

Your Connection To The Community

LESSON 2

Objectives

The students will:

- Describe expanding circles of communities (local to global).
- Illustrate how members of a community cooperate with one another.



Procedure

1. **Introduce the concept of multiple, overlapping communities.** Have students discuss how different types of groups are actually different types of communities. Ask students to consider small, local communities to which they belong and use this information to discuss their membership in larger communities. Examples include:

- | | |
|--|---|
| <input type="checkbox"/> Family | <input type="checkbox"/> City |
| <input type="checkbox"/> Classroom | <input type="checkbox"/> State |
| <input type="checkbox"/> School | <input type="checkbox"/> Country |
| <input type="checkbox"/> After School Club | <input type="checkbox"/> Global Community |
| <input type="checkbox"/> Sports Team | |



GEOGRAPHY

- Understand methods of cooperation and conflict among people.



CIVICS & GOVERNMENT

- Understand forms of participating in civic life and in government.



The Dairy Goat Project

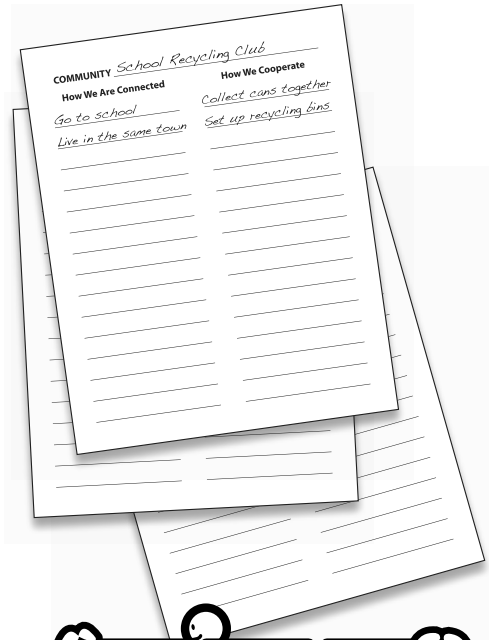
Beatrice's mother belonged to a group called the Kisinga Women's Dairy Goat Project (the Dairy Goat Project). In the book, the Dairy Goat Project has 12 goats to distribute and, of course, many members want a goat. Beatrice's mother is lucky enough to be chosen to receive one of the goats, and she and the other goat recipients have to promise to give the first female goat offspring to another group member. Heifer calls this "Passing on the Gift." Passing on the gift ensures members of the Dairy Goat Project cooperate with, and pass benefits to, others in the community.

Procedure (continued)

2. Investigate how people within communities cooperate.

Using the list of communities in step one, choose several types of communities to discuss. Make sure to focus on communities that students can understand easily and concretely, such as a family, an after school club or a sports team. Under each community name, make two columns. Label the left column "How We Are Connected" and the right column "How We Cooperate." Brainstorm ways in which members of each community are linked, e.g., schoolmates share a building, or people on earth share the oceans. Write these ideas in the left column. Next, brainstorm ways in which community members can cooperate or help one another, e.g., fourth graders can host a party for first graders, or people in one city can send food to help victims of a flood or earthquake in another city. Write these ideas in the right column. Post the papers so students can see them while completing step three.

3. Make posters highlighting community connectivity and cooperation. Tell students to choose one community that the class discussed in step two, and create a poster showing how the community members cooperate. Students should draw pictures to illustrate the concepts. Have students present their posters and the ideas they represent to the class. The finished posters should show an array of cooperating communities, and this visual display will help young students understand their communities and their connections.



Links To Heifer International

Promoting Strong Communities

Heifer International's model of development depends on close cooperation among members of project partner groups, such as the Dairy Goat Project in Beatrice's village of Kisinga. To help deepen that cooperation, Heifer works with local community groups to ensure the well-being of donated livestock animals. The Dairy Goat Project thoroughly trains its members on how to care for dairy goats; it is very important that those who receive goats take good care of the animals so that they can pass offspring on to another member of the community. See www.HeiferEducation.org for more information on various ways Heifer International projects promote strong communities. Students can compare this type of cooperation with ways in which they cooperate as members of their own communities. Emphasize that, regardless of type, community members must cooperate.

