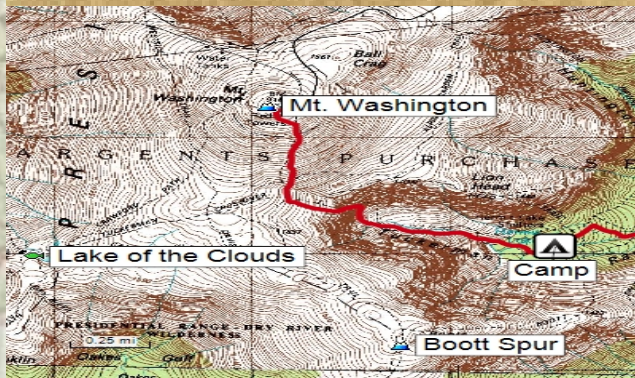


MAPPED!

you are here

a youth community mapping toolkit
for Vancouver









MAPPED!

A YOUTH COMMUNITY MAPPING TOOLKIT FOR VANCOUVER

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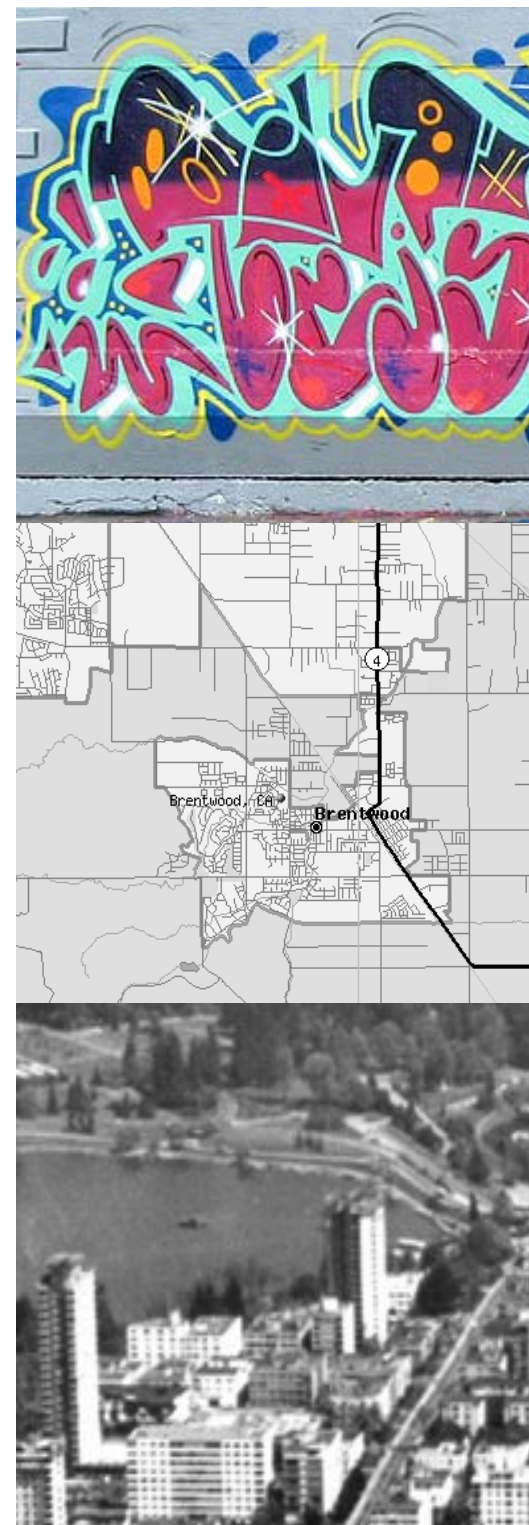
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INTRODUCTION: ASSET MAPPING AS A PLANNING TOOL

Mapped! A Youth Community Mapping Toolkit for Vancouver

This resource manual is written for adults who wish to engage youth in community planning. In the last decade, there has been a growing recognition by planners and community development practitioners that youth are an important population to involve in the planning of their communities. Researchers have shown that engaging youth in planning raises the self-esteem of youth, fosters their sense of environmental and community responsibility, and encourages them to become more civically minded. Youth engagement also leads to better planned communities, capable of responding to the needs of their young population. Because youth have the largest stake in the future of their community (given that they will be around the longest) their input often strengthens the sustainability of community planning. Furthermore, their enthusiasm, creativity and idealism bring a fresh perspective to planning initiatives.

Despite the acknowledged positive outcomes that stem from youth engagement, there are still many barriers to their participation. Municipal staff, community organizers and planners may have limited time and resources, competing interests, and few tools to effectively engage youth in planning processes. Because of these barriers many youth and their adult allies do not venture into this field.

This toolkit aims to address these concerns by providing practical ideas that are easy to use and effective, and have been tested in the field by community organizations and cities.

Youth Vital Signs, a survey of young people in Vancouver, found that youth want to have a voice in municipal affairs. Nineteen percent of the youth surveyed prioritized integrating youth into decision making processes as a strategic action for improving youth voice. Similarly, municipalities in British Columbia increasingly recognize the need to involve young people in decision making. A survey of key informants found that many municipalities have implemented effective models of engagement, but only a little over half of the respondents report that their community is 'good' or 'very good' at including youth in municipal affairs. A significant number (39%) report that their community is not engaging youth in decision-making processes often enough (Blanchet-Cohen, N.) Asset mapping is an effective tool to address this need.

Q: WHERE TO BEGIN?

This manual is broken into four sections:

Section 1: Workshop Outlines

This section of the toolkit begins with an overview of the steps and processes commonly undertaken in a community asset mapping project. The workshops outlined are not only about making the maps, but also about the equally important philosophy and process that go into creating them. In the current western tradition, geographic maps like road maps or atlases are seen as uni-dimensional, aimed at getting the user easily from Point A to Point B, or to locate themselves geographically. What is not immediately recognized is that maps can go well beyond that which is represented geographically - and thus have many different layers of meaning. Everything, from the cultural history represented by the places on the map to the relationship of each feature to another, is important and assists those making and using the maps to better understand the overall meaning behind it. These workshops allow participants to learn the art of mapping and explore the stories they are telling through the maps they make.

Workshop 1: Mapping 101

Is an introduction to community mapping and can be used to assist groups in assessing their local assets and opportunities, establish a visual representation of them, and devise action plans

Workshop 2: Community Mapping

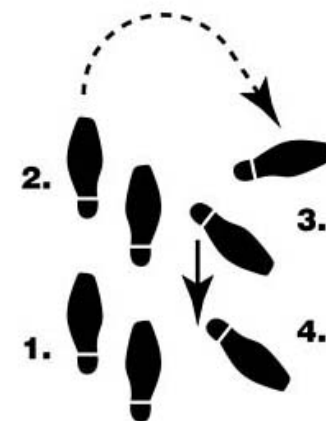
Explains a basic mapping process and how to train youth as facilitators to work with other youth to undertake mapping

Workshop 3: Photo-Visioning + Mapping

Introduces one creative way in which to engage youth in creating a vision for their community

Section 2: Maps to Guides

This section of the toolkit shows how to take maps created in the workshops and turn them into print or web-based guides. These guides constitute a tangible output from the mapping process and can improve access to youth services.



Section 3: Case Studies

Three mapping case studies have been chosen to show both the diversity of application as well as the range of youth that can be engaged.



The *Vernon and Okanagan Indian Band Youth Guide Project* focused on the creation of a Youth Guide for Vernon, British Columbia. It identified and described youth services such as recreation opportunities, youth friendly opportunities and No-Go Zones. This example is included to demonstrate the inter-cultural adaptability of the mapping process. It also demonstrates how peer to peer mapping can leverage the input of a large number of youth.

The Street Legal - Legal Literacy Case Study engaged young people in the City of Victoria in gathering legal information on their rights and responsibilities as citizens. The information was compiled into 'Street Legal,' a print resource guide on legal issues. This project illustrates a thematic community asset mapping approach that promoted positive relationship building between youth and service providers (police).

