

## **Community Mapping/Funds of Knowledge Assignment**

### **Part I (Individual)**

#### **A. Walk through the School's Community**

1. As you're walking, write what you see, hear, smell, notice, and the questions that come to mind. Please use the following questions as a guide to take notes:
  - a. What do you see as strengths/assets in the community? Write down observations, draw a map, or create a concept map/mind map if that's helpful. Why do you see these as strengths/assets?
  - b. What do you see as the challenges within the community? Why do you see these as challenges?

#### **B. Have conversations with at least three individuals from the groups below (You choose the type of questions to be asked)**

1. Converse with a student
2. Converse with a parent
3. Converse with your CT and other teachers
4. Converse with a community elder
5. Converse with a community organizer (from a community based organization)
6. As you speak with these people, find out about their experiences living and working in this community.

Reflect: How does this experience impact your own thinking about the school you're working in? How will this experience impact your interactions with students and families; ways you engage with the school community; ways you engage with the community at large? What are you noticing about your own thinking as a result of doing the walk and the interviews? How will this impact your next steps?

### **Part II (Group)**

#### **Current Youth Spots & Issues Researcher**

1. Find a group of youth in the community, such as an after school program, a school classroom, or a local youth club. Engage in the following questions, and add a few of your own:
  - a. What locations (specific places) do youth value in the community and why? In other words, where do youth hang out other than their own homes?
    - i. What is the draw to this location/place?
  - b. What issues, problems, challenges currently affect youth in this community?
    - i. What places/locations can be connected to these issues?
    - ii. What are some of the root causes of the issues/problems?
  - c. What are their beliefs about science, scientists, etc.?
2. Pinpoint locations in the community that represent youth focal points – as related to the places the youth value/utilize and places where critical issues or problems occur? Write a short summary on the significance of each location.
3. Identify some of the real-world problems around science facing the community?

### **Photo Journalist & Videographer**

1. Figure out what will best highlight the character of the community.
2. Identify subjects and ways of shooting them to reflect the community. Make sure to capture the dignity and strength of the community, not just hardship.

For photographers:

- Start by shooting historic sites
- Try to include people in the shots so we can see how people in the community interact with the site
- Find older pictures of the community so you can take good comparison shots
- Take pictures (or videos) of science in the community and science in the lives of students (make connections with the standards)
- Provide captions/short blurbs for each photograph selected

For videographers:

- Take footage that will help people get a feel for the sites without being there
- Walk through the sites so the audience feels like they are on the tour
- Consider filming somebody giving the tour
- Take lots of pictures/shoot footage and keep good notes on each for later reference
- If possible, add narration to the videos for the audience. Think about using audio clips from interviews focusing on that particular site

### **Blogger/Web Designer**

1. Learn how to utilize a blog (e.g., blogspot, Edmodo) to create an engaging resource for the community.
2. Keep a blog documenting the process of learning about your community, doing research, etc.
3. Talk to your peers and find out what lessons they have learned and problems they have run into along the way. Reflect on the experience in the blog so the audience can learn about how they could go about creating a tour of their own.
4. Highlight the profiles of 5 to 10 community (s)heroes with a brief biography on each person and a photograph (at least three from STEM-related careers)

### **Presentation**

On a set date, your school site group will do a brief presentation of your community. Think of this as a kind of descriptive review of the community. You may present in any way you wish – PowerPoint, Prezi, Collage, Poster, Simulation, Video, etc. Every presentation should be digitized so that even if you do a poster, for example, you should photograph it or videotape it. Your presentation should address two essential questions:

- What have we learned about our community?
- How will this learning translate into teaching and learning opportunities for us, and our students in this context?