” of their community, being sure to focus on resources and supports. How do their imaginary resources and supports compare/contrast to the real ones in their school and community? Why are these citizens important to the community? Why is it important to build awareness of the citizens who are resources and supports in your life?

Notes