The Mount Pleasant case study shows how community mapping and photo-visioning can be used to harness the creative energy of youth to develop a vision for their community. The case study also documents how a group of youth were engaged in a formal municipal planning process.

Section 4: Lessons Learned & Resources

This section of the toolkit outlines many of the lessons learned during community asset mapping projects. Take a look at this section before you begin your project to save some planning and logistical headaches. The resource section allows you to do extra reading and research if you desire.

In the end ...

We hope that you will understand that maps and mapping are valuable to youth as a process and as a tool to effect change. No longer are maps solely the domain of professional cartographers or planners. This toolkit can help increase the capacity of planners to effectively engage youth in city processes and empower youth to contribute to their communities. With the advent of new spatial technologies such as Google Earth, and the accessibility of GPS in everything from cars to cell phones, planners, youth and communities can now make meaningful, professional quality maps that can be used everywhere—from community centres to city council chambers.

SO, READ AND MAP ON!!

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COMMUNITY MAPPING : STEPS + PROCESS

At the beginning of this toolkit the “asset based approach” of community mapping was briefly highlighted. It is important to understand what is meant by an “asset” versus a “needs” based approach because this is key to the overall understanding of community mapping.

Assets vs. Needs based approach

There can be little doubt that youth and communities face a huge range of challenges. From poverty to environmental degradation to health crisis, the problems seem insurmountable and people are often overwhelmed. As such, when beginning a community development process, it can be hard to know where to start.

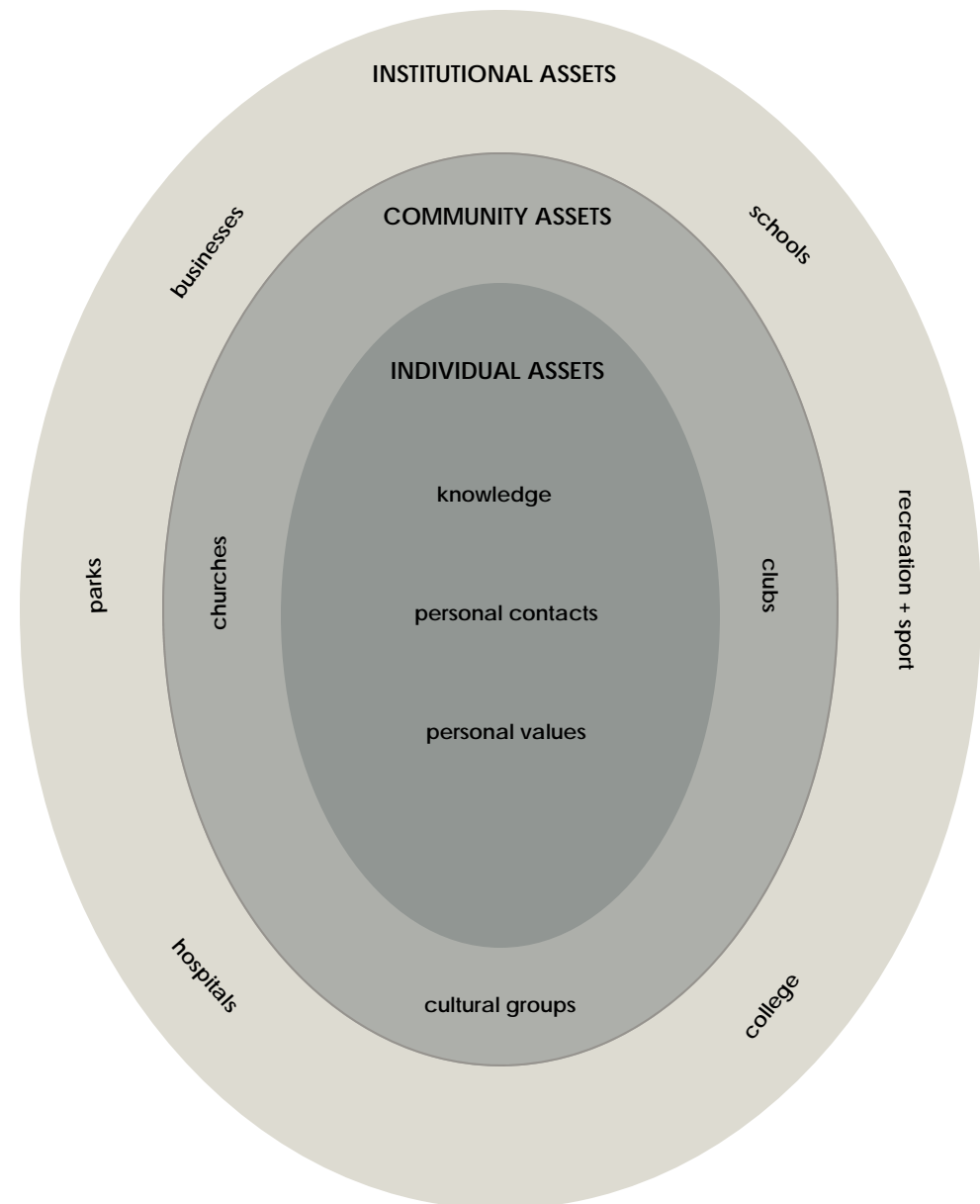
The traditional starting point is to focus on a community’s needs, deficiencies and problems. Commonly, a *needs assessment* is done in order to identify the problems, and from there create a plan. This is by far the most common community planning practice, and where most of the resources in community development go.

An alternative starting point is the one utilized by community mappers - the mapping or identification of the personal, local and institutional assets of a community. Though this is a less common approach, it is one that can bring about long-term, sustainable solutions for a community.

Assets exist in human relationships, community, institutions and economic activity. There may be room for improvement, but they are the basis for community development. When working with marginalized communities it is particularly valuable to use an asset based approach. By identifying the internal resources of a community, it is possible to use external and existing resources more efficiently.

An asset based approach is effective because it acknowledges and values existing resources and allows agents of change to build on this foundation.

Each of the workshops in this toolkit assist in mapping three “domains” - personal, local and institutional. These are represented in the diagram to the right from *Building Communities from the Inside Out: A Path Towards Finding and Mobilizing a Community’s Assets*.



GETTING DOWN TO BUSINESS - COMMUNITY MAPPING WORKSHOPS

The following section outlines three mapping workshops that have been utilized by Lifecycles and Sustainable Cities. These workshop outlines are meant to give you examples and ideas of how you might facilitate your mapping project. These are just outlines and suggestions. You should use your own creativity to adapt them to suit your objectives.

BEFORE YOU GET STARTED...

Before you jump into doing these workshops, here are a few suggestions to help along the way.

DEFINE WHO IS GOING TO DO THE MAPPING

Identify the specific group of youth that you will be working with on the project. This could be a youth council, a high school leadership class, an environmental club, or a variety of other youth groups. A new group could be formed to engage in the mapping process, but working with existing groups makes the process easier to establish and facilitate. As you form your group, you may also want to include community stakeholders and adult-allies in the mapping workshops.

If you work with an existing group, it is important that you speak to either the group's coordinator, the teacher, the community volunteer or whomever has worked with the group in the past. This person represents an important resource to help provide facilitators with a "pulse" of how the group interacts, what some of the topics are that they have discussed, and what they hope to garner from being involved in a community asset mapping initiative.

DEFINE YOUR PROJECT

Next, define your project. This could be done either as a participatory process where you ask the youth with whom you are working what they would like to map, or it could be a more directive process where you engage a group to map something specific that is predetermined. Whatever the case, be sure to clearly write down your focus and share with everyone the goals and objectives for the project, and how success will be measured.

ESTABLISH THE TERMS OF REFERENCE

It is important to clearly delineate your terms of reference with your partners. Make sure everyone understands (through terms of reference or a memorandum of understanding (MOU)) who will be responsible for what portions of the project. More information on setting up terms of reference and MOUs can easily be found on the internet.

NOTE: A rule of thumb in mapping, as in most community development processes, is that the more meaningfully youth are engaged in the development of the project, the greater the personal and community developmental outcomes of the project will be.



