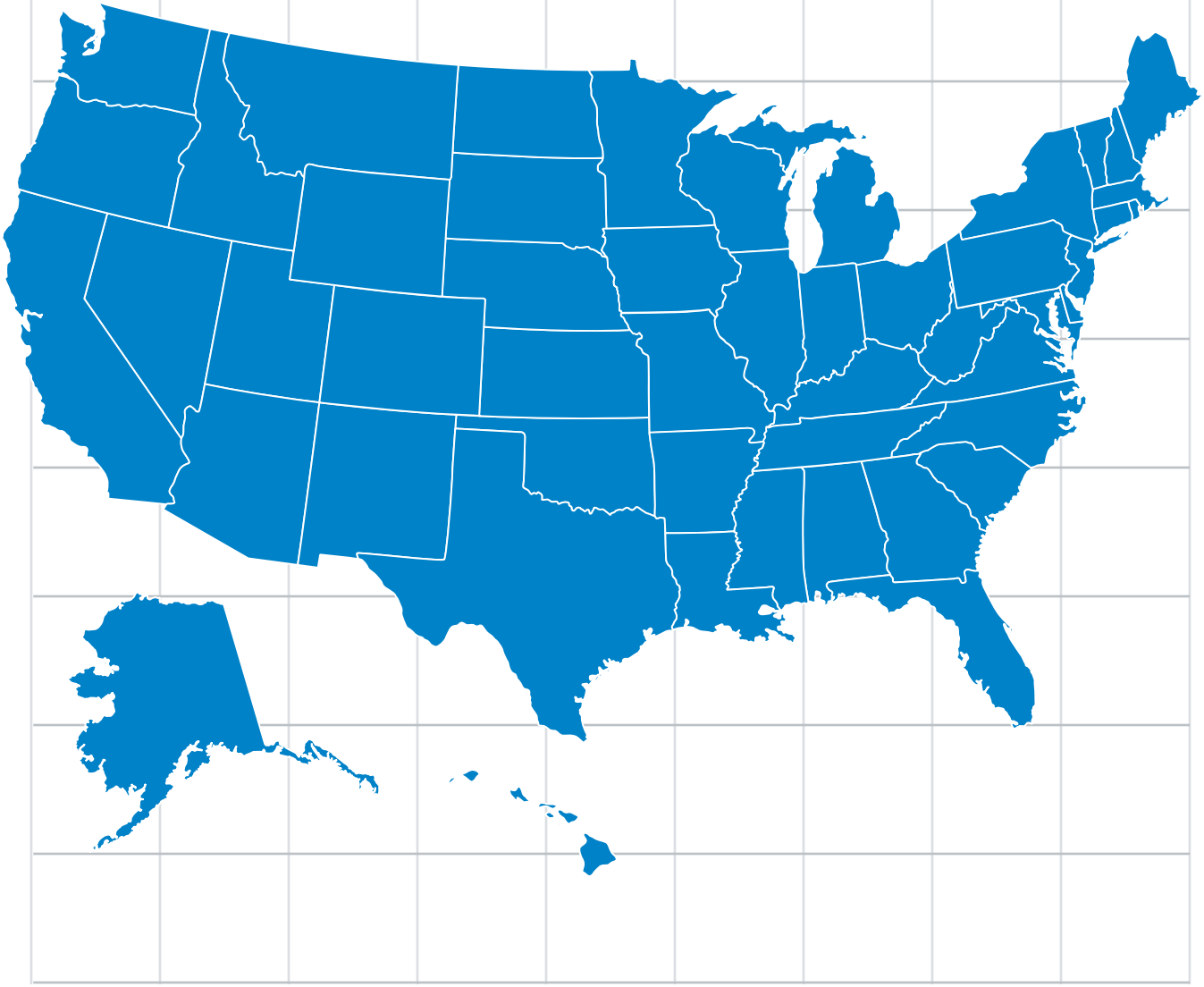
Activities to Engage
Young People in Mapping

Mapping Curriculum

iMapAmerica | Tools that empower youth and their communities.



ON PHILOSOPHICAL MAPS

On a visit to Leningrad some years ago I consulted a map to find out where I was, but I could not make it out. From where I stood, I could see several enormous churches, yet there was no trace of them on my map. When finally an interpreter came to help me, he said, "We don't show churches on our maps." Contradicting him, I pointed to one that was very clearly marked. "That is a museum," he said, "not what we call a 'living church.' It is only the 'living churches' we don't show."

It then occurred to me that this was not the first time I had been given a map which failed to show many things I could see right in front of my eyes. All through school and university I had been given maps of life and knowledge on which there was hardly a trace of many of the things that I most cared about and that seemed to me to be of the greatest possible importance to the conduct of my life. I remembered that for many years my perplexity had been complete; and no interpreter had come along to help me. It remained complete until I ceased to suspect the sanity of my perceptions and began, instead, to suspect the soundness of maps.

A Guide for the Perplexed

— E. F. Schumacher / Economist and Author

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INTRODUCTION

WHAT IS MAPPING?

Mapping allows participants to document all the places and activities available to young people outside of time spent in formal education. With guidance from trained adults, young people go out into their communities and discover businesses, institutions and other resources, record the relevant information, and compile the data into a system where other young people can access it.

WHY THIS IS IMPORTANT

Young people spend only 20% of their waking hours in school. The rest of the time, they have countless opportunities to make choices about what they do and where they do it. Mapping helps young people become aware of the resources in and outside of their communities. Engagement in mapping also connects young people to a larger network of active youth from across the nation who are learning and teaching others about the challenges and resources in their communities. Along the way, participants gain many skills, including leadership, teamwork, interview skills, computer skills and more.

THE BENEFITS FOR YOUNG PEOPLE

Mapping is a great way for schools and youth development organizations to reach the goals they have set for working with young people. Because it can involve the arts, fitness, academics, and social and intellectual activities, mapping fits well into the mission of most youth programs and schools. In addition, it offers several benefits that parallel the assets the Search Institute has identified as essential for young people to develop in order to grow up healthy, caring, and responsible:

Sense of Purpose: Mapping can improve the self-confidence of young people. By participating in mapping, young people can discover what they are good at and establish a more positive self-image.

Service to Others: Mapping can improve young people's leadership skills. When young people have opportunities to take on meaningful responsibilities and play an active role on a team working to learn about their community, they build many skills and capacities, such as empathy and sensitivity, integrity, social values, critical thinking, decision making, time management, communication, and public speaking. In addition, young people gain exposure to diverse people and ideas outside of their normal surroundings.

Community Values Youth: Mapping can improve relationships between and among young people and others in the community. By working collaboratively on a mapping project, young people develop a sense of team and community pride, which improves their communication with and affinity for one another. Community outreach is an integral part of any successful mapping initiative, and this interface between young people and others in the community improves the relationship between generations.

Positive View of Personal Future: Mapping can improve intellectual development and academic learning. The intellectual and academic gains that young people can achieve as a result of participation in mapping programs are broad, and include

- increased factual knowledge specific to the mapping experience;
- increased skills in problem solving, critical thinking, and open-mindedness;
- increased motivation to learn;
- increased group communication skills;
- increased skills in observation, inquiry, and the application of knowledge; and
- increased basic skills in reading and calculation, particularly for those engaged in cross-age tutoring.

These skills improve young people's vision of their own and the world's future.

Youth as Resources: Mapping can give youth useful roles in the community. Young people are able to grow beyond their role as "youth" or "service recipients" to become mentors, helpers, advocates, leaders, and educators in the community.

Positive Peer Influence: Mapping can provide a positive environment for youth interaction. Young people work side-by-side in developing mapping projects and then widen their circle of influence by bringing those projects to the larger youth community. As the leaders of mapping projects, they become positive role models and socialize with each other in safe and constructive ways.

Responsibility, Planning, and Decision Making: Mapping requires work in which young people learn to plan ahead and make choices. Because youth are instrumental in planning and executing mapping projects, they often develop a deep connection to the work. This investment prompts youth to follow-through on responsibilities, and because of the tangible results of mapping, they have the opportunity to feel the rewards of a job well done.

YOUR MAP TO SUCCESS: HOW TO USE THIS GUIDE

The purpose of this curriculum guide is to give in-school and out-of-school educators the tools they need to successfully guide young people through the mapping process. The activities are designed to be flexible, so you are encouraged to bring your own ideas and creativity to the process.

This guide, like many maps, is a tool to get you started on your mapping adventure. You may take detours along the way by incorporating additional activities or by omitting others. The order of the activities is organized to build on each other toward conducting a youth mapping survey in your community. However, you are invited to use the activities in any order that works best with your group.

The first section contains games called icebreakers. Icebreakers are used to introduce an idea in a fun way and to get the group working together, thinking about a concept, or simply moving around. They don't have to be used with any specific activity, although we have made some suggestions about which icebreakers might complement certain activities. Remember: This guide is meant to be flexible.

Throughout the guide you'll find suggestions on how to adapt activities for various age groups. There are also opportunities to incorporate photography and video, if the resources are available. Field trips are a fun way to explore your community in preparation for implementing the youth mapping survey, and the quotations found throughout the guide can spark interesting discussions.

"It is vain to talk of the interest of the community, without understanding what is the interest of the individual."

— Jeremy Bentham / Philosopher

STARTING THE JOURNEY: ACTIVITIES FOR GETTING STARTED

"You'll learn more about a road by traveling it than by consulting all the maps in the world."
— Anonymous

The fun activities in this section are designed to spark participants' interest in the youth mapping project. You'll find that these activities provide opportunities for participants to work together in a variety of ways, including large and small groups, and pairs. In addition, there are opportunities for youth to do individual, self-reflective work.

The first part of Section One is icebreakers - short games designed to get people comfortable, energize them, get them thinking and moving around. Icebreakers can and usually should be used at the beginning of each session.

Activities such as *Gettin' Gooey with It* and *The Road to Now* will tap into your group's creativity and imagination and lay the foundation for the road ahead.

Each activity is designed to be flexible so you can adapt it to the needs, talents, and experience of the group.

ICEBREAKERS

"You cannot depend on your eyes when your imagination is out of focus."

– Mark Twain / Writer

Energizer Games

EVERYONE LIKE ME WHO... (also known as "The Big Wind Blows")

1. Have the group sit in chairs in a circle.
2. Each person except one has a chair, with no extra chairs. One person stands in the center of the circle. The game begins when the person in the middle says "Everyone like me who…" and completes the statement with something true about themselves (e.g.," Everyone like me who has brown eyes.").
3. All of the people who have brown eyes stand up and run through the circle to a chair that is now empty on the other side.
4. Upon reaching this spot, they sit down. One person will be left over; s/he is now in the middle and the game continues.

LINE UP

1. Have participants get into a single-file line based on various factors you announce. You might start with something easy, like order of birthday.
2. Once they are in a line, go through and check each person's birthday to make sure they are in the correct order. Then, try more challenging ways to line up, like shoe size; length of hair; or alphabetically by name, city of birth, number of pets, etc. To make it even more challenging, have the group try it without talking.

HAND OFF

Have the group walk around the room, greeting others as they pass them. Tell them to listen for your instructions. You might want to play music as they walk around, and stop it when you have an instruction.

- Instruction 1: Find someone and shake hands.
- Instruction 2: Find someone new and give them a high-five.
- Instruction 3: Find someone new and give them a low-five.
- Instruction 4: Find the person you shook hands with and shake hands again.
- Instruction 5: Find the person you gave the high-five to and do it again.
- Instruction 6: Find someone new and tap fists.
- Instruction 7: Find the person you gave the low-five to and do it again.
- Instruction 8: Find someone new and do two jumping jacks with them.
- Instruction 9: Find the person you tapped fists with and do it again.
- Instruction 10: Find the first person you shook hands with and do it again.

THE EGG PASS

NOTE: For this activity you'll need at least one hardboiled egg.

1. Students must form a straight line with 4 to 5 feet between each participant.
2. Hand each student a spoon. Explain to students that they must pass an egg down the line using only the spoon.
3. Give the egg to one person at the head of the line.
4. If the egg hits the ground the team must start over.

Get to Know Each Other Games

COMMONALITIES

In small groups (3-5 each), give the participants two minutes to discover three or more things they have in common that are not obvious. For example, hair color, or everyone is wearing blue jeans or white sneakers, don't count. Once each group has their list, have them present to the larger group.

Mingle, Mingle, Mingle, HUDDLE!

1. Have the whole group stand up in an open space in the room.
2. Tell them that when you call out, "Mingle, Mingle, Mingle!" they are to wander around the room, filling up any open space, mingling. Be sure to suggest that they look each other in the eye and say hello as they mingle.
3. After they mingle for a moment, call out "Huddle in groups of 3 or 4!" At this point they gather in small groups with people around them and await your next instruction.
4. Tell them to share with their small group something about themselves. Once each person shares, start the mingling all over again. Some examples of what to have them share:

   - Something you did last summer

   - Your favorite thing to do after school as a kid

   - Something you love to eat

   - A super or magic power you'd love to have

TWO TRUTHS AND A LIE

1. Have each participant work individually for a few minutes to write down three things about themselves - two things that are true and one that is not.
2. Then, in small groups or the large group, have each participant read their three statements, and have the rest of the group try to guess the lie.

Focus Games

PASS THE SPARK

1. Have the whole group stand in a circle.
2. Begin by having someone "pass the spark" to the person next to them by looking them in the eye and clapping their hands. The person they are facing should clap their hands together at the exact same moment.
3. That person then turns to the person on the other side of them, looks them in the eye, and passes the spark to them. The idea is to pass the spark as quickly and perfectly as possible around the circle. If two people do not clap at the same time, the game starts from the beginning!

PASS THE PENNY

1. Have the whole group stand in a circle.
2. Put a penny on the back of a person's hand who then passes the penny to the back of the next person's hand. The idea is to get the penny all the way around the circle, only by passing it on the backs of hands.
3. You'll need to decide beforehand whether people can use both hands, passing it from one to the other before passing, or whether they must only use one hand.

Thinking Games

WHY? BECAUSE...

1. Have people in one half of the group write down a "Why" question ("Why is the grass green? Why is there suffering?" etc).
2. Have the other half write down a "Because" answer ("Because I said so. Because it can float." etc).
3. Give no indication of the purpose (i.e., what types of "Why" questions or "Because" answers people should write).
4. Then go around the room and have the "Why" group ask a question and get their answer from someone in the "Because" group. Leave it random! One idea is to have a "why" walk around the room and find a "because" and when everyone is in pairs, share.

A - Z

1. In teams, have participants line up at charts that have the alphabet written vertically down the page.
2. One at a time, relay race style, a person writes a word for each letter that relates to a theme you choose (e.g., education, working with children, etc.). The teams compete to see who can complete their chart first.
3. After the teams complete the activity, examine the charts and discuss how the different words relate to the theme.

NOTE: Consider using the themes "community" or "youth or young people". This game might complement My Ideal Community activity.

SING IT

1. Have groups divide up into small groups.
2. Explain to the groups that they are going to play a competitive game. The goal of the game is to think of as many songs as possible that have words related to a theme you choose (e.g., love, feelings, numbers, etc.) in the lyrics or title. The group that comes up with the most songs wins.
3. The only rule of the game is that if another group challenges a song for any reason, the group presenting that song has to sing a bit of it.

WHO AM I?

1. Ask each participant to think of a famous person, alive or dead, and write their name on a sticky name tag. As an alternative, they could also write down something they like to eat, or something else that you choose.
2. Instruct participants to stick the name tag to the back of another participant without showing it to him or her.
3. Each participant should go around the room asking "yes or no" questions that will help them figure out the name of the person on their back. If anyone has a hard time guessing, participants can give each other clues until everyone has guessed correctly.

Physical Games

BACK TO BACK

1. Explain that this is a "changing partners" game.
2. Everyone will start with a partner except you.
3. Partners will stand either Back to Back or Face to Face. When you call out "Back to Back" or "Face to Face" everyone has to change partners and arrange themselves according to what was called.
4. You will try to find a partner, so someone else will become the leader. Ask everyone to find a partner. Variation: Caller can change the body parts, e.g., calling "hand to hand," "hand to knee," "elbow to ear, etc..

HUMAN MACHINES

1. Have the participants get into small groups. Explain that each group should create a "human machine," where each individual has a part.
2. They can create actual machines, like a blender or a copier, or they can make up their own inventions. When everyone is ready, have each group demonstrate their machine to the large group.

Some information presented here is adapted from www.trainingforchange.org, and 201 Icebreakers by Edie West.

Activity 101

MEMORY ISLAND

How much of seeing something is about memorization? When you look at something are you able to remember it exactly as you see it? This activity will "test" participants' memory and their ability to work as a team. This is good practice for when they are working in teams exploring the community and documenting the resources they find.

WHAT YOU NEED:

For this activity, you will use the attached handout Treasure Island Map, p.9. Make sure participants don't have a chance to see it before the activity!

HOW IT WORKS:

1. Divide the group into smaller groups (max. 3-4 participants per group). Each group will receive:
   - One copy of the Treasure Island Map, p.9
   - One sheet of paper
   - Pencils/pens
2. Explain to the group that they will all have the chance to view a map for 15 seconds and then, within their smaller groups, they will have to draw it from memory.
3. Put the map (covered with another sheet of paper) on a table and have the group gather around it. Then, take the paper off of the map and have the whole group look at it for 15 seconds. After 15 seconds, cover it back up and have them get into their smaller groups. Be sure to tell them that they should replicate everything they can, including the shapes, images, icons, etc.
4. Give the groups five minutes to work together and then have them return to the bigger group. Each group should share its map and then compare which map looks most like the original.

TALK ABOUT IT:

Ask the groups to share their strategies for replicating the map.
Ask some open-ended questions to help guide discussion:

- What were the different/specific roles people played within the group?
- What would you do differently if you could do it again? (i.e., Plan that one person was going to observe the images in the bottom left corner? Have only one person give direction? etc.)
- What would have made it easier for you to draw the map more accurately?
- How does this activity relate to the mapping you are going to be doing?
- Discuss the following quote:

"The real magic of discovery lies not in seeking new landscapes, but in having new eyes."

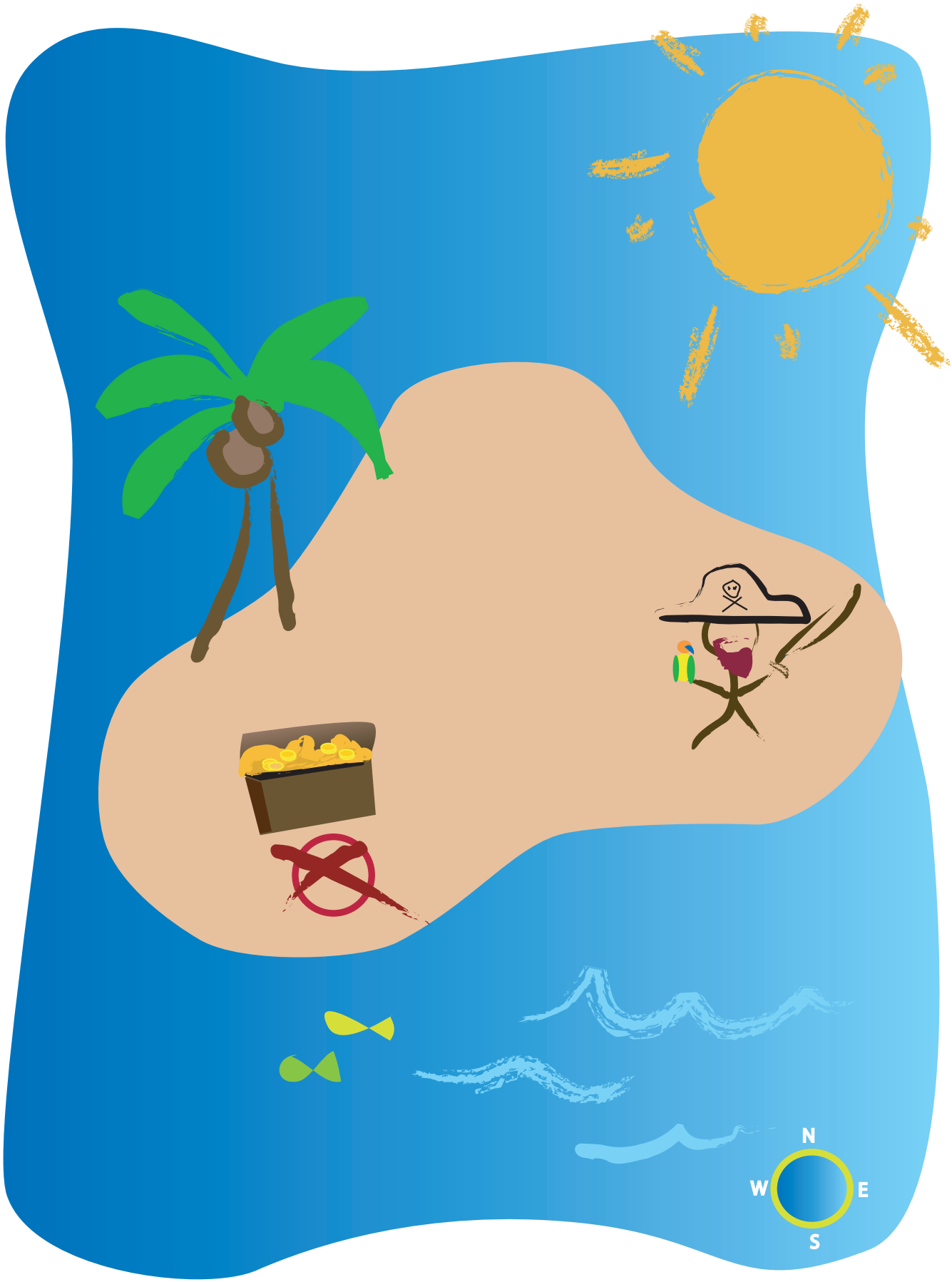
— Marcel Proust / Philosopher

MEMORY ISLAND

An Alternate Route:
This modification not only "tests" memory but also encourages participants to work on their communication skills. Allow only one person from each group to look at the map (for the same amount of time). Then, s/he will have to go back to the group and verbally describe to them what the map looks like (without hand gestures or actually drawing anything). They then draw the map based on her/his descriptions.

