

Community Asset Mapping Lesson Plan
Sample (higher grades)
Community Recycling Project

Title of Lesson: Recycling Project	Grade/Content: 6th grade
Time/Length/Number of Sessions: varies	
Learning Goals: Critical Thinking: Students will analyze the causes of the garbage issue, explore behavioral patterns, and critically narrow down the focus for their project. Community Engagement: Students will identify stakeholders, communicate plans, seek feedback, and develop a shared action plan to address the problem. Project-Based Action: Students will design and implement a Recycling Project, creating educational materials and strategies to motivate the school community toward active participation in waste management.	Common Core Content Standards: CCSS.ELA-LITERACY.SL.6.1 Participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and larger groups.
Objectives (<i>Participants will be able to ____</i>): The teacher will work with students to ask important questions eliciting others to talk about what they feel about the waste issues in the community. They will communicate their thoughts about topics such as recycling with their community members and involve others in their respectively differentiated practices. Students will learn how to translate their ideas into a community action project. Students will learn how to advocate for environmental activism and have opportunities to work with their peers and their community members in finding ways to raise awareness of issues such as recycling in their community.	
Lesson Overview (<i>1 paragraph- How will the problem/background/context for learning be introduced? What are key features of the experience? How will students be evaluated?</i>):	
Part I: Research/Planning The teacher will position themselves as a co-learner in their classroom community. The teacher will share their observations and their thoughts about the garbage issues in the school community and invite students to do the same. As a class, they will discuss the possible underlying causes of the phenomenon, such as people's patterns of behavior and habits. They will brainstorm to narrow down the area of the problem that they would like to investigate. They will agree on the scope of the issue they would like to adopt for the classroom project. They will work in groups to develop some possible courses of action. They will identify the stakeholders in the community and communicate and discuss their plans with them, while listening to them and seeking their feedback. They will work together to develop a workable plan. Part II: Action The teacher will work with students in discussing how to create a Recycling Project at school. They will discuss how to educate the community about recycling such as how to separate what is recyclable from non-recyclable. They then will work on the difference in colors of each trash can, creating educational literature to explain which materials could be deposited in them and how we could motivate other	

community members (starting with other students and then extending to people outside the school) to make use of the trash cans and play an active role in their community's waste management issues.

Materials:

Involving Community
Members
Art materials

Key Vocabulary:

Environment
Community
Waste
Organic
Recycle

1. Student Voice *(How do you support students in discovering and highlighting their own identities, cultural strengths, knowledge, and language practices?)*

Participants (both the teacher and students) will share their observation of the garbage issues in the school community. In addition to encouraging participants to express themselves effectively and yet respectfully, participants will learn to explore, heed and respect the diversity of voices and perspectives in their community. This will be an opportunity for participants to involve members in their respective community. Participants will work to brainstorm questions for gauging community members' thoughts on waste issues. Participants will be given ample opportunities to share feasible approaches to resolve the neighborhood garbage issues they learned through their investigation. Participants will learn to express themselves effectively but also importantly learn to listen to diverse perspectives on the issues and build on others' voices with their own. Participants share what they find and share their thoughts with each other. Participants will work together to discuss the pros and cons of each idea/perspective. Participants will learn how to discuss their recycling plan with the school authority and convey their thoughts confidently. Participants will work to advocate for the importance of waste management to raise environmental awareness in their respective community.

2. Access *(How do you ensure that all students have equal and equitable access to learning opportunities, including diverse ways to express themselves?)*

This lesson unit will provide participants opportunities to express their learning in various ways throughout the processes, using tools that allow multimodal expressions. Participants will think together on how they would convince the school for funding and support and will work to create a presentation multimodally. In addition, participants will engage in conversation with their respective families/community about the benefits of recycling incorporated varied linguistic repertoires.

3. Inclusion *(How do you ensure that students have opportunities to express themselves and explore their cultures within the school curriculum?)*

Throughout the lesson, participants will be provided with visuals and hands-on experience that make the topic come to life for them. Participants are encouraged to use their total linguistic repertoire to express themselves. Participant friendly and culturally responsive literature and study materials are selected to enhance the pleasure of learning. In addition, participants are encouraged to create their alternative narratives or learning material by sharing their lived experience and cultural knowledge and bringing in perspectives and voices from their respective communities.

4. Connection *(How do you provide opportunities for students to connect learning with community resources, including the perspectives and experiences of community members?)*

By connecting environmental issues with their everyday life, the lesson provides a tangible way to understand key concepts in environmental sciences. By getting feedback from the school staff and faculty members and their own community, and involving their respective community in a course of action, participants will realize that their learning and their advocacy efforts can have an impact on changing people's habits and patterns of behaviors for the environmental good and ultimately lead to changes in their environment. As an extension, participants can create a blog/vlog/podcast/digital storytelling sharing about their experience.

5. Critical Thinking *((How do you create opportunities for students to explore and appreciate diverse perspectives within the classroom?))?*

This unit utilizes diverse perspectives in their collaborative efforts to develop a community recycling plan. The inquiry based and problem-solving approaches require participants to use their total strategy repertoire to navigate school and community cultures. Participants will discuss and debate how they can bring changes in habits and attitudes through their actions. Their community recycling project strives to show that it is possible to stimulate community members in the teaching-learning reciprocal process and hence provide opportunities for participants to get involved in projects that make a difference in their lives and in the society in which they live.

6. Social Justice *(How do you help students connect their learning to broader social issues and analyze how different perspectives affect marginalized communities?)*

In a small yet powerful way, this project demonstrated how an everyday issue can have implications for social, economic and environmental justice when we think and work together. By involving the school and their respective communities in this project, participants will understand how each community is different in terms of available resources and how environmental issues may have uneven social and economic effects for different communities. For example, some communities may have more resources or funds to effectively manage garbage or other waste issues. This reveals unequal resource distributions across different communities. In addition, different communities may have different social practices rooted in different beliefs, values, behaviors, traditions, religion and way of life of a group of people. Through classroom discussions, participants will analyze the social, economic and political impacts of environmental issues and our responsibilities to intervene for social justice and social/environmental change.

7. Decolonization *(How do you encourage and support students in taking agency and advocating for meaningful change?)*

The project provides opportunities for participants to validate and highlight the funds of knowledge and/or wisdom in their respective community. It helps us rethink/re-examine school community partnership and who has the power to produce knowledge. Participants will involve their families in the creation of short, impactful promotional literature, in different languages that reflect the demographics of the community, to be taken to school to be displayed on the bulletin boards. This will further help participants feel motivated not only for improving the school reality but also aptly illustrate that communities can be a source of knowledge, support, connection and motivation.

Reference: Adapted from Indicators for Culturally Responsive Teaching (Jean Aguilar-Valdez, 2015)