

How to create a collaborative map of our neighborhood



Cofinanciado por
la Unión Europea



GREEN
INTERCULTURALITY

• COMMUNITY-BASED ECO-MAPPING GUIDE
Inclusion strategies for migrants and locals from
an ecologically responsible and socially just
perspective



Introduction:

This handbook is the result of the joint work of the European Erasmus+ Project Green Interculturality, coordinated by Associació Animació Arteterapia (Barcelona), in the creation and testing of "community eco-mapping" workshops aimed at the inclusion of migrants, from an ecological and socially sustainable perspective.

The methodologies used were art therapy and popular education. The proposed activities are the result of the work of the project partners and have been enriched by people who participated in the pilots. We would like to thank all those who were part of the community mapping groups in Paris, Fort de France, Palermo and Barcelona, who facilitated, accompanied and guided the process that gave rise to this handbook.

In this document you will find a description of objectives, methodology, structure of the proposed process and activities (described in worksheets) that can be reproduced, or inspire your own collective mapping workshops.



Our objectives:

One of the fundamental needs of migrant people, when they arrive in the new territory, is to begin to understand how the city works, to locate the most basic services and -although we do not always think about it explicitly- to get to know the people and become part of the local human network.

The supply of goods and services aimed at consumers is always available, although it is not always accessible to those in precarious economic situations. But there are also other spaces and possibilities that allow for inclusion from a more socially and environmentally sustainable perspective: networks of people, green spaces, recycling shops, time banks, local groups, urban gardens, self-managed spaces and cultural centres, among others.

In this stage of the project, "Community Eco-mapping", we seek to create tools that facilitate the appropriation of space and the creation of links between migrants and neighbours, as well as an exploration of the territory with a more conscious view on our footprint.

The proposal was based on:

- organisations/groups from the neighbourhood being present and acting as local referents within groups.

- The process involved local residents, activists, social workers and migrants.
- Facilitating the establishment of bonds and the sharing of knowledge, criteria and personal needs of the participants.
- Getting to know and visiting the neighbourhood and its facilities, as well as the people who coordinate/work at them.
- Creating together and then collectively building a "map" on which to record our learnings, a map that could be shared with more people

Why map together ?



With the central idea of becoming acquainted to the local space, but also granting that the places we learned about became more than just references in a street map (by travelling around, sharing information, selecting what information was considered relevant and designing a map adapted to our needs), mapping was chosen as a strategy.

In terms of public and local policies, most actions aimed at non-local people are targeted exclusively at those who have migrated. While it is often necessary to offer specific resources to migrants, practices and facilities often end up reinforcing ghettoization rather than human bonds, leading to further stigmatisation and dependency of migrants.


In view of this, we decided that it would be interesting to turn towards the neighbourhood and its people, local organisations, and migrant neighbours, as well as institutions related to reception of migrant people at the local level, in order to configure group and carry out the mapping process. It would be the neighbourhood who would receive and accompany their new neighbours.

START BY THE NETWORK:

Often, when designing interventions, we are tempted to believe that we will "reinvent the wheel". The truth is that it is usually more effective, sensible and sustainable to know the terrain, what exists in the social environment and which resources, values and devices are already at play. In short: to make contact with human groups that already function locally and can be allies in the process. At this stage, the Green Interculturality partners decided to collaborate with other organisations and to detect the social networks that could host or help in the process.

We also started from the idea that migrants, local people and professionals were all equally suited to share knowledge (not only data but also perspectives, experiences, etc.). This knowledge would allow us, through interaction, to detect ways of inhabiting the neighbourhood that made sense to everyone.





Why to build an "artistic" map?

We were inspired by some principles of popular education (Freire, 1981)[1]: trusting the knowledge that lies within group, conceiving the process itself as a source of empowerment, and the need to root the experience in the “here and now” of the people who participate.

One thing that was clear to us was that it was not in our interest to sustain the - often sterile- debate on the use of urban space, that would prove even less useful to those who still live in vulnerable situations (lack of papers, of stable housing, work, etc.).

