

## **COMMUNITY MAPPING**

### **Objectives:**

- To assess individual and community resources available
- To begin to identify and analyze community needs
- To define resources
- To begin to identify people and places to get more information for organizing the community project



2 Hours

### **Materials Needed:**

- Flip chart
- Markers
- Post-it notes
- Handouts



### **Participants:**

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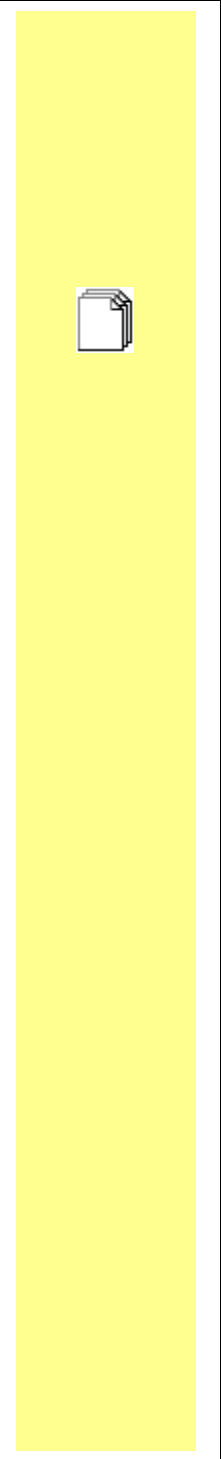


## Section I: Identifying Community Needs

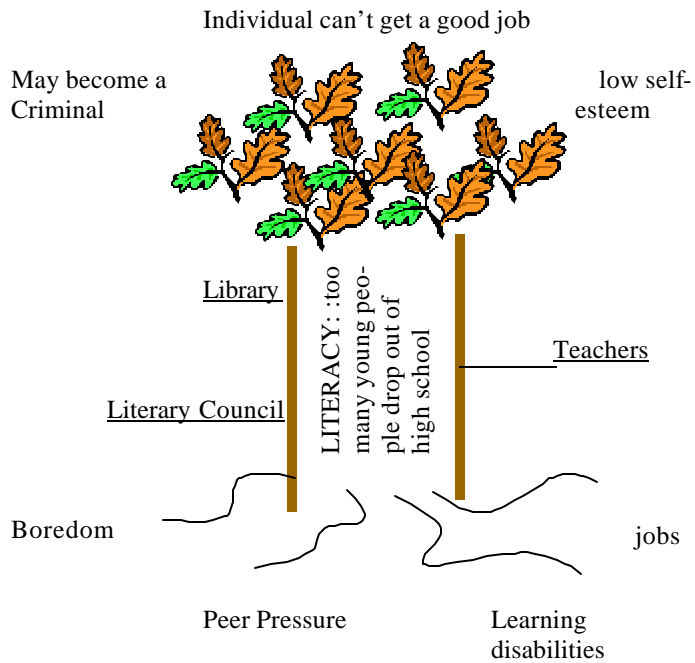
### Exercise and Participant Instructions

1. Introduction: “Now that we’ve done some introductory work on leadership and working with individuals, we need to start looking at issues in the community so we can start the process of implementing our community service project. To do this we need to think about what needs our community has, and what resources both we as individuals and the community has to offer. The first thing we’re going to do is brainstorm community issues”.
2. Have the group brainstorm all of the issues they can identify based on their knowledge and experience. Try to categorize needs in issue groups (homelessness, poverty, environment, hunger, violence, etc.). Record their answers on a flipchart. (Leave enough space next to or beneath each issue to put up post-it notes in Section II.)
3. Have the group pick one issue to look at more in-depth. Brainstorm causes of the problem, and effects of the problem on both the community and individuals. To record their thoughts, use a “Mind Mapping” process. Draw a large tree trunk, place the issue in the trunk towards the top. Draw a rough outline of branches and leaves at the top, record the effects up here. Draw roots at the bottom below the trunk, record causes down here. Extend lines from the outside of the trunk, on these record places or people that may have more information on the need. (See an example of what your tree may look like on the next page.)
4. Split participants into small groups of 5-6, either assign an issue to each group or have them self select. Have each small group go through the same process to analyze their issue. They should record their answers on the ‘Community Mapping: Mind Mapping’ worksheet.
5. Have each small group report-out their findings to the large group.

