

Community Connections

WHAT DOES A COMMUNITY MEAN TO ME?



INTRODUCTION

What do you think a community is?

We are all part of a community – it may be the people we live with, the towns or cities we live in or places where we meet together with others, such as the marae, church or sports club.

In this unit, we are going to investigate the town, city or region that you currently live in. It may be in Aotearoa, New Zealand, or another country.

LEARNING ABOUT COMMUNITIES

To begin thinking about communities, choose 4–6 of the startup activities on page 3.

Once you have completed these, you will investigate something in your own community that interests you.

WHAT YOU NEED:

- exercise book, scrapbook or electronic learning journal
- coloured pencils or crayons
- brainstorm toolbox item
- INTINQ01 – What's the big question.

FOLLOW THESE STEPS TO COMPLETE THE UNIT

- 1 Read this resource and discuss what the unit is about with your supervisor.
- 2 Set up a learning journal to record your learning in.
- 3 Complete 4–6 starter activities from page 3 with your supervisor.
- 4 Complete the inquiry about your own community.
- 5 Complete the assessment and evaluation on page 4.
- 6 Complete the assessment and evaluation in INTINQ01 – What's the big question?
- 7 Send your learning journal and any other completed activities to your teacher.





LEARNING OUTCOME

At the end of this unit you will understand that different communities have features which are special to them.

LEARNING INTENTIONS

I am learning that:

1. Communities have places that are special to different people.
2. Communities have natural and man-made structures.

SUCCESS CRITERIA

I will show my understanding by:

1. Investigating and sharing information about a community.
2. Investigating and sharing information about the places or things in a community that are special to groups of people.
3. Investigating and sharing information about important features of a community.

THINKING ABOUT YOUR COMMUNITY

To begin to focus on communities, discuss the essential questions with your supervisor.

Use the brainstorm toolbox item to begin to jot down your ideas.

Write key words and phrases that come into your head.

Next, try to put your ideas into groups, such as purpose, recreation, important buildings, parks and so on.

Ask your family to add their ideas about communities to your brainstorm. You will be able to add ideas to your brainstorm as you explore your community. Keep these, and add to them as you make more discoveries about your community.

UNDERSTANDINGS ABOUT COMMUNITIES:

1. We belong to many communities.
2. We all have a role in a community we belong to.
3. A community can offer us many opportunities.

ESSENTIAL QUESTIONS TO HELP YOU THINK ABOUT COMMUNITIES:

- What is community?
- What community do I belong to?
- What does it mean to be a member of a community?
- Why is belonging to a community important?
- What role do I play?
- How might people view communities differently?



START UP ACTIVITIES

Choose 4–6 of these activities to begin thinking about the community you are in. Record your ideas in your learning journal.

Places that are special to you and your family

What are the places that are special to you and your family in your community? Why do you or your family think they are special? If you are able to, take photos of these places to share with your teacher or others in your learning community.

Places that are special to groups

Are there any places that are special to cultural groups in your community? Why are these places special? What can you find out about them?

Geographical features

Are there any interesting landform features such as rivers and lakes in your community?

Special monuments

Are there any memorials that celebrate special events or occasions in your community? Have a look at some of the buildings – do any of them have plaques that say when they were built or opened. Can you find any buildings or other places in your community that were opened by the Mayor, Prime Minister or another important person? Many communities have memorials with plaques. Try to find one in your community and make a rubbing of the plaque. To make a rubbing you need an adult to firmly hold some lunch wrap over the plaque for you. Hold a crayon on its side, and gently rub it over the paper. The words and images below will appear on your paper.

Names in your community which may be interesting to investigate:

- street names
- building names
- river/lake/beach names
- parks, forests, mountains
- town names
- identify the Māori place names in your community
- why were these names given and what do they mean?
- ask local Kaumatua to help you.

Landmarks

Landmarks are features which stand out in a community. They can be natural, such as mountains, or man-made such as tall buildings or parks. Identify and research the oldest man-made landmark in your community. Are there any landmarks or buildings that are special to cultural groups?



Writing about your community

You can write a poem about your hometown, too! There's nothing mysterious or difficult about writing poetry. Your poem can be long or short. It can tell a story or describe a scene. It can rhyme or not rhyme. You can even put it to music. All you need to write a poem is a pen and paper (or a computer) and a little inspiration. Some poets and songwriters get their inspiration from real life. Walk, skate, or cycle around your home town. Keep all your senses (sight, smell, hearing, touch, and taste) wide open.

Spaces in your community

What about the physical structures? Are there mostly tall buildings or low ones? Are things crowded together or is there a lot of open space around? Are there certain special places in your community such as a park, a community centre, a theatre, etc.?

ASSESSMENT AND EVALUATION

Complete the assessment and evaluation once you have completed the inquiry your teacher has sent. Return it to your teacher with your completed work.

Criteria I am able to:	Not attempted	Had a go	Succeeded	Did very well	Did an excellent job
Investigate and share information about places in a community.		Wrote some information about the main topic.	Information clearly relates to the main topic without added details given.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. It includes several supporting details and/or examples.
Investigate and share information about the places or things in my community that are special to groups.		Wrote some information about the main topic.	Information clearly relates to the main topic without added details given.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. It includes several supporting details and/or examples.
Investigate and share information about important features in a community.		Wrote some information about the main topic.	Information clearly relates to the main topic without added details given.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. It includes several supporting details and/or examples.
Communicate my ideas.		Wrote some information about the main topic.	Wrote detailed information about the main topic.	Wrote detailed information in a logical sequence which reader can follow.	Wrote detailed information in a logical, interesting sequence which reader can follow.

Something new I learned in this unit was

One thing I would like my teacher to comment on is

Supervisor comment

Teacher Comment

