**Kindergarten**

**Key Concept 2:**

**My Communities Lesson**

**Overview**

As the students learn about communities, their neighborhood becomes a broader picture for them to think about as a place where they are a member and can make a difference. Learning that the community is diverse is important. The lesson will introduce some community helpers the students can trust. The lesson plan is set up in two thirty-five minute class periods.

**For the Teacher:** You may need to do some pre-work for this lesson to determine where common locations are located or who members of the community are. You may also want to visit these people and get to know them before asking them to volunteer to come into your classroom to “meet community member’s day.”

**Materials Needed:**

* “People in our community” song (Sesame Street has a good one as well as the Busy Beavers, both of which can be found on YouTube or checked out from your public library. You may want to learn the song and sing it/teach it to the class yourself).
* A piece of colored paper for each student large enough to trace their hand
* Volunteer member(s) of the community (optional and based on school policy/approval)

**Key Vocabulary:**

Community

Trust

Common good

Volunteer

Service

Contribute

**Objectives:**

C.2.K.3 Discuss responsibilities of being a good citizen

C.3.K.2 Discuss ways people improve communities

E.5.K.3 Identify markets in the community

E.6.K.3 Discuss examples of public goods and services

**Instructions:**

*Day 1:*

1. “People in our community” video/song. Ask students what they think a community is. Come up with a class definition.
2. Make a list of items in the neighborhood that are shared by others (parks, libraries, etc.). Write them on large chart paper. Ask students who they would trust in their community to help them with certain problems or situations, for example:
	1. *Who would you call if you were home alone and heard a strange noise and saw a person walking around your house?*
	2. *Who would you trust to help you if your cat was stuck in a tree?*
	3. *Who could you trust to call if you saw smoke in your house?*
	4. Create a list of people around the community that can be trusted to help in those situations. (Neighbors could be included in some of the answers.)
3. Have community speakers come and show the equipment that they need when they help people in the community. Ask the speakers to share what time, talents, and treasures they use to help the community and to discuss why the students can trust them to do their job. Have your classroom set up into as many stations as you have visiting community volunteers. Rotate the students from station to station approximately every seven to ten minutes.
4. Take a picture of each helper. After the visitors leave, ask the children to dictate a few facts that they remember about each helper. Mount the pictures and sentences on large paper and staple into a book for the class library.

*Day Two:*

1. *Ask: Who needs to help in our community*? Allow the students to brainstorm and remind them that: "*Everyone is a community helper in our community!*" (Infuse some art into the mix if you have time, make a banner with this quote on it and have each student make their handprint on the banner as a signature to be a community helper!)
2. Through class discussion, make a list of jobs that need to be done in the classroom/school common area to make it the best place to learn, explaining that the school is a small community and that everyone is a member of many communities, for example, we are all community members of this school, community members of Arkansas, and community members of the United States. Using the colored paper, have each child trace and cut out a hand pattern and label it with their name. Ask each student to decide what one thing on the list they are willing to do for the *common good*, and attach their hand to the list near that job. Set a time for the "jobs" to be done.