



Community Mapping

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Community Mapping

Learning objective

To understand the needs and priorities of the children based on this mapping activity of their respective communities.

Activity

Materials:

- Plain paper
- Writing utensils
- Pencil crayons or crayons
- Sharpie pens or markers
- Yellow and green highlighters
- Consent and Survey Form

Tasks:

- 1) Teacher will ask the children to fill out the *"Tell us about yourself!"* form that is attached at the end of this activity outline. Explain that today we are going to be learning about mapping skills by drawing an area that is in their respective community. Teacher will explain that this is not for marks, and there are no wrong answers.
- 2) Teacher will explain to the children that they will use sharpies, crayons, markers, or pencil crayons to draw a map of an area that is around a 15-minute walking distance from either their home and/or their school. Ask students to label the streets, landmarks, community spaces, gardens, playgrounds, etc., and to label the direction of their map (North, South, West, East) on the attached worksheet.
- 3) Once the drawing is complete, the children will use the yellow highlighter to circle the areas that they like and feel supported in the most. They will then use the green highlighter to circle the areas that they feel endangered in or dislike.

- 4) Ask the children to draw a picture of the area that they grow their food in, or where they go to buy food. Explain that their maps should clearly show where the garden/store is located on the attached worksheet.
- 5) Ask the children to draw a picture of a place space they enjoy that is nearby. Use the attached worksheet. Teacher should explain that their map should include information about the types of activities they enjoy doing in this space, the location of the play space, and what this space offers children (example: play structures, open green space, rocks, trees, water sources, etc.).
- 6) Group discussion:

The teacher will ask the following questions and take notes.

- a. Why did you choose the places you did that are circled with the green highlighter?
- b. Why do you feel unsafe in the green highlighted areas?
- c. What changes would make you feel safer?
- d. Why did you highlight the yellow areas as the places you liked the most?
- e. What do you wish you had in your respective community?
- f. What do you wish there were less of in your respective community?
- g. What types of food do you grow in your gardens?
- h. What types of food do you buy at the store?
- i. What about the play space that you drew makes it fun?
- j. What kind of activities do you play in this space?
- k. What other kinds of activities do you wish you could have in this play space?
- l. Why do you think mapping is important?
- m. Why do you think mapping your community is important?

Facilitating the group discussion

These tips are adapted from the UNICEF, *So You Want to Consult with Children?: A Toolkit of Good Practice*.¹ This guide assists adults through the consultation process with children at schools and in the home.

Tips for facilitators:

- Listen carefully to what the student's responses to the questions are.
- Clarify what is being said if needed.
- Avoid showing that you disagree with a student.
- Avoid judgements (negative or positive) and encourage neutral discussions.
- Initiate conversation by inviting students to comment. You can do this after a child has shared their view by asking the other students what they think about it.
- Encourage shy children to speak out.
- If the discussion goes off track, intervene carefully and redirect it back to the topic.
- Introduce humor to keep the environment lively and help everyone feel comfortable.
- Prevent and manage conflict.
- Do not stand-up lecture style. Try to sit at the student's eye level.
(A group circle might be a good method to consider)
- Do not correct students who say something that does not match the facilitators knowledge or information.

¹ UNICEF, *So You Want to Consult with Children?: A Toolkit of Good Practice*, London, International Save the Children Alliance, 2003.

Tell us about yourself!

What district do you live in? _____

What is your age? _____

What is your Gender:

- Male Transgender I prefer not to say
 Female Intersex
 Non-Binary Other: _____

What is your favorite place to play? Why?

What is your favorite outdoor activity? Why?