SOME KEY FACTORS THAT ARE LINKED TO HOW ENGAGED YOUTH BECOME

a. Time:

How much time do you have to do the project? If it is a one day project, youth will be less engaged than if it is 2 months long.

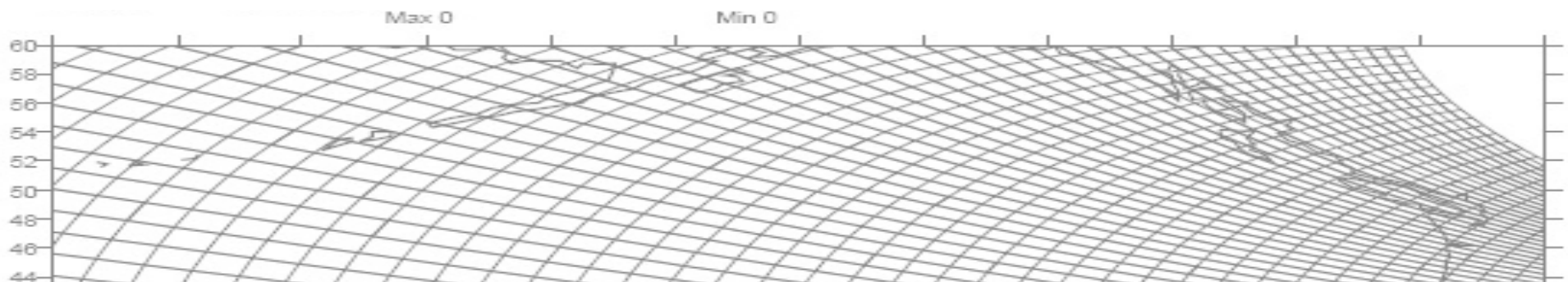
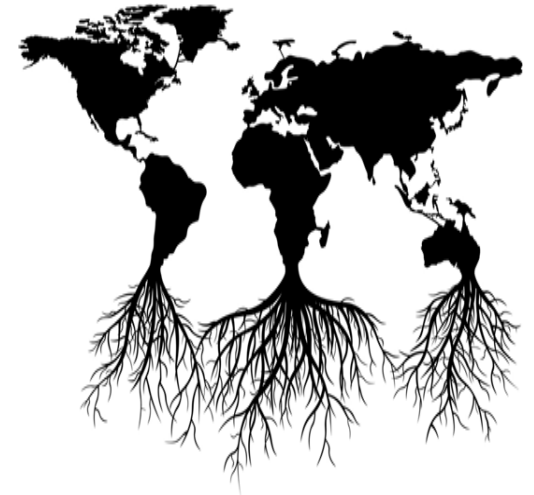
b. Resources:

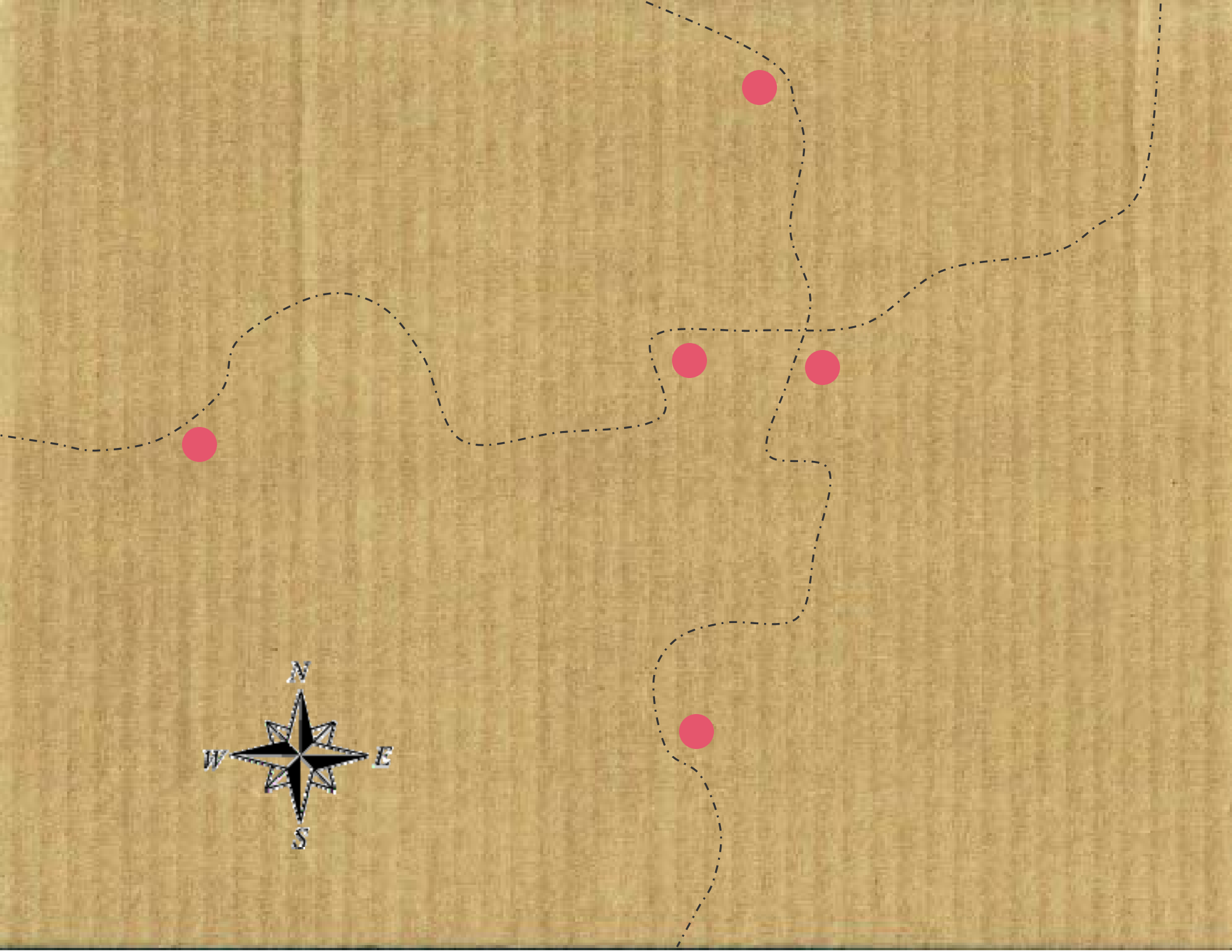
What are the resources you have to do the project? Resources include money, time and space to do the mapping, and in-kind/donated resources and mentorship.

c. Your engagement of youth as leaders in the project:

Youth themselves are assets and as the leader of the project and their leadership skills and energy can be used to move the project forward. Some resources on this can be found at the Centre of Excellence for Youth Engagement at www.engagementcentre.ca.

It is important to be clear and upfront in regards to these three factors with yourself and the youth with whom you are working. This honesty will help determine and manage expectations.

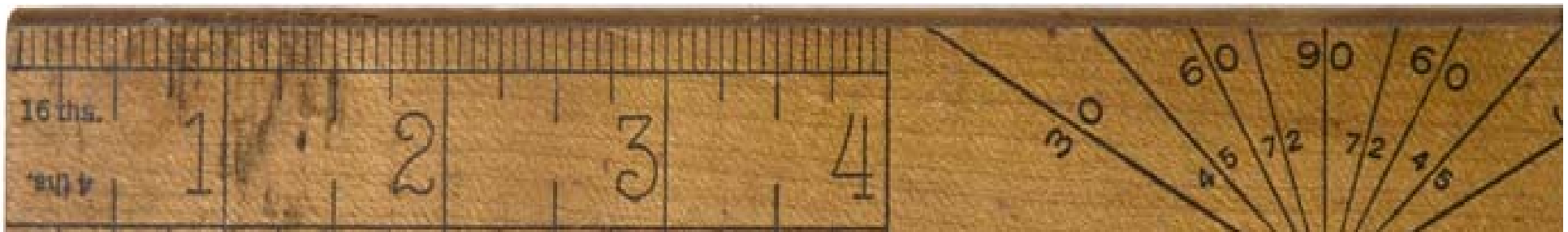




WORKSHOP 1 MAPPING 101

Created by YouthCore from the Lifecycles Project Society (2009)