"What we see depends mainly on what we look for."

— John Lubbock / Anthropologist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Activity 102

BEGIN THE JOURNEY

SWITCH THREE!

Sometimes you don't see what is right in front of you. This activity will have participants looking for things that have changed right before their eyes. This icebreaker is a fun lead into the next section.

HOW IT WORKS:

1. First, divide the group into pairs (for each pair, assign an "A" person and a "B" person).
2. Then have the pair face each other. Tell them to try to observe as many details about their partner's appearance as possible.
3. Next, have participants turn around and stand back to back. Count to 15 and instruct person "A" to change up to three things about her appearance. Then have everyone turn back around to face their partner. Person "B" should identify the three things that are different about her/his partner.
4. Repeat the process with person "B" changing three things about her/his appearance and have person "A" see if s/he can identify what is different about her/him.
5. You can repeat the activity again if you want and have the pairs change more things about their appearances.

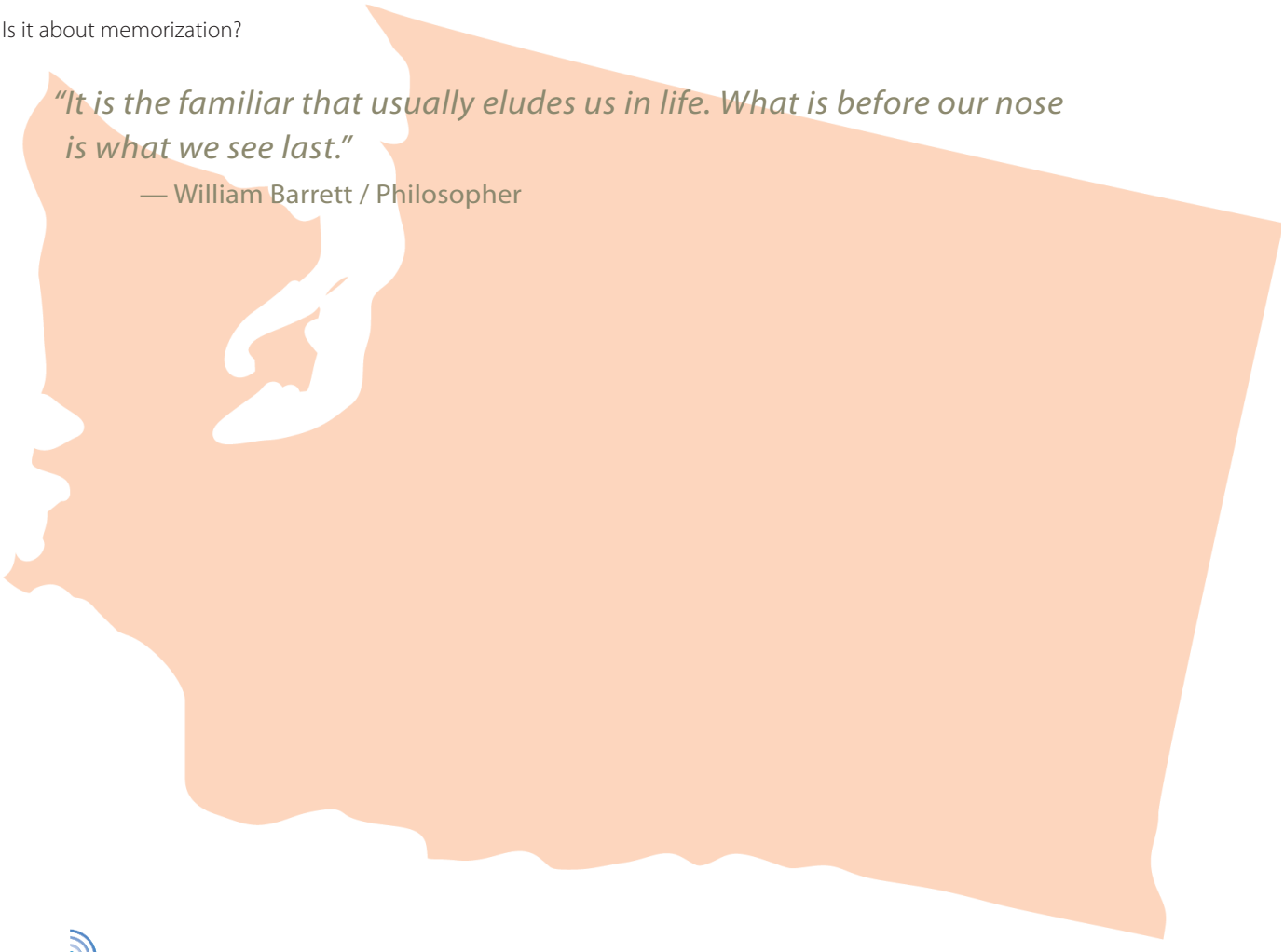
TALK ABOUT IT:

Ask the group to talk about what the activity was like for them. Questions you might want to ask include:

- Was it easy for you to see what was different right away?
- Was it easier the second time?
- Is seeing the changes about paying attention?
- Is it about memorization?

"It is the familiar that usually eludes us in life. What is before our nose is what we see last."

— William Barrett / Philosopher



Activity 103

THE EYE OF THE BEHOLDER: LOOKING VS. SEEING

These activities will help you guide your group through a discussion about the concept of looking vs. seeing. When participants begin their mapping project, they will be able to explore their community with a more critical eye because they will have practiced looking at and seeing things in different ways.

WHAT YOU NEED:

Use the attached handouts of pictures, which have more than one image within the picture, to guide a discussion about looking vs. seeing. You'll also need chart paper and markers to write down participants' answers.

HOW IT WORKS:

1. First, either in small groups or as a large group activity, have participants brainstorm the difference between the concepts of looking vs. seeing. If you break into smaller groups, have them come back to one group and share what their small group came up with. You can write the answers on chart paper for everyone to see.

These quotes from Yahoo! Answers can help spark conversations about looking vs. seeing and might help generate some "definitions" from the group:

"Looking is active, the subject tries to do it. Seeing is passive, the subject has it happen to them."

"To look is the act [of] using one's visual ability to locate and observe a particular thing; it implies a conscious action. To see is simply to observe something, without necessarily seeking it consciously."

"Stevie Wonder can look your way, but I doubt if he will see you."

"Look and see are using the same [sense of sight]. They differ [in that] looking allows the person to use the eyes with the intention of seeing something; while seeing is comprehension through the sense of sight. Seeing, I think, is understanding what you are looking at. That's why sometimes we look at [the same] things but we see them differently."

2. Next, use the attached handouts and have everyone silently write down on a slip of paper the picture they see first. Then, share.

TALK ABOUT IT:

When you're talking with the group about how they define looking vs. seeing, have them talk about being "focused" or "mindful" when they are looking at something. Here are some guiding questions:

- When you are in your community, how can you look at things differently?

- When you see your community, what are some things you might normally not see?

- What do you think you will see if you try to look for "the picture within the picture" of your own community?

Activity 103

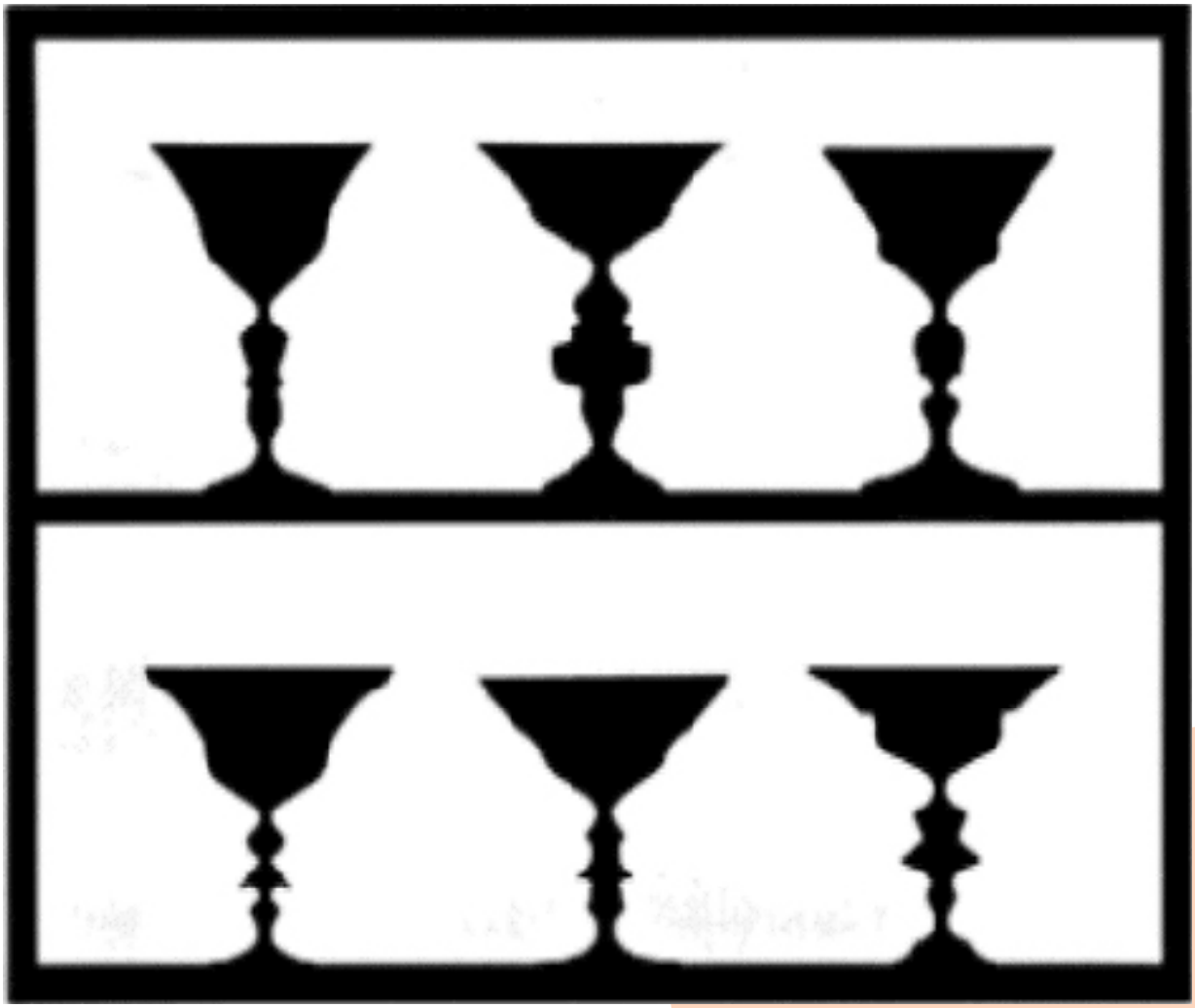
LOOKING VS. SEEING

Do you see the old woman or the young lady?

Activity 103

LOOKING VS. SEEING

Do you see faces or vases?



Activity 104

THE ROAD TO NOW

When is the last time you thought about where you spend your day and how you got there? In this activity, participants will "map" not only how they spend their day, but where they go and how they get from place to place.

WHAT YOU NEED:

For this activity, you'll use the attached sample of a "My Road to Now" map, which will help participants get started on their own maps. You will also need markers, crayons, stickers, glue, magazines, scissors, paper, and highlighters.

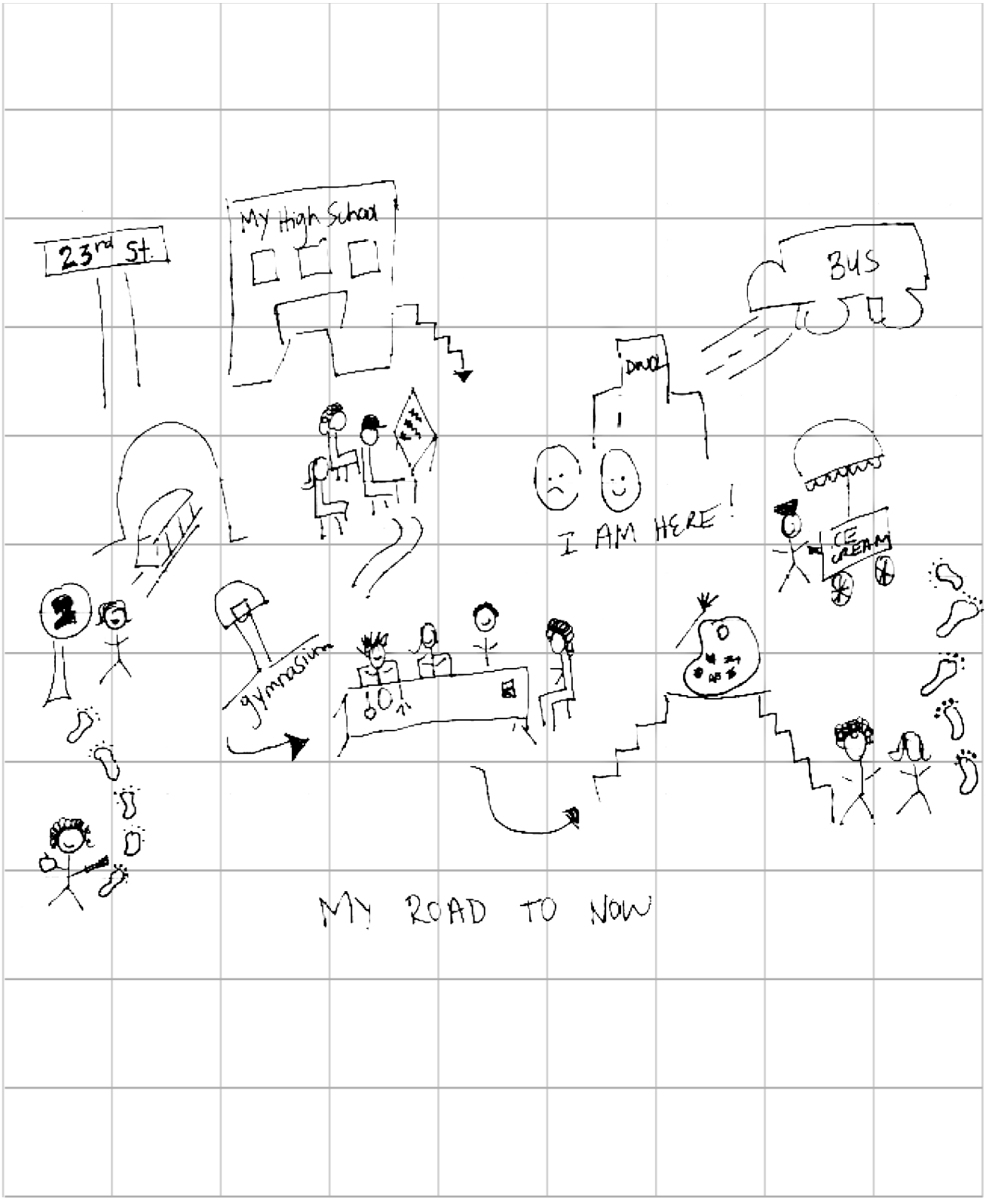
HOW IT WORKS:

1. Explain to the group that this activity is meant to help them think about not only how they spend their day, but how they get to and from each place they go, each activity, and all they do in between.
2. Tell participants that they will be asked to "freewrite" for five minutes without stopping. Tell them that they will be writing in response to the question, "How did you get here?" You may have to give them an example, such as

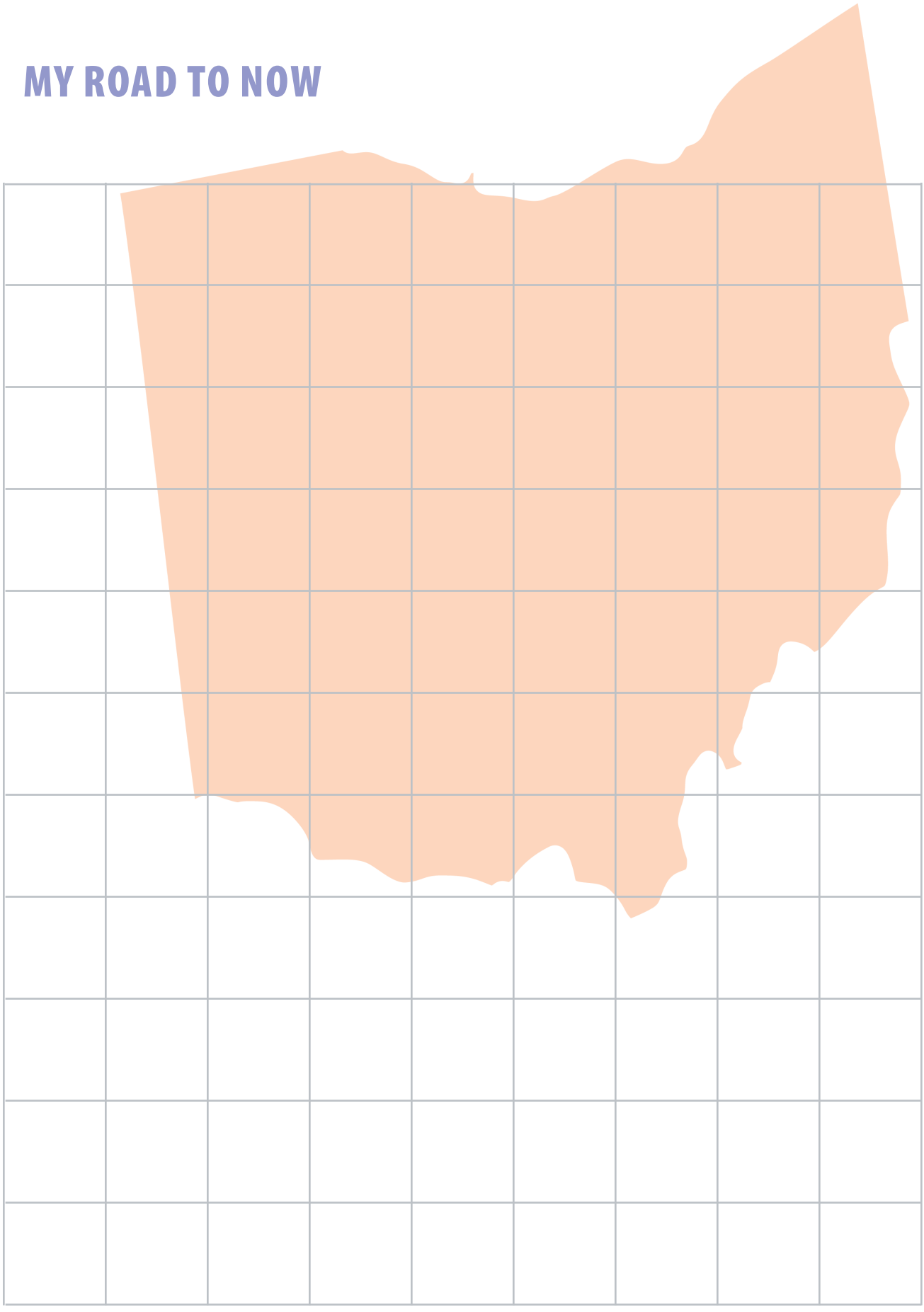
This morning I got up, brushed my teeth, and had breakfast and then I left for the train station. I walked 10 blocks from my apartment to the #2 train at Flatbush Avenue and waited for my friend Stephanie so we could take the train together. We rode the train for 45 minutes to school and got off at 23rd Street. Stephanie and I walked four blocks to school and went to our respective classes. After my first class, I went to my locker and got my gym clothes. After gym, I walked to the cafeteria with my friend Anthony and we had lunch with Joan, Paul and Marcos. I had art class on the 4th floor, so I took the elevator b/c my legs were tired from gym class. After art class, I stopped by the bathroom, before going back downstairs to the cafeteria where I met Stephanie so we could take the bus to our after school program. As we walked to the bus, we got an ice cream from the ice cream truck at the corner. We rode the bus to the DWOL center on 18th Street. Our Drama Club is going on a field trip to see a play later this evening.

3. Explain that the only rule for this activity is that you can NOT stop writing for the entire five minutes. Tell participants that if they can't think of something to write, they can write "I can't think of anything to write about" until something comes to mind.
4. After five minutes, have everyone turn their paper over for one minute to clear their head. Then, they should turn it back over and highlight the action words that describe how they got from place to place (e.g., walked, took the train, etc).
5. When they have finished highlighting, instruct them to use the materials provided to draw their own "My Road to Now" map using the information generated during the freewrite. You can show them the sample "My Road to Now" map to help guide them.
6. When they have finished, have participants find a partner and share their drawings. Pairs should look for similarities and differences between the drawings.