We trusted that by doing, people would get to know each other and be inspired continue “doing together”. This is where artistic practice, creativity, offers its potential. Whether to explore our knowledge (as in the activity "My childhood village"), to find common ground (see "Tapestry of echoes"), to create consensus, to envisage new perspectives, artistic praxis is a powerful tool.

We also know that play and creativity help reducing stress (which underlies many migrant experiences), allowing the "important but less urgent" (enjoyment, expression, aesthetic experience) to work its magic. Creative activities also enhance learning, while sensory learning enhances memory and cognitive skills (see Guide: Language learning activities through nature and ecology).

Therefore, meetings, questioning, routes through the city and the construction of the map had to be defined by art. A creation that, although small and humble, built from the material space to strengthen a neighbourhood that we all seeked to inhabit. John Berger (1985)[2] says "art does not imitate nature, it imitates a creation, sometimes to propose an alternative world, sometimes to amplify, to confirm, to socialise the brief hope that nature offers".

[1] Freire, P. (1981) La Educación y el cambio. Rio de Janeiro: Continuum.

[2] Berger J. (2009). Why look at animals? Penguin.



How to guide the process?



Art therapy, as we understand it, is a way of personal and collective accompaniment through a process of artistic creation.

The art therapist makes a proposal that includes a dynamic of personal involvement linked to the theme to be dealt with, in order to avoid falling into stereotypes (eg.: love = hearts, ecology = green leaves). We will then suggest a creative activity (individual or collective) and the art therapist will act as a mediator who, through objective descriptions (for example: “here you have applied two very contrasting colour”s), open questions (“do you want to share what this symbol represents?”), and suggestions will help to work through the creation and increase understanding.

In the process, a deepening of the work is encouraged -not incompatible with a simplification-. In other words, elements can be changed, added or even removed to transform the creation. The art therapist is at the service of the creators to provide technical support. This is why it is important to have experienced the technique we use with our groups, to have tested the materials and to know practical solutions to the complications that may arise. We are aware that often solutions can come from the group itself.

We must not interpret what appears in the artistic works. This would not only be a big mistake, but it can be very harmful. We will say this expressly, and as many times as necessary, if someone in the group starts interpreting someone else's creation. Of course we will try to avoid comparisons and passing judgements, as this can inhibit some people.

The conclusions people draw, if any, should come from the participants in the process, and not from those accompanying them.

Sometimes we will seek to motivate participants verbally (“I like to watch you draw”) and sometimes we may accompany and support them by observing the drawings, without saying anything, with great attention or through more general, descriptive comments (“There are a lot of colours in these drawings, it makes me think of spring”).

We suggest that in this process of artistic mediation, especially with vulnerable groups, care must be taken to ensure that people feel satisfied with the result. As in all group work, we try to generate an atmosphere of trust, safety and pleasure because what we really value is the creative process.

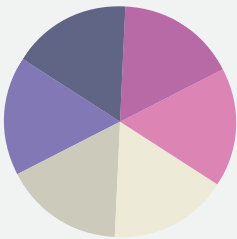
We trust the reader's talent as facilitator of such process and recommend you to rely on the skills of each group you work with.

The necessary steps:



The process we hereby share was implemented in Palermo, Paris, Martinique, and Barcelona. It involved a series of stages which should not overlook the following moments:

1. Diagnosis
2. Group consolidation
3. Needs and criteria (to determine points to be included)
4. Outings in the territory (visits to social, solidarity and sustainable economy spaces, art, meetings, activism, etc.).
5. Sketching (identification of points and spaces to be included on the map) and map creation.



1. DIAGNOSIS:

If we want our work to be useful, it is essential to set aside what we think we know about the interests, needs, priorities and knowledge of the people we accompany. The best way is usually to start to get to know the group and just ask. We can do this through questions, activities, games, or dynamics that facilitate dialogue.

