

Mars Habitation

DAY 2 - REFLECT #1: PICTURING OUR COMMUNITY



Objectives:

- Students recognize the communities of which they are a part
- Students look at their community and identify what they like and don't like
- Students begin to reflect on their home community and what makes it unique

Time: 1.5 - 2 hours

Materials:

- Paper/notebooks
- Pencils/pens
- Writing journals
- My Map Template
- Pens/Pencils
- My Map Template

Activity (step by step)

STEP 1: Recap Previous Lesson

1. Review Mars Information chart from last session
2. Read/Review official NASA proposal community requirements
3. Explain that before students can create a community on Mars they have to understand more about their community on Earth
4. Explain that they will be working on the first requirement for their project:
 - a. Your proposal must describe what elements of your current community you would like to take with you to Mars and what elements you would like to change.

STEP 2: Discussion

1. Ask students what the word “Community” means to them. Have a student find the definition of community on the internet and read to group – does the group agree with this definition? Guide students through a discussion about community.
2. *Guiding Questions:*
 - a. Of what communities are we a part?
 - b. What makes our community unique?
 - c. Why do you like living here?
 - d. What do you think should change?
 - e. What do you wish you had in your community?
 - f. Who are the people that make up a community?

STEP 3: Activity

1. Explain to students that they will use their paper/notebooks to document their community. For the next 30-45 minutes they will be writing down the elements they like about their community and the elements that they would like to change.

2. Explain that each student should have at least 10 elements – some examples of things they like and things they would change.
3. Walk with students around the apartment complex and surrounding area for approximately 30-45 minutes. Preferably 1 adult/instructor per group (4-5 kids).

STEP 4: Recap

1. When students return to center, have them partner with someone they didn't tour with and share what they found. What did they find that they liked and what would they like to change?
2. On large paper or poster board write "COMMUNITY" make two columns – one labeled "what we like" one labeled "what we would change" have students fill in the columns, or report responses so that coordinator can write them in.
3. Leave this posted in room.

STEP 5: Writing Activity

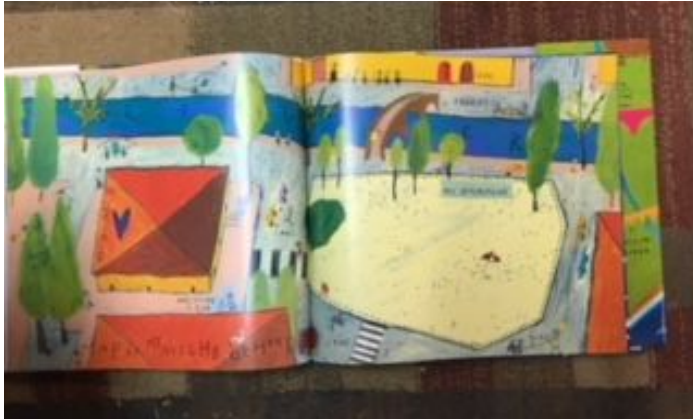
1. Read the following selection from Fletcher's How to Write Your Life Story. Sketch a Map of Your Neighborhood:
 - a. "When I started working on Marshfield Dreams, on the the first things I did was to sketch a map of the neighborhood where I grew up. I closed my eyes and tried hard to picture that place as it once was -- m house and yard, the bordering woods, the houses of my best friend's Andy Hunt and Steve Fishman, a swamp in the woods, some wooden tripods we built in a clearing out back. Then I opened my eyes, took out a large piece of unlined paper, and started to draw. As I did so, I discovered something surprising: The more I sketched, the more details I added, the more things I began to remember. As I made that neighborhood map, certain memories that I'd forgotten came back to me. I recommend that you try this yourself. The place you select to map out should be a place you know so well that you can picture it at night before you fall asleep -- a neighborhood where you lived for several years, a relative's house or apartment

you often visited, a vacation home, a summer camp you return to every year. You can even try it with the neighborhood you live in now. Don't try to make it look professional -- just sketch what you remember, and make it as detailed as possible."

2. Tell the students that instead of a treasure map, they are making a "story map," and it's very helpful. Many important stories are rooted in the important places in their lives. You can show them the "Example of Story Maps" sheet.
3. Have the students create a map of their community by using the **My Map Template**. As you do so, tell them they should label their map to mark:
 - a. Where something happen (you lost a tooth, found a pocket knife, or buried a pet.)
 - b. A "power spot" (where all the neighborhood kids gathered)
 - c. A "danger spot" (a place you had to avoid)
 - d. A favorite place
 - e. A secret place
4. In their Writer's Journal the students should write down and consider:
 - a. Why you labeled the places you did -- did something happen there?
 - b. Does it remind you of a special memory?
 - c. How does that place make you feel? Write 1-2 sentences about each place you labeled.

Example of Story Maps

You can create a map of Anything -- be creative. Notice how the entire page is colored -- no white space and everything is labeled.



Map of My Neighborhood



Map of my Day



Map of my family

My Map Template

Color the entire page - no white space. Label everything. (Use a minimum of 10 labels)

Map of My Neighborhood