MY ROAD TO NOW (Sample)



MY ROAD TO NOW



Activity 105

IDEAL COMMUNITY

Have you ever thought about what it would be like to create your own community? How would it be similar to or different from the community where you live now? In this activity, participants will describe the community where they live and will have an opportunity to imagine and create their ideal community.

WHAT YOU NEED:
Paper, pencils

HOW IT WORKS:

1. Give each participant a piece of paper and have them fold it in half. At the top of one half of the paper, instruct them to write My Community and on the other half My Ideal Community.
2. Next, have them get into pairs and pretend they are reporters by interviewing each other about their ideal community. On the side that says My Community the interviewer should write notes or jot down words that her/his partner says about the community where s/he lives now. Then do the same for the side that says My Ideal Community. Everyone in the group should have the opportunity to interview and be interviewed.

POSSIBLE INTERVIEW QUESTIONS:

- Who lives in the community where you live now?
- Who would live in your ideal community?
- What types of businesses are there in your community?
- What do people do there for fun?
- What do you like best about your community?
- How does it feel to live in your community?
- How would your ideal community be the same as the one you live in now?
- How would it be different?
- What does your community have in common with those of others in the group?

3. When they are finished interviewing each other, have the small groups create an 'info-mercial' about their ideal community integrating the ideas they generated for their individual ideal communities to create an Ideal Group Community. Each group will act out their info-mercial (everyone should be involved in the presentation of the 'info-mercial') for the whole group.

TALK ABOUT IT:
Ask the larger group some open-ended questions:

- What was it like to be able to create an ideal community? What was easy? What was more difficult?
- How much does your ideal community look like the community you live in now?
- What was it like for you to work in groups to create an ideal community using everyone's ideas?

Activity 106

COMMUNITY WEB

We are all connected to a community; often we are a part of more than one. This activity shows how we are connected and can be used as a lead-in to the exercise about defining community. NOTE: This can be used alone or as an icebreaker for Activity 107.

WHAT YOU NEED:

Large, open space and a ball of yarn.

HOW IT WORKS:

1. Begin with everyone in a circle (preferably sitting).
2. Have one person hold the end of a string from the ball of yarn. Ask this person to share the name of a person in his or her life that they feel most connected to - a family member, friend, teacher, mentor, peer, etc.
3. Have that person toss the ball across the circle to someone else, while continuing to hold the end of the string. That person shares and then tosses the ball of yarn to someone else in the circle.
4. Continue this until everyone has shared who is important to them as the web grows around the circle.
5. Point out that all of the people in the circle are connected. Have different participants gently tug at the yard to notice how the connection forms from person to person.

TALK ABOUT IT:

In small groups, have participants "interpret" one of the following statements, then share with the group:

- A community is as healthy as its people and institutions.
- A community becomes stronger when people believe they have the power to change it.
- Change starts with ourselves.
- Each person is important and has a role to play in strengthening the community.

"Anyone can make the simple complicated.
Creativity is making the complicated simple."

— Charles Mingus / Musician

Adapted from DoSomething! Network Curriculum Guide

Activity 107

WHAT MAKES A COMMUNITY YOUTH-FRIENDLY?

Who knows better than young people what makes a community youth? In this activity, each person will create an ideal youth-friendly community.

WHAT YOU NEED:
Magazines, glue, scissors, paper, markers.

HOW IT WORKS:
1. Each person will create a collage about what a youth-friendly community would look and feel like to them.

2. Give the participants about 20 minutes to work on their projects. Once they have finished, divide the group in half and set up the room like a "gallery" where half of the group has their collages on display and the other half is walking around the room, looking at them. After 5-10 minutes, have the groups switch.

3. Ask participants to talk about the similarities among the collages. Do the collages reflect their community as it currently is? What are the similarities and differences between how their community is and how they'd like it to be?

ALTERNATE ROUTE:
Have participants write a letter to the editor expressing what they feel would make their community more youth-friendly.

"What should young people do with their lives today? Many things, obviously. But the most daring thing is to create stable communities in which the terrible disease of loneliness can be cured."

— Kurt Vonnegut, Jr. / Writer

Activity 108

WHERE DO WE FIND MAPS?

Maps can show how a community has changed over time, how boundaries have changed, where and when buildings were erected, etc. In this activity participants will research the history of their own community through local maps and familiarize themselves with the resources available to them in their local library.
NOTE: Be sure to arrange the trip to the library well in advance. If possible, see if a reference librarian can meet with you and the group to help guide you through the research process. If your students haven't spent much time in libraries before, talk with them in advance about "ground rules." In particular, talk about observing the "quiet" rule and respecting books and periodicals.

WHAT YOU NEED:

Paper and pens for participants to take notes.

HOW IT WORKS:

When you arrive at the library, remind students of the ground rules.

1. Introduce them to the reference librarian, if you're meeting with one, and explain that they will be finding different types of maps of their community.
2. Have the reference librarian explain the different kinds of periodicals that are available at the library (e.g., books, magazines, newspapers, microfiche, etc.).
3. Divide the group into partners or small teams. Explain that each team will have a task they'll need to complete with the help of the reference librarian, using the materials available in the reference section of the library.
4. Assign each pairing one of the following tasks. Remind them to take good notes and to ask the librarian for help making photocopies of any relevant documents they find. (NOTE: Feel free to modify these tasks so that they are relevant to the group and your community):

    - Find at least three different types of maps of their town/city. What makes the maps different?
    - Find a map of their town/city from three different time periods (e.g.,1900, 1975 and 2005). Identify at least four things that have changed on the maps (e.g., are there new streets, bodies of water, etc?).
    - Find out who founded their town/city and write a 1 or 2 paragraph biography of that person.
    - What are the "parts" of a map? Have the group identify the following aspects on at least two of the maps they've found:
        - What is the key?
        - What is latitude? What is longitude?
        - What is scale?
    - Have them find a specific location using the above sources of information.
    - Once each group has finished, tell them to put away the materials. Let them know that they will be using the information they gathered today during the next session.

AN ALTERNATE ROUTE:

Consider making this activity a scavenger hunt so that it feels more like a game.

If it will be difficult to get to the local library, ask your librarian if he can bring some materials to you at your school or center. Or, if it is difficult to arrange a trip to the local library, try working with your school library, or go to the library (local or school) and gather some of the materials yourself.

This activity can also be done using the Internet with a few modifications. It will be helpful and save time if you can find web sites in advance so that participants can go directly to them and answer the questions. Otherwise, they could easily spend the entire session looking for the right web site.

Activity 109

GETTIN' GOOEY WITH IT!

The business of map making can be a dirty, dirty job…but someone has to do it! In this hands-on exercise, participants will make a "relief" map of their community.

WHAT YOU NEED:

Large pieces of cardboard or heavy poster board or a thin piece of wood, several cups of salt, several cups of flour, food coloring, water, newspaper or scrap paper to put on the tables, paper towels to clean up, smocks or old T-shirts (optional)

HOW IT WORKS:

First, discuss with your group what a relief map is and how that is different from other types of maps such as a topographical map. Tell them that in this activity they are going to make a relief map.

DIRECTIONS FOR MAKING THE MAP:

1. Put newspaper or other protective paper on and around each table.
2. If there are smocks or old T-shirts, participants should be encouraged to wear them.
3. On large cardboard or poster board, have each participant draw an outline of their community. Participants can determine their own borders.
4. Mix salt and flour using 2 parts salt to 1 part flour. (The total amount depends on how many participants you have.)
5. Stir in enough water to make a smooth heavy paste.
6. Divide the paste into parts to represent different aspects of the community (e.g., Are there rivers? A bridge? A tunnel? Etc.?)
7. Add different food coloring to each part.
8. Place paste onto the outline to form a relief map.
9. Include a key of the different locations on the map.
10. Participants can add other symbols, words, etc. to highlight their community.

NOTE: To make the map more interesting paint the cardboard first or cover it like a collage or with tinfoil.

"Map out your future-but do it in pencil.
The road ahead is as long as you make it. Make it worth the trip."

— John Bon Jovi / Singer

Adapted from North Carolina Salt Dough Map Project home.att.net/~teaching/socst/saltmap.pdf

Activity 110

YOU DO WHAT? (Part 1)

There are many careers related to mapping. In this activity, participants will research these careers utilizing the Internet. Particularly for adolescents, this activity can open their eyes to professional options they've never thought of before.

NOTE: This activity may have to be completed in two parts.

WHAT YOU NEED:

Enough computers (with Internet access) to accommodate the group.

Pens, names of careers related to mapping (see end of activity for list of careers).

HOW IT WORKS:

1. Inform participants that they will be learning to use the Internet to research careers related to mapping.
2. Ask the group to think of questions they would ask someone to learn more about his or her career. For example:

   - How much education is necessary for a job in this field?

   - What are the necessary qualifications for a particular job?

   - How much do jobs in this career field typically pay?

   - How many women are in this field?

3. Put the names of the different careers on slips of paper and put them in a hat. Ask participants to select a piece of paper. (Depending on how large the group is you may need to put the same career in more than once so that everyone has a career to research, or have them work in pairs.)

4. Tell them that their next task is to use the Internet to research the answers to their questions. Instruct each participant to open the web browser and type in the following address: www.google.com. (Or if you are using the Career List at the end of this activity, have them use the U.S. Labor Dept. web site address.) Then tell them to search the career they selected. They may want to type in the name of the career or type in a question like: "What does a map surveyor do?"

5. Give the students a few minutes to click on some of the links that come up in the search results. Tell them to view at least two of the different web sites they find.

6. Help participants look for more information about mapping careers using other search engines, such as:

   www.yahoo.com or www.ask.com.

7. As participants are working, circulate throughout the room to help those who might need it. Try to help students think of other ways to look up information about careers in mapping.

YOU DO WHAT? (Part 2)

Now that participants have conducted research about careers, have each person or pair work with someone else or another pair and conduct an interview about the career that person or pair chose.

POSSIBLE INTERVIEW QUESTIONS:

1. Had you ever heard of this job before?
2. What surprised you about this job?
3. What did you find most interesting about it?
4. What was the least interesting part about this job?
5. Would you consider this as a career? Why or why not?

CAREER LIST

(Feel free to include others!)

- Surveyors
- Cartographers
- Photogrammetrists
- Urban Planner
- Landscape architect
- Environmental Scientist

Useful information about these careers can be found at the U.S. Department of Labor web site:
http://www.bls.gov/oco/ocos040.htm

Activity 111

WHO IS YOUR STREET NAMED AFTER?

Ever wonder why some streets are named with numbers and others with the proper names of trees or flowers? What about those streets named after someone famous? How does a street get named? In this activity your group will do a little investigating of streets in their own neighborhoods that are named after people! NOTE: This activity may require more than one session if it requires going to the library or other type of field trip or guest speaker.

WHAT YOU NEED:

Paper, pens/pencils, chart paper and markers, access to the Internet and/or school or local library).

HOW IT WORKS

1. Brainstorm on chart paper where they would find out how a street is named.
   Sources might include:
   - Department of Transportation (live person or web site)
   - local historian
   - city official, such as a council person
   - town history books/old newspapers
   - Internet
   - town/city hall
   - post office
   - school or public library
   - an adult in the community, including a parent or other family member who may know about the naming or renaming of a street.

NOTE: You might want to make a few phone calls in advance to the city hall and invite someone who is knowledgeable about this topic to come in to speak to the group about the process of naming a street either before or after they start their individual work. Or you can arrange for a field trip there.

2. Have each participant (or pair) select a street in their neighborhood or town that is named after someone famous (or assign if necessary).
3. Once they choose a street, suggest the following questions to get them started finding out about the person it's named after, but also try to elicit suggestions from the participants:
   - Is the person living or deceased?
   - What did that person "do" or what was s/he known for when s/he was alive?
   - When was the street named after that person?
   - Did you know who this person was before this activity? What changed about what you know about this person after doing this activity?
   - What are the procedures for having a street named after someone?
4. When they finish this activity, participants can interview each other about their street and what they discovered.

WHO IS YOUR STREET NAMED AFTER?

ALTERNATE ROUTE:

Have each participant take a photo of him or herself in front of the street sign they chose or somewhere on the street and make it part of a brief report, poem or collage about what they discovered about their street sign.

Give each participant the opportunity to name a street after someone. Who would it be and why?

Collect all of the information from the participants and have the group write an essay or article for the school or town newspaper about what they discovered about the streets in their neighborhood.

If working with older youth, they can write a short story using the information about the person their chosen street was named after. After they've written (and illustrated) their story, they can read it to a younger group of children at the local library. Even better, save the illustrating for the older teens to do together with the younger children!

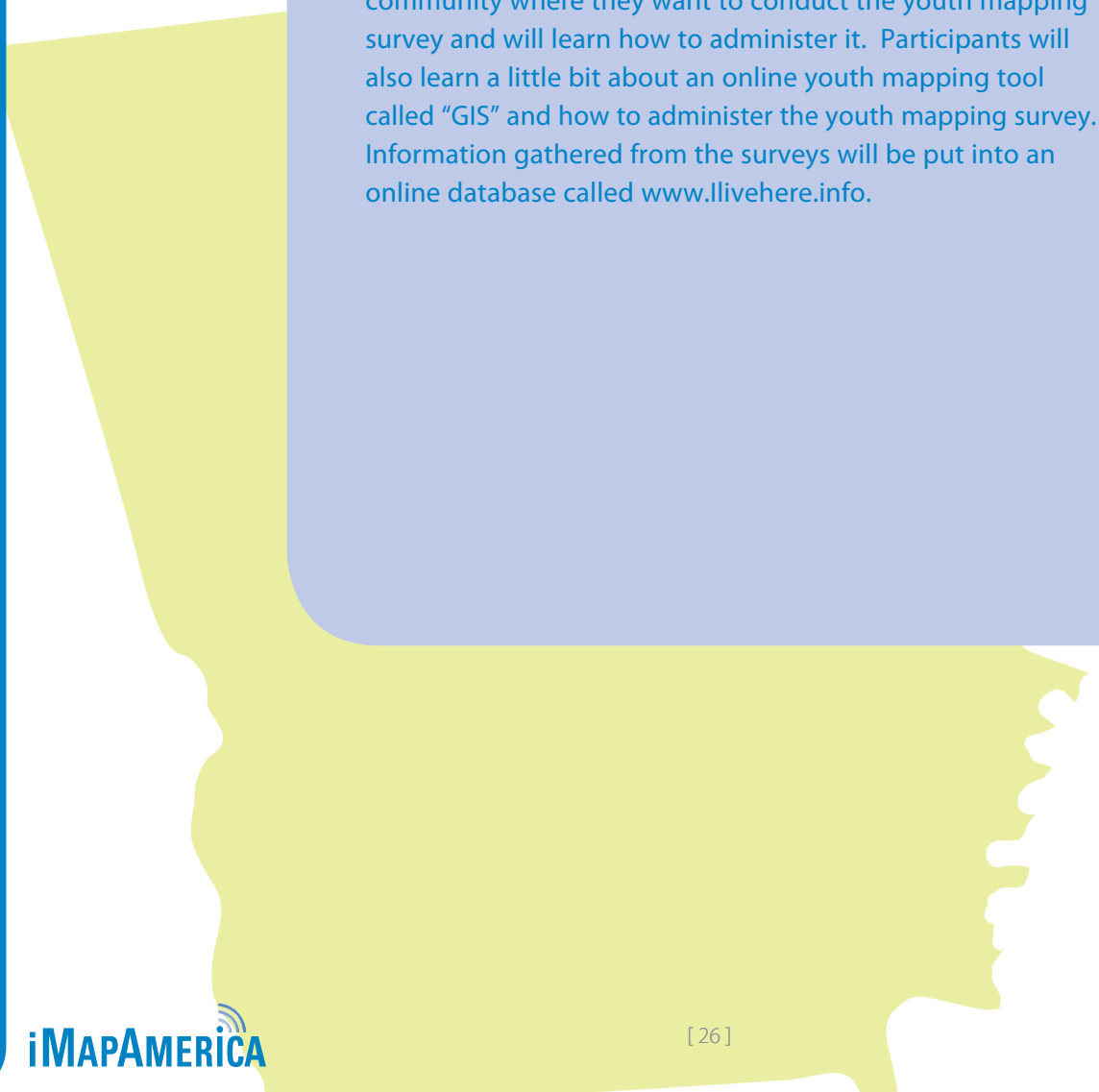
"But where was I to start? The world is so vast.
I shall start with the country I know best, my own. But my country
is so very large. I had better start with my town. But my town too is large.
I had better start with my street. No, my home. No, my family.
Never mind. I shall start with myself."

— Adrianna Huffington / Political Commentator

OUT OF THE CLASSROOM AND INTO THE COMMUNITY!

"It is not down in any map; true places never are."
— Herman Melville / Author

The activities in this section will prepare the group for their journey out of the classroom and into the community! Participants will practice listening and communication skills through fun role plays. They will select the area in their community where they want to conduct the youth mapping survey and will learn how to administer it. Participants will also learn a little bit about an online youth mapping tool called "GIS" and how to administer the youth mapping survey. Information gathered from the surveys will be put into an online database called www.Illivehere.info.



Activity 201

BUT DO YOU HEAR WHAT I AM SAYING?

Soon the group will be going into the community to talk with business owners, restaurateurs, local and family owned businesses, and others for the data collection part of this project. To help them feel confident and comfortable, here are a few active listening activities that will prepare them for role plays designed to simulate some of the situations they may encounter. You will discuss and practice the following skills: Active listening, Paraphrasing, and Open and Closed Questions. NOTE: These activities might need more than one session.

WHAT YOU NEED:
Chart paper, markers

HOW IT WORKS:

1. Explain to the group that they are going to practice their listening skills.
2. First, put participants into pairs. Identify one person as "A" and the other as "B." Person "A" is going to answer a question and person "B" is going to listen without speaking or asking questions. Then, after two minutes they are going to switch.

Question: Tell your partner about your name: What do you like about it? Who gave it to you? What does it mean?

3. After both partners have gone, ask them what that was like for them.
   - How did it feel to TALK without interruption?
   - How did it feel to LISTEN without interruption?
   - How did they know that their partner was listening?
     (Write their answers on chart paper.)
4. Talk with the group about body language and how watching people's body language is a way of "listening" and how your own body language conveys how you are listening to someone.
5. Explain to the group that another way to show they are listening to someone is to paraphrase what they heard their partner say. Ask someone in the group to share what their name means and then demonstrate paraphrasing for the group.

EXAMPLE:
My name is Rebecca. My mother gave me my name and it means "knot" in Hebrew. I've never been called Becky and sometimes my friends call me "Becca." I like my name, but I used to want to be called "Joan" because of a character on TV.

To paraphrase, you could say: What I heard you say is that your mother gave you your name, which you like, but you wanted to change it when you were younger because of a character you liked on TV. You've never been called Becky, but some people call you Becca.

Activity 201 (continued)

BUT DO YOU HEAR WHAT I AM SAYING?

6. Put the following statements on chart paper, which are helpful "starters" for paraphrasing:
   - It sounds like….
   - What I hear you saying is... (OR) What I heard you say was...

7. Next have the group find a new partner (they will identify a person "A" and a "B" within this new pair). Instruct person "A" to describe something they are really good at and why. Person "B" is going to listen using body language they identified as showing they were actively listening.

8. When person "A" finishes, person "B" is going to paraphrase what they heard their partner say using the phrases above. After person "B" has paraphrased, have them check in with their partner to make sure they heard him or her correctly. Then have them switch.

9. Have the pairs come back to the larger group and describe the experience.
   - Was the paraphrasing difficult or easy to do?
   - How was it different from the first time they listened to their partner?
   - How was it different being listened to?
   - Were there situations when paraphrasing gave the person who was talking a chance to clarify something the listener thought he heard?

Activity 202

OPEN VS. CLOSED?

This activity can be used on its own or to take Activity 201 to the next level. Participants will learn how to ask Open vs. Closed questions as an additional active listening technique. This technique can be helpful in gathering more in-depth answers when conducting the survey.

WHAT YOU NEED:
Chart paper and markers.

HOW YOU DO IT:
1. Divide a piece of chart paper into two columns; one column should say "open" at the top and the other should say "closed."
2. Explain that CLOSED questions usually will generate a one word response, such as "yes," "no," "sometimes," "never," "always." Whereas OPEN questions leave room for the speaker to give a fuller or longer answer. Here are some examples:

CLOSED	OPEN
Did you like the movie?	What did you like about the movie?
Do you like living here?	What do you like about living here?
Do you like your name?	What do you like about your name?

3. Have the group come up with a list of CLOSED and OPEN questions and list them on the chart paper under the appropriate column. Be sure to correct participants when they don't get it quite right so they can really develop the skill.

EXAMPLE:

- An example of a CLOSED question might be: How long have you lived in this community?
- An example of an OPEN question might be: Describe how you perceive the relationships between adults and youth in this community.

4. Participants will use these techniques when they develop a role play, which will give them practice before going into the community to conduct the surveys.

AN ALTERNATE ROUTE

Put the words OPEN and CLOSED on opposite sides of the room.
Divide the group in half and hand out pieces of paper to each group that have either an open or closed question on it (which you have created in advance). Have each person from each group run to the side of the room where they think their question belongs and stick it on the wall. When they are finished give each group ONE chance to "fix" or move any question they think should be in the other category.