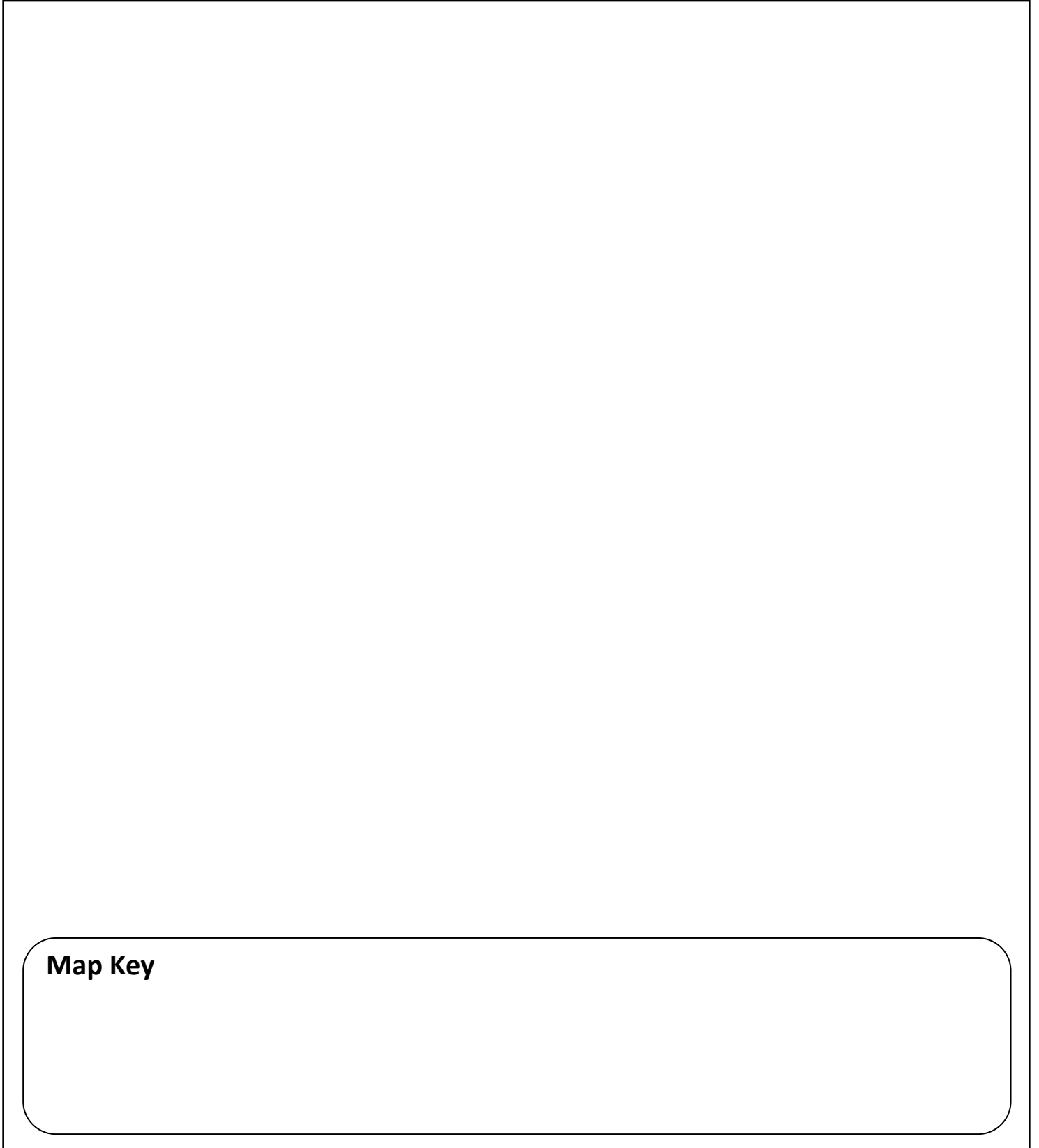
Do you grow your own food? Yes No

If you grow your own food where do you grow it? _____

Where do you buy your food from? _____

Draw a map!

Draw a map of the area that is about a 15-minute walking distance from your home and/or school.



Map Key

Where do you get your Food?

Draw a map of where you grow food
and/or where you go to buy food.

A large, empty rectangular box with a thin black border, intended for drawing a map of food sources. The box occupies the majority of the page below the instructions.

Where do you play?

Draw a map of where you play and the activities you enjoy doing there.

A large, empty rectangular box with a thin black border, intended for drawing a map of where the user plays and the activities they enjoy doing there.

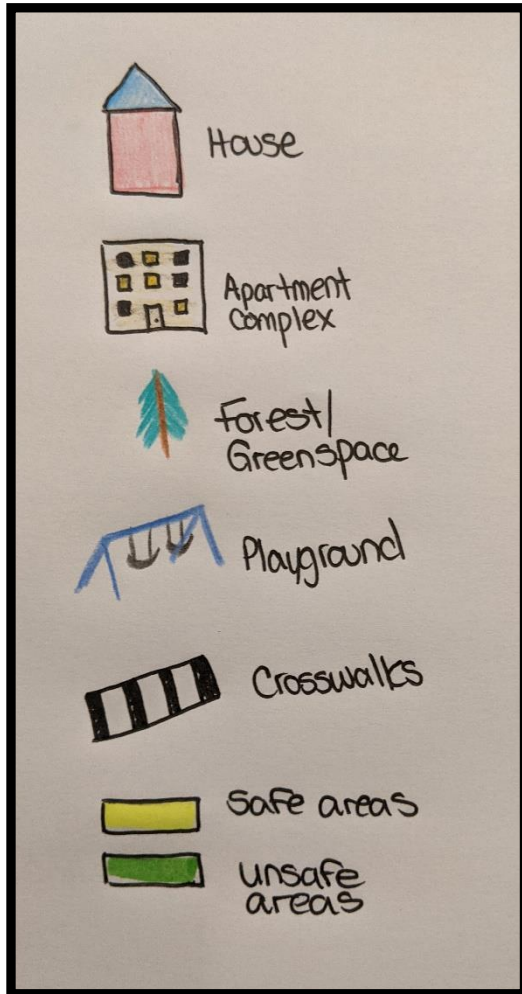
Example Map

Example of a map that the children should be creating.



Example Key

Example of a map key that should be included with the community map.



Symbols on the student's maps should represent an object or place in the real world. They should be a recognizable icon to students like the ones provided in the example on the right.