

Community Mapping & Project Template

MJK Educators | Printable Worksheet | Map your community, interview an elder and share what you learn

Name: _____

Date: _____

Karibu! In this project you will become a community explorer. You will draw a map of the place where you live, interview an elder to learn how it has changed, and share your discoveries with your class, group or family. Work at your own pace; you can complete one step each day or week.

Project steps

Step 1	Step 2	Step 3	Step 4	Step 5
Explore and list	Draw your map	Interview an elder	Plan your presentation	Present and reflect

Step 1: Explore and list

Walk around your community, or think about the places you visit each week. Tick the places you know, and add your own.

☐ Home	☐ School or learning space	☐ Market or shops
☐ Church, mosque or temple	☐ Clinic or hospital	☐ Playground or field
☐ River, well or water point	☐ Bus stage or road	☐ Shamba or garden
☐ Library or community hall	☐ Police post or chief's camp	☐ Other: _____

My community is called: _____ Nearest big town: _____

Three things I like most about my community:

Draw the places from your list. Show roads, paths and rivers. Use a symbol for each place and add it to the key below. Add a title and write the names of at least five places.

Map key

Symbol (draw it)	What it shows	Symbol (draw it)	What it shows

Map title: _____ Scale or distance (optional): _____

Step 3: Interview an elder

Elders hold knowledge that books cannot. Choose a grandparent, neighbour or community member you trust. Follow these steps:

- **Ask first.** Ask politely if they are willing, and choose a time that suits them.
- **Stay safe.** Tell a parent or teacher where you are going, and go with an adult.
- **Ask permission to record or take photos.** Do not share their personal details without their agreement.
- **Listen well.** Look at them, do not interrupt, and write short notes or draw. You may interview in the language you both speak best.
- **Say thank you** (*asante sana*) at the end.

Question ideas (choose your best five, or add your own)

What was this place like when you were my age?

Which places have changed the most? Which have stayed the same?

What games, songs or stories did children enjoy?

How did people get water, food and news?

Which place in our community is most important to you, and why?

What advice or saying would you like to pass on to children today?

What do you hope our community will be like in the future?

Elder's name: _____ Place and date: _____

My question	What my elder said (notes, drawings or key words)

Step 4: Plan your presentation

Make five short cards (on paper, a poster or slides). Plan what will go on each one. Use your map, your notes and any drawings or photos you have permission to use.

Card	What goes on it	My plan
1	Title: my name and my community	
2	My map: what is where, and why it matters	
3	What I learned from my elder (a quote or story)	
4	Then and now: what has changed and what has stayed the same	
5	My idea to make our community better	

Practice tips

- Speak slowly and clearly. Point to your map as you talk.
- Practise twice: once alone and once with a family member.
- Say what surprised you most, and thank your elder by name if they are happy to be named.

Step 5: Present and reflect

Share your project with your class, group or family. Then complete this self-check.

I can...	Got it	Almost	Not yet
draw a map with a key and a compass	☐	☐	☐
ask an elder polite, clear questions	☐	☐	☐
listen carefully and record what I heard	☐	☐	☐
compare the past with the present	☐	☐	☐
share my ideas clearly with others	☐	☐	☐

What I enjoyed most:

What I would do differently next time:

Feedback

Parent or teacher: please give one strength and one next step.

Strength:

Next step:

Parent / Educator signature: _____ Learner signature: _____

For parents and teachers

This project works for any curriculum (CBC, IGCSE, IB or blended). It builds map skills, interviewing, listening, speaking and comparing past and present, and gives learners real evidence for their portfolio (see our Portfolio Template and Assessment Strategies Guide).

Adapting by age

- **Younger learners (about 5 to 7):** draw a simple map of home and the walk to the market, ask one or two questions with an adult, and present with drawings.
- **Middle learners (about 8 to 11):** follow all five steps, use a key and compass, and compare then and now.
- **Older learners (12+):** add a scale, a short written report, a comparison with a historical or online map, and a recommendation for the community.

Make it inclusive

- Learners can draw, build a model, record their voice or present in the language they prefer.
- Offer a printed outline map, stickers or pre-drawn symbols for anyone who finds drawing hard.
- If an elder is not available, interview a trusted adult, or listen to a recorded or written account.

Safety and respect

- Always keep an adult involved when learners meet people outside the home.
- Get permission before recording, taking photos or sharing names, and share only what the elder is comfortable with.
- Thank the elder, and consider sharing the finished project with them.