

Map of my neighbourhood's resources



OBJECTIVES:

- Reflect on how the public space (institutions, associations, people, physical places, etc.) can be a tool and a help for everyone.
- Identify places that are useful for the school community.
- Sharing good practices and happy moments in the neighbourhood.
- Valuing the potential collaborative knowledge



AXES:

Identification of internal and external resources



STEP BY STEP OF THE ACTIVITY

»» Introduction to the activity:

Explain to the group that they will work in separate breakout rooms, where they will receive written instructions via messages, but that facilitators will go to each room to answer questions and clarify doubts. Share the whiteboard screen, and introduce them to the digital tool. Invite participants to try drawing, writing on it, making sure everyone knows how to use it.

»» 1st part of the activity:

Invite the group to identify challenging situations they have experienced at school (an injured child, a dropout, a bullying situation, a family's aggression towards a teacher...) and to write them on the whiteboard.

Once there are enough situations, invite the participants to:

1. Share the situation (2' maximum per person)
2. Identify which external resource they used (e.g. "I went to a association working on discrimination and bullying in the neighbourhood to get advice on the issue")
3. Locate the external resource used on the virtual map (following the example above, locate the association specialised in *bullying* by entering the address in the chosen application).
4. Ask other participants to think of other resources that could be used in such a situation (e.g. for discrimination, the municipality can also be adressed, if there is a counselling service on the subject) and to locate them on the map.

»» 2nd part of the activity:

To conclude the activity, you can ask the group to think about what other non-physical resources (such as specific people or internet sites...) could or may be useful in the situations shared.

»» 3rd part of the activity:

Invite participants to take a screenshot, so that all shared external resources can be kept and made available for future situations.

>> Closing of the activity:

Reflection:

What did you think of the activity?

How do they feel when they look at the map?

How should we to enrich it?

How could links with identified external resources be strengthened?

Conclusion:

Finally, dynamize a short reflection on the resources of the neighbourhood and how they can be useful to collectively face problems and have moments of joy. The more we know about our environment, the more we will be able to adapt to difficult situations. We will know where to go and who to ask for help. This is so specially for communities with kids. It is much easier to know in advance, and so when we feel stress, we will be able to cope with it much more easily!



METHODOLOGY:

Non-formal pedagogy and popular pedagogy.



DIGITAL TOOLS INVOLVED:

Online meeting platform, *Proxi* or *Google maps*, computers or mobiles with camera, microphone and sound for all participants

PREPARATION:

- Prior knowledge

- Become familiar with the use of the interactive map *Proxi maps*
- Create a list and categories corresponding to the previous questions.

PLATFORM USED:

Zoom/Meet/Jitsi

DURATION:

2h



THEORETICAL FRAMEWORK

If a community recognises and uses its support networks (NGOs, health institutions, government assistance), it will be more resilient to crises, thus avoiding the "spiral of loss" where lack of resources exacerbates trauma.

Ungar, M. (Ed.) (2011). *The social ecology of resilience: A handbook of theory and practice*. Springer.

Norris, F. H., Stevens, S. P., Pfefferbaum, B., Wyche, K. F., & Pfefferbaum, R. L. (2008). Community resilience as a metaphor, theory, set of capacities, and strategy for disaster readiness. *American Journal of Community Psychology*, 41(1-2), 127-150.



TIPS FOR THE PERSON DOING IT

This activity is recommended for groups of participants belonging to the same place/ community.