KEYS TO EFFECTIVE LISTENING

Active listeners . . .

- Stop working.
- Stop watching TV.
- Stop reading.
- Look at the person .
- Keep a good distance between themselves and the speaker.
- Don't turn away from the speaker.
- Sit up straight.
- Nod their heads and make statements such as "uh-uh," "I understand," and "I see what you mean" to show the speaker they truly understand what is being said.
- Let the person know if they don't understand. (Don't fake, listen!)
- Paraphrase by repeating phrases to clarify what the person is saying
- Ask questions to show interest in what the person is saying.
- Don't interrupt the speaker.

POSITIVE BODY LANGUAGE

Body language that helps someone feel listened to:

- Eye contact. Look at the person the majority of the time.
- Keep still. Don't fidget, rock back and forth, play with hair or clothes.
- Personal space. It is hard to talk when you are 10 feet or 6 inches apart. Generally, 2-3 feet is a comfortable distance for most people.
- Posture. Sitting up straight or leaning toward the speaker lets the person know you are interested. When you slouch, it is not showing good manners and it tells the speaker that you are more interested in relaxing or maybe falling asleep than listening to him/her.

Information presented here is adapted from Life Skills for Vocational Success
http://www.workshopsinc.com/manual/index.html

Activity 203

WRITING THE SCRIPT: WHAT'S THE SCENARIO?

You want the community to take the group and its efforts seriously and you want the participants to feel they can explain the goals of the project confidently and answer any questions that may arise while they are conducting their surveys. One of the best ways to prepare for meeting people is to practice. NOTE: The scripts will be used in Activity 204.

WHAT YOU NEED:
Chart paper, scrap paper, pens/pencils, index cards.

HOW IT WORKS:

1. Let the group know that the purpose of this activity is to develop scripts to use when they are conducting interviews in the community in order to gather information for the surveys.

2. Post pieces of chart paper around the room with one question per sheet. Participants should jot down on the chart papers what comes to mind in response to each of the questions:

   - What are the goals of the project?

   - What is going to happen to the information after it is collected?

   - Why should the community participate in this survey?

3. Once the group has finished, facilitate a brief discussion about the participants' responses. Be sure to use this as an opportunity to clarify any incorrect information.

4. Divide the group into pairs and instruct them to write a brief script on index cards using the ideas generated.

5. In preparing the script, they should keep in mind that they will to be working in pairs when going into the community and the script should reflect that (maybe they divide what they want to ask between the two of them: One can ask questions and the other takes notes, etc).

6. They should be sure to address all of the questions in their script. Both participants should be involved in writing the script and in acting it out.

NOTE: The first section of the youth mapping survey (p.49) has a useful explanation of the project. You can refer to this when reviewing the participants' scripts. We suggest creating a "uniform" introduction, whether it is taken directly from the survey or one that includes aspects of the scripts your participants wrote. This will maintain a sense of continuity and assure that everyone who participates in the survey is receiving the same information.

Activity 204

ROLE PLAYS: WHAT'S THE SCENARIO?

This activity will draw from the scripts that your group wrote in Activity 203. It is a fun way to have the group practice interactions they may have with people while conducting the youth mapping survey.

WHAT YOU NEED:

The scripts previously written in Activity 203.

HOW IT WORKS:

1. Now that the pairs have written their scripts, have them act it out for each other.
2. Give participants 5-10 minutes to prepare and practice their script. Ask for volunteers to take a turn being one of these "types" of people:
   - Helpful
   - Rude and Disrespectful
   - Too busy
   - Language Barrier
   - Unsafe Environment
3. When participants are acting out their scripts, others should be listening and observing. Once the actors are done, the group should offer suggestions and if there is time at the end, the groups may go again, this time incorporating the suggestions.

NOTE: The participants volunteering to be a "type" should be challenging, but not extreme. An example of being extreme would be to get physical. The goal of this activity is to create a situation that might actually occur. Also remind them that if things were to become extreme while they are in the community that you "have their back."

TALK ABOUT IT:

- In what ways might they change their approach after participating in this activity?
- As a group, have them identify the top three things to keep in mind when conducting surveys (e.g., stay together, be pleasant, notify an adult if the situation is unsafe).

"I think that is what film and art and music do; they can work as a map of sorts for your feelings."

— Bruce Springsteen / Musician

Activity 205

TAKIN' IT TO THE STREETS!

At this point, the group has spent time thinking about community, defining what an ideal community will look like, familiarizing themselves with maps of their own community, etc. Now, they are going to focus on selecting the community that will be the focus of their data collection. In this activity, they plan the first steps towards this goal.

WHAT YOU NEED:

Chart paper, markers, pens, pencils, clip board, paper.

HOW IT WORKS:

1. Explain to the group that it is time to decide the area/community that they are going to research for the mapping project. Spend five minutes brainstorming together about where they would like to conduct this project.

THINGS TO CONSIDER:

- Focus on an area that is reasonable to cover. For example, will you explore 10 miles around the school or 10 blocks? (Those in suburban, urban, or rural areas will have different things to consider.)
- Is there a specific area in the community that is not near the school that would be a better place to do this project?
- Are there statistics that already exist that might be helpful?

LOGISTICS:

- Will you be able to walk, or will you need special transportation?

NOTE: If this is going to mean that you have to pay for transportation, whether it is a bus or the subway or some other mode of transportation, be sure to consult with the appropriate person in your agency.

- What are the best times and days to gather your data?
- Will you have to go out more than once over a period of time and what will that time frame be (e.g., doing it over a school break would allow you to take advantage of different times and days)?
- What will be the adult/participant ratio? Will you have enough adults?

NOTE: Consider having parents or older youth help if you are working with younger children. This can become a fun family activity!

2. Next, have the group find a comfortable place to sit where they can also write and take notes.

3. Instruct them to close their eyes and listen to the instructions you give them. Tell them to think about the area they've selected to do this project. What does it look like? If they were going to make a list of what services (banks, businesses, restaurants, schools, etc.) are in the community, what would be on it? After two minutes of thinking quietly, have them jot down a list of all of the things they thought about.

4. Then have them get into pairs or small groups (no more than four people in a group) and have them share their lists. Did they all come up with the same things?

TAKIN' IT TO THE STREETS!

5. Together, they should create a new list with all of the places they identified. One person from each group will share it with the larger group, and from that, a master list of the businesses, stores, etc. will be created.

6. Once everyone agrees on the master list, it should be compiled and made into a checklist that will be distributed to each participant to be used on their first trip into the community.

7. Be sure that the group agrees on the area they will map and what they are NOT going to map. This is important because it will keep the group from getting sidetracked and keeps the group safe.

8. The next activity will be to select a day to go into the community and see if their list matches up with what is actually in the community. They should take their check list with them so they can take notes; if they missed something, they should add it to their check list.

NOTE: It is a good idea to try to get into the community as soon as possible after leading this activity to keep the momentum going.

ALTERNATE ROUTE:

If you have a restless group, this can be a fun game that channels their energy into productivity. Divide the group in two. Put two pieces of paper on the wall and give each group a magic marker. Create about 10 statements, which may have multiple answers, that gets the group thinking about the resources in their community. Each group has to send one person up to write down the correct answer. Use this time to help participants focus on what they are going to be looking for in their community.

EXAMPLES:

This is where one would go to deposit a check

A) Check Cashing Store B) Drug Store C) Citibank

This is where someone can go to get mail or letter

A) Post office B) Mailboxes Etc. C) Mailbox

This is where you can get information for a school project

A) Internet Café B) Library C) Grocery Store

NOTE TO GROUP LEADERS and TEAM SUPERVISORS

As always when we are working with young people safety is first. Depending on the age of your Mappers, you should keep in mind that you will need to have a reasonable staff/child ratio when you go into the community. You may want to reach out to local college students and family members to ensure an appropriate student/ adult ratio. A general rule of thumb with children under the age of eight is one adult to three children maximum. With older teens, there is some flexibility.

A Group Leader's roles include:

- Assisting mappers in difficult survey situations (having to help communicate effectively)
- Keeping the group at a good pace (on time)
- Holding additional materials, maps, surveys, pens, etc.
- Having a first aid kit for each group
- Knowing important emergency numbers
- Staying in contact with other Group Leaders

Another role that a Group Leader, older youth, or college volunteers can play is that of photographer or videographer. Photos and video can be incorporated into culminating events (see Section Seven).

Activity 206

ARE YOU ON POINT?

Today you are going to leave the classroom and get outside into the community! Taking the list the group generated you are going to see if you are in sync with what's happening in the community. NOTE: Before you go into the community, it would be a good idea to contact your local police precinct and let them know about your project and that you are taking a group of young people on a "tour" of the community. This can be a great way to build a positive relationship with the police, if you don't already have one. You may even want to ask the group if there's a way for the police to participate in the project.

WHAT YOU NEED

Clipboard, the list of places that was previously generated, some pens, at least one watch per group if you have more than one, or some way to keep track of time.

HOW IT WORKS

1. Either pair participants or have them select a partner. In order to keep things organized, this will be their partner for the duration of the project.

2. Before you leave, make sure you've gone over the expectations for being in the community. You might want to have the group come up with these expectations among themselves.

EXAMPLE:

- Stay with your partner at all times.
- Determine a meeting place and a time to meet there.
- No use of Walkmans/iPods, etc. Explain this is for safety reasons (i.e., youth need to pay attention and hear what is going on).
- Cell phones are only to be used in case of emergency (i.e., again, for safety reasons and to clarify that participants are working; this is not "free time").

3. Determine your time frame and get going! Remember to have pairs make notes of the things on their list that may be different from what is actually in the community. Maybe the video store has closed recently and there is a new Subway restaurant in its place.

4. When you return, collect the handouts, which will be used again for another activity.

"You can observe a lot by just watching."

— Yogi Berra / Baseball Player and Philosopher

Activity 207

CHARTING A PLAN

Now that you know exactly what businesses and organizations are in the community, you and the group will plan the days and times to implement the survey.

WHAT YOU NEED:
Large chart paper, markers.

HOW IT WORKS:

1. Using the information the group collected, they will create a chart and a time frame in which to conduct the surveys. Sample chart is attached.

2. Explain to the group that they are in Phase Three of their data collection and that they are going to create a map of the next step, which is to distribute the surveys. (This can be done the same day that your group returns from their walk through the community or it can be done on a separate day.)

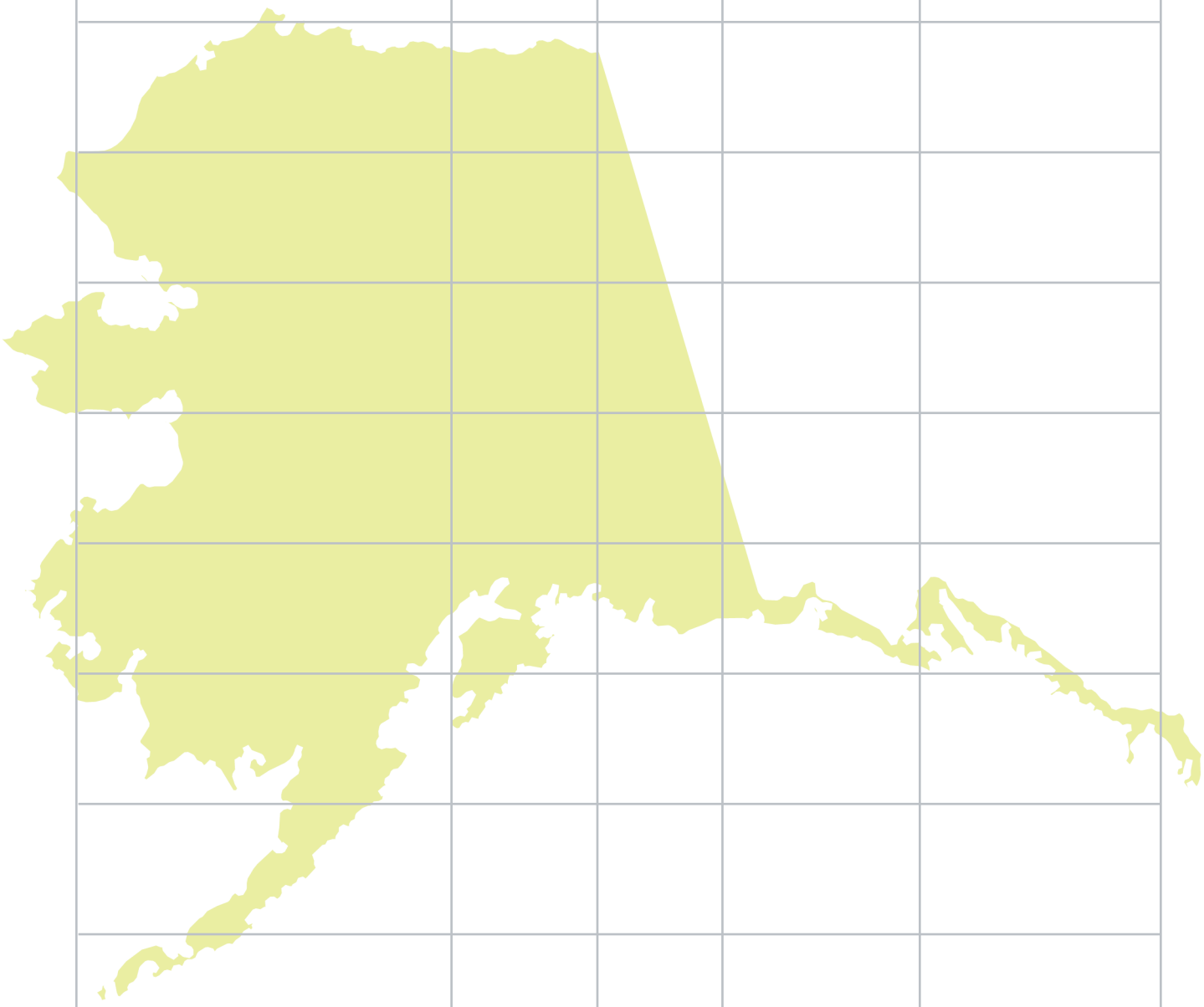
3. If you have the space, consider making this chart large like a poster, this way the whole group can keep track of the progress.

"I am a part of all that I have seen."
— Alfred Lord Tennyson / Poet

Activity 207

SAMPLE CHART

Name of Store/ Business/Organization	Date Visited	By Whom	Survey complete Y/N	Notes



THE COMMUNITY MAPPING SURVEY AND HOW TO USE IT

"People cannot learn by having information pressed into their brains. Knowledge has to be sucked into the brain, not pushed in. First, one must create a state of mind that craves knowledge, interest and wonder.

"You can teach only by creating an urge to know."

— Victor Weisskopf / Physicist

Activity 301

INTRODUCTION TO THE YOUTH MAPPING SURVEY

Now that the group has decided where they want to conduct the survey, it's time to review it and make sure that everyone understands what the survey is asking and how to answer any questions that might arise.

WHAT YOU NEED:
Clipboard for each participant, index cards, pens, list of businesses/organizations assigned to each pair.

HOW IT WORKS:
1. Review the youth mapping survey (next page) to make sure everyone is clear about the questions they will be asking. (It can be helpful to read the survey out loud.) Take time to clarify and answer questions.

2. Next, have the group make sure that the scripts they wrote include the following information in their introduction.

NOTE: The following text is taken directly from the survey itself. Participants may have already included this information in their own words. Regardless, all introductions should be the same in order for a sense of continuity.

On behalf of the children, youth and families of this community we hope you will take a few minutes to help us complete this very important survey. It will take about 10 minutes to complete. The questions we are going to ask are about the services or resources available at this location. If your organization also offers services in other parts of the area, do not answer for them. Youth Mappers will also go to those locations and ask about their services. Are you the best person to ask about services available at this location or is there someone else who is here now that we would talk to?

3. Before you leave to go into the community, make sure that each pair has a clipboard, copies of the survey, and a list of the businesses/organizations they are assigned to survey.

4. The index cards should contain their script.

NOTE: The script should not exceed two index cards.

5. Review the guidelines you've created for being in the community so that time is spent safely and productively.

"Wars of nations are fought to change maps.
But wars of poverty are fought to map change."
— Muhammad Ali / Boxer

YOUTH MAPPING SURVEY

Young people are going door-to-door to all the organizations, businesses, churches, schools, government offices and agencies in our area to learn about the services and supports that are available for children and youth.

The information the youth collect will be made available through the ilivehere web site (www.ilivehere.info) and will be used by Youth Providers and others to make decisions about what additional services are needed by children and youth and to identify resources available in our community. On behalf of the children, youth and families of this community we hope you will take a few minutes to help us complete this very important survey. It will take about 10 minutes to complete.

The questions we are going to ask are about the services or resources available at this location. If your organization also offers services in other parts of the area, do not answer for them. YouthMappers will also go to those locations and ask about their services. Are you the best person to ask about services available at this location or is there someone else who is here now that we would talk to?

I Live Here Survey Form

Organization Information

Organization Name			Organization ID
Street Number	Suite	Street Name	☐ Near Public Transportation
City	State	County Zip	
Main Phone	TTY		Web site
Contact Person	Content Manager		Executive Director
Email	Email		Email

Organization Structure

☐ Non Profit ☐ Profit ☐ Federal ☐ State
☐ County ☐ Community ☐ School District
☐ Faith Based

Organization Type

☐ Business ☐ Library ☐ Health
PARK: ☐ Neighborhood ☐ City ☐ State
☐ Education ☐ Civic Organization ☐ Recreation
☐ Government ☐ Social/Human Services

Program Information

Program Name			Program ID
Street Number	Suite	Street Name	☐ Near Public Transportation
City	State	County Zip	
Main Phone	TTY	Web site	
Coverage Area - list by zip code	Contact Person		Content Manager
	Email		Email

Program Provides:

☐ Direct Service ☐ Information and Referral

Hours of Operation

☐ School
☐ 24 Hours
☐ Before School
☐ After School
☐ Evening Hours
☐ Daytime
☐ By Appointment

Open

☐ Mon-Fri
☐ Weekends
☐ Year-Round
☐ School Year Only
☐ Summer Only

Languages Spoken:

☐ Arabic
☐ African Languages
☐ Armenian
☐ Chinese
☐ French
☐ French Creole
☐ German
☐ Greek
☐ Gujarathi
☐ Hebrew
☐ Hindi
☐ Hungarian
☐ Italian
☐ Japanese
☐ Korean
☐ Laotian
☐ Miao, Hmong
☐ Mon-Khmer, Cambodian
☐ Navajo
☐ Other Native North American Languages
☐ Persian
☐ Polish
☐ Portuguese
☐ Russian
☐ Scandinavian Languages
☐ Serbo-Croatian
☐ Spanish
☐ Tagalog
☐ Thai
☐ Urdu
☐ Vietnamese
☐ Yiddish

Which target population(s) do you serve?

