



## **Lesson 1:** **Our Community = Our Team**

Objective: Students will be able to:

Understand the many meanings of the word "community."

Identify communities to which they belong.

Recognize diversity as a source of strength on a sports team as well as in a community.

Time Required: 1 class period

Advance Preparation:

- Prepare a classroom or hallway bulletin board for use. Title the bulletin board, "Our Community = Our Team."

Materials Needed:

- Old magazines
- Internet access for image searches (optional)
- Scissors
- Glue sticks or glue
- Art materials such as crayons, markers, and colored pencils
- Writing materials

Vocabulary:

**Diversity** - The condition of having or being composed of differing elements, especially the inclusion of different types of people in a group or organization



## Lesson

1. As a class, discuss community. The word "community" actually has many meanings. According to the Merriam-Webster Dictionary, community could refer to: "the people with common interests living in a particular area"  
"an interacting population of various kinds of individuals in a common location"  
"a group of people with a common characteristic or interest living together within a larger society"
2. Discuss that the place in which you live is a community made up of many different people. Everyone has a different background, different skills, and different interests. When people of similar backgrounds, skills, or interests get together, they also form communities - even though they may not live in the same place.
3. To help clarify this idea, conduct a class exercise in which students determine what communities they belong to. Give students different prompts such as:  
What sports do you like? What school do you attend?  
What is your favorite subject in school?  
What's your favorite food?  
What's your favorite thing to do after school?
4. Discuss that some communities to which students belong are the same. All of the students in your class attend the same school and live in the same geographic area. However, students also belong to many different communities based on their interests. Perhaps your class includes students who belong to the soccer-fan community, or the cheese pizza-lovers community.
5. Discuss that despite all of the students' varying interests and their different communities, they all remain part of the one community of your school and your home town.
6. To demonstrate, ask one of the interest-based communities (i.e. the math-is-my-favorite-subject community) to stand up and come to the front of the room.

7. Ask students, "Would our school community be the same if all of these students suddenly left?" The empty seats should help students realize that your school community would be very different without this group of people.
8. Ask students, "If this group of students left, what would we lose?" Discuss how the loss of the group would impact your school community.
9. Discuss that the **diversity** of your community is what makes it strong. Everyone brings something different to the larger group.
10. Conclude with the example of a baseball team. A major league team brings together 25 players from all over the world. Each player has a different background. Some players come from the United States, and some come from other countries. Often, they speak many languages. Each player also has a different set of skills. Some are great hitters, some are great pitchers, some are great fielders, and some are base stealers. The players form a community - a team. A team can't win with 25 pitchers. In order to win, the team needs everyone's skills.
11. All of the players bring something unique to the game, and everyone contributes to helping the team win. In the same way, your community is stronger because of its diversity.
12. Introduce the activity



## Activity

1. Based on the classroom exercise completed during this lesson, explain that students will create collages that represent the communities to which they belong.
2. Provide students with art materials such as old magazines, scissors, and glue sticks. You may choose to have students go online if they are looking for specific images, or students may simply draw pictures.

### **Conclusion:**

To complete this lesson, invite students to share their collages with other classmates. Summarize the activity by pointing out that students are part of many communities, and your classroom community and geographic community are stronger because of the students' diverse skills and interests. Display students' collages on the bulletin board you prepared earlier.

To check for understanding, have students reflect on their collages and their discoveries during the lesson. Ask students to write a 1-2 page response describing the communities to which they belong.