ACTIVITY 2

Community map

Duration
4 hours

> ***"A map is the greatest of all epic poems. Its lines and colors show the realization of great dreams"***
>
> *Gilbert Hovey Grosvenor*

Activity 2. Community map

- Identifying strengths and vulnerabilities -

Summary

A community map is built collectively from the exploration of the territory that leads them to discover for themselves details that perhaps they had not noticed before, paying attention to the conditions of their environment from the perspective of risk.

Purposes

To identify hazards, vulnerabilities and strengths related to individual buildings and the settlement as a whole.

To explore the territory to recognize current conditions of the community.

To create a base map to plan, follow up, and evaluate, reflecting on the conditions with its vulnerabilities and strengths.

To develop a common vision within the community to help the youth understand the safety conditions of their shelter.

To foster self-esteem and associative strength by allowing the participants to create their own map.

ACTIVITY 2
PLAN

Materials

B1 paper sheets (110 gr) for each subgroup*
To make the initial maps.
Alternative: clear area on the floor.

Buttons, pebbles, counts, pieces of scratch materials, tooth-picks, colored papers*
To build the maps.
Alternative: markers or colored pencils.

A croquis of the territory on a sheet of B1 paper*
To plan the community visit.

Yellow, blue, orange, red, and violet play dough*
To mark the different hazard types on the maps.

Digital Track*
To build transmedia and digital maps.

Considerations

- Allow the youth to build their map: it is their community they are describing.
- Allow sufficient time for this activity. It is the basis for the following activity and helps them to develop the ability to work together. Some group members will feel that this activity changes the way they see their community.
- There may be community members that do not want the group to visit their homes and talk about them. Discuss this with the group before the field visit and seek a solution together. One option is to only visit homes of PASSA Group members.

- If force majeure prevents the tour, ask participants to informally visit their community in the days ahead and then discuss and review the map at the beginning of the next meeting, before proceeding with activity 3.

- Document all concerns that arise regarding future steps in the process and ensure PASSA Youth participants that there will be an opportunity to address them later. Documentation can be made by a volunteer or a member of the PASSA Group.

- For this activity, the support of the technical advisor (engineer or architect), is key, especially in the guided visit.

Preliminary Preparation

- The artist prepares on a B1 size paper a basic sketch of the territory that will serve as a reference to the group. It should only display basic points to provide an initial guide as participants will locate the details relevant to them.

  You can download a free sketch tool from: https://freevectormaps.com

- Prepare the room to have a comfortable work area for each subgroup and easy access to materials to build the map.

- If you have computers or tablets for the participants, familiarize yourself with the virtual maps tool available on the Digital Track.

  Go to Digital Track

Actividad 2 - FACILITATE

Presentation

Step 1

Ask relaters to summarize the historical profile.

Step 2

Explain the purposes of the community map.

See the FACILITATE pamphlet.

Action

Step 3

Divide participants in subgroups.

See 3.3. -Working with subgroups- for more details.

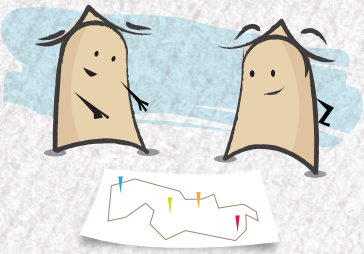
See Part 5 -Annex 2. Energizers- on how to divide the group.

Step 4

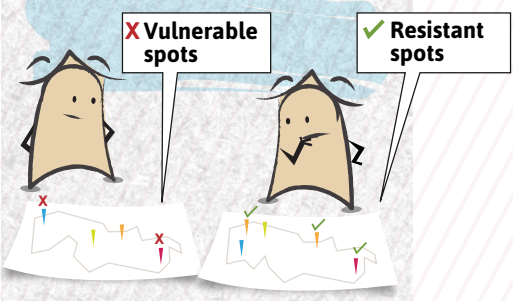
Ask that using diverse materials, each subgroup build a community map showing:

- Main features on the terrain
- Highways and roads
- Housing areas.
- Schools, parks, libraries, sports fields, places of worship, shops, etc.
- Farms, fields, forests, and other open spaces.
- Streams, ponds, and other water sources.

