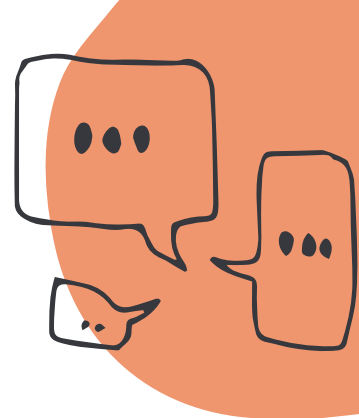


UNIT PLAN BRAINSTORM



Way to Go! (Social Studies, Geography, Visual Art)

We all walk in our neighborhood every day, but do you ever stop to think about all the little places you pass each day without second glance? Have your students reflect on their community by asking them to draw out their path to school on a blank sheet of paper. Next, ask them to color in all the places they can remember, including landmarks like their home and school. Then, ask them to take their maps home and carry it with them for a whole month! Each time they walk to school, encourage them to notice or discover a new spot, and then add it to the map! This could be the bodega on the corner, a bus stop outside school or a hidden mural. After a month, have the class compare all their maps, sharing special places that they found while creating it. Now, use chart paper to make a giant topography of your school's neighborhood together, including parts from everyone's individual map. Keep this up in your classroom for reference, and throughout the year, research the history of landmarks in your community to give special context to where you live. You'll see your neighborhood in a whole new light!

To support this unit, use the [Diorama Drama Activity](#) in the Respond and Connect section.

Hand-Me-Up (Science, Social Studies)

We all outgrow things in our life, from our sweaters to our toys, but where do we put them when we're done with them? This is where upcycling comes in! First, introduce the concept of upcycling and how it works to your students. Have they ever repurposed an object in their room or worn hand-me-downs from a sibling? Explain the benefits that upcycling has for the environment by eliminating waste; saving energy, money and time; and using what your community already has. Next, it's time to observe upcycling in real time! Team up with other school members to organize a clothing drive in your class, having everyone bring clothing or supplies that they've outgrown but don't want to throw away. Redistribute these items to people in your school that may need them or research a donation site in your community that can take them. Now your students can see how upcycling helps those around them and gives old things new life!

To support this unit, use the [Old Shoes. New Story. Activity](#) in the Discover and Create section.

When I Grow Up (English Language Arts, Social Studies)

Whether they realize it or not, growing up is a part of your students' lives! Take some time in your classroom to dissect what growing up means and what it can look like in your community. First, ask your students to reflect on the past year of their life. *Have you noticed yourself change at all? Have you gotten any bigger?* You can record these observations on one end of a big piece of chart paper, so the class can collectively see all the ways they've grown in the past year. Next, turn their attention to the future. Ask them to find one grown up in their life (this could be a caregiver, a coach or a community member) and ask them three simple interview questions: *What is your name? What were you like when you were my age?* and *What did you want to be when you were younger?* Then, have everyone come together and share what they learned from their interviews. Discuss with your students if anything their interviewee said surprised them about growing up or made them think about it differently. Finally, have your students voice their aspirations for the future and record these results on the other end of the chart paper you used before. Now you have a map of where you came from and where you may be going!

To support this unit, use the [My Epic Everyday Journey Creativity Page](#) in the Respond and Connect section.

