



Category 2: Community Groups & Special Populations

A: Task:

Design a website that showcases unique, interesting or specific community populations.



CyberFair 2007 Theme: Empower and Unite!

What aspects of the future are possible, probable, preferable, and / or preventable? Tell an inspirational story about the special populations in your community and describe the things those populations are doing to plan or prepare for the future. Your story should serve to empower, inspire, motivate and encourage positive change.

B: Learning Objectives:

1. Students will understand the relationship between a strong, safe community and the various groups in the community which affect their lives.
2. Students will be able to list their local community populations, describe any unique needs those groups might have, and list contributions they make to the community.

C: Discussion Questions:

- What languages and cultural groups are represented in our community?
- What age groups live in the community?
- Are any age groups over or under represented? Any cultural groups?



CATEGORIES



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- Are there groups in the community which cater to or provide services for the different groups?
- What services are provided for special needs populations, such people as the deaf or the blind?
- Why is it necessary for students to know and interact with all groups in their community?
- How does your community handle the problem of safety? (Some communities are large enough to have their own police force and department. Others contract for these services.)

D. Suggested Starter Activities:

1. View past projects produced by students in this category. Go to the International CyberFair site at: <http://www.globalschoolnet.org/gsh/cf/categories/cat2.html>
2. Begin by interviewing parents about the different community organizations to which they belong.
3. Make a chart or graph depicting the various organizations and come to a conclusion.
4. By checking with organizations which create profiles of a city or community, students can access important information, such as population, business and tourist opportunities, which impact all residents. Give a profile of your community and school district.
5. Interview "special needs" people to verify the accommodations and facilities their community does or does not provide.





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6. Report on any particular group or population that regularly works with the school on a school-wide basis or with individual students.
7. "Adopting" a convalescent or residential care home can become a class commitment that will provide motivation for students to work together and share with others. Monthly or bimonthly activities that are part of the classroom instruction can be held at the adopted home. Students can present historical skits; dramatizations; or readers' theater performances; they can organize cultural festivals; or they can exhibit their art or other visual projects.