☐ All Youth ☐ Infant ☐ Pre-Schl ☐ Elem ☐ Mid Schl ☐ High Schl ☐ Post Sec ☐ Adult ☐ Family

Do you serve any of these specific characteristics within your target population(s)? DISABILITY

☐ Disability (all types)
☐ ADD-ADHD
☐ Autism
☐ Deaf-Blindness
☐ Deaf/Hard of Hearing
☐ Develop-mental Delay (Early Childhood)
☐ Emotional Disturbance
☐ Intellectual Cognitive Development Disorder
☐ Multiple Disabilities
☐ Gifted and Talented
☐ Neurological Disorder
☐ Orthopedic Impairment (physical)
☐ Other Health Impairment
☐ Other Psychiatric Disability
☐ Specific Learning Disability
☐ Speech or Language Impairment
☐ Traumatic Brain Injury
☐ Visual Impairment Including Blindness

Additional Characteristics

☐ Abused
☐ Chemically Dependent
☐ Foster Care
☐ Gay Lesbian Bisexual Transgender
☐ Homeless Youth
☐ Juvenile Offender
☐ Low Income
☐ Teen Parent
☐ Migrant
☐ Immigrant
☐ Refugee

Categories of Service:

Child Care Services

☐ Child Care Center
☐ Drop In Child Care
☐ Family Child Care Homes
☐ Faith Based Child Care
☐ Respite
☐ Personal Care Aides
☐ Before School
☐ After School
☐ General
☐ Music
☐ Art
☐ Science
☐ Tutoring
☐ Clubs
☐ Athletics
☐ Games
☐ Faith Based
☐ Second Language

Health: Counseling

☐ Child
☐ Adolescent Youth
☐ Family
☐ Group
☐ Anger Management
☐ Chemical Dependency
☐ Domestic Abuse
☐ Anxiety Disorders

Categories of Service (continued):

Health: Services

- ☐ Health Screening
- ☐ Physical Therapy
- ☐ Immunization
- ☐ Family Planning
- ☐ Dental Bill Payment Assistance
- ☐ First Aid Instruction
- ☐ Mother & Infant Care
- ☐ Community Clinics
- ☐ STD Treatment
- ☐ AIDS/HIV
- ☐ Weight Management
- ☐ Health Care Referral
- ☐ Medical Expense Assistance

Family Supports

- ☐ Child Care Subsidies
- ☐ Foster Care
- ☐ Crisis Intervention
- ☐ Child Abuse Counseling
- ☐ Parenting Education
- ☐ Child
- ☐ Adult
- ☐ Crisis Nursery
- ☐ Temporary Financial Assistance
- ☐ Adoption Services
- ☐ Guardianship
- ☐ Cultural Transition
- ☐ Runaway/Homeless Youth Counseling
- ☐ Advocacy Services
- ☐ Support Groups
- ☐ Legal Services

Basic Needs: Housing

- ☐ Emergency Shelter
- ☐ Transitional Housing/Assistance
- ☐ Housing Counseling
- ☐ Housing Goods
- ☐ Group Homes for Dependent Children
- ☐ Group Homes for Children and Youth with Disabilities
- ☐ Independent Living Skills
- ☐ Payment Assistance
- ☐ Supervised Living for Older Youth

Food

- ☐ Pantries
- ☐ Assistance
- ☐ Emergency

Clothing

- ☐ Baby
- ☐ Children
- ☐ Maternity
- ☐ General
- ☐ Personal Grooming

Transportation

- ☐ Bus Fare
- ☐ Gas Money
- ☐ Car Payment Assistance
- ☐ Community Ride Programs
- ☐ Disability Related Transportation
- ☐ Driver Training

Education:

Preschool	Elementary	Middle School	High School	Preparing for Post Secondary	Post Secondary Education	Young Adult Learning Programs
☐ Licensed ☐ Head Start	☐ Public ☐ Private	☐ Public ☐ Private	☐ Public ☐ Private	☐ Financial Aid ☐ Accommo-dations	☐ Vocational ☐ Community	☐ Adult Literacy ☐ High School-Diploma Programs
☐ Montessori	☐ Alternative ☐ Special Ed ☐ Tutoring ☐ Charter	☐ Alternative ☐ Special Ed ☐ Tutoring ☐ Dropout Prevention ☐ Charter	☐ Alternative ☐ Special Ed ☐ Tutoring ☐ Dropout Prevention ☐ GED ☐ Charter	☐ Educational Planning ☐ Career Exploration	☐ Private Univ/ Colleges ☐ ☐ Financial Aid ☐ Accommo-dations	☐ Career Exploration ☐ Prep for Post Sec-ondary

SECTION THREE

Recreation

Sports	Team/League	Equipment	Fields/Courts	Camp	Lessons
Adaptive	☐	☐	☐	☐	☐
Baseball/Softball	☐	☐	☐	☐	☐
Basketball	☐	☐	☐	☐	☐
Bowling	☐	☐	☐	☐	☐
Boxing	☐	☐	☐	☐	☐
Crew	☐	☐	☐	☐	☐
Skiing	☐	☐	☐	☐	☐
Fencing	☐	☐	☐	☐	☐
Figure Skating	☐	☐	☐	☐	☐
Football	☐	☐	☐	☐	☐
Golf	☐	☐	☐	☐	☐
Gymnastics	☐	☐	☐	☐	☐
Hockey	☐	☐	☐	☐	☐
Horseback Riding	☐	☐	☐	☐	☐
Lacrosse	☐	☐	☐	☐	☐
Martial Arts	☐	☐	☐	☐	☐
Soccer	☐	☐	☐	☐	☐
Surfing	☐	☐	☐	☐	☐
Swimming	☐	☐	☐	☐	☐
Tennis	☐	☐	☐	☐	☐
Track	☐	☐	☐	☐	☐
Volleyball	☐	☐	☐	☐	☐
Water Polo	☐	☐	☐	☐	☐

Educational/Recreational	Club	Facility	Camp	Lessons
Art	☐	☐	☐	☐
Language	☐	☐	☐	☐
Science	☐	☐	☐	☐
Music	☐	☐	☐	☐
Drama	☐	☐	☐	☐
Dance	☐	☐	☐	☐
Outdoor	☐	☐	☐	☐

	Groups	Playground	Indoor Play Area	Adaptive
Play	☐	☐	☐	☐

Youth Development

☐ Youth Development Programs ☐ Clubs/Troops ☐ Faith-Based Programs

Employment

☐ Job Development ☐ Career Exploration ☐ Job Finding Assistance Resume Assistance
☐ Internship Programs ☐ Vocational Assessment ☐ Work Clothing ☐ Job Information

Customizable Questions TBD by Local Sites (Up to 10)

1. Were there any barriers that would make it hard for people to come to this place? (Circle all that apply)

   Railroad tracks Lack of sidewalks Lack of parking Traffic Abandoned Building

Other: _____

2. Based on our observations, are the public places clean and well kept? (Circle One)

   Yes Somewhat No

3. If you liked this organization, what did you like most about it?

A. _____

B. _____

C. _____

4. Was there anything you did not like about the organization?

A. _____

B. _____

C. _____

5. Were you treated politely and with respect? (Circle One)
   Yes No

6. Would you recommend this place as a resource to your friends, family, and neighbors? (Circle One)
   Yes No

If No, why not? _____

_____

_____

Name of Person Interviewed_____

Title: _____

Name of YouthMapper: _____ _____

Name of YouthMapper: _____ _____

Date:_____

Activity 302

NOW WHAT?

Congratulations! You've just successfully implemented your Youth Mapping surveys. But you're not done yet. An important part of conducting the survey is actually coming back together as a group and discussing the experience. This activity is designed for you to "debrief" or "check in" with the group.

WHAT YOU NEED:
A quiet space large enough for your group to have discussion.

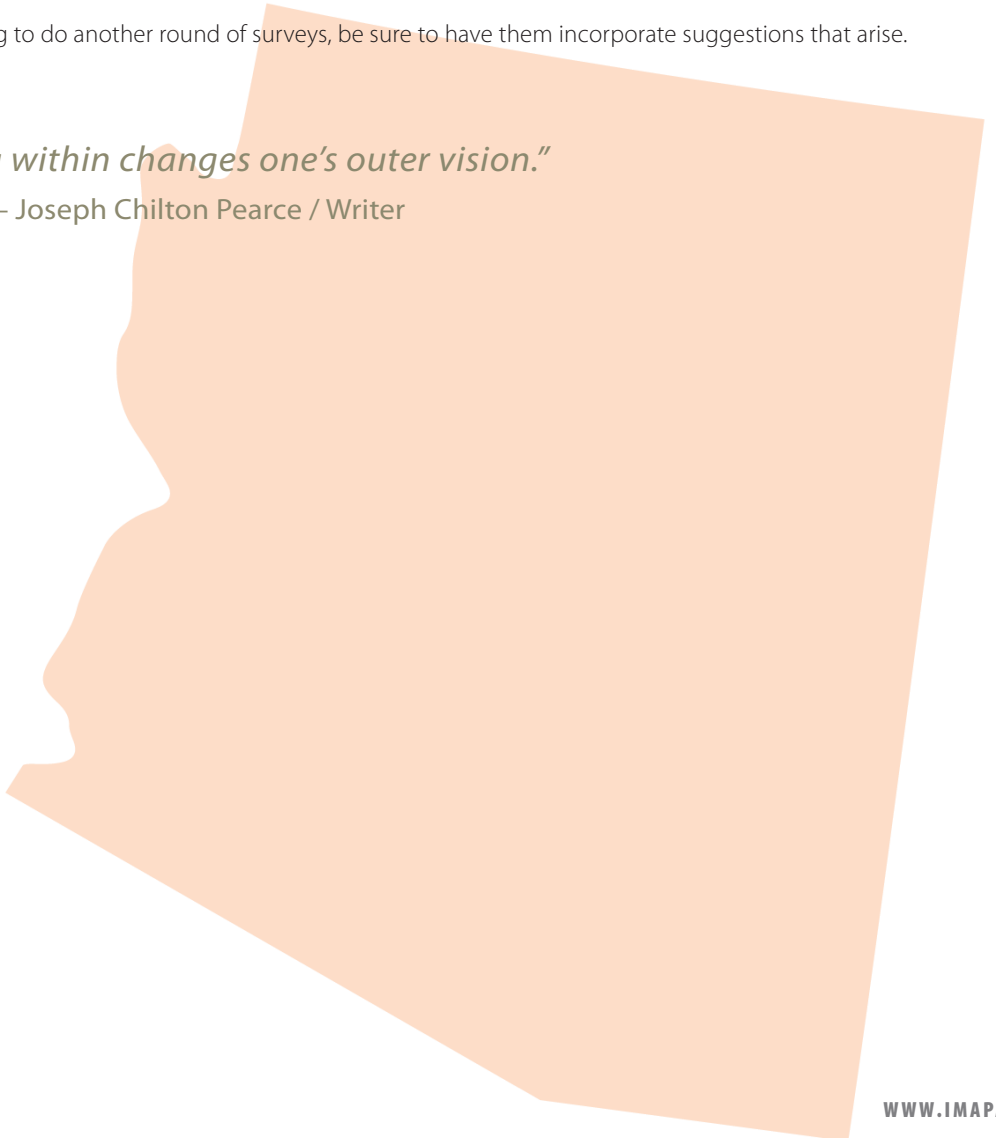
HOW IT WORKS:
Gather the group in a quiet place. If you have time, you might want to find a quiet place in the community. If it is convenient, try to make arrangements with the local library to use a space there for your debriefing. Facilitate a discussion with the group about their mapping experience.

QUESTIONS TO ASK:

- What was the experience like for you?
- What was challenging about conducting the survey?
- What surprised you about what you learned?
- Did you have a situation that you might handle differently next time? If so, why and how?
- What other suggestions do you have for the next time this project is conducted?

If your group is going to do another round of surveys, be sure to have them incorporate suggestions that arise.

"Seeing within changes one's outer vision."
— Joseph Chilton Pearce / Writer



HOW TO ENTER DATA INTO MAPAMERICA.ORG

MapAmerica is the data entry site for those using the Mapping curriculum and is the way that data gets entered into the national ilivehere.info web site. The MapAmerica web site is tailored to you and your project. With this web site, you, as an Administrator, get the ability to add mappers to the project, add and edit resources, assign resources to individual mappers (targets), and check resource listings for accurate information and ultimately publish the resource to the ilivehere.info web site.

The following pages contain instructions on how to use the MapAmerica site as an Administrator and also how to train your mappers to use the site for data entry.

> *"Cities have the capability of providing something for everybody, only because, and only when, they are created by everybody."*
>
> — Jane Jacobs / Writer and Activist

YOUTH MAPPING SURVEY

Young people are going door-to-door to all the organizations, businesses, churches, schools, government offices and agencies in our area to learn about the services and supports that are available for children and youth.

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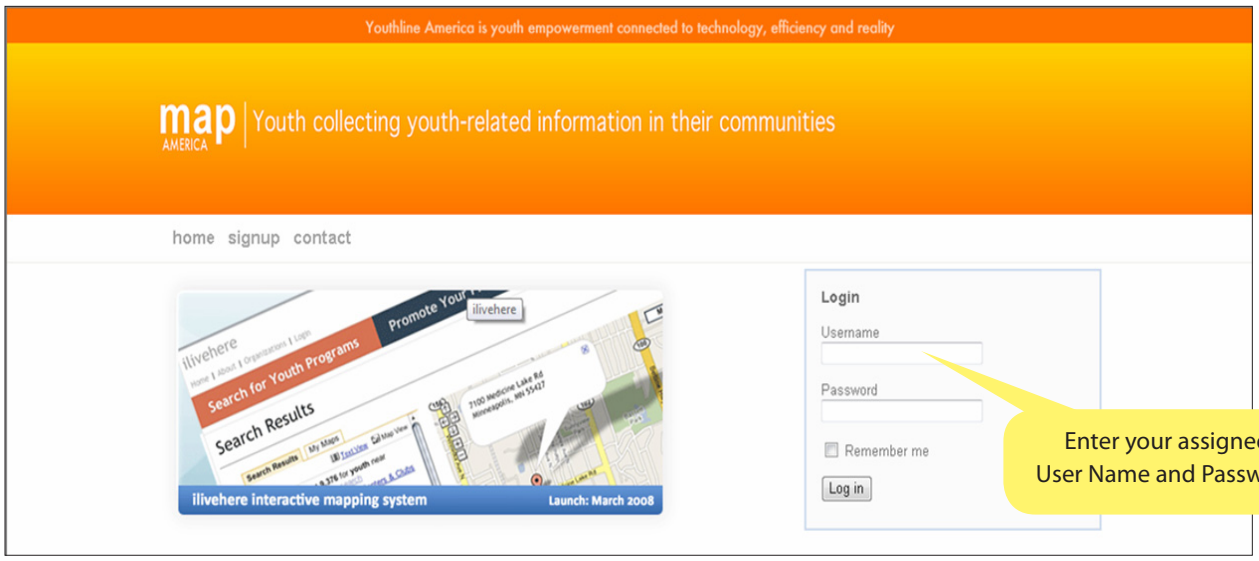
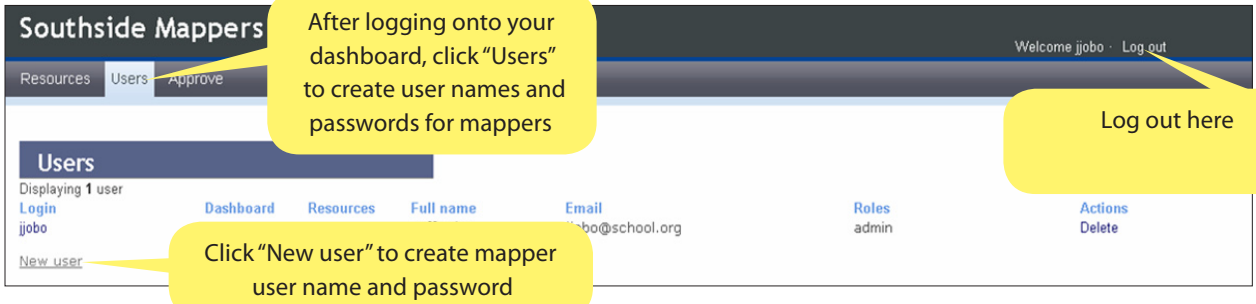
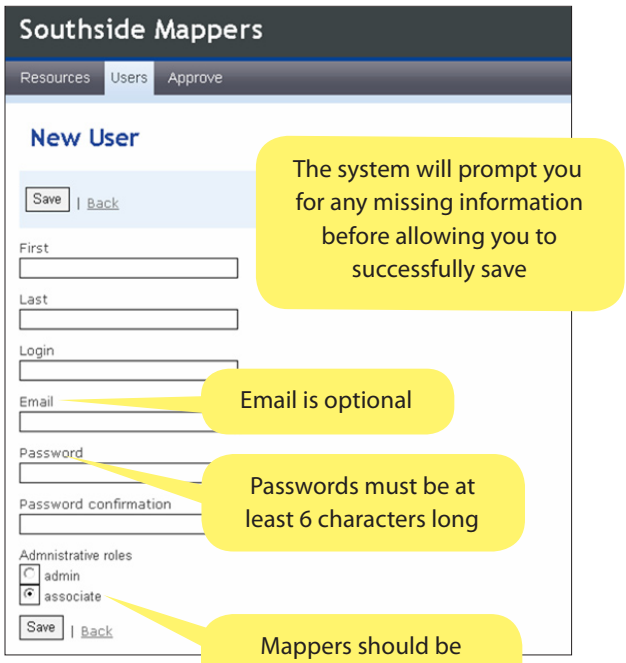
ADMINISTRATOR DASHBOARD

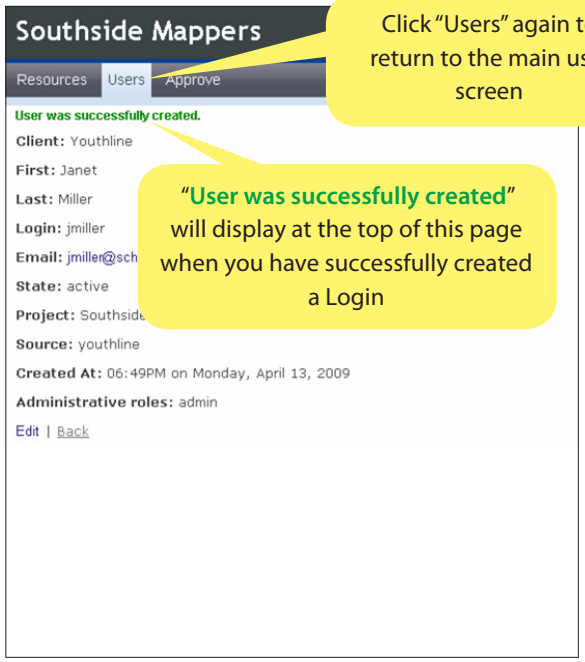
Logging In – Administrators (http://www.mapamerica.org)



Adding Youth Mappers



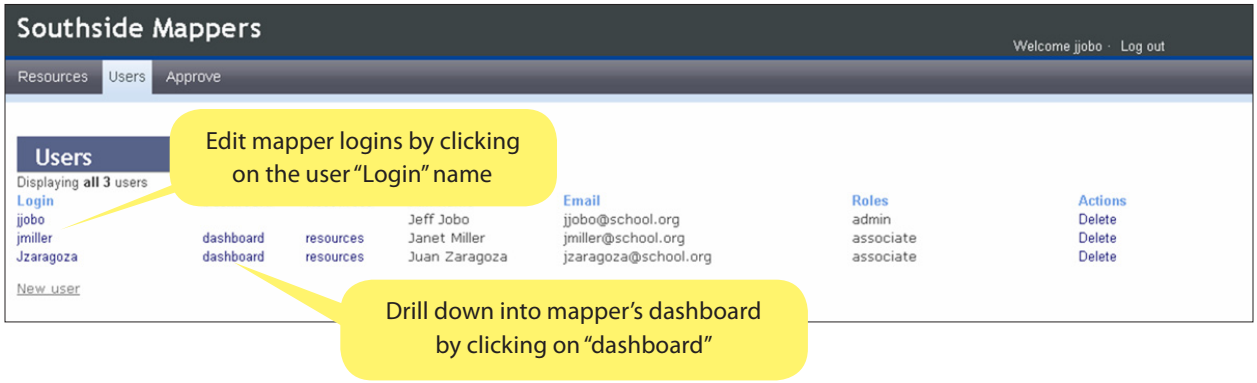




ADMINISTRATOR DASHBOARD

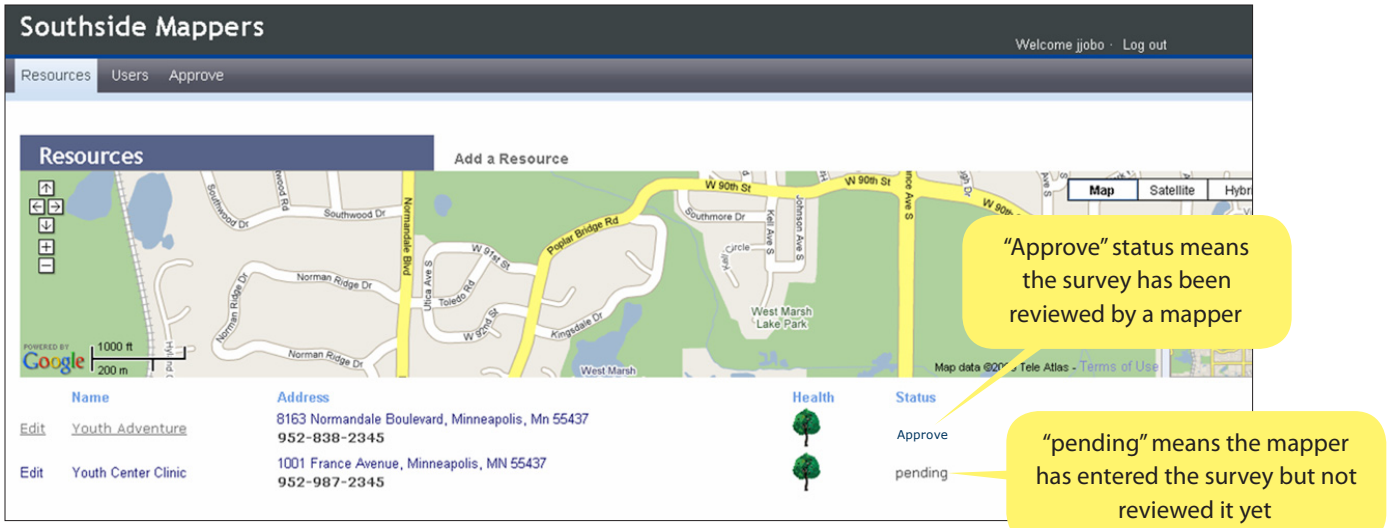
Main User Screen

Click the "User" tab to call up the main user screen for editing mapper logins and reviewing mapper dashboards.



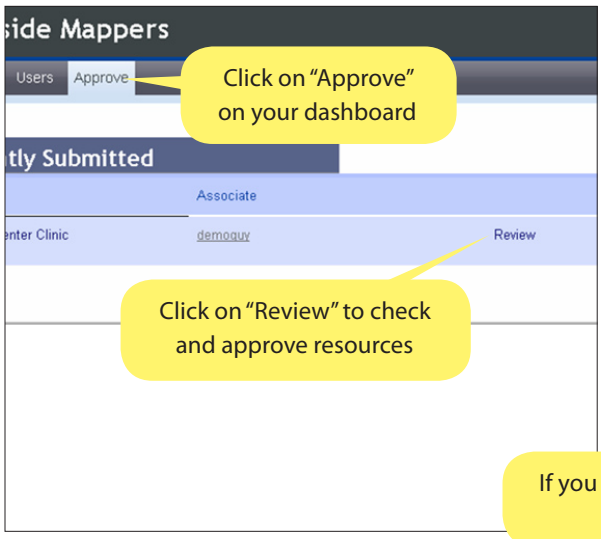
"Resources" Tab

This is where you can see the resources that mappers have completed and their status.