As social workers and educators accompanying migrants, it is always important to know the configuration of the group and to discover their concerns and interests with regard to personal, social and environmental care and their daily needs, we start with the following questions:

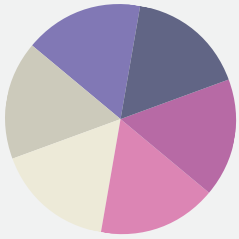
1. To what extent do you feel you can find what you need in this city/neighborhood?
2. What (place, practices, customs) do you miss about your homeland (or life history) and why (e.g. consumer habits, care, products, public spaces)?
3. What are your main needs to live well, on a day-to-day basis, in your neighbourhood?
4. Do you care about making your consumption more responsible? What does it mean to you to be responsible?
5. What are you interested in leaving in this world for the children to come?



...For this purpose, we proposed some artistic, playful dynamics:

- *A good enough life: 5 essential things for my life. On a human figure provided by facilitators, participants place what they consider important in their current daily life, using symbols, colours, words..*
- *"From back there through here today": Migrant routes, points of reference. Mapping in space (on the floor, with chalk or wool + pebbles) the path of each participant's life, the spaces each one has lived till getting to the present. it can be done simultaneously or one by one. Participants can explain to the group what they think is relevant of their map.*
- *What I know about my city and neighbourhood: A ball-tossing game in which each participant mention one "interesting thing" they know about their city and neighbourhood and passes the ball to another person. The idea is to play, to bring up both relevant and superfluous facts, and to show that we all know a lot of things about our neighbourhood that can be shared. Alternatively, instead of passing the ball from one person to another, it can be done by giving a number of hazelnuts to each participant, which they will have to toss into a basket whenever they say something they know about the city they live in.*
- *The traffic light of responsibility: Dynamic to detect habits, contradictions, priorities, different perspectives, motivations in relation to sustainable behaviours. Our inconsistencies appear, we come up with things we did not know or consider before and the awareness that none of us is a model, so we are not here to teach or judge (see detailed explanation of the activity in the xxx).*
- *Pictionary: The neighbourhood I'm missing: Activity that allows to analyse the needs of the group regarding their everyday lives (see detailed explanation of the activity in the xxx).*

Some of the activities proposed for the following stages can also be used for diagnosis.



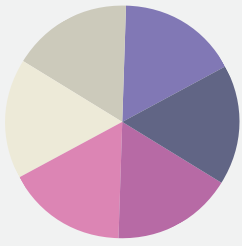
2. STRENGTHENING BONDS WITHIN THE GROUP

A central aspect in exploring, deciding and building together, is to meet, feel comfortable with each other and to go from being strangers to becoming a group. To this end, we proposed a series of dynamics for bonding and providing an initial approach to the subject.

Some of of these activities were::

- Introductory exercise: Three things I couldn't go on a trip without. With the group gathered in a circle, everyone is invited to think about which three things are essential for them when they have to travel away from home (it should be made clear that we have to discard the obvious, such as mobile phone or passport, to make room for more personal things). Each participant shares their three choices with the group.
- A character in my hand: Each participant draws the outline of his/her hand on a piece of paper. On this outline he/she will draw a character, then invent a name and create a story (age, likes, dislikes, good and bad experiences, interests, worries). The participants will introduce their characters one by one. Finally, a mandala can be created with the hands in a circle.
- My childhood village. This is an activity aimed at generating a personal trigger, in which each person will paint a map of the neighbourhood or village of their childhood (where they played, shopped, learned) to connect them with the objective of the work process (to create a map). the XXX
- The garden of my care: medicinal plants and self-care. Sensory activity with aromatic plants, to work on memories linked to care. Small representations are created. xxx
- Creating stories: Based on a set of available objects, each person in the group will tell a short story. A specific theme can be worked on, such as nature, migration, life in the city, etc. xxx
- Games of perception through paint blots: A series of "mysterious" paint blots are created with watercolour. Based on these images, participants can describe what they see, or make up a story based on it to see the different perceptions. XXX





