BULL'S-EYE!
THINK GLOBALLY, ACT LOCALLY

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

WHAT IS IT?

Team members identify an issue's level of impact (local, national, global) and visually illustrate how issues present in the local community are interconnected with the greater community.

WHY IS IT IMPORTANT?

Team members can develop strategies to connect local action to global results

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

ACTIVITIES/STEPS:

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" issue.

3) Direct them to research their issue in newspapers, talking to community members, making phone calls, writing surveys, 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. At the end of the group's research, their bulls-eye should be filled, and they 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.