[CROSSROADS]

COMMUNITY MAPPING CLINIC LESSON PLAN

An experiential learning approach to the intersectionality of global
issues for marginalised young people.

2024-1-FR02-KA210-YOU-000246224

This is a draft - Not for circulation

Contents

I.   Project Introduction

The Crossroads Project endeavours to promote practices of intercultural solidarity and active citizenship to enhance the diversification of crisis responses among the upcoming generations.

This project aims to empower young refugees and migrants to become active citizens in their communities; to identify where global issues, which result in migration, intersect with local responses and solutions in a bid to empower a response targeting the intersectionality of global issues. The project partners will utilise global citizenship education pedagogies to develop a suite of non-formal education resources focused on constructive dialogue, and systems thinking approaches for young people and youth workers.

Thinking in interconnectedness (or systems) has been used as a way of exploring and developing effective action in complex contexts, enabling systems change. Integrating these concepts into how we approach intercultural solidarity and address global issues such as the climate crisis, colonisation, and conflict endeavours to create sustainable long-term change and contribute to an European identity.

II.   Community Mapping Clinics

What is Community Mapping?

Community Mapping is a process that empowers local community members to visually identify their community's strengths, resources, and weaknesses. It's used to gain a better understanding of the community, especially during planning, policymaking, and development. This participatory method helps reveal the different values that community members place on their local resources.

Learning Objectives:

Learners will:
1. Understand what community mapping is and why it matters.
2. Identify and analyse the community's strengths, resources, and challenges.
3. Create solutions for social issues like climate change, inequality, accessibility, environmental problems, education, gender equality, safety, and migration.
4. Encourage critical thinking, empathy, and active participation among young migrants.

This is a draft - Not for circulation

Mapping Themes

The development and implementation of the CMCs will cover topics of social issues, such as:
- Climate Mitigation and Adaptation: Finding ways to reduce harm from climate change and prepare for its effects.
- Inequalities: Making sure all people have equal rights and opportunities.
- Accessibility and Barriers to Inclusion: Removing obstacles so everyone can take part in the community.
- Environmental Degradation: Stopping damage to the environment and keeping it healthy.
- Access to Education: Helping everyone get a good education.
- Gender Equality and Safety: Making sure all genders are treated fairly and feel safe.
- Migration: Supporting people who move to a new place and looking at why they moved.

III. Community Mapping Clinic Lesson Plan

This lesson plan aims to help participants understand their community by exploring local resources, challenges, and opportunities. It also fosters a sense of community and empowers young migrants to actively contribute to their new environment.

The community mapping clinic will combine classroom learning with hands-on outdoor activities to make the experience engaging and relevant. Participants will engage in interactive sessions indoors to understand the concepts and objectives of community mapping. They will then apply this knowledge by mapping their community, identifying opportunities, resources, and barriers, and developing solutions to local social issues. This blended approach aims to achieve a comprehensive learning experience. The CMC will help participants recognise and explore social issues that affect them personally, their community, and the world. Through interactive activities and real-world exploration, they will identify challenges, discuss their impact, and think critically about possible solutions.

The lesson plan below is designed to be delivered in one session for maximum impact. However the clinic can be delivered across two sessions dividing the lesson plan by implementation location or delivering as follows:

Session One (Indoor Learning and Preparation):
- Introduction and Preparation Phase
- Mapping Preparation - drawing up a draft community map

Session Two (Outdoor Exploration and Reflection):
- Community Mapping and Outdoor Phase
- Problem-Solving and Reflection Phase

Introduction and Preparation Phase

Let's Begin	
Time Required:	45 minutes
Resources:	Paper, Pens, Flipchart or Whiteboard, Markers
Welcome and Introduction:	Introduce yourself, and outline the agenda for the day along with house rules such as road safety, remaining as a group with

	facilitator, ensuring passerby's have safe access past group when out in community, wearing hi vis etc.
Icebreaker: Approximate time: 20 minutes	**Common Ground** ● Participants form pairs and share how long they have been in the community and find three things they have in common. ● Each pair shares their commonalities with the group. ● This activity fosters connections and highlights shared experiences, which is useful for collaborative analysis.
Reflective Practice: Approximate time: 15 minutes	Before moving on, give each participant time to write down their thoughts about their new community and any social issues they have experienced or observed. Participants don't need to share these notes yet. Collect them at the end of the session to reflect on the impact of the exercise.
Question Prompts:	1. What were your first impressions of (location) when you arrived? 2. What do you think is the biggest challenge in this community, and why? (List 1-2 issues.) 3. How long did it take you to notice this issue after arriving?
Facilitator Notes:	

Understanding Community Mapping and the Digital Tool	
Time Required:	50 minutes
Resources:	Digital Mapping Tool, Flipchart/Whiteboard, Markers
Explanation: 15 minutes	**What are we doing today?** Community mapping is an activity where people in a community come together to find and mark important places, resources, and problems in their area. This helps people in the community to understand it better, and focus on strengths and challenges. **Purpose:** The goal of community mapping is to empower participants by helping them explore and understand their surroundings. This process helps them: 1. Understand the Community: Recognise local strengths and weaknesses. 2. Identify Issues: Spot challenges like climate change, inequality, or barriers to inclusion. 3. Develop Solutions: Brainstorm ways to improve community and community well-being. **Benefits:** 1. Participants feel more connected and motivated to contribute to their community. 2. Encourages participants to think deeply about their environment and social challenges. 3. Fosters collaboration and a sense of community among participants. 4. Helps create practical solutions to address community challenges. 5. Increases understanding of local resources and how they can be used effectively.

