Bull's-eye! Think Globally, Act Locally

Grade Level: 2-5
Time: Two 45-minute sessions

Objectives:

- Identify an issue's level of impact
- Visually illustrate how issues present in the local community are interconnected with the greater community.
- Develop strategies to connect local action to global results

Curricular Connections: Civics, Language Arts, Technology

Materials: Three different colors of butcher paper/large construction paper, scissors, tape, newspapers, and markers

Procedure:

1) Draw three concentric circles large enough to be viewed from across the room and cut them out. Then layer them, creating a bulls-eye, and label the outer one "Global Community (5pts)," the middle one "National Community, (10pts.)" and the center one "Local Community (15pts)".
2) Explain to the students the concept behind the bulls-eye, as if they were playing darts. (The local community is a part of the big community, and their PA project is focusing on the local community, the center circle.) The goal is to get to the center by researching local issues or by connecting national and global issues to their local work.
3) Direct them to research their issue. Read newspapers, talk to community members, make phone calls, etc. With each piece of research information they come across, have them decide which community or communities it falls under. They can cut out the article, write a few words, or draw a symbol in the respective circles representing their research material. When the bulls-eye is filled, students can focus on the research material most pertinent to their intended community.

Reflection:

1. Discuss how projects are capable of impacting the world on local, national, and global levels.
2. Students journal about the differences between communities and their representation, and how this relates to their project.

Assessment:

1. List of strategies to connect local action to global results.
2. Ability to identify issues in the news

Source: Adapted from Leah Silvers; Earth Force Toolbox, Segment 1