

## **COMMUNITY MAPPING LESSON PLAN**

### **OBJECTIVES**

- To understand the physical, social, and economic landscape of the community
- To catalogue the resources and needs in the community
- To identify the diverse perspectives that group members bring to the community

### **DEFINITIONS**

Canvassing Sheet: Is a data collection tool that tracks specific information or observations. The canvassing sheet should be carefully filled out for each relevant location visited.

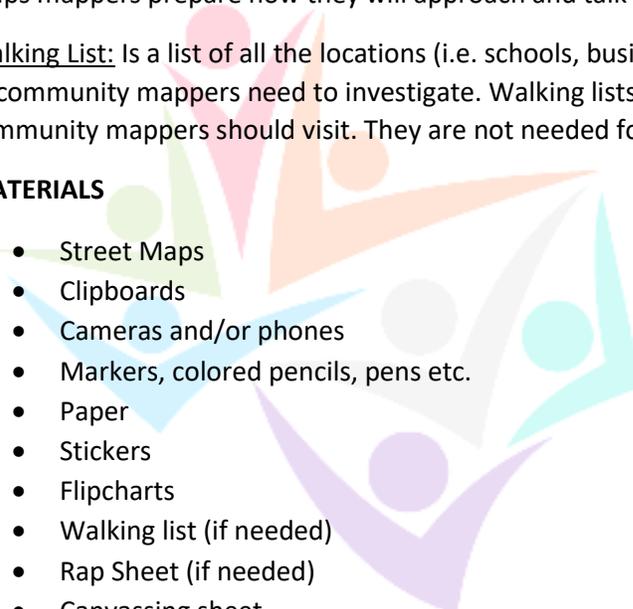
Community Mapping: A tool that helps systematically examine community assets and needs

Rap: Script to help mappers engage in conversation with community members to collect information. Helps mappers prepare how they will approach and talk to different community members.

Walking List: Is a list of all the locations (i.e. schools, businesses, parks, intersections, etc.) that a group of community mappers need to investigate. Walking lists are only needed if there are specific locations community mappers should visit. They are not needed for every community mapping project.

### **MATERIALS**

- Street Maps
- Clipboards
- Cameras and/or phones
- Markers, colored pencils, pens etc.
- Paper
- Stickers
- Flipcharts
- Walking list (if needed)
- Rap Sheet (if needed)
- Canvassing sheet
- Butcher paper
- Computer
- Printer



Texas Youth  
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### **WHO**

- Youth
- Adult leaders/chaperones

**TIME NEEDED:** 1-2 days

Steps 1-9 can be done on day 1.

## **WARM UP ACTIVITY**

1. Write the word 'community' in the center of a flip chart page or large piece of butcher paper. Ask youth: What is one word you would use to describe your community? Write down or have each youth write down their answer on the flipchart around the word 'community'.
2. After youth are finished, draw a circle around all the answers and the word community. Ask youth to name specific places and people that make up a community and write these on the perimeter of the circle.