This is a draft - Not for circulation

	6. By engaging in community mapping, participants can work together to create positive change.
Digital Tool or Mapping Key: 10 minutes	Share the digital mapping tool with participants and provide an explanation on how to use the tool for mapping. If using a physical map, explain how the map key works and share it with the participants. The key should include the following: - Themes: Use colours or symbols for issues like environmental degradation, education access, gender equality, safety, climate change, inclusion barriers, and migration. - Strengths: Mark areas with resources or positive aspects of the community. - Challenges: Identify problem areas that need attention. - Potential Solutions: Highlight areas where solutions or improvements are possible. - Infrastructure: Show key locations for education, health services, social spaces, wellbeing, fitness, and the environment.
Group Discussion: 20 minutes	Allow time for questions on the tool before asking the group the following question and collecting their responses on a whiteboard or flipchart: - How do you think community mapping will help you, as newcomers, to tackle issues you and your peers have experienced in the community?
Question Prompts:	1. Can you think of an issue that community mapping could help solve? 2. Do you think community mapping could help identify a national or global issue?
Facilitator Notes:	During the group discussion, encourage participants to consider different perspectives, including: • Personal: How the issue affects them individually. • Local: How the issue impacts their community. • National: How the issue might be seen at a country level. • Global: How the issue could relate to or affect the world.

Break	20 minutes

Community Mapping and Outdoor Phase

Mapping the Community	
Time Required:	120 minutes
Resources:	Digital Mapping Tool or Physical Map, Markers, Stickers, HiVis Jackets (Can be requested of municipality), Predetermined mapping route
Activity: 90-120 minutes	**Hands-On Mapping Exercise:** For this activity, take participants on a walk around the community to identify and mark important community assets, resources, and barriers. Stop at key locations like the municipality building, town hall, school, parks, or social services.

	• If using a physical map: Share the map with the group or provide notebooks for note-taking during the walk. • After the walk: Give participants time to transfer their notes onto the map back at the indoor location.
Question Prompts:	1. What community resources do you think could help solve the issues we've discussed? 2. What barriers or challenges might stop people from accessing these resources? 3. How do you think these barriers affect different groups in the community, like women, people with disabilities, young men, children, or the elderly? 4. What changes or improvements would you suggest to make the community more inclusive and accessible? Are any of these changes already present in key areas of the community?
Facilitator Notes:	Before the Community Mapping Clinic starts: • Walk the route yourself to identify any safety concerns. • Note key areas along the route that might spark discussion, but let the participants identify them themselves. • Safety Reminder: Encourage participants to stay in groups, be aware of their surroundings, and respect private property. • Different Perspectives: Remind participants to think about how different groups (like women, children, the elderly, etc.) may experience the community differently. • Foster Collaboration: Create a supportive environment where participants feel comfortable sharing their ideas and observations. • Take Notes & Document Findings: Encourage participants to write notes, draw sketches, or take photos to record what they see. • Think About Next Steps: Remind participants that their observations will help shape the next phase of community mapping. • Be Supportive: Be available to answer any questions and provide help as needed. Ensure everyone feels included and valued in the process.

Lunch	45 minutes

Analysis and Reflection Phase

Identifying Solutions	
Time Required:	50 minutes
Resources:	The Mapped Data, Flipchart/Whiteboard, Markers, Pens, Paper, Paper with key themes/issues written on them (i.e. Access to Education, Barriers to Inclusion, etc.)
Analysis and Brainstorming Session: 25 minutes	**Solution Generation:** 1. Form two lines facing each other. 2. Give each participant in one line a theme or issue.

This is a draft - Not for circulation

	3. Each pair has 2 minutes to discuss one potential solution for the issue they're assigned, based on their community mapping. 4. After 2 minutes, the line without themes shifts, and new pairs form to discuss other solutions. 5. Ask each participant with a theme to summarize the solutions shared with them by their new partner. This activity generates a wide range of ideas quickly and encourages lively interaction among participants.
Connecting the Local to Global: 25 minutes	**Local to Global Connections** To help participants understand how local solutions can address global issues and to foster a sense of global citizenship. Divide participants into two small groups. 1. Give each group a large sheet of paper and markers. 2. Ask each group to choose one local solution they identified during the community mapping. They should then answer: How can this local solution help address the issue on a global scale? 3. Have each group draw a simple diagram showing the link between their local solution and the global issue, highlighting how local actions can lead to global impacts. 4. Ask each group to present their diagram to the rest of the participants. 5. Lead a brief discussion about the connections they made and the importance of thinking globally while acting locally.
Question Prompts:	Encourage participants to think about the wider impact of their solution and how it can contribute to global goals, such as the Sustainable Development Goals (SDGs) or the 11 European Youth Goals.
Facilitator Notes:	This activity helps participants see the bigger picture and understand how their local actions can contribute to solving global challenges. It encourages a sense of global citizenship and helps them think critically about the connection between local actions and global issues. Highlight any common themes or innovative ideas that come up during the Local to Global Connections presentations.

Reflection and Evaluation	
Time Required:	25 minutes
Resources:	Crossroads Community Mapping Clinic Evaluation Questionnaire, Paper, Pens
Individual Learning Reflection: 5 minutes	Ask participants to revisit the notes they made during the first reflective activity about their initial thoughts on their new community and the social issues they've noticed or experienced. ● Give them 5 minutes to reflect on what they wrote. Then, ask them to write down one solution identified during the mapping that could help address the social issue they mentioned. Collect these responses to measure the impact of the session.
Group Reflection: 10 minutes	Hold a final group discussion to reflect on the overall experience, lessons learned, and next steps. Ask the group:

	● How can each of you, individually and as a group, help make the proposed solutions more effective and impactful?
Evaluation: 5 minutes	Provide participants with the evaluation questionnaire for completion.
Closing: 5 minutes	Summarise the key takeaways from the session, highlighting important points and insights. Provide resources (articles, websites, local organisations, etc.) for participants to continue learning and engaging with the topics discussed.

IV.   Digital Mapping Tool

[Insert link to tool and video guide when completed]

V.   Evaluation Questionnaire

English Version of the Evaluation Questionnaire: WP3 Piloting QA - Google Forms

Thank you for taking part in the Community Mapping Clinic of the Crossroads project.

This project aims to encourage young people to work together across different cultures and actively participate in their communities. This will help create fresh, diverse ways to respond to challenges and build a stronger, more united future.

We would like to collect your opinions about the Community Mapping Clinics that you have participated in.

Thank you in advance for your contribution.

Community Mapping Clinics

I Can:

i. Understand what community mapping is and why it's important for identifying local resources, challenges, and solutions.

Not at All   A little bit   Somewhat   Mostly   Completely

This is a draft - Not for circulation

ii. Identify and analyse the strengths, resources, and challenges within the community.

| Not at All | A little bit | Somewhat | Mostly | Completely |

iii. Create solutions for social issues like climate change, inequality, accessibility, environmental problems, education, gender equality, safety, and migration.

| Not at All | A little bit | Somewhat | Mostly | Completely |

iv. Think critically, show empathy, and take active responsibility in addressing community issues.

| Not at All | A little bit | Somewhat | Mostly | Completely |

Introduction & Preparation Phase

i. I have made connections with people in my community

| Not at All | A little bit | Somewhat | Mostly | Completely |

ii. I have shared my experiences with people in the community

| Not at All | A little bit | Somewhat | Mostly | Completely |

iii. The session was organised well

| Not at All | A little bit | Somewhat | Mostly | Completely |

This is a draft - Not for circulation

iv. I had enough time to reflect on social issues in my community

Not at All   A little bit   Somewhat   Mostly   Completely

Understanding Community Mapping & the Digital Tool

i. I understand the resources and needs of my community

Not at All   A little bit   Somewhat   Mostly   Completely

ii. I can speak about social issues in my community

Not at All   A little bit   Somewhat   Mostly   Completely

iii. I can talk about issues and solutions within my community

Not at All   A little bit   Somewhat   Mostly   Completely

Community Mapping & Outdoor Exploration Phase

i. I understand the resources that are available in my community

Not at All   A little bit   Somewhat   Mostly   Completely

ii. I can identify the barriers or challenges within my community

Not at All   A little bit   Somewhat   Mostly   Completely

This is a draft - Not for circulation

iii. I can speak about the barriers that affect different groups within my community

Not at All	A little bit	Somewhat	Mostly	Completely

iv. I can list suggestions to make the community more accessible and inclusive

Not at All	A little bit	Somewhat	Mostly	Completely

Analysis & Reflection Phase

i. I can think critically about local issues

Not at All	A little bit	Somewhat	Mostly	Completely

ii. I can think critically about global issues

Not at All	A little bit	Somewhat	Mostly	Completely

Describe 1 - 3 activities that you enjoyed

Describe 1 - 3 activities that you did not enjoy

This is a draft - Not for circulation

Thank you for your feedback and contribution!

This is a draft - Not for circulation