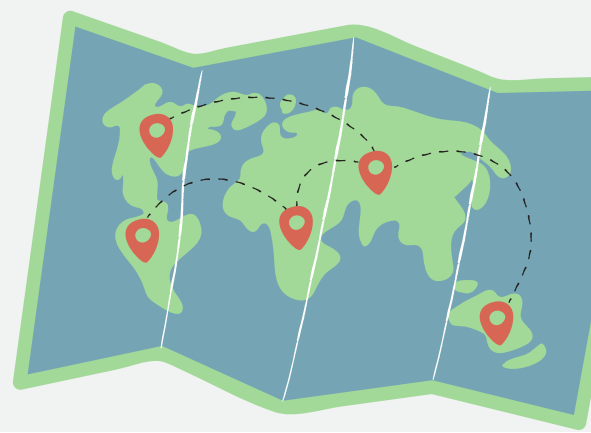
3. NEEDS AND CRITERIA (TO DETERMINE POINTS TO BE INCLUDED IN THE MAP)

Once we have become acquainted to each other and made sure that the group is interested in the process, we can focus on getting to know the needs that the members want to address, and establish the criteria we are going to apply for collecting information (what kinds of places will eventually be represented on the map: market gardens, markets, second-hand shop, etc.). for the collection of information .

It can be useful to think about possible needs and criteria, based on the results of previous activities, such as: culture and training, art, local activism, social life of the neighbourhood, legal and technical support for access to services, food and health, sport and relaxation, reuse or recycling/second-hand, spaces for exchange of goods and services (exchange, time bank, etc.), initiatives linked to housing, waste management, contact with nature. These axes should not be imposed on the group, but often serve to bring up unforeseen aspects and ask questions.

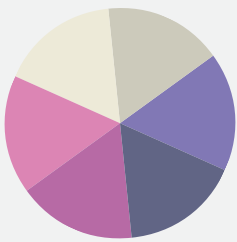
Some of the dynamics that can be shared at this stage were:

- Objects that reveal my needs: Each person in the group chooses one from a series of objects that in some way represents a need that defines them, as a trigger for thinking about which actions, objects, people, habits, etc., are essential to us. XXX
- Tapestry of echoes: "I want and I seek...". Dynamic to explore each person's perspective: A space is created so that each participant can share what they need, materially and spiritually, and what they are looking for at this moment in their lives. XXX
- The doll game: How do we take care of ourselves? Using the care of a doll as an excuse, we explore and try to answer what actions help us to take care of ourselves and others. XXX



(Dynamics for determining needs and criteria)

- Creation of a collective garden: The participants will design a collective garden including symbolic elements such as flowers, watering cans, etc., to answer the question: How to take care of this garden (which represents the Earth) so that it flourishes, bears fruit and continues to live? This metaphor (garden=planet) can be resumed in all future workshops and we can ask the group whether the elements we want to include in the map are useful for our garden/planet. XXX
- Criticism/reflection for a firmer footing: game of cards. Using a pack of cards with statements on sustainability, coexistence, etc., the participants explore and exchange their views on positions that are often presented as unquestionable, but are often complex in their answers and solutions, involving several legitimate points of view and there is often no single "right" answer. xxx



4. OUTINGS IN THE TERRITORY

Depending on the needs and time availability of the participants, this stage can be extended over several days, visiting different areas of the neighbourhood and even the city. The aim is to locate, visit and get to know the spaces determined by the group itself (according to its needs and the criteria defined).

Here we will emphasise not only the practical dimension (where, for example, they give advice on household issues or where to look for work) but also the social dimension. To this end, we will try to establish, prior to the visit, contact with people who coordinate the spaces and facilities to be visited (for example, a neighbour who knows a forest or park well; the social worker at the health centre, etc.). It also makes sense to visit cultural places that can offer people the opportunity of cultural exchange, meeting and expression. The urgent often overshadows the important, and particularly in the case of people in precarious situations (recently arrived migrants, people who do not speak the language), socio-emotional aspects, linked to the welcome, having a local point of reference, human contact, can act as securisation factors, providing sense of belonