

LA 1.2: Identifying and Reviewing Community Assets

Opening Our Eyes to Community Resources



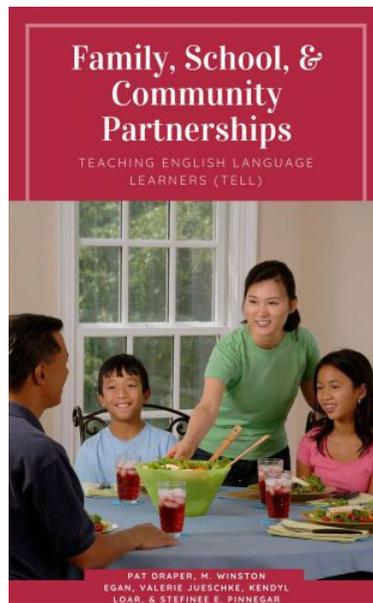
Learning Outcome	Pedagogical Intent	Student Position
Evaluate, select, and advocate for applicable models of family and community involvement and support implementation. Assessment: 25 pts. TA: 30 Minutes	Teachers can identify and use resources in the community to identify opportunity and assist students and families.	Students have engaged in an activity that helped them see culture as an asset. Now they will work in groups to add more resources to an asset map previously constructed.

Instructions

1. Form groups of teachers from the same school or from feeder elementary schools to your area middle schools and high schools.
2. Remind yourselves by using the [explanation sheet](#) provided about each of the six categories are that should appear on your community asset map.
3. Write the name of your school or feeder school at the top of your existing asset map. If you didn't keep your map from the Foundations class, then create that now on the Asset Map Outline link below.
4. Work together in your group to add new assets to your maps. This is the original [Asset Map Outline](#) and an [Asset Map example](#) to help you.
5. Post your map on the wall with the same school or feeder school.

6. Do a gallery walk to note items people from other schools have found in their communities. Consider all 6 of the areas: kinship, economic, education, political, religious, and associations. The goal is to have several assets from each of the 6 criteria on each person's map.

7. Return to your seats and use the session sheet you accessed in LA 1.1. You will use the Asset Map Column to record your thinking regarding additional assets and resources in your school community.



Draper, P., Egan, M. W., Jueschke, V., Loar, K., & Pinnegar, S. E. (2019). *Family, School, and Community Partnerships*. EdTech Books. <https://edtechbooks.org/partnerships>