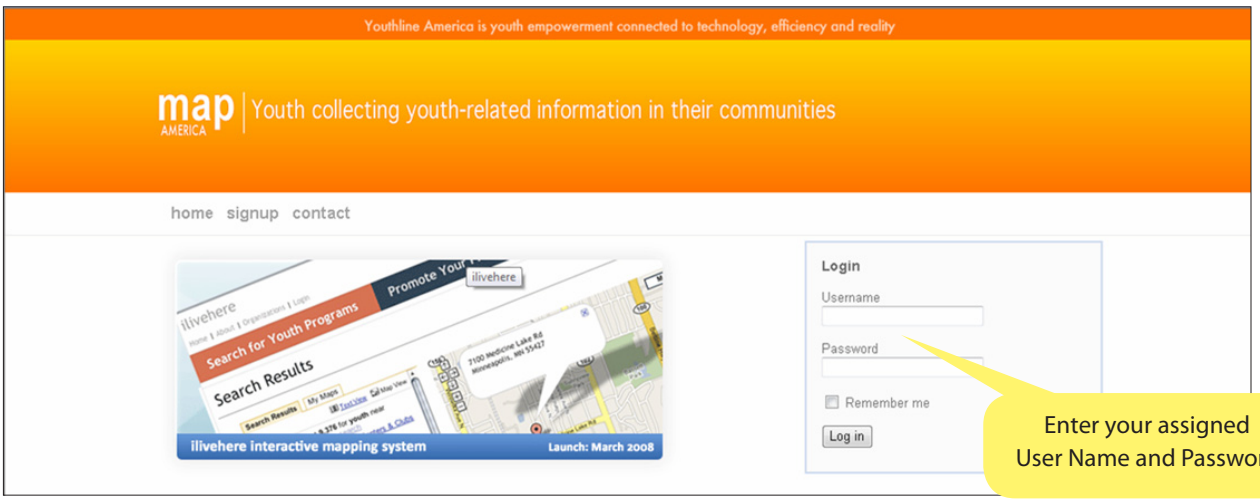
Approving Resources

As mappers "Approve" resources, they will be listed here for your review and final approval. Approve a resource or send it back to Mapper for review and correction.

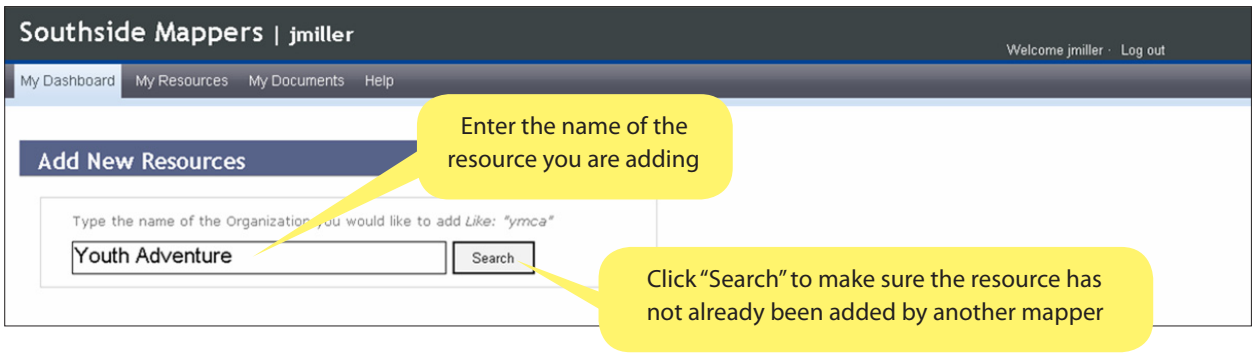


YOUTH MAPPER DASHBOARD

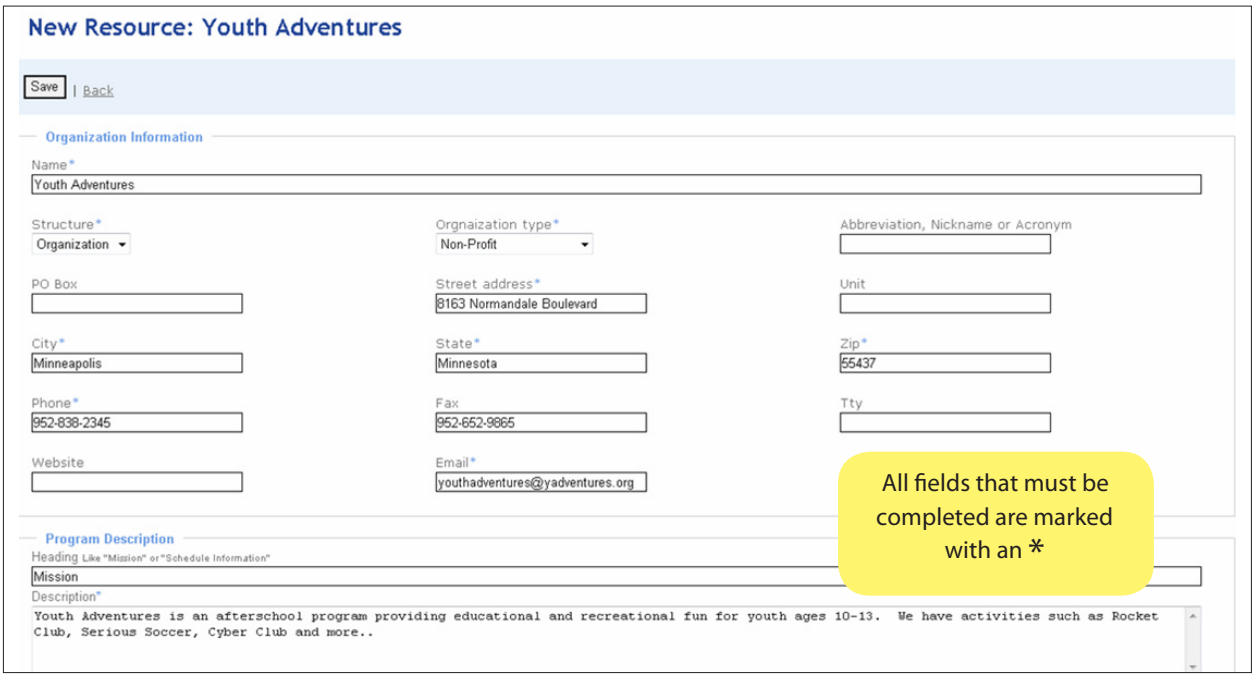
Logging in – Youth Mapper Dashboard (http://mapamerica.org)



Adding a Resource

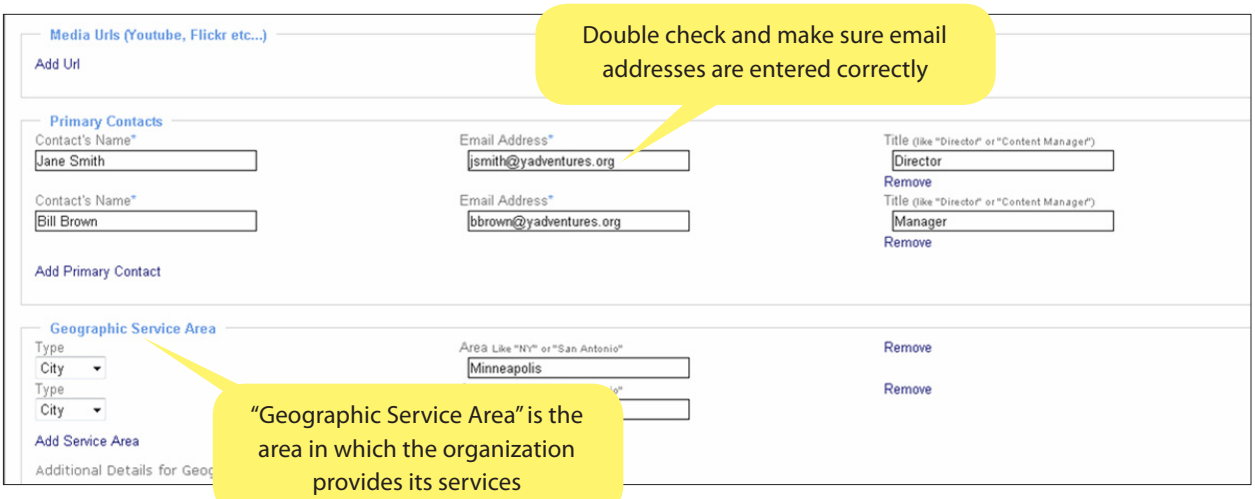


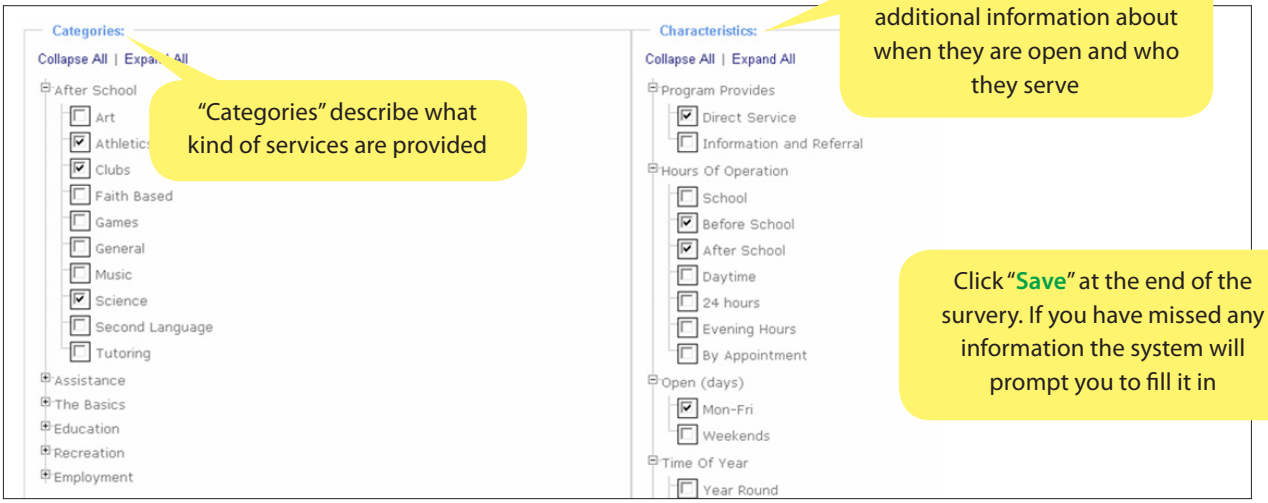
If the resource is not already in the system you will use this form to complete the survey.



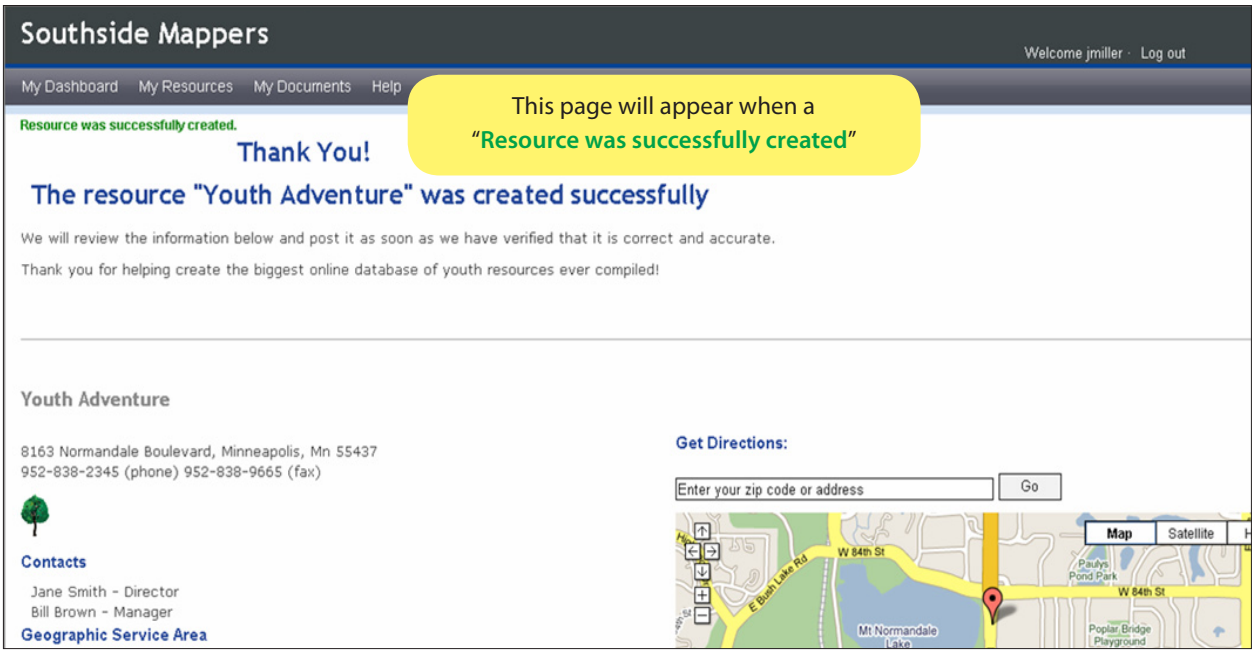
YOUTH MAPPER DASHBOARD

Adding a Resource (continued)



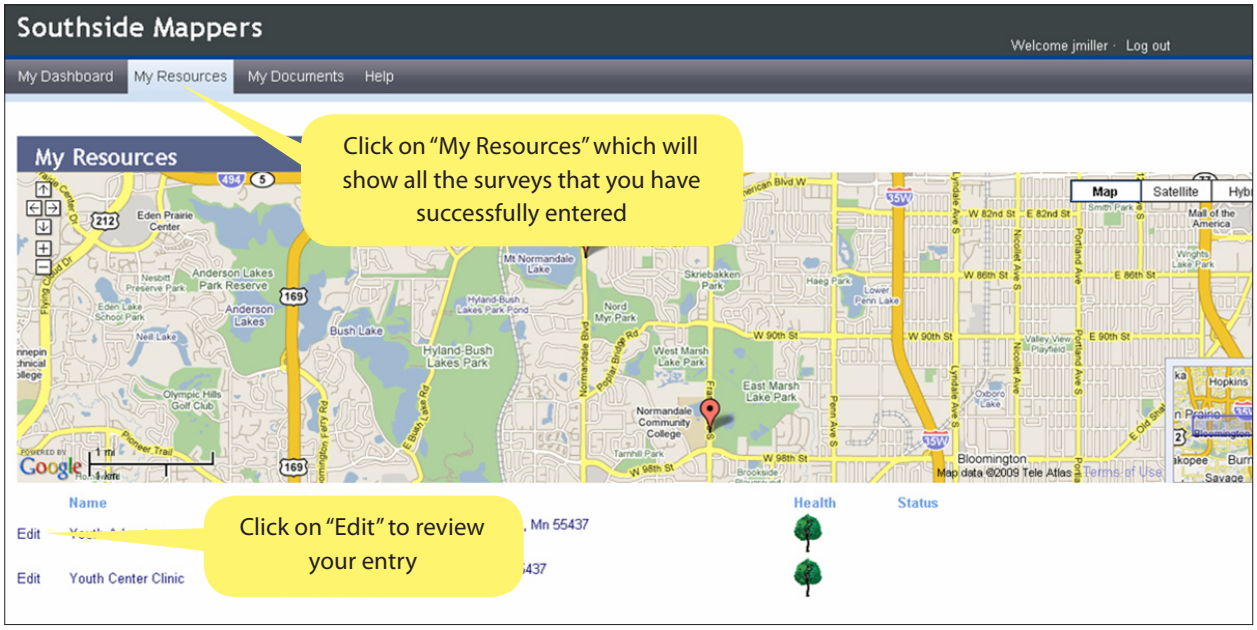


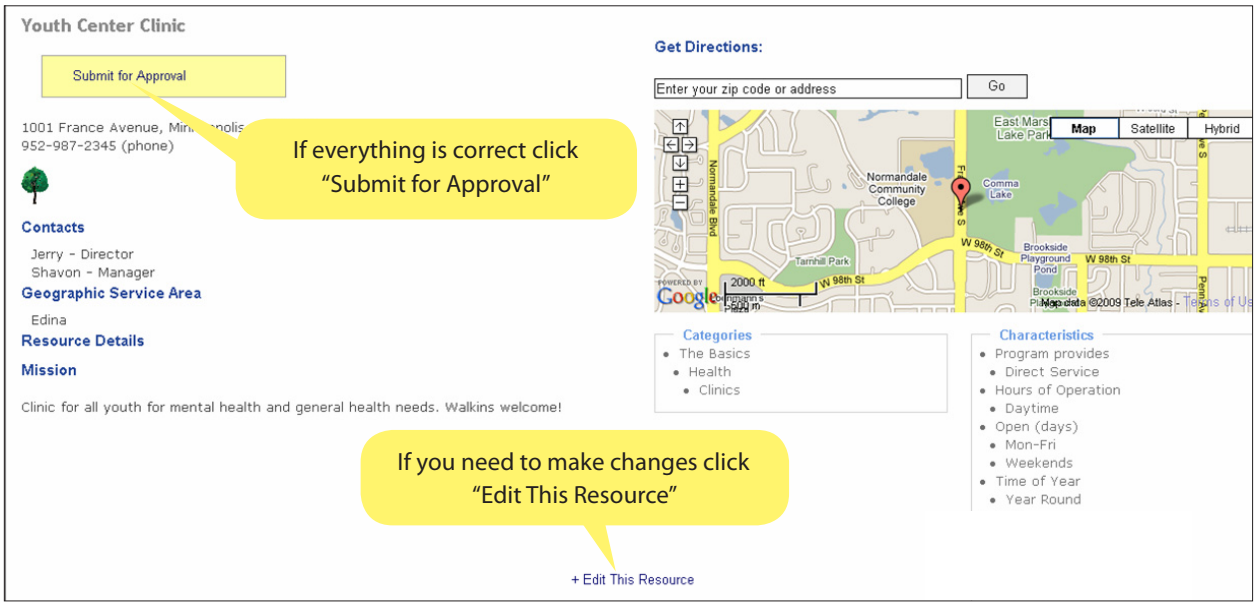
Click "**Save**" at the end of the survery. If you have missed any information the system will prompt you to fill it in

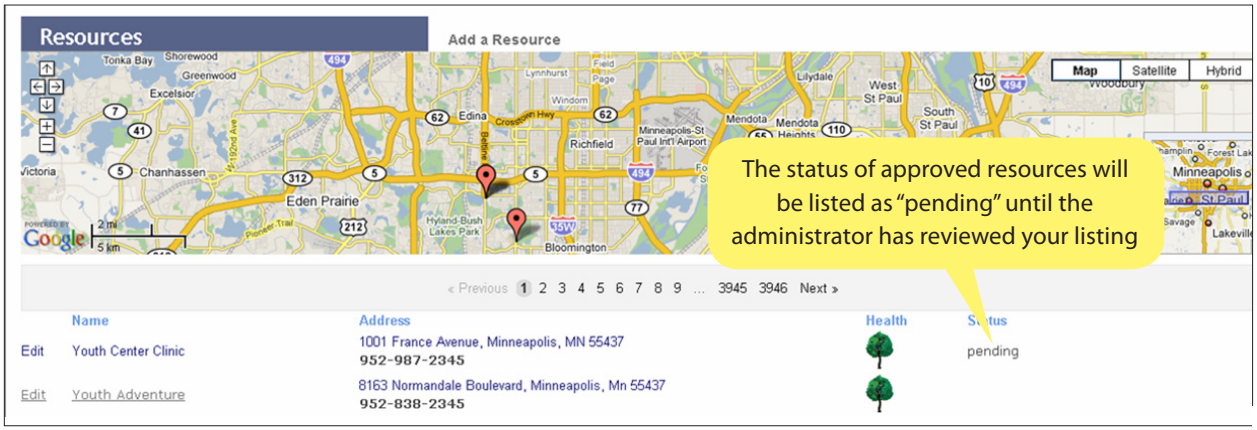


YOUTH MAPPER DASHBOARD

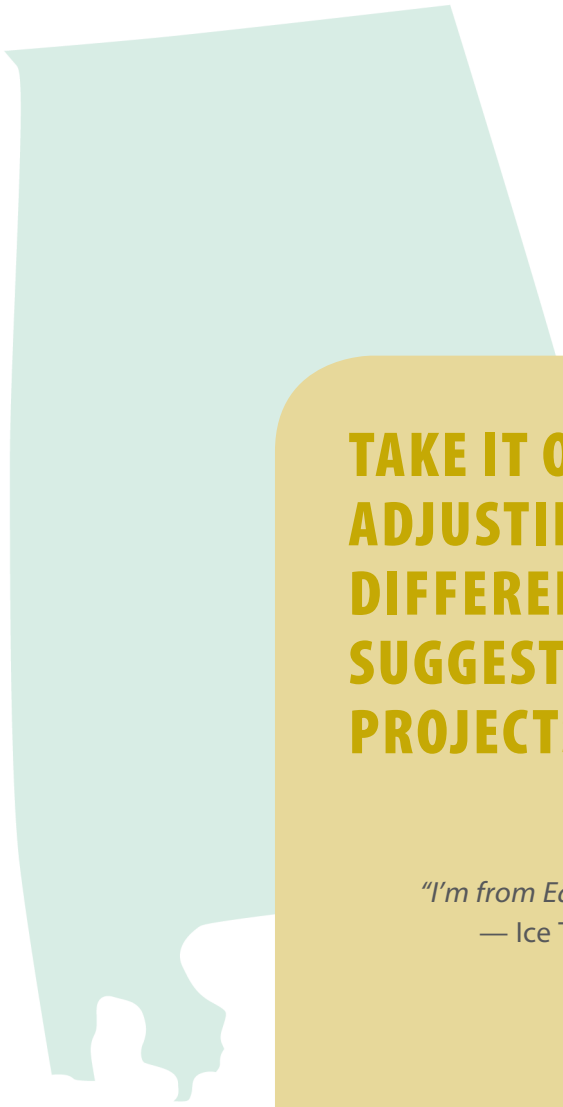
Approving a Resource







SECTION FOUR



TAKE IT ON THE ROAD: ADJUSTING ACTIVITIES FOR DIFFERENT AGE GROUPS & SUGGESTIONS FOR ONGOING PROJECTS

"I'm from Earth. I play the whole map."
— Ice T / Rapper

ADJUSTING FOR DIFFERENT AGE GROUPS:

There is no one prescribed way to implement mapping programs, or the lessons in this curriculum. The curriculum is meant to be flexible so that it can cater to many different age groups (as seen above) and demographics. Remember to build on your participants' experiences, and make mapping a project that both you and the participants can own.