Workshop Overview 1.5 hrs	Mapping 101 can be the first step in working with your group. This workshop introduces them to the idea of asset mapping, allows the youth to map their own assets and prepares them to map their community's assets.
Objectives	<ul style="list-style-type: none">• Establish a community mapping group• Formulate objectives for the mapping process. Identify a minimum of two key questions or themes to gather information on and map.• Assess their local assets and opportunities to learn about the themes/questions• Create a visual representation of what participants already know about the themes and what they hope to learn through community mapping
Important Point	It is important that a facilitator speak to either the group's coordinator, the teacher, the community volunteer etc. who has worked with the group in the past. This person represents an important resource to help provide you with a "pulse" of how the group interacts, what some of the topics are that they have discussed already and what they hope to garner from the mapping process. If you are creating a new group, we recommend taking the time to identify each stakeholder/participant's interest in the project.
Supplies	<ul style="list-style-type: none">• Felt markers• Flip chart paper• Additional supplies for ice breaker games as you see fit <p>Make sure there is someone to take notes</p>



Workshop Outline

Introductions and learning 20mins

- Play an ice breaker game to help people to get to know each other
- Pass around a sign in sheet to get everyone's contact information
- Create a flip chart of goals and objectives from the group for the mapping process: What brought people here today?
- Share your intentions for the day - provide them with an agenda and outline on a flip chart

Intention: To know one another, to understand what we can do together and why we are coming together

AIMS Why are we doing this work? 15mins

- Lay out 2 or 3 guiding questions for the group
- Divide the group into dyads and ask them to discuss and mark down their answers
- Some sample questions: What specifically do you wish to learn? Who is the information for?
- Compile the information on a flip chart and discuss as a group
- What are the main themes? Are there 2 specific aims that everyone can agree on?

Intention: To agree on the objectives

Mapping the Assets in the Room 30mins

Body maps are a great way to start understanding the personal assets each person brings to the group. On large sheets of paper have participants draw an outline of their body and reflect on their internal and external assets.

Ask the participants to reflect on the following and record their thoughts *inside* the outline:

- What are their hopes for participating in this process?
- What personal attributes do they bring to the table? (i.e. outgoing, analytical, funny, enjoy dancing etc.)

Outside the outline, ask the participants to highlight their external assets:

- What people do they know in the community?
- What resources and supports do they have in their community?

From there hang up the body maps and start a discussion on assets within the group and community; outline and list all of the assets in the room.

Intentions: Understand what everyone is bringing to the table and what information is necessary to answer the questions of the group



10 minute break

Needs and Next Steps

15mins

After reviewing the group's assets, now it's time to identify the specific activities the group should undertake in order to answer their questions and achieve their aims.

Have a discussion and make a list of:

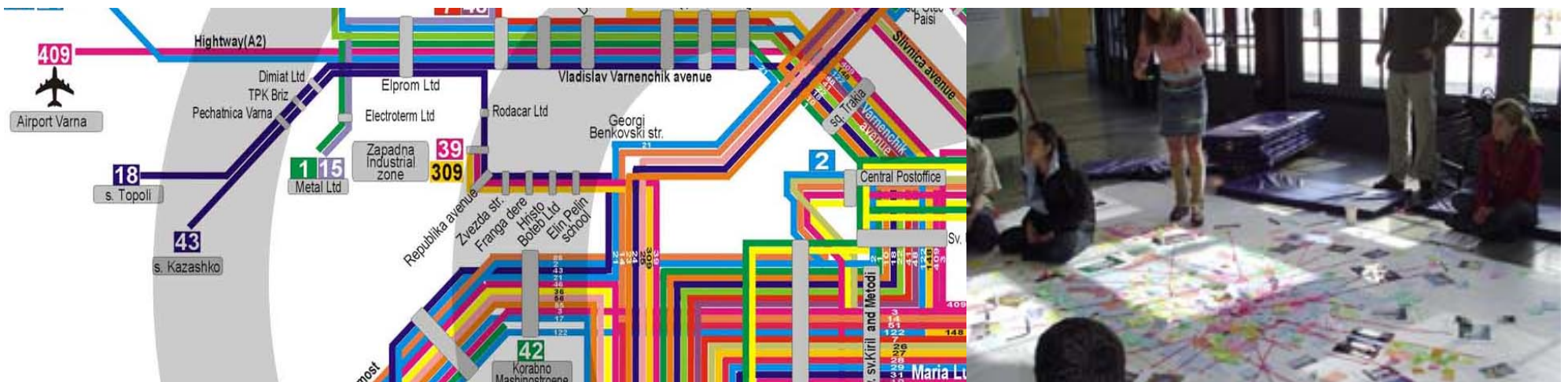
- Who the group needs to talk with to learn more
- What "things" or equipment the group needs (i.e. cameras, maps , gps units, etc.)

Next Steps:

With the group highlight the next steps people want to take. Another 1.5 hours would be necessary to complete an action plan on how to answer the questions!

Plan your next steps, meetings, targets, objectives and outreach activities

This is a snapshot of mapping 101 processes that could help support your work! The next steps following this workshop would include beginning community mapping on a specific issue or theme. For example, mapping Youth Friendly Services, services for young mothers, recreational opportunities or creating a Green Map.



WORKSHOP 2

COMMUNITY MAPPING

Created by Sustainable Cities (2009)

Workshop Overview 3.5hrs (Parts A & B)

This workshop outline details how to lead community asset mapping and train youth as peer-to-peer facilitators of the mapping process.

The workshop is divided into two parts that you can use according to your project objectives. In **Part A**, you will learn how to facilitate a community mapping project. You may choose to use only Part A, if you are doing a short-term project (for example as a weekend workshop) or if you will be the main person engaging youth in the process and do not have the time or ability to support a peer-to-peer facilitation process.

In **Part B**, the facilitator plays the role of a trainer. Part B outlines a model for training youth to engage their peers in community mapping. When youth engage their peers, they take ownership in community mapping and have the potential to reach large numbers of youth. The Vernon/Okanagan Indian Band case-study demonstrates how one class of youth engaged 900 of their peers in one month (see pg 23.)

Objectives

- Engage youth in learning about community asset mapping through hands on activities
- Train youth as facilitators of community asset mapping processes, so they can engage many more of their peers

Supplies

- Felt markers
 - Flip chart paper
 - Maps of area (neighbourhood, park, city, region etc.)
 - Colored sticky dots or pins for the maps
 - Additional supplies for ice breaker games as you see fit
- Make sure there is someone to take notes**



Workshop Outline

Part A

Introductions and Learning

20mins

- Introduce the mapping process, time frame and your/the group's objectives (include an agenda for the day)
- Play an ice breaker game to learn more about one another
- Pass around a sign in sheet to get everyone's contact information - this way you can send out the notes from the meeting when you are done

Dream Trees: Values & Visioning Exercise

30mins

In this exercise, you will divide participants into small groups of 4-5 people

They will be given construction paper, flipchart paper, and felts to create a 'Dream Tree.' The Dream Tree represents their hopes for an ideal future in their community. Eg. What would a youth-friendly Dunbar look-like? What does a sustainable Strathcona look like?

Steps:

- Provide participants with sticky notes to write down at least 3 hopes for the future of their community. Eg. inclusive, sustainable, youth friendly, safe, culturally diverse, etc.
- As a group, share these hopes for the future and use them to create a 'Dream Tree.'
- Each part of the tree will represent different values they have for the 'ideal future' in their community. For example: the roots may represent large values such as culture, sustainability, poverty alleviation etc. The trunk of the tree may represent programs or resources in the community that could help to achieve these values (eg. Youth Resource Centre), and the branches could be specific outcomes (eg. more late night activities for youth).
- You may choose to use another symbol in place of a tree. For example, in Iqaluit—in Northern Canada—an Inukshuk was used as a symbol because trees are infrequent or absent in that part of the Arctic.

The Dream Tree to the right was created by a group of youth service providers in planning their asset mapping project with youth.



**Community
Mapping Exercise**
1 hour

- This is where you teach the youth how to do community asset mapping hands-on.
- Provide the youth with maps of the area in the community - these maps are often called “base maps.” These maps must be large format, i.e. the size of a table. They can usually be requested from the municipal government, or from a cartographic store. Maps can also be printed off the internet through Google Earth and blown up to a larger desktop size.
- Ask the youth to use sticky dots or pins to mark the spaces in the community that fit under your theme. They may use different colored dots to code different categories of assets—blue for recreation, yellow for programs and services, green for safe spaces for youth, red for no-go-zones, and orange for cheap/youth-friendly places to eat, etc.
- Ask the youth what they notice about their community. What are the assets in their community? How are they distributed? What is missing that would make their community a better place to live?

**Workshop Outline
Part B**

**Peer to Peer
Facilitation**
30mins

As a group, review the mapping exercises completed in Part A of the workshop

- Discuss possible challenges and strengths of facilitating this process with their peers
- Have youth brainstorm the materials they need for facilitating an asset mapping workshop and the preparation they need to do

As a group, answer these key questions:

- Who will the workshops be for?
- When will the workshops be held?
- What arrangements need to be made for the mapping?
- How many youth will be included? Ages?
- How will they assure youth with a diverse range of backgrounds are included?



Facilitation 101 30min

The purpose of this exercise is for the youth, who will be facilitating their peers in mapping, to better understand what it means to be a facilitator.

- Divide the youth into small groups (4-5 youth) and number the groups (even and odd)
- Have youth in even numbered groups brainstorm the qualities of a good facilitator (have them write them on flip-chart paper and stick at the front of the room; have a youth read through them)
- Have youth in the odd numbered groups brainstorm the key elements of facilitating asset mapping with their peers. Have them write them on flip-chart paper and stick at the front of the room; have a youth read through them.

A good facilitator:

- Is confident
- Is organized
- Makes people feel welcome and comfortable
- Ensures everyone has the chance to speak and voice their opinion
- Encourages the group to explore interesting ideas
- Ensures that everyone understands
- Is flexible and responds to group needs
- What else???

Next Steps 30 minutes

As a group, you now need to plan the next steps for the 'peer to peer' community mapping

- Set goals and objectives for the process
- Set a timeframe for the mapping workshops to be completed
- Identify a target number of youth to reach and how you will ensure you include youth from different backgrounds (ethnicities, abilities and socio-economic groups)
- Determine check-ins with the group. You may want to check-in with them a couple of times during the mapping process to ensure that it is running smoothly and to assist with troubleshooting where necessary

For more information, ideas and next steps, visit Sustainable Cities at www.sustainablecities.net



WORKSHOP 3

PHOTO-VISIONING + MAPPING

Created by Sustainable Cities (2009)

Overview 4.5hrs

Photo-visioning is an excellent tool to engage youth in thinking about the future of their community and their values. Through walking tours of their community, neighbourhood or parks, the youth photograph things that have meaning and significance to them and the things and areas that they would like to see changed. The photos are then used to form the basis of discussion around a youth vision for the community.

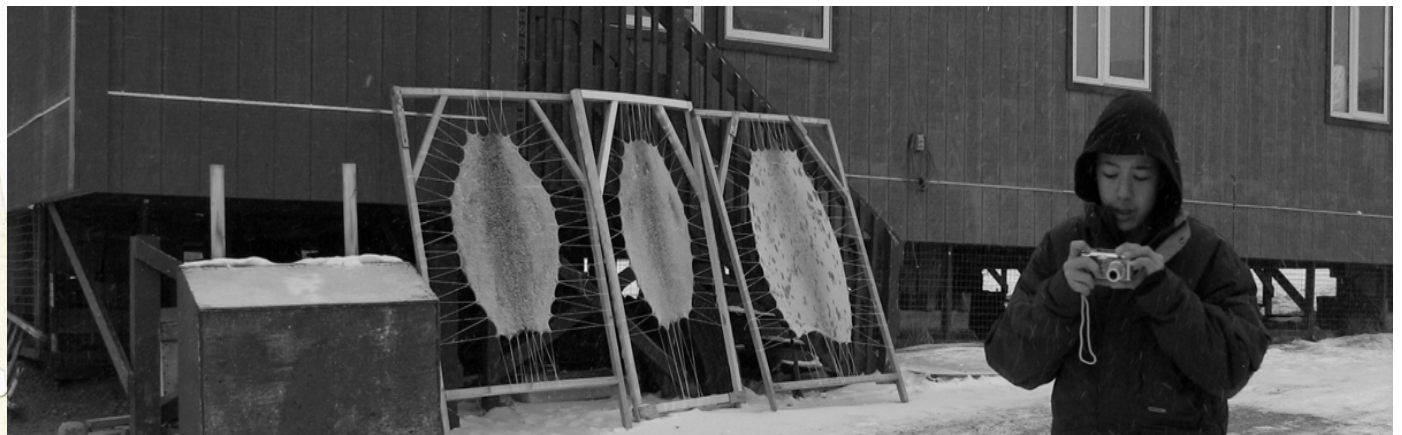
Photo-visioning can be used to enhance community mapping projects as youth visually engage with their community through walking tours and photo taking. These photos can then be incorporated into the youth guides that are created through the mapping process or used at public information sessions and in advocacy.

Objective

To engage youth in developing a vision for their community, and to utilize creativity to imagine the ideal community in the future

Supplies

- Cameras (Digital, disposable, film or Polaroid, depending on your project)
- Notepad and paper to take down notes, photo locations and observations
- Maps of area (neighbourhood, park, city, region etc.)
- Consent forms that grant permission for the use of photos where participants appear
- Post-it notes
- Flip-chart paper
- Felt pens
- Computer (if using digital cameras)



Workshop Outline

Part A

Activity Introduction 20 minutes

- Introduce the photo-visioning process
- Explain to participants that the objective of this activity is to capture their community in photographs
- Ask participants to take photos of places and things that have meaning and significance to them or that they think are important to their community. Ask them also to take photos of places and things that they would like to see changed.
- Ask participants to also photograph places they feel safe and places they do not feel safe
- Divide the participants into groups (maximum 5) to share a camera and ask them to make sure that each person has equal time with the camera
- Suggest that they take notes on their walking tour as to where and why they took the photos

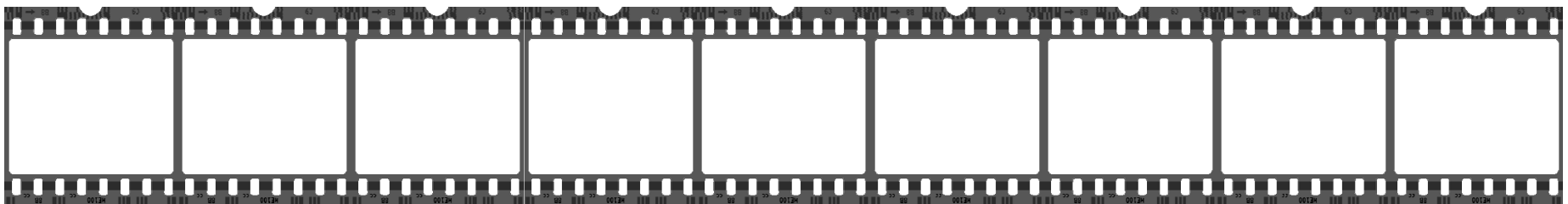
Brief Photography Workshop 30 minutes

- Provide the participants with cameras and a brief overview of how to operate a camera and compose good photos.
- Emphasize the creative process (funny angles, interesting composition styles)

Photo-Visioning Walk- ing Tour 1.5 hours

- If you are covering a large area, you may want to send participants to different areas to start their tour
- If participants are young, you may need to have adults accompany them on the walking tour

10 minute break



Workshop Outline

Part B

Photo Visioning Debrief 1hr

- Upload or print the photos so that the group can look at them together
- Ask each youth to share his/her favourite 4-5 photos and explain what they represent to him or her
- You may need to split into small groups (each with a facilitator) for the discussion if you are working with a large group of youth
- Once each of the youth have presented their photos, ask if anyone took a photo of something else in their community that has not been shown or discussed that they really value or want to see changed
- Have the youth label/title their photos and what they represent about their community

10 Minute Break

Creating a Vision 1 hour

- Building on the photo exercise, you can now engage the youth in creating a vision statement for their community
- Provide the youth with sticky notes and ask them to write down three things they feel are fundamental to the future of their community
- Ask them to stick these words onto a piece of flip-chart paper and then have one person group together the words by key themes (eg. protected environment, clean rivers, sustainable city, active transportation)
- Lead the group in coming up with common words to describe these key values/themes. The example on the previous bullet may be called a "Green Britannia," "Sustainable Strathcona" or, "Environmentally Friendly Vancouver."
- Next, as a group, string together the words into a concise vision statement. For example: The youth of Strathcona envision a neighbourhood that is green, culturally-diverse, peaceful, and has ample recreation activities.
- Keep the descriptive words that the youth wrote and use them as part of the details on which the youth vision is founded



The photos and vision statement can be utilized to mobilize City Council, teachers, parents, businesses, etc. to take action. They can also be used to leverage funding and support for youth initiatives in your community.

YOUTH GUIDE CREATION

Organization: Sustainable Cities

Overview

Community mapping and visioning processes can be used to produce youth friendly guides of the city or neighbourhood. Generally these guides are created using city or regional maps (or maps available from Google Earth.) Numbered points are then digitized onto the maps to correspond with a service, location, or place in the community, which are in turn identified by a legend. The guides can include information on transit, relevant phone numbers and brief descriptions of the identified assets.

Types of Guides

Community mapping can be used to create a wide range of guide books for youth and project stakeholders. If the intent behind the mapping process is to engage youth in creating a long-term vision for the community and identifying youth friendly services and spaces, the project would likely result in a Youth Friendly Service Guide. Other types of guides may be thematic according to particular community issues.

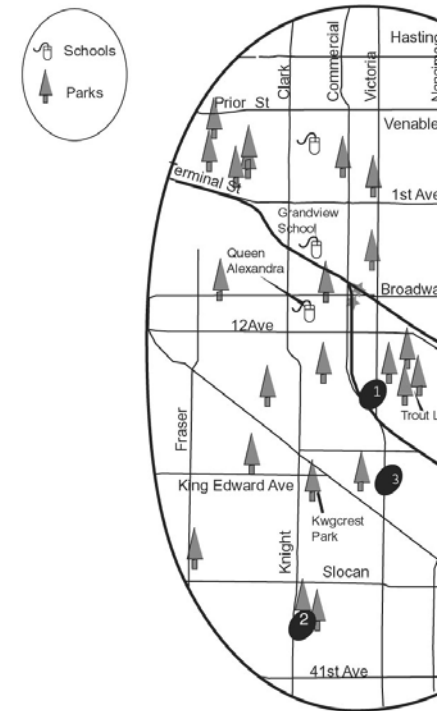
For example a mapping project could result in:

- A green guide (identifying green spaces and programs, businesses, recycling facilities, used-item stores, initiatives to tackle climate change, renewable energy, etc.)
- A guide to services for immigrant and refugee youth
- A young mothers' guide (identifying services, spaces and programs for young mothers)
- A recreation guide (identifying parks, community centres, trail systems, skateboard parks, outdoor equipment rental facilities etc.)
- A guide for street involved youth (for resources, safe places, inexpensive food, etc.)

Materials/Resources

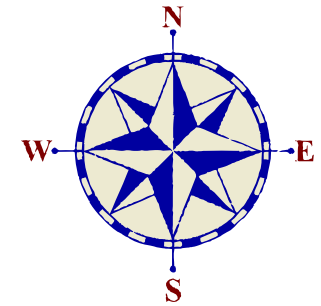
- High resolution maps (neighbourhood, city or regional level depending on your scale) - these maps should be 600 dpi minimum and in the format of a jpeg or in a vector format such as eps, ai, or pdf (*If you use pdf make sure it is saved in vector format)
- Photos for inclusion in the guide must be 300 dpi or more in printable size (200 K or larger for a 4x6 photo)
- Copies of maps created through youth mapping exercises and the corresponding legends identifying locations
- A computer with Publisher, Adobe Illustrator, In Design or Corel Draw or a city GIS program and a person with basic knowledge of use of one of these programs

Tip: Do not download maps online to use for this guide unless they are of high resolution as listed above because they will not print clearly. Always ensure you are respecting issues of copyright.



Steps

1. Complete the mapping exercises to gather the data and content for the guide
2. Identify a name for the guide
3. Work with local youth to design and layout the guide
4. Identify your key resource people for the assembly of the guide. You will need:
 - a. A person with experience in layout & design to assure the guide looks professional. This may be a design student or a person with expertise from the organization that you are partnering with on the project.
 - b. A person that understands the use of a computer publishing program as listed above. Do not try to create the guide in basic programs such as word or basic brochure programs. You will find it difficult to create high enough resolution images for a quality guide.
5. Consider developing the guide primarily in black and white for printing affordability and be sure to develop it to print double-sided
6. Assure that you produce draft copies of the guide for the project team to review and allow ample time for review and revisions
7. When you print the guide, print several test copies before you begin a large copying process. This will ensure that the pages line up properly and that if there are any last minute changes needed in quality or resolution you can make them adequately
8. Don't forget to include logos of sponsors, funders and project partners
9. Note the date and authors or organizations on the guide



Dissemination

1. Decide how you are going to distribute your guide. You may want to make copies available through community facilities and organizations including community centres, resource centres, youth centres, libraries and the local government.
2. Be sure to provide the people engaged with your project with copies of the guide (eg. youth facilitators, schools, community organizations, sponsors and partners)



CASE STUDIES

VERNON & THE OKANAGAN INDIAN BAND—YOUTH GUIDE PROJECT

Lead Organization
Partners
Date of Project

International Centre for Sustainable Cities (Sustainable Cities)
City of Vernon, the Okanagan Indian Band (OKIB)
January to May 2009

Overview

The Youth Guide Project was designed to engage youth from the Greater Vernon Region in identifying the resources, services, and spaces for youth in their community. The project took place over a period of four months and engaged over 900 youth from the Greater Vernon Region in mapping, visioning and voicing their concerns about community issues and resources. This project was facilitated by a local Youth Coordinator who worked with Fulton Secondary School's Global Education Class to conduct peer-to-peer facilitated community mapping. This group also designed the youth guide. A photo visioning contest was held during the project to encourage local youth to creatively identify the things they like about their community and those aspects of the community they would like to see changed.

Objectives



- To develop and pilot methods for meaningful and ongoing engagement of youth in the City of Vernon and the Okanagan Indian Band
- To identify current and emerging youth programs, services, and places / spaces that are youth friendly in the Greater Vernon Region and create a Youth Guide for these resources
- To strengthen the partnership for sustainability planning between the City of Vernon and the Okanagan Indian Band

Results

This project resulted in the meaningful engagement of youth from the Greater Vernon Region in developing visions, and voicing their ideas about community planning issues. This project directly resulted in the production of a Youth Guide (both paper and web-based) for distribution within the City and OKIB. Following presentations by the Youth Coordinator, both Councils are developing further initiatives for continued engagement of youth in community planning. The data gathered through this project will provide both the Okanagan Indian Band and the City of Vernon with a youth perspective that can be incorporated into community planning. The process has also provided a range of tools and methods for both the City and the OKIB to use to incorporate youth into planning and development projects. Further to this, the project has strengthened the collaboration between the OKIB and the City on sustainability planning and created a meaningful relationship with the Global Education Program.



"The way our Youth Engagement Coordinator approached youth and engaged them as peer facilitators is a great model. The lessons learned from this project will be very helpful for me in my work. If I had used these ideas in our youth engagement efforts for our OCP I am sure the process would have been much more effective," - *Dean Strachan, Assistant Planner, City of Vernon.*

What makes this project Unique?

