Community Clue

Objectives:

- Develop a community and issue inventory, identify stakeholders, and discuss problems

Curricular Connections: Civics, Visual and Language Arts

Materials: Poster paper and markers/pencils, magazines and/or newspapers, glue, tape, scissors.

Procedure:

1) Divide class into small groups and give each a large piece of poster paper.
2) As a class, develop a list of problems or "crimes" that may be taking place in their community (racism, poverty, crime, homelessness, etc.).
3) Next, come up with a list of "rooms": places/spaces in the community where these crimes may be taking place (home, school, stores, businesses, parks, etc.).
4) Brainstorm "suspects": people or groups of people and organizations in the community (parents, teachers, other students, store clerks, politicians, businesses, neighbors, etc.) who could potentially contribute to the problem or "crime" and write them on the board.
5) Each group selects five "rooms" and draws large squares representing each room on their poster paper and begin their brainstorming: What crimes are taking place or potentially taking place in their selected rooms and who are the people using the rooms (potential suspects)?
6) For each room, groups choose a crime and short list of suspects to research.
7) Groups will draw, or paste pictures cut out of magazines and newspapers to illustrate their research on the crime taking place then present their "game boards" to one another.
8) Students "solve" the crime by brainstorming and listing in each room possible projects (give groups extra credit/recognition for drawing "hallways" between the rooms by explaining how each crime is interrelated).

Reflection:

1. Groups present and discuss their research findings.
2. Discuss possible solutions and identify relations between "crimes" and between "suspects".

Assessment:

1. Game board presentation
2. List of projects.

Source: Adapted from Julie Majers, Cascade Earth Force, Earth Force Toolbox, segment 1