YOUNG CHILDREN (6-8 years of age)

What They Know

At this stage children have well developed motor skills

- Can use scissors and writing instruments effectively.
- Can tie shoes.

Thinking and Problem Solving

- At this stage children's problem solving skills are more developed.
- Their written and spoken vocabulary is markedly better.
- At this stage children are also beginning to develop abstract thinking, although concrete thinking is still the most prominent form of reasoning.

Types of Activities that Promote Development

Thinking and Problem Solving

1. Give children multi-step problems to work out and encourage them to use abstract thinking or non-traditional answers.
2. Talk about feelings and relationships to others in the context of neighborhoods, communities and maps. This allows children to build more abstract thinking skills.
3. Motor skills and physical activity are still necessary at this stage of development, so remember to move!
4. Students this age should also be allowed to start determining what they would like to learn, they may challenge themselves more than you would think!

OLDER CHILDREN (9-12 years of age)

What They Know

At this age children are undergoing numerous changes on physical and emotional levels. At this age developmental milestones are also not as defined, and skills will vary largely from child to child. However, this is the age where children's level of abstract thought increases dramatically.

Activity Suggestions

1. At this age students have developed a much stronger sense of independence. Allowing them to help direct the mapping unit of study, and incorporating multiple subject areas, such as math, geography, history, art, and language arts is appropriate.
2. Children at this age have developed a strong sense of right and wrong, so incorporating lessons that allow them to make decisions about ethical and moral judgments will challenge them.
3. As always, social interaction is always appropriate, particularly with older children.

YOUNG ADULTS (12-19 years of age)

What They Know

At this stage in development young adults have moved beyond concrete development and have well developed skills in thinking abstractly, logical reasoning, and thinking about hypothetical situations. Young adults at this age use deductive reasoning, and start to think more like scientists, where they systematically think about and solve problems.

This stage of development can be sensitive for young people because their thinking is also governed by adolescent ego-centrism, often making them hyper-self conscious. This is what causes them to display attention getting behaviors and allows them to have a sense of personal uniqueness.

Activity Suggestions

1. Incorporate multiple subject areas into the unit.
2. Allow students to contribute independent ideas to the lessons.
3. Incorporate ethical and moral judgment activities into mapping assignments and activities.
4. Allow students to help plan mapping outings and final projects for advocacy and presentation, which will allow them to exercise deductive reasoning and solve problems systematically.
5. Remember, young people at this age are experiencing heightened levels of adolescent ego-centrism; do your best to be patient with them!

IV. COLLEGE STUDENTS/PROFESSIONALS (20+ years of age)

At this stage, while learning is life-long, adults and professionals are capable of complicated and abstract thought processes, and have highly developed skills in deductive reasoning. The following are some suggestions for presenting mapping, as a training, to adults and professionals;

- Know your audience, and tailor your presentations and lessons so that mapping is made relevant to participants' work or course of study.
- Modify any ice-breaker activities as you see fit (for an older/more mature audience).
- This is an age group that has developed social connections and altruistic ambitions; build on this so that the mapping project results in advocacy and community engagement.

There is no one prescribed way to implement mapping programs, or the lessons in this curriculum. The curriculum is meant to be flexible so that it can cater to many different age groups (as seen above) and demographics. Remember to build on your participants' experiences, and make mapping a project that both you and the participants can own.

CULMINATING EVENTS

Culminating events are ways for you and the participants to celebrate all of their hard work and accomplishments throughout this project. These events give young people a chance to share what they've learned about their community over the course of the mapping project.

> *"In every community, there is work to be done.*
> *In every nation, there are wounds to heal.*
> *In every heart, there is the power to do it."*
> — Marianne Williamson / Author

PLANNING A SUCCESSFUL CULMINATING EVENT

SUGGESTED CULMINATING EVENTS

- Pot luck dinner
- Video screening of the youth mapping project
- Gallery of photos and collages and statistics
- Unveiling of a mural created as a result of the project
- An award ceremony honoring the most youth-friendly businesses, etc.

PREPARATION

- Who you are going to invite will impact when and where you have the event.
- If you want parents and other adults who work during the day to attend, then consider holding the event in the evening. If that conflicts with the schedules of people who work at night, maybe the weekend is best.
- If you'd like to invite city officials, check in with their secretary in advance to find out what their schedule is like.
- If it's possible, provide transportation (or money for transportation) or have the event at a central location.
- Make sure to invite guests far enough in advance. Have participants create printed invitations and ask guests to RSVP. Make follow up phone calls to any guests that haven't responded about a week in advance.
- Perhaps the older teens can be baby sitters for younger children to make it easier for families to attend.
- Make sure to secure a space for the event well in advance. Be sure the space can accommodate all of the participants and invited guests and that there are enough chairs for everyone.
- Fill out any required building permits well in advance. Inform security officers and custodial staff about the event to avoid conflict with other events that might be taking place in the building.
- Consider holding the event at one of the restaurants or local businesses.
- Arrange to have a microphone and sound system available. Test the system so that you are familiar with how it works before the event.
- Try to videotape the event or take photographs to document it.
- Make sure any equipment you need is working and available for the day you plan to have the event. You might want to arrange to have a laptop computer, projector, and screen so students can formally present their projects to the audience.
- Provide refreshments. If you do not have a budget for this, consider making it a "pot luck" event.
- Have participants volunteer to be on the "set up" and/or "clean up" teams.
- Develop a program for the event that includes the following information: date, time, place, who is hosting the event, what presentations are taking place, and the names of the students who will be participating.
- Review the program with students and help them practice their presentations and/or any speeches they may give.
- Arrange to seat students in the first few rows in the order they will be presenting. Make sure each student has a chance to practice using the microphone and laptop if you're using one.
- Create a "gallery" of student artwork that guests can look at when they arrive while they're waiting for the presentations to begin. Make sure each piece of work is labeled with the artist/author's name.
- Have a staff person or participant MC the event, introducing the youth mapping project and each student before he or she presents.
- Consider giving out student awards (have youth create them and nominate each other)

DURING THE EVENT

- Begin on time!
- Make sure there is an adult in charge of the laptop and sound system.
- Have one or two students serve as a "greeter" for guests as they arrive. Ask them to help guests sign in so you have a record of who attended the event.
- Before beginning the program, remind audience members to turn off their cell phones, and explain what it means to be a respectful audience member.
- Sit staff members throughout the audience to help keep people quiet.
- If students get nervous before or during their presentations, encourage them and remind them to take deep breaths to help calm their nerves.
- Videotape the festivities for future programs and projects. Or make a DVD compilation (including the culminating event) of the mapping project from beginning to end and give to each participant.

USING VIDEO AND PHOTOGRAPHY THROUGHOUT YOUR MAPPING PROJECT

The activities you do with your participants throughout the mapping project are rich with occasions to take photos and produce a video of the project!

At different times during the project, participants will be out in the community, on field trips and/or conducting interviews. Whenever possible, try to capture these moments on film or in photos (be sure to ask permission before taking anyone's photo or video footage). If your organization doesn't have access to digital cameras, perhaps some disposable digital cameras can be purchased for this project.

Examples of how to incorporate film and photos:

- When participants are researching the name of a street in their neighborhood or town, have them take a photo of themselves on the street. Later they can incorporate the image with the information they find about that street.
- Participants might write a poem and want to film something or someone from their community to complement their poem. They can combine the two into a short video.
- Participants can develop a public service announcement for their local cable channel highlighting the businesses that are youth friendly and offer advice about how a business can become youth-friendly.
- Each time you do an activity or go into the community, field trip, or have a guest speaker, videotape all or part of it. Have participants edit the footage and when the project is over, you can show the video as part of a culminating event.

YOU'RE THINKING: HOW CAN I MAKE THIS HAPPEN WITH ALL OF THE OTHER THINGS I HAVE TO DO?!

- Consider enlisting the help of local volunteers to be chaperones on field trips. Identify professional editors and photographers etc., maybe even a local mapmaker from within the community, and invite them to a Career Day where they can serve on a panel and talk about their jobs. This could serve as an opportunity to pique participants' interest about new and different careers.
- Regarding creating videos: See if you can have equipment donated from local colleges and have college students who are majoring in video or similar subjects mentor young people and help them create a video.
- If you have even a small amount of money and the right equipment, create a job or jobs for older youth to make a documentary about the project.

OTHER SUGGESTIONS:

- Save the writing and collages that participants are doing throughout the project for use in a culminating event, such as a gallery exhibit. Or maybe the information can be collected and used to create a newsletter.
- Perhaps the local library will agree to curate an exhibit about the mapping project.
- Start a community newsletter and feature one new youth-friendly business or organization each month.

RESOURCES FOR EDUCATORS

RESOURCES FOR EDUCATORS

CAREER-RELATED RESOURCES

US Department of Labor
http://www.dol.gov

WEB SITES WITH MAPS

Google Maps
http://maps.google.com

Yahoo Maps
http://maps.yahoo.com

Enhanced Learning
http://www.enchantedlearning.com/geography/

Alabama Maps

http://alabamamaps.ua.edu/index.html: This is an excellent website, that has a wide variety of maps from all over the world from every period in history.

The David Rumsey Map Collection

http://www.davidrumsey.com/index4.html: The David Rumsey Map Collection was started roughly 20 years ago and contains over 20,000 digitized maps of the Americas, Asia, Africa, Europe and Oceana from the 18th and 19th centuries, some older. Maps can be searched using four different types of browser/search options. Images may be reproduced or transmitted but are not for commercial use.

Library of Congress

http://memory.loc.gov/ammem/gmdhtml/gmdhome.html: Map collections from the Library of Congress.

MAPPING AND HISTORY

The Shape of the World (DVD), 1990. First broadcast in 1991, this is a PBS documentary series that covers the history of maps all the way back to the ancient times.

Black, Jeremy. *Maps and History: Constructing Images of the Past.* New Haven: Yale University Press, 1997

Edney, Matthew. *Mapping an Empire: The Geographical Construction of British India 1765 - 1843*. Chicago: University of Chicago Press, 1997.

Godlewska, Anne. "The Idea of the Map" in Hanson, Susan, ed. *Ten Geographic Ideas That Changed the World.* New Brunswick: Rutgers University Press, 1997.

Harley, J. Brian and David Woodward, eds. *The History of Cartography*. Chicago: University of Chicago Press, 1987.

Monmonier, Mark. *How to Lie With Maps*. Chicago: University of Chicago Press, 1991.

Piper, Karen. *Cartographic Fictions: Maps, Race and Identity*. New Brunswick: Rutgers University Press, 2002.

Thrower, Norman. *Maps and Civilization: Cartography in culture and society.* Chicago: University of Chicago Press, 1996.

Wood, Denis. *The Power of Maps.* New York: Guilford Press, 1992.

WEB RESOURCES FOR GIS

ESRI Resources

http://www.gis.com/whatisgis/index.html

http://www.esri.com/

http://mappingcenter.esri.com/

http://www.conservationgis.org/

http://edcommunity.esri.com/

ADVOCACY/YOUTH ENGAGEMENT IN COMMUNITY

YMCA
http://www.ymca.net/

Big Brothers Big Sisters
http://www.bbbs.org/site/c.diJKKYPLJvH/b.1539751/k.BDB6/Home.htm

Boys and Girls Club of America
http://www.bgca.org/

Boy Scouts of America
http://www.scouting.org/

Girl Scouts of America
http://www.girlscouts.org/

National 4-H
http://4-h.org/

Hogg Foundation for Mental Health's Guide to Community Advocacy and Civic Relations
http://www.hogg.utexas.edu/PDF/CivicLink.pdf

HOW TO COMMUNICATE AS A TEAM AND IN THE COMMUNITY

Penn State University: Building Blocks for Teams, Student Tips
http://tlt.its.psu.edu/suggestions/teams/student/index.html

College Board: Communication Skills, How to Talk the Talk
http://www.collegeboard.com/student/plan/boost-your-skills/9847.html

LESSON PLANS

U.S. Geological Survey
http://www.usgs.gov/

Lesson Plans Page
http://www.LessonPlansPage.com

Eric-Education Resource Information Center
http://www.eric.gov

World History Sources; Maps (Joni Seager, University of Vermont)
http://chnm.gmu.edu/worldhistorysources/unpacking/mapsmain.html

LOCAL RESOURCES

- Department of City Planning
- Chamber of Commerce
- Public Library
- Public Works Department
- City Council

JOB DESCRIPTION FOR OLDER YOUTH MAPPERS

DESCRIPTION:

Mapping is an exciting way for youth to learn about the resources that exist in a specific community. In mapping, a variety of data including geographical information and statistics are gathered using a survey and conducting interviews with local business and organizations. The data is entered into an online database for anyone to access. The data can be used to highlight resources that are available and accessible to youth and can be used as a guide to generate more resources within that community.

RESPONSIBILITIES:

- Set up and conduct interviews with community businesses
- Record data collected through the interviews
- Develop and adapt surveys
- Identify and survey a specific community and its boundaries
- Use online database to track data
- Prepare and present reports
- Perform tasks as assigned

DESIRED SKILLS:

- Ability to communicate effectively and clearly in writing and verbally
- Very organized - able to maintain records and prepare reports
- Willing to try new things
- Able to work in a team
- Computer literate, able to use Microsoft programs and possess strong internet research skills

DESIRED CHARACTERISTICS

- Reliable, punctual and excellent attendance
- Friendly
- Comfortable in a variety of settings
- Bilingual helpful, but not required
- Curious
- Exercises sound judgment

Must be between the ages of 14-18 and have appropriate working paper documents at the time of employment.

CONNECTIONS TO LEARNING STANDARDS

TECHNOLOGY STANDARDS FOR ALL GRADES

Activities 101-111

For All Grades Correlation to National Educational Technology Standards	**101** Memory Island	**102** Begin the Journey	**103** Eye of the Beholder	**104** The Road to Now	**105** Ideal Community	**106** Community Web	**107** Youth Friendly Community	**108** Where do we Find Maps?	**109** Gettin' Gooey with it	**110** You do What?
1. Basic operations and concepts										
a. Students are proficient in the use of technology.									✔	
2. Social, ethical, and human issues										
a. Students understand the ethical, cultural, and societal issues related to technology.					✔		✔			
b. Students practice responsible use of technology systems, information, and software.						✔		✔		
c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.								✔		✔
3. Technology productivity tools										
a. Students use technology tools to enhance learning, increase productivity, and promote creativity.								✔		✔
b. Students use productivity tools to collaborate in constructing technology enhanced models, prepare publications, and produce other creative works.										✔
4. Technology communications tools										
a. Students use telecommunications to collaborate, publish, and interact w/peers, experts and other audiences.										✔
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.						✔		✔		
5. Technology research tools										
a. Students use technology to locate, evaluate, and collect information from a variety of sources.								✔		
b. Students use technology tools to process data and report results.					✔			✔		
c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.								✔		
6. Technology problem-solving and decision-making tools										
a. Students use technology resources for solving problems and making informed decisions.								✔		✔
b. Students employ technology in the development of strategies for solving problems in the real world.					✔					

TECHNOLOGY STANDARDS FOR ALL GRADES

Activities 111-302

For All Grades Correlation to National Educational Technology Standards	**111** Street Name?	**201** Do you Hear?	**202** Open vs. Closed?	**203** What's the Scenario?	**204** Role Plays!	**205** Takin it to the Streets	**206** Are you on Point?	**207** Charting a Plan	**301** Intro to Mapping Survey	**302** Now what?
1. Basic operations and concepts										
a. Students demonstrate a sound understanding of the nature and operation of technology systems.									✔	
b. Students are proficient in the use of technology.								✔	✔	✔
2. Social, ethical, and human issues										
a. Students understand the ethical, cultural, and societal issues related to technology	✔									
b. Students practice responsible use of technology systems, information, and software.								✔	✔	✔
c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	✔									
3. Technology productivity tools										
a. Students use technology tools to enhance learning, increase productivity, and promote creativity.	✔					✔	✔	✔	✔	✔
b. Students use productivity tools to collaborate in cons ructing technol gy- nhanced models, prepare publi ations, and produce other creative works								✔	✔	✔
4. Technology communications tools										
a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	✔					✔				
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.										✔
5 Technology research tools										
a. Students use technology to locate, evaluate, and collect information from a variety of sources.	✔						✔	✔	✔	✔
b. Students use technology tools to process data and report results.	✔						✔	✔	✔	✔
c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.								✔		
6. Technology problem-solving and decision-making tools										
a. Students use technology resources for solving problems and making informed decisions							✔	✔	✔	✔
b. Students employ technology in the development of strategies for solving problems in the real world.							✔	✔	✔	✔

SOCIAL STUDIES MIDDLE GRADES

Activities 101-110D

Middle Grades Correlation to National Educational Technology Standards	**101** Memory Island	**102** Begin the Journey	**103** Eye of the Beholder	**104** The Road to Now	**105** Ideal Community	**106** Community Web	**107** Youth Friendly Community	**108** Where do we Find Maps?	**109** Gettin' Gooey with it	**110** You do What?
1. Culture: Social Studies programs should include experiences that provide for the study of culture and cultural diversity so the learner can:										
a. compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns;					✔					
b. explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;	✔									
c. explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture;	✔									
d. explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values and beliefs;	✔									
e. articulate the implications of cultural diversity, as well as cohesion, within and across groups.	✔									
2. Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:										
a. identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity;								✔		
b. identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others;										✔
c. identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality;	✔									
d. develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts.						✔	✔			
3. People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places and environments, so that the learner can:										
a. elaborate mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape;	✔							✔		
b. create, interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs;								✔		

SOCIAL STUDIES MIDDLE GRADES

Activities 101-110D

Middle Grades Correlation to National Educational Technology Standards	**101** Memory Island	**102** Begin the Journey	**103** Eye of the Beholder	**104** The Road to Now	**105** Ideal Community	**106** Community Web	**107** Youth Friendly Community	**108** Where do we Find Maps?	**109** Gettin' Gooey with it	**110** You do What?
3. People, Places, and Environments: Social studies programs should include experiences that provide for the study of peo places, and environments, so that the learner can:										
c. estimate distance, calculate scale, and distinguish other geographic relationships such as population density and spatial distribution patterns;								✔		
d. describe physical system changes such as seasons, climate and weather, and the water cycle and identify geographic patterns associated with them;									✔	
e. describe how people create places that reflect cultural values and ideals as they build neighborhoods, parks, shopping centers, and the like;					✔	✔		✔		
f. examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes;					✔					
g. examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes;								✔		
h. observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought;										✔
i. propose, compare, and evaluate alternative uses of land and resources in communities, regions, nations, and the world.										✔
4. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:										
a. relate personal changes to social, cultural, and historical contexts; describe personal connections to place — as associated with community, nation, and world;						✔				
b. describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity;					✔		✔			
c. relate such factors as physical endowment and capabilities, learning, motivation, personality, perception, and behavior to individual development;										✔

SOCIAL STUDIES MIDDLE GRADES

Activities 101-110D

Middle Grades Correlation to National Educational Technology Standards	**101** Memory Island	**102** Begin the Journey	**103** Eye of the Beholder	**104** The Road to Now	**105** Ideal Community	**106** Community Web	**107** Youth Friendly Community	**108** Where do we Find Maps?	**109** Gettin' Gooey with it	**110** You do What?
4. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:										
d. identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives;					✔		✔			
e. identify and describe the influence of perception, attitudes, values, and beliefs on personal identity;	✔		✔		✔		✔			
f. identify and interpret examples of stereotyping, conformity and altruism;							✔			
g. work independently and cooperatively to accomplish goals.	✔	✔		✔	✔	✔	✔	✔	✔	✔
5. Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:										
a. demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups;							✔			
b. analyze group and institutional influences on people, events, and elements of culture;							✔			
c. describe the various forms institutions take and the interactions of people with institutions;							✔			
d. identify and describe examples of tensions between belief systems and government policies and laws;					✔		✔			
e. describe the role of institutions in furthering both continuity and change;							✔			
f. apply knowledge of how groups and institutions work to meet individual needs and promote the common good.					✔	✔	✔			
6. Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:										
a. examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare;							✔			
b. analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security;										✔
c. explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;					✔	✔				
d. describe and analyze the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts;								✔		✔