## **DECIDING WHAT TO MAP**

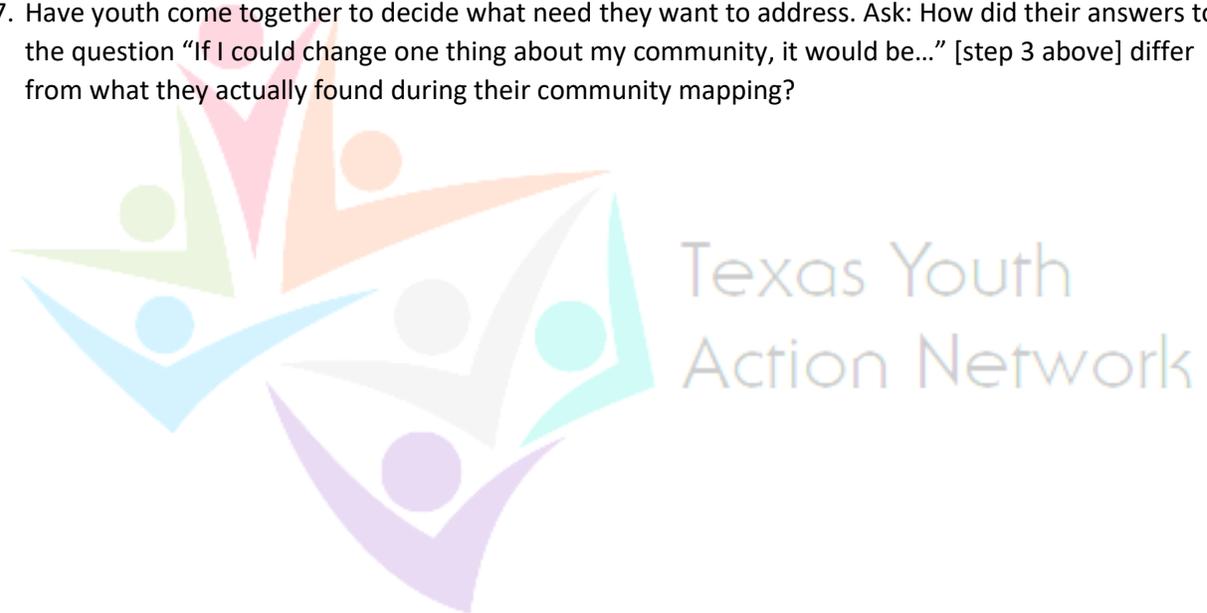
3. Identify community issues. Ask the youth if they could change one thing about their community, what would it be? Write those answers on another flipchart sheet.
4. Determine the purpose of your community mapping project and how it fits into your organization's or program's goals.
5. Decide with the youth on the boundaries of your community. What is too far? When do you know you're entering another community? What streets or landmarks are your community's boundaries?
6. Have youth draw maps of their community using copies of the street maps or have them work on the computers to lay out important community entities [use ideas from the warm up activity]. Youth can also use stickers to label important places on their maps. Use different color stickers for different types of resources. Create a legend to identify what each color sticker means.
7. If applicable, populate your walking list with organizations, businesses, parks, schools, etc. that were defined in the warm up activity and divide the list equally among youth mappers.
8. Agree upon what specific information should be included on the canvassing sheet. Is the presence of sidewalks important? Wheelchair accessibility? Bike routes? Public transportation? Construction? Etc. Have youth make their canvass sheet on the computer and print them out and distribute.
9. If youth need to talk to community members to gain information, let them work together to come up with a rap/script of what they will say to the people they encounter. Print these out and distribute to each team.

## **COMMUNITY MAPPING**

10. Divide youth into teams. Have each group select a photographer, a navigator, and a note-taker [the navigator and photographer can be the same person].
11. Have each team choose specific areas they want to map out and make sure they all have the materials needed.
12. Establish rules regarding safety of all youth members, and share contact information for adult leaders, chaperones, emergency services, transportation [if needed], etc.
13. Send youth teams [with chaperones, if needed] out into their community for 1 hour. Make sure each group has all the necessary contact information, materials, maps and knows the designated location to return to. Also make sure each group has pens and paper to record any questions/concerns that come up in the process of mapping.

## REPORTING BACK

14. After youth teams come back, have each team report back to the larger group their experience. Have each group answer some/all of the following questions. You can add specific questions relating to the purpose of your community mapping.
  - a. What need did you identify in the area of the community you mapped?
  - b. What kinds of positive resources did you see? Do you think youth or other community members use these resources or go to these places? What resources were there that were under used or forgotten? [This includes partnerships with others]
  - c. What barriers did you see? What prevents youth or other community members from accessing the resources in the area(s) that you mapped?
  - d. What resources could be included in the area of the community you mapped?
15. Have youth draw out a large community map on a flip chart or large piece of butcher paper that incorporates all their findings and research.
16. Have youth compile all the people, places, things they identified as resources in one document.
17. Have youth come together to decide what need they want to address. Ask: How did their answers to the question "If I could change one thing about my community, it would be..." [step 3 above] differ from what they actually found during their community mapping?



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YPAR Hub. (2015). *Community Mapping*. Retrieved from <http://yparhub.berkeley.edu/>

