

Children will think about the different parts that make up their community and categorize what they see into people, animals, and the environment.



AGES 4-6



MATERIALS

- Optional: Children's books that illustrate community for people, animals and the environment
- Poster paper, construction paper or easel pad
- Pens, crayons, pencils, stickers, etc.
- Tape/glue
- Scissors

1 OPTIONAL: "MY COMMUNITY AND ME"

Download and read our illustrated story, "My Community and Me" that highlights all the parts that make up a community. Get the story here: www.rootsandshoots.org/mycommunityandme

2 GROUP BRAINSTORM

Children are given 3 sheets of paper. Guide them as they discuss their community and help them brainstorm through the following steps:

PEOPLE

On the first sheet of paper, they draw all the places in their community that serve people. Each drawing is labeled and cut out. Guiding questions:

- Who lives in our community?
- What do they do for fun?
- Where do they learn and work?
- Where do they get their food?
- Where do they go if they need help?

ANIMALS

On the second sheet of paper, they are to draw all the animals in their community and the places that serve them. Each drawing is labeled and cut out. Guiding questions:

- What animals live here?
- Are there pets and wild animals in our community?



ENVIRONMENT

On the third sheet of paper, they are to draw all the environmental traits in their community. Each drawing is labeled and cut out. Guiding questions:

- What does our community look like?
- What kind of plants are here?
- Where does our community get its water?
- Where do we play when we go outside?

TIP: Depending on the scale of your map, it may be helpful to tell children to name the things and places they can walk to.

3 BUILDING YOUR MAP

Everyone closes their eyes and imagines what it would be like to be a bird flying overhead. On a large piece of paper, the group draws a map of their community. The children work together to glue all the people, animal and environmental elements to their map. As the pieces come together, discuss how the map becomes a puzzle and that each drawing is an important piece. Guiding questions:

- Where does each animal live on our map? Where do they get their food? Where do they sleep? Does each animal have everything it needs in our community?
- What are some ways that people help each other in our community?
- Why do you think the plants in our community are important? What do you notice about them?

TIP: Help children orient themselves on the map by starting with your current location. Invite children to use their fingers to imagine walking to the different places on their map.



Get more resources for educators on the Roots & Shoots website. Have questions?
Email us: rootsandshoots@janegoodall.org



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4 CHOOSING A CAMPAIGN

Guide children as they reflect on their community map. Begin brainstorming an area of the community where students feel they can make a difference and select a Roots & Shoots campaign. Guiding questions:

- What do you like about our community?
- Is there anything that you would change about our community?
- Are there any people, or animals, or places that need our help in our community?
- What could we do to help our community?

OTHER IDEAS:

- Instead of drawing, children can cut images out of magazines, newspapers, etc to build their map.
- Introduce legos or other building blocks for children to construct a model of their community and place their drawings in the appropriate locations.
- Visit www.rootsandshoots.org/neighBEARhoodwatchkids to view a video feature of a first-grade classroom that modified the Roots & Shoots mapping activity. They started with a group brainstorm and created a list of the people, animals and environment in their community. Then, each student drew their own map that included everything on their list.



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