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Example:



- 6. Conclusion: "You have begun to identify and analyze community needs. You will have the opportunity later in the Institute to do more work around this during the "Forming a Problem Statement" and the "Fact Finding Field Trip" section. The next step to community mapping is to find resources that can help you with your community service project.

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### Section II: Finding Resources

#### Exercise and Participant Instructions

1. Introduction: “This next section will help us explore our community and ourselves for resources. Who can tell me what I may be referring to when I say ‘resource’? A resource is a source of supply, support or aid. When a garden needs watering, the spout, hose, person doing the work, and the water are all considered resources, they are things utilized to get the job done. Almost anything and anyone can be a resource depending on what is needed. There are an unlimited number of resources in the world and the number of resources keeps growing and changing. Technology such as computers and e-mail are becoming greater resources daily because they are getting faster and providing more services and because more people have access to this technology than ever before. Why is assessing community resources important? It’s important because not only are we as people resources, but we also have access to resources that will help us get things done in our community. Finding and utilizing those resources will help us make a greater impact on our community during our community service project.”
2. Have the participants get into small groups. While they are moving into small groups, pass out a supply of post-it notes to each group.
3. Have the groups spend 10 minutes brainstorming a list of all the resources they can think, small or large, human or material. Each resource should be put on a separate post-it note.
4. After ten minutes bring their attention back to the large group. Ask them to hang on to their answers. Hand out ‘Community Mapping: Finding Resources’ worksheet. Read out loud the three different types of resources: Individual, Group, and Material. Ask for clarification to make sure everyone understands the difference.

Individual: As you might have guessed, individual human resources are talents and skills that individual people possess. Some people know how to sew, others know carpentry, still others are good teachers, or know the history of the neighborhood better than anyone else. Some people can just make you smile even when you don’t feel like it. Some build the houses and apartments we live in, some people sell clothes we need, some people take care of children and some people make bread we eat. Each person in a community plays an important role because



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each person has different skills and gifts to share.

Group: Sometimes one person alone can't do the job by himself or herself. Sometimes we need to cooperate with others to get the job done. When two or more people work together on something, they create a whole new set of talents and skills as a team. Like a basketball team, each player has something special to offer and together the players are able to do things individuals cannot. There are lots of examples of team or group resources, such as clubs and organizations, athletic teams, businesses, etc.

Material: The third type of resource is a material resource. The tricky part of this is that individuals and teams control material resources, but they are different than the individual and team resources we discussed. Materials resources might be the result of human skills and talents, but they are actual physical things. Material resources might be money, office space, food, computers, trucks, etc. Material things just like other resources are constantly being shared between people and groups and moved from place to place.

5. Ask participants "What are things and people and groups your community might see as 'problems,' not 'resources'?" In what ways might these things and people be resources? Don't overlook things or people that you only think are problems or obstacles. There are an unlimited number of resources in the world and lots of things that people have yet to discover as resources. For example, an old tire dumped in an empty lot seems like a nuisance rather than a resource. However, if you want a tire to build a sandbox, the old tire is a tremendous resource. Sometimes we have to think hard about how things and people can be seen as resources.
6. Give them each 10 minutes as a small group again to add any additional resources that they may have thought of as a result of the different definitions or that they may have to offer as an individual.
7. Bring them back together and have each group tell you the resources they listed. Record their answers on a flip chart. (You do not have to double record the same resource just put a little star or something next to it that identifies it was listed more than once.)



