



Arts and Citizenship – MURAL

Expectations – social studies (heritage & citizenship):

- demonstrate an understanding that Canada is a country of many cultures
- explain how the various cultures of individuals and groups contribute to the local community
- demonstrate an understanding that communities may be made up of people of many cultures

Materials: pencils, crayons, mural paper, paint, paintbrushes, (other mediums?)

Introduction: (2 minutes)

- Presenters to introduce themselves to student's, provide their names – at this stage presenters can choose whether they wish to be called Miss/Mrs/Mr and surname or be called by their first names.

Discuss: COMMUNITY - What is found in your community? How do you affect your community? What will the future of your community look like?

Tell students: we will make a class mural where everyone will get a chance to add their part and show how they are a responsible citizen, member of a community and do their part to make their community a better place

Step 1: Read aloud or Discussion of “If the World were a village (of 100 people)” (youtube)

<http://www.youtube.com/watch?v=f6mr12zroxA> (we used this one for grade 2's)

<http://www.youtube.com/watch?v=jNnbO8x4IAY> (I really like this video, but it's more suitable for older grades)

- Begin by reading story *If the World Were a Village* to students. (The story examines the issue of what the world would look like if it were a village.)
- ASK: - How many people would have access to clean water? Access to food? How many children would speak English? What other languages would be spoken? How many children would have electricity? How many would get to go to school?
- What is special about this community? How is it like our community? How is it different?
- What is found within our community?

STEP TWO: Brainstorming (5-7minutes) - MIND MAP

- Discuss - What things are found within our community? (On the blackboard draw a mind map with the word “COMMUNITY” in the middle of the board and then place ideas about what is found in the community around the word in the middle.)

Students to name: School, Homes, Community Centers, Shopping Malls, Bus stops, Stores, Parks, Apartment Buildings, Subway, Highways, (Accept all answers from students). Place answers on the backboard/whiteboard in the classroom

- Ask students – How do you think our community is different from a farming community? What do we have in our community that they do not? What do they have that we do not have?



- Ask - How can we make our community a better place for everyone? What can we have more of? What can as students do to make our community a better place?

(Look for answers such as recycling, planting trees, pick up litter, help people by helping to pick up leaves off lawns, helping shoveling snow etc)

STEP THREE: Drawing (15-20minutes)

- Clear desks out of the way and roll out the mural paper
- Have students draw what their neighbourhood looks like. After students have sketched their neighbourhood, included everyone in the classroom and their ideas; take paint out and allow students to start painting a wall sized mural of their neighbourhood.

As students are painting engaged in discussion with individual students, what are you painting? What did you choose to paint that idea? How is it making the community a better place? What can we gain from having that in our community? How is it a representation of what we want for our future? How do we keep it clean and safe?

Extension (OPTIONAL):

Show images of developing communities that may not have all these wonderful things that we do in our community, and ask students what we can do to help poorer communities?

STEP FOUR: Closing (5-7 minutes)

- Once students have completed their mural, have all students get up from their painting spots and take a walk around the mural (since it will still be wet and you will be unable to hang it up until it dries)
- Ask - what they see in the mural. Are they happy with the outcome?
- Say - It is YOU who have the power to make the community a better place. You have the ability to make what you want and it is YOU who will be living in it in the future.

Children have the power to make changes, they just need to believe in themselves and in their abilities to change.

Final:

- Thank the students for letting you into their classroom. Thank them for excellent behavior and for being a great audience

Facilitator's Notes:

Students respond well to this workshop. They enjoy talking about their community. Also they take a while to do their drawings (we almost never had a group that finished), so make sure you a lot plenty of time to do this. The students also enjoy the cartoon video, and understand the multicultural aspect of it. Brainstorming is also a very important part of this workshop (and if the facilitator has time, drawing some images beside the words is also helpful and spurs ideas).

Sample Images for Extension Activity:



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