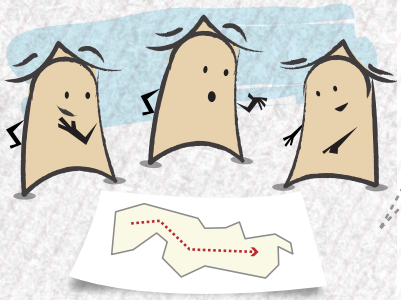
A. Each subgroup creates a map indicating elements from ***table A***



B. Discuss the maps. Some will point out the ***vulnerable*** spots and others the ***resistant*** ones

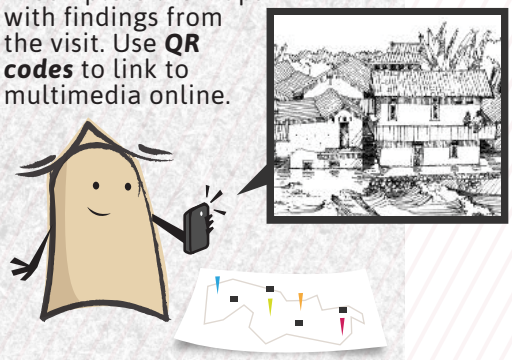


C. Plan the visit using the croquis.



D. Go visit. ***Dialogue, observe, take photos, record videos, draw, etc.***

E. Complete the maps with findings from the visit. Use ***QR codes*** to link to multimedia online.



Share in social networks

- Direction of water flow in streams and rivers.
- High and low areas.
- Areas most visibly affected by hazards and sites with the most vulnerable shelters.
- Evacuation routes.

Step 5

When all subgroups are finished ask participants to go around looking at the other maps asking and answering questions that may arise.

Step 6

Ask half of the subgroups to identify on their maps the vulnerabilities and the other half to mark the capacities of their community.

Give concrete examples:

Give examples of vulnerabilities such as flood areas and capacities that make shelters resistant to hazards like well protected zones, location of resistant shelters, and building resources.

Step 7

Invite everyone to plan the community visit using the sketch prepared by the artist, reflecting what was captured on the maps of all the subgroups. Encourage young people to discuss and reach agreement on the areas of greatest interest to visit, based on the findings while building the maps, to see in detail the problems related to community safety.

Step 8

Divide into subgroups so that every subgroup has an accompanying adult and go visit the areas they have chosen, observing the characteristics identified during the elaboration of the map and looking for others that perhaps they had not thought of before. The visit should last about an hour.

Step 9

During the visit, ask questions as necessary to stimulate dialog and to focus on exploration. Also, ask them to document the visit through photographs, videos or illustrations of the sites visited.

Step 10

Upon returning from the visit, foster a dialogue to share their findings.

Ask participants to describe:

- The types of hazards and their recent occurrence: was there any harm? Who were the most affected?
- The most resistant houses and buildings: how are the houses? Why were they built this way?
- Individuals or groups within the community whose homes are less resistant.

Step 11

After the visit and dialogue ask each subgroup to make any necessary changes to their maps. If you have the resources help them make the map transmedia adding QR codes that link to their multimedia records from the visit.

Go to Digital Track

ACTIVITY 2
FACILITATE

Step 12
If possible, consolidate findings in a digital map.

Go to Digital Track

Closing

Step 13
Ask the participants to share what they learned from this activity, and what they liked and disliked about it, in a short sentence.

Step 14
Lead the dialogue with questions:

- How has your perception of your environment changed after visiting your community with this new perspective?
- During the visit, did you find or identify some conditions you had not seen before?
- What do you think the map created is useful for?

Step 15
It may be helpful to make a permanent version of the map for public display in a central location or to publish the digital version. Encourage the group to get feedback from the community to share in the next session.

Step 16
Explain to the group that in the next activity they will identify hazards they are exposed to in their community and the consequences of events related to them.

Activity 2 - DEBRIEF

Facilitators

1. Make sure you keep record of all images, photographs, drawings and maps created by the youth in this activity. The community map will be used again when the group:
   - Considers problems and possible solutions (activities 4 and 5).
   - Plans (activity 6).
   - Showcases for the community (activity 8).
   - Follows up and evaluates progress.
2. Share your thoughts about the activity and reflect on:
   - Level of youth participation and how to continue to stimulate the group.
   - Results in relation to purposes
   - Additional requirements for the next session.