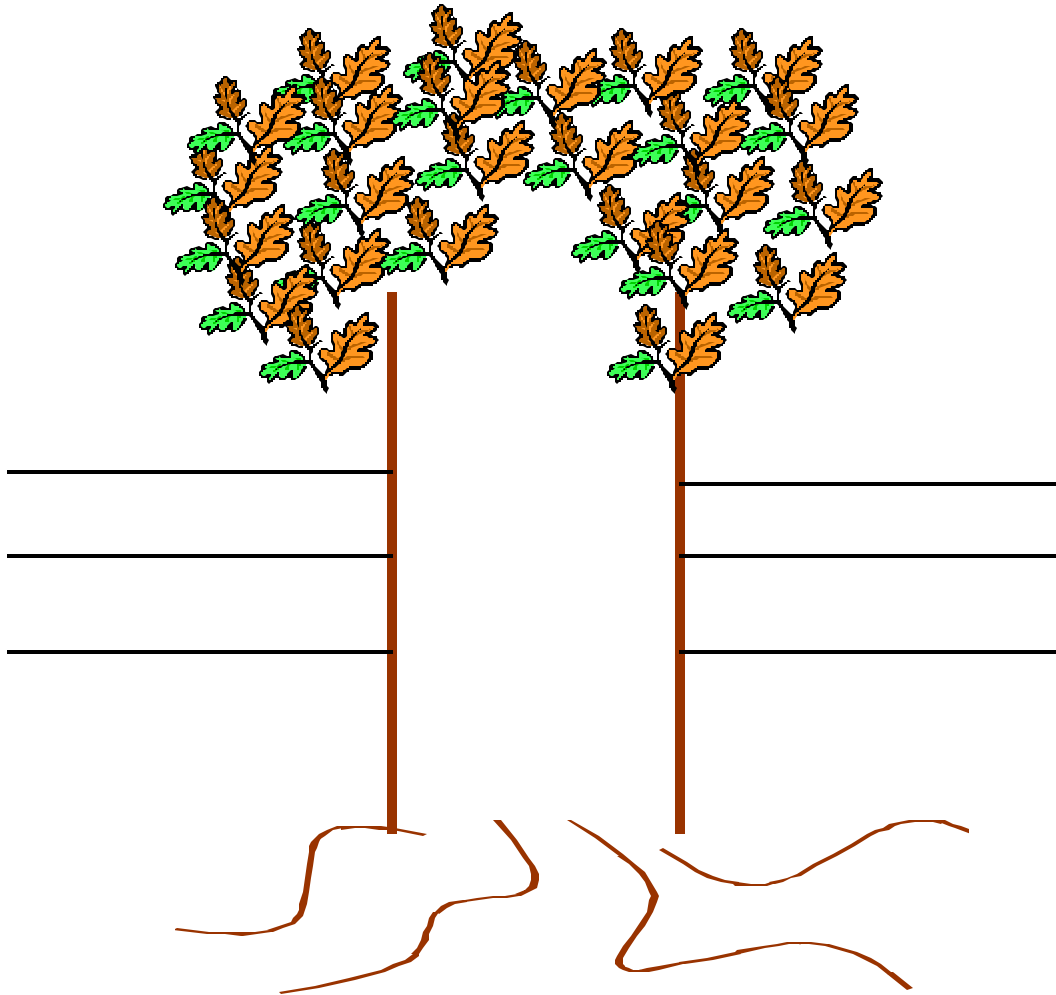
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8. Once each group has listed their resources, as a large group identify what type of resources they are. Just as you mark an I, G, or M next to the item on the flip chart, have each group mark the type of resource in the upper right hand corner of the post-it.
9. After you have identified each resource, go back to the original flip chart that lists the community needs identified earlier. Match the resources that may be used to address a need identified by putting the post-it notes next to or under each need. (You may want to type up a list of the needs and corresponding resources just in case a post-it note falls off. It will also be a nice list to distribute to the participants later in Community Project Planning.)
10. Hand out 'Community Mapping Worksheet' and 'Community Mapping: Identifying Resources' and tell the participants that they may want to fill this out later when they go home because it is hard to think of all the needs and resources at once but as they go home or to school or where ever else they may go, they will think of additional ideas that they can then record.
11. Conclusion: 'When you get ready to organize your community project, you will need resources to get the job done. Even if your project is small, there are resources you will need. The more resources you use, the more you can accomplish. This session focuses on the small area where you live. Outside of the resources on your chart, there are even more resources in the broader community. Think of all the resources available in the city or town, the county, the state, the region, the country, the continent, the hemisphere, the world! Did you know that there is actually no shortage of food in the world? The problem is the way we use this material resource and how we share it that results in some people having food and others having little or no food. Keep your eyes open, and start to examine what is possible when you start connecting to the resources around you and your community.'



What is the issue you are mapping? Place this issue in the trunk of the tree. Brainstorm different causes of this issue and write them amongst the root of the tree. Brainstorm different effects of this issue and write them up amongst the branches of the tree. Finally, brainstorm where you can find more information and write these answers extending from the trunk of the tree.



If you have time, brainstorm on project ideas for this issue! You can use the back of this sheet.