SOCIAL STUDIES MIDDLE GRADES

Activities 101-110D

Middle Grades Correlation to National Educational Technology Standards	**101** Memory Island	**102** Begin the Journey	**103** Eye of the Beholder	**104** The Road to Now	**105** Ideal Community	**106** Community Web	**107** Youth Friendly Community	**108** Where do we Find Maps?	**109** Gettin' Gooey with it	**110** You do What?
6. Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:										
e. explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems;					✔	✔	✔			
f. give examples and explain how governments attempt to achieve their stated ideals at home and abroad.										
7. Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:										
a. explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems;					✔	✔	✔			
b. describe a range of examples of the various institutions that make up economic systems such as households, businesses, banks, government agencies, labor unions, and corporations;					✔					
c. use economic concepts such as supply, demand, and price to help explain events in the community and nation;					✔					
d. use economic reasoning to compare different proposals for dealing with a contemporary social issue such as unemployment, acid rain, or high quality education;					✔		✔			
8. Global Connections: Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:										
a. describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;	✔									
b. analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations;					✔					
c. describe and analyze the effects of changing technologies on the global community;										✔
d. explore the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality.					✔	✔				

SOCIAL STUDIES MIDDLE GRADES

Activities 101-110D

Middle Grades Correlation to National Educational Technology Standards	**101** Memory Island	**102** Begin the Journey	**103** Eye of the Beholder	**104** The Road to Now	**105** Ideal Community	**106** Community Web	**107** Youth Friendly Community	**108** Where do we Find Maps?	**109** Gettin Gooey with it	**110** You do What?
9. Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:										
a. locate, access, analyze, organize, and apply information about selected public issues - recognizing and explaining multiple points of view;					✔		✔			
b. explain and analyze various forms of citizen action that influence public policy decisions;					✔		✔			
c. analyze the influence of diverse forms of public opinion on the development of public policy and decision making;					✔					
d. analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government;					✔		✔			
e. explain the relationship between policy statements and action plans used to address issues of public concern;					✔		✔			
f. examine strategies designed to strengthen the "common good," which consider a range of options for citizen action.							✔			

SOCIAL STUDIES MIDDLE GRADES

Activities 101-301

Middle Grades Correlation to National Educational Technology Standards	**111** Street Name?	**201** Do you Hear?	**202** Open vs. Closed?	**203** What's the Scenario?	**204** Role Plays!	**205** Takin it to the Streets	**206** Are you on Point?	**207** Charting a Plan	**301** Intro to Mapping Survey	**302** Now what?
1. Culture: Social Studies programs should include experiences that provide for the study of culture and cultural diversity so the learner can:										
a. explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;						✔				
b. explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture;	✔									
c. explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values and beliefs.				✔	✔					
2. Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:										
a. identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others;	✔									
b. use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision making about and action-taking on public issues.	✔									
3. People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments, so that the learner can:										
a. elaborate mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape;	✔					✔		✔		
b. describe how people create places that reflect cultural values and ideals as they build neighborhoods, parks, shopping centers, and the like;	✔									
c. observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought;						✔				
d. propose, compare, and evaluate alternative uses of land and resources in communities, regions, nations, and the world.						✔				

SOCIAL STUDIES MIDDLE GRADES

Activities 101-301

Middle Grades Correlation to National Educational Technology Standards	**111** Street Name?	**201** Do you Hear?	**202** Open vs. Closed?	**203** What's the Scenario?	**204** Role Plays!	**205** Takin it to the Streets	**206** Are you on Point?	**207** Charting a Plan	**301** Intro to Mapping Survey	**302** Now what?
4. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:										
a. identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives;	✔					✔				
b. work independently and cooperatively to accomplish goals.	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
5. Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:										
a. analyze group and institutional influences on people, events, and elements of culture;	✔									
b. describe the various forms institutions take and the interactions of people with institutions;								✔		
c. describe the role of institutions in furthering both continuity and change;										✔
d. apply knowledge of how groups and institutions work to meet individual needs and promote the common good.										✔
6. Science, Technology, and Society: Social studies programs should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:										
a. seek reasonable and ethical solutions to problems that arise when scientific advancements and social norms or values come into conflict.					✔					
7. Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the civic ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:										
a. identify and interpret sources and examples of the rights and responsibilities of citizens.										✔

SOCIAL STUDIES EARLY GRADES ACTIVITIES

Activities 101-110D

Early Grades Correlation to National Educational Technology Standards	**101** Memory Island	**102** Begin the Journey	**103** Eye of the Beholder	**104** The Road to Now	**105** Ideal Community	**106** Community Web	**107** Youth Friendly Community	**108** Where do we Find Maps?	**109** Gettin' Gooey with it	**110** You do What?
1. Culture: Social Studies programs should include experiences that provide for the study of culture and cultural diversity so the learner can:										
a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns;								✔		
b. give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference;	✔				✔	✔				✔
c. describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture;					✔					
d. compare ways in which people from different cultures think about and deal with their physical environment and social conditions;				✔		✔				
e. give examples and describe the importance of cultural unity and diversity within and across groups.					✔	✔				
2. Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:										
a. demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views;	✔			✔						
b. demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships;				✔						
c. compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past;					✔					
d. demonstrate an understanding that people in different times and places view the world differently.				✔						
3. People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments, so that the learner can:										
a. construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape;	✔			✔			✔	✔		
b. interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs;	✔						✔	✔		

SOCIAL STUDIES EARLY GRADES ACTIVITIES

Activities 101-110D

Early Grades Correlation to National Educational Technology Standards	**101** Memory Island	**102** Begin the Journey	**103** Eye of the Beholder	**104** The Road to Now	**105** Ideal Community	**106** Community Web	**107** Youth Friendly Community	**108** Where do we Find Maps?	**109** Getti Gooey with it	**110** You do What?
3. People, Places, and Environments: Social studies programs should include experiences that provide for the study of people places, and environments, so that the learner can:										
c. use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information;								✔	✔	
d. estimate distances and calculate scale;	✔							✔	✔	
e. locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans;									✔	
f. describe and speculate about physical system changes, such as seasons, climate and weather, and the water cycle;									✔	
g. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like.					✔	✔				
4. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:										
a. describe personal connections to place - especially place as associated with immediate surroundings;				✔	✔	✔				
b. describe the unique features of one's nuclear and extended families;				✔						
c. show how learning and physical development affect behavior;						✔				
d. identify and describe ways family, groups, and community influence the individual's daily life and personal choices;				✔	✔	✔				✔
e. explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions;					✔					✔
f. analyze a particular event to identify reasons individuals might respond to it in different ways;				✔						
g. work independently and cooperatively to accomplish goals.	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
5. Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:										
a. give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture;						✔				
b. identify examples of institutions and describe the interactions of people with institutions;					✔	✔				

SOCIAL STUDIES EARLY GRADES ACTIVITIES

Activities 101-110D

Early Grades Correlation to National Educational Technology Standards	**101** Memory Island	**102** Begin the Journey	**103** Eye of the Beholder	**104** The Road to Now	**105** Ideal Community	**106** Community Web	**107** Youth Friendly Community	**108** Where do we Find Maps?	**109** Gettin' Gooey with it	**110** You do What?
5. Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:										
c. identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts;					✔					
d. identify and describe examples of tension between an individual's beliefs and government policies and laws;					✔					
e. give examples of the role of institutions in furthering both continuity and change;					✔					
f. apply knowledge of how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.					✔	✔				
6. Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:										
a. examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class;						✔				
b. give examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict;						✔				
c. identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations;						✔				
d. recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.						✔				
7. Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:										
a. give examples that show how scarcity and choice govern our economic decisions;							✔			
b. give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations.					✔					

SOCIAL STUDIES EARLY GRADES ACTIVITIES

Activities 101-110D

Early Grades Correlation to National Educational Technology Standards	**101** Memory Island	**102** Begin the Journey	**103** Eye of the Beholder	**104** The Road to Now	**105** Ideal Community	**106** Community Web	**107** Youth Friendly Community	**108** Where do we Find Maps?	**109** Gettin' Gooey with It	**110** You do What?
8. Global Connections: Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:										
a. explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding;										
b. give examples of conflict, cooperation, and interdependence among individuals, groups, and nations;						✔				
c. explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species.						✔				
9. Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the civic ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:										
a. explain actions citizens can take to influence public policy decisions;						✔				
b. explain how public policies and citizen behaviors may or may not reflect the stated ideals of a democratic republican form of government;						✔				
c. recognize and interpret how the "common good" can be strengthened through various forms of citizen action.						✔				

SOCIAL STUDIES EARLY GRADES ACTIVITIES

Activities 111-302

Early Grades Correlation to National Educational Technology Standards	**111** Street Name?	**201** Do you Hear?	**202** Open vs. Closed?	**203** What's the Scenario?	**204** Role Plays!	**205** Takin it to the Streets	**206** Are you on Point?	**207** Charting a Plan	**301** Intro to Mapping Survey	**302** Now what?
1. Culture: Social Studies programs should include experiences that provide for the study of culture and cultural diversity so the learner can:										
a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns;				✔	✔					
b. give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference;		✔								
c. compare ways in which people from different cultures think about and deal with their physical environment and social conditions.				✔						
2. Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:										
a. compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past;	✔									
b. identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others.	✔									
3. People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments, so that the learner can:										
a. construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape;						✔	✔	✔		
b. use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information;	✔					✔	✔	✔	✔	
c. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like.									✔	
4. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:										
b. describe personal connections to place - especially place as associated with immediate surroundings;	✔									
c. describe the unique features of one's nuclear and extended families;		✔								

SOCIAL STUDIES EARLY GRADES ACTIVITIES

Activities 111-302

Early Grades Correlation to National Educational Technology Standards	**111** Street Name?	**201** Do you Hear?	**202** Open vs. Closed?	**203** What's the Scenario?	**204** Role Plays!	**205** Takin it to the Streets	**206** Are you on Point?	**207** Charting a Plan	**301** Intro to Mapping Survey	**302** Now what?
4. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:										
c. explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions;			✔		✔					
d. work independently and cooperatively to accomplish goals.	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
5. Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:										
a. identify examples of institutions and describe the interactions of people with institutions;	✔								✔	
b. identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts;									✔	
c. give examples of the role of institutions in furthering both continuity and change.	✔									
6. Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:										
a. explore the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts;									✔	
7. Global Connections: Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:										
a. examine the effects of changing technologies on the global community.									✔	
8. Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:										
a. identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;				✔						✔
b. explain actions citizens can take to influence public policy decisions;										✔
c. examine the influence of public opinion on personal decision making and government policy on public issues;										✔
d. recognize and interpret how the "common good" can be strengthened through various forms of citizen action.										✔

SOCIAL STUDIES HIGH SCHOOL ACTIVITIES

Activities 101-110D

High School Correlation to National Educational Technology Standards	**101** Memory Island	**102** Begin the Journey	**103** Eye of the Beholder	**104** The Road to Now	**105** Ideal Community	**106** Community Web	**107** Youth Friendly Community	**108** Where do we Find Maps?	**109** Gettin' Gooey with it	**110** You do What?
1. Culture: Social Studies programs should include experiences that provide for the study of culture and cultural diversity so the learner can:										
a. analyze and explain the ways groups, societies, and cultures address human needs and concerns;						✔	✔	✔		
b. predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;	✔		✔		✔					
c. apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns;					✔	✔				
d. compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change;								✔		
e. demonstrate the value of cultural diversity, as well as cohesion, within and across groups;	✔			✔	✔	✔	✔			
f. interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.				✔		✔				
2. Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:										
a. apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity;				✔	✔	✔				
b. identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions;	✔								✔	
c. apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.	✔									
3. People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments, so that the learner can:										
a. refine mental maps of locales, regions, and the world that demonstrates understanding of relative location, direction, size, and shape;									✔	
b. create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs;						✔				

SOCIAL STUDIES HIGH SCHOOL ACTIVITIES

Activities 101-110D

High School Correlation to National Educational Technology Standards	**101** Memory Island	**102** Begin the Journey	**103** Eye of the Beholder	**104** The Road to Now	**105** Ideal Community	**106** Community Web	**107** Youth Friendly Community	**108** Where do we Find Maps?	**109** Gettin' Gooey with it	**110** You do What?
3. People, Places, and Environments: Social studies programs should include experiences that provide for the study of people places, and environments, so that the learner can:										
c. use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret in formation such as atlases, data bases, grid systems, charts, graphs, and maps;								✔		
d. calculate distance, scale, area, and density, and distinguish spatial distribution patterns;								✔		
e. use knowledge of physical system changes such as seasons, climate and weather, and the water cycle to explain geographic phenomena;								✔		
f. describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, etc.;				✔	✔	✔	✔	✔		✔
g. examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes;					✔			✔		
h. describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings;				✔						
i. propose, compare, and evaluate alternative policies for the use of land and other resources in communities, regions, nations, and the world.					✔					
4. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:										
a. articulate personal connections to time, place, and social/cultural systems;				✔	✔					
b. identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life;				✔	✔					
c. describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self;				✔	✔				✔	
d. examine the interactions of ethnic, national, or cultural influences in specific situations or events;					✔					

SOCIAL STUDIES HIGH SCHOOL ACTIVITIES

Activities 101-110D

High School Correlation to National Educational Technology Standards	**101** Memory Island	**102** Begin the Journey	**103** Eye of the Beholder	**104** The Road to Now	**105** Ideal Community	**106** Community Web	**107** Youth Friendly Community	**108** Where do we Find Maps?	**109** Gettin' Gooey with it	**110** You do What?
4. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can**:**										
e. analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity;				✔	✔					✔
f. compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups;					✔					✔
g. work independently and cooperatively within groups and institutions to accomplish goals; Social Study Standards;				✔	✔	✔	✔	✔	✔	
h. examine factors that contribute to and damage one's mental health and analyze issues related to mental health and behavioral disorders in contemporary society.					✔					
5. Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:										
a. apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society;					✔		✔			
b. analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;					✔		✔			
c. describe the various forms institutions take, and explain how they develop and change over time;				✔	✔					
d. identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions;					✔		✔			
e. evaluate the role of institutions in furthering both continuity and change;							✔			
f. analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings;							✔			
g. explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.					✔					
6. Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:										
a. examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare;									✔	

SOCIAL STUDIES HIGH SCHOOL ACTIVITIES

Activities 101-110D

High School Correlation to National Educational Technology Standards	**101** Memory Island	**102** Begin the Journey	**103** Eye of the Beholder	**104** The Road to Now	**105** Ideal Community	**106** Community Web	**107** Youth Friendly Community	**108** Where do we Find Maps?	**109** Gettin' Gooey with it	**110** You do What?
6. Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:										
b. explain the purpose of government and analyze how its powers are acquired, used, and justified;					✔					
c. analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society;					✔					
d. explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.					✔					
7. Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:										
a. explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed;					✔		✔			
b. analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;					✔					
c. describe relationships among the various economic institutions that make up economic systems such as households, businesses, banks, government agencies, labor unions, and corporations;					✔		✔			✔
d. compare how values and beliefs influence economic decisions in different societies;						✔				
e. compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital;					✔					
f. distinguish between the domestic and global economic systems, and explain how the two interact.						✔				
8. Science, Technology, and Society: Social studies programs should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:										
a. identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings;						✔				

SOCIAL STUDIES HIGH SCHOOL ACTIVITIES

Activities 101-110D

High School Correlation to National Educational Technology Standards	**101** Memory Island	**102** Begin the Journey	**103** Eye of the Beholder	**104** The Road to Now	**105** Ideal Community	**106** Community Web	**107** Youth Friendly Community	**108** Where do we Find Maps?	**109** Gettin' Gooey with it	**110** You do What?
8. Science, Technology, and Society: Social studies programs should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:										
b. make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions;						✔				✔
c. analyze how science and technology influence the core values, beliefs and attitudes of society, and how core values, beliefs, and attitudes of society shape scientific and technological change.								✔		
9. Global Connections: Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:										
a. explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or misunderstanding;					✔					
b. explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;					✔					
c. analyze and evaluate the effects of changing technologies on the global community;					✔					
d. analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality;					✔					
e. illustrate how individual behaviors and decisions connect with global systems.					✔		✔			
10. Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:										
a. identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities;					✔					✔
b. analyze and evaluate the influence of various forms of citizen action on public policy;							✔			
c. evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government;					✔					
d. construct a policy statement and an action plan to achieve one or more goals related to an issue of public concern;							✔			
e. participate in activities to strengthen the "common good," based upon careful evaluation of possible options for citizen action.					✔	✔				

SOCIAL STUDIES HIGH SCHOOL ACTIVITIES

Activities 111-303

High School Correlation to National Educational Technology Standards	**111** Street Name?	**201** Do you Hear?	**202** Open vs. Closed?	**203** What's the Scenario?	**204** Role Plays!	**205** Takin it to the Streets	**206** Are you on Point?	**207** Charting a Plan	**301** Intro to Mapping Survey	**302** Now what?
1. Culture: Social Studies programs should include experiences that provide for the study of culture and cultural diversity so the learner can:										
a. predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;					✔					
b. apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns;					✔	✔				
c. compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change;	✔									
d. demonstrate the value of cultural diversity, as well as cohesion, within and across groups;		✔								
e. interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;					✔					
f. explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.	✔									
2. Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:										
a. investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment;	✔						✔			
b. apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.										✔
3. People, Places, and Environments: Social studies programs should include experiences that provide for the study of people places, and environments, so that the learner can:										
a. refine mental maps of locales, regions, and the world that demonstrates understanding of relative location, direction, size, and shape;	✔									
b. create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs;									✔	

SOCIAL STUDIES HIGH SCHOOL ACTIVITIES

Activities 111-303

High School Correlation to National Educational Technology Standards	**111** Street Name?	**201** Do you Hear?	**202** Open vs. Closed?	**203** What's the Scenario?	**204** Role Plays!	**205** Takin it to the Streets	**206** Are you on Point?	**207** Charting a Plan	**301** Intro to Mapping Survey	**302** Now what?
3. People, Places, and Environments: Social studies programs should include experiences that provide for the study of people places, and environments, so that the learner can:										
c. use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps;	✔									
d. calculate distance, scale, area, and density, and distinguish spatial distribution patterns;								✔		
e. describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like;	✔									
f. describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings;	✔									
g. propose, compare, and evaluate alternative policies for the use of land and other resources in communities, regions, nations, and the world.										
4. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:										
a. articulate personal connections to time, place, and social/cultural systems;	✔									
b. identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life;	✔									
c. describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self;	✔									
d. examine the interactions of ethnic, national, or cultural influences in specific situations or events;	✔									✔
e. analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity;	✔									

SOCIAL STUDIES HIGH SCHOOL ACTIVITIES

Activities 111-303

High School Correlation to National Educational Technology Standards	**111** Street Name?	**201** Do you Hear?	**202** Open vs. Closed?	**203** What's the Scenario?	**204** Role Plays!	**205** Takin it to the Streets	**206** Are you on Point?	**207** Charting a Plan	**301** Intro to Mapping Survey	**302** Now what?
4. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:										
f. compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups; settings;				✔						
g. work independently and cooperatively within groups and institutions to accomplish goals;	✔								✔	
5. Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:										
a. apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.	✔									
b. analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;	✔									
c. describe the various forms institutions take, and explain how they develop and change over time;									✔	
d. identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions;	✔									
e. describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements;										
e. evaluate the role of institutions in furthering both continuity and change;	✔									
f. analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.										
6. Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:										
a. evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts;	✔									
b. explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.	✔									

SOCIAL STUDIES HIGH SCHOOL ACTIVITIES

Activities 111-303

High School Correlation to National Educational Technology Standards	**111** Street Name?	**201** Do you Hear?	**202** Open vs. Closed?	**203** What's the Scenario?	**204** Role Plays!	**205** Takin it to the Streets	**206** Are you on Point?	**207** Charting a Plan	**301** Intro to Mapping Survey	**302** Now what?
7. Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:										
a. describe relationships among the various economic institutions that make up economic systems such as households, businesses banks, government agencies, labor unions, and corporations;	✔									
b. compare how values and beliefs influence economic decisions in different societies.	✔									✔
8. Science, Technology, and Society: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:										
a. analyze how science and technology influence the core values, beliefs, and attitudes of society, and how core values, beliefs, and attitudes of society shape scientific and technological change.									✔	
9. Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:										
a. locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues - identifying, describing, and evaluating multiple points of view;									✔	✔
b. analyze and evaluate the influence of various forms of citizen action on public policy;	✔									
c. evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision making;	✔									
d. participate in activities to strengthen the "common good," based upon careful evaluation of possible options for citizen action.										✔

Curriculum created by

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