This project utilized a **peer to peer facilitation** model (see Workshop 2) in order to engage over 900 youth. Through the Global Education Class, eight teams of two peer facilitators visited five high schools and two religious schools in the Greater Vernon Region to facilitate peer visioning and community mapping. Randomly selected classes of approximately 25 to 30 students from grade eight to twelve participated in the youth mapping and community visioning exercises.

This case study also demonstrates how asset mapping can be used in a **cross cultural setting**. The Youth Coordinator worked with 13 youth from the Okanagan Indian Band through the Six Mile Education Centre and R'Native Voice program, 18 youth from the Sookinchoot Youth Centre and 12 youth from the First Nations Studies 12 class at Seaton Secondary School. Project participants included youth from all of the grades at each of the high schools and religious schools in the Greater Vernon region and a diverse range of ethnic and socio-economic backgrounds.

"We see this project as a starting point for continued youth engagement in the City. We are on the path we wanted to get on and are feeling very encouraged. We can't let this fade away now that the project is wrapping up. We need to focus on how we move forward," - *Kim Flick, Manager of Planning and Buildings, City of Vernon.*



The Tweedledum Foundation

**Lead Organization
Partners**

LifeCycles Project Society
City of Victoria, City of Victoria Youth Council, University of Victoria Faculty of Education and
Coast Capital Savings

Date of Project

Ongoing (Began Fall 2008)

Overview

This project engaged young people in gathering legal information on their rights and responsibilities as citizens. The information was compiled into 'Street Legal' a print resource guide on legal issues for youth in the City of Victoria. The project engaged over 100 youth and adults through community mapping and focus group discussions and was aimed at promoting positive relationships between police and youth, with a particular focus on marginalized young people. The project explored the means and scope of information available about youth-police relations and developed a series of recommendations to City Hall to better strengthen and build the relationship of trust and accountability between police and youth in the City of Victoria. This project engaged a broad spectrum of youth, including both those who had and had not been in contact with the law.

Objectives**Objectives**

- To identify and map the relevant concerns, challenges and issues pertaining to the youth and police relationships within the City of Victoria
- To increase youth voice in the policy and practice of local government and the local police force with regards to how they approach, engage and educate youth about their rights and responsibilities
- To gather information on knowledge and perceptions of the rights and responsibilities of both police and youth within the City of Victoria

Results

This project resulted in the creation of 'Street Legal' - a print resource guide which outlines the basic rights and responsibilities of youth. This guide is being distributed by youth and the police in Victoria, BC. A workshop series is in development to be created by youth for school and community group settings. These workshops will explore the street rights and day to day legal roles and responsibilities of youth within the City of Victoria. As well, the City of Victoria Youth Council is expanding to include a legal resource www.cvyc.net. The youth involved in the project are exploring options for having a role on the Victoria Police Board and being involved in a new community initiative surrounding late night issues within the downtown core.



In Victoria, there has been a common assumption that youth should just “know” what they are responsible for legally, and what their rights entail. This project addressed this power imbalance that had existed between youth and police in the community, and provided information for youth about legal issues. As of Fall 2009, the evaluation process for this project was underway and was to include qualitative and quantitative exploration of the engagement strategies, impact areas and possible frameworks for action around legal literacy issues for youth in other communities. The youth engaged in this project are in the process of developing a knowledge dissemination process to share ‘Street Legal’ and the project with youth throughout Victoria.

What makes this project unique?

This project demonstrates how mapping can be used to **target a specific theme** not automatically associated with a geographic map. While participants mapped the locations of their interactions with police and the location of their sources of legal information, they also mapped aspects of their interaction with the law that are not geographically based, such as their rights and responsibilities as citizens.

Additionally, it demonstrates how a mapping exercise can **foster dialogue** between groups who don’t traditionally interact or have been at odds in the past. The youth who participated in this project have been empowered to explore their legal rights and responsibilities and share this information with their peers.



Lead Organization
Partners
Date of Project

Mount Pleasant Neighbourhood House (MPNH) and Broadway Youth Resource Centre (BYRC)
City of Vancouver(COV) and the Youth Outreach Team (YOT)
May 2008 - January 2009

Overview

The Mt. Pleasant photo-visioning project was designed to engage youth in the Mount Pleasant Community Planning Program, a formal neighbourhood visioning process lead by the City of Vancouver. The project consisted of three phases, which together demonstrate how photo-visioning (see workshop 3) can be used to harness the creativity of youth to foster sustainable and youth friendly community development.

Phase 1:

15 youth were involved in photographing their neighbourhood and presenting their findings at public events. They identified existing shops and services that were significant to youth.

Phase 2:

Youth distilled a set of 20 principles and priorities for their community based on their findings. The youth then re-imagined a local shopping district based on these principles and priorities through a second photographic exercise; the youth were taken on a tour of other neighbourhoods in Vancouver, where they photographed sites, features and other ideas that encapsulate the principles and priorities they identified. These and other ideas were then incorporated into a re-visioning of the shopping area. The youth identified three key themes in their visioning: enhanced arts and expression, community services, and housing affordability.

Phase 3:

The City of Vancouver's Youth Outreach Team and the City's planning staff facilitated opportunities for the Youth Action Team to present their findings from Phase 1 & 2 to the Mount Pleasant Social Coordinating Group and Mount Pleasant Business Association. Simultaneously, youth participants were mentored in the production of two short documentaries addressing the priorities the Youth Action Team has for the community.



Objectives



- To gather youth views on the Mount Pleasant Community Planning Program with the intent of informing policy
- To engage youth meaningfully and empower them through participatory action research towards positive change in their community
- To demonstrate to City planners and other adult community leaders an effective youth engagement process with directly applicable and methodologically defensible outcomes

Results

Youth engagement in the Shopping District Phase of the Mount Pleasant Planning Program has been a catalyst for the development of a Youth Action Team (YAT) in Mount Pleasant. YAT members are seen as a resource in and to the community beyond the planning program. Their findings from Phase 1 & 2 of the photo visioning project are directly applicable and integrated into the City's neighbourhood planning program. They have participated in various civic youth engagement and leadership development opportunities outside of the planning program, thereby expanding their knowledge and understanding of the roles that civic government plays in the lives of citizens. As a direct result of the Youth Action Team, over 330 children, youth and their families have been engaged to date in the Mount Pleasant Planning Program, thus helping shape civic policy.

What makes this project Unique?

The Mount Pleasant case study demonstrates how **photo-visioning** can be used to engage youth in articulating their vision of a better community. Furthermore the Mount Pleasant project was directly connected to a formal city planning initiative, strengthening youth engagement and empowerment at the municipal level. Finally, funding allowed for ongoing **mentorship, support and leadership development** among the youth.



This section identifies some of the key lessons-learned in youth community mapping projects. Please contact LifeCycles Project Society or the International Centre for Sustainable Cities for more details.

Partnerships

- Identify and engage key stakeholders from the initial project planning stages. For example, in the LifeCycles Project Society 'Youth Legal Literacy Project,' they would have liked to engage the City of Victoria and the Victoria Police Department earlier on in the project. Their involvement was really sparked after the schools became involved with the project.
- Engage with the City Council or First Nations Band Council in the area you are developing the project. Make sure that the project fits with their needs and objectives and they are willing to support the project. Define what their role will be in the project and the type of commitment you need from them.
- Build upon existing initiatives in your community. For example, in the Sustainable Cities project with Vernon and the Okanagan Indian Band, Sustainable Cities partnered with existing youth organizations and a Global Education class that was looking for projects to engage its students in their community.
- Consider inviting core-funders to the table at the beginning of the project so that they are actively engaged throughout.
- Identify potential funders for the project's next steps before commencing the project
- Creating community ownership requires following the pulse of the community and letting the target group take the lead.
- Make sure that the project partners have clearly defined roles and understanding of the support needed for the project. Conference calls and regular updates involving all of the project partners should be set-up or outlined from the beginning of the project.

Project Development

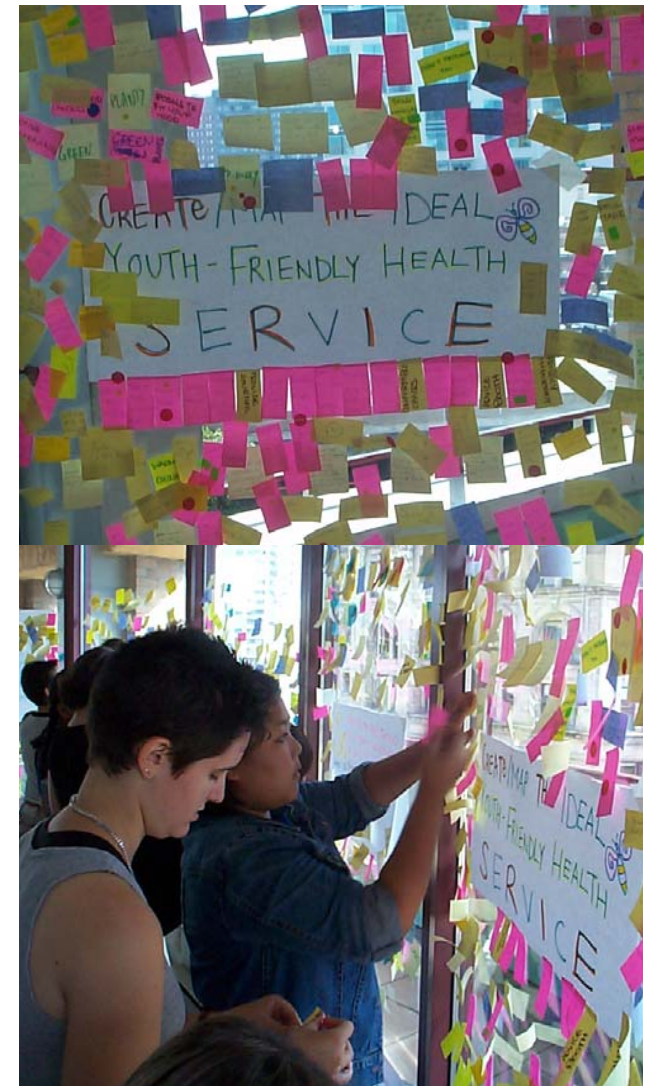
- Identify a project coordinator and a project champion that will provide support for this project as it develops and after it is completed. These may be the same people or may be two different people depending on the nature of your project.
- Make sure that you do not have too many objectives for your project (a concise, complete project that includes web and media coverage, photos, lessons learned)
- Realistic time-frames are important and always allow at least 10% more time than you think is necessary to complete the project
- Project leaders must have resilience and determination. In the LifeCycles Project Society 'Youth Legal Literacy Project' there was a lot of skepticism that youth could contribute significantly to the legal and rights landscape locally. This was extremely frustrating but also built a stronger sense of purpose and determination among some of the youth engaged.
- From the beginning of your project, have a strategy to keep the adult allies involved in the project after its initial timeline has been completed. If you can, identify project champions from among the adult allies/organizations in the community.

Project Documentation

- Plan from the beginning to take photos for the documentation of your project. Assure that your photos are high resolution and, where necessary, participants have signed consent forms allowing you to use their picture in publications, reports and online.
- Capture quotes from youth and project partners about your project. These quotes make a big difference for funding applications and reports. They provide evidence of the impacts of your project.
- Document successes and lessons learned from your project so that others can learn from you
- Keep track of media coverage associated with your project. This is great for reports, websites and future funding.
- Make sure that you incorporate a debriefing and celebration with all of your project stakeholders and participants. If you can, piggy-back on other events. For example in the Vernon & OKIB Project, the Youth Coordinator attended the Global Education Class graduation celebration and the Youth Guide was launched at the Earth Day Celebrations in the City of Vernon.
- If you are working with facilitators who are doing the community mapping process, make sure that you are on the same page about your objectives, deliverables and time-frame for the project

Project Dissemination & Evaluation

- Develop a strategy for disseminating your youth guides and information created by the project. Consider who, what, where, when, why and how, when planning your dissemination strategy. Include youth, service providers, City/Band Councils, funders, and other communities and organizations that may be interested in learning from your project.
- Approach your local media. If they are too busy to cover your project, write your own press-releases and supply them with photos. Media coverage raises awareness about your project and creates profile.
- Consider working with a Developmental Evaluator or external evaluator from the initiation of the project to provide a critical eye for the project. This will assure that your project maximizes the ability to build capacity.
- Often evaluation is hard to include in short-term projects as project wrap-up encroaches faster than anticipated. Include evaluation methods as an integral part of your project.
- If you do decide to do email/electronic surveys as part of your project evaluation, you may want to follow-up with phone-calls asking people to complete the surveys. Assure the surveys are complete, but concise.



If you still have questions or you are interested in learning more about asset mapping and its application, you can contact Sustainable Cities at sustainablecities.net or see below for more resources.

Asset Mapping: A handbook

Government of Canada

http://www.rural.gc.ca/conference/documents/mapping_e.phtml

This handbook is focused on three different approaches to asset mapping: The Whole Assets Approach, The Storytelling Approach and The Heritage Approach. Each approach tends to identify different types of assets, which is explained in the handbook along with step by step instructions for facilitation.

Asset Mapping Guide

Victoria State Government, Australia

Designed to support individual communities as they engaged in a state wide asset mapping initiative, this document provides an overview of asset mapping and step by step description of the process as prescribed by the State Government.

Community Asset Mapping: A Critical Strategy for Service

The Bonner Foundation

http://www.bonner.org/resources/modules/modules_pdf/BonCurCommAssetMap.pdf

Part of the Bonner Curriculum, this document is a training guide designed to provide guidance on how to uncover community assets and create a map of them. It provides a step by step instructions for facilitating a three day asset mapping workshop for university students.

Creative Tools: Civic Engagement of Young People

International Institute for Child Rights and Development (IICRD)

"The primary purpose of this document is to help municipalities increase the social inclusion of young people, especially those at risk. It also seeks to improve the effectiveness and sustainability of city planning." It begins by outlining the theory behind youth engagement. It then describes the preparation that will need to take place in order to use the four tools presented in the tool kit (Mapping, Visioning, Photo-Frame and Jenga with a Twist.)



Place Mapping with Teenagers: Locating their territories and documenting their experience of the public realm

Penny Travlou, Patys Eubanks Owens, Cathrine Ward Thompson and Lauraine Maxwell

Children's Geographies

Vol. 6, No. 3, August 2008, 309-326

The purpose of this paper is to present, analyse and critique a research method, 'place mapping', used to document and understand teenagers' experience, use and perception of public spaces. Researchers in two case study sites, Edinburgh, Scotland, and Sacramento, CA, employed conventional street maps as a basis for eliciting and recording young people's spatial experiences. This method offers an effective mechanism for generating and structuring discussion - through dialogue - by the participants about their dynamic and shared experience of place, geographically recording places and ensuring equitable participation.

Using Children's GIS Maps to Influence Town Planning

Ulla Berglund, Department of Urban and Rural Development, Swedish University for Agricultural Science, Children, Youth and Environments 18(2) 2008

In a research project carried out in various neighborhoods in Stockholm, Sweden, the researchers developed a method for facilitating children's influence on spatial planning. The goal was to construct a vehicle for communication that could work in practice for both children and teachers as well as for planners. The method uses computerized GIS maps—a common tool in spatial planning. With little assistance, 10- to 12-year-old children map their routes and special places, mark activities and write comments. Teachers can also map routes and places used for education. The results have proved reliable and accessible by planners. Use of the mapping method within the school curriculum and in the planning process is broadly discussed in the paper.

Youth Community Asset Mapping Initiative Report

Environmental Youth Alliance

Provides an overview of asset mapping as a strategy for youth engagement and describes a number of projects the Environmental Youth Alliance completed using this approach.

Photo Credits

Front cover: City of Vancouver's Youth Outreach Team

Inside front cover: City of Vancouver's Youth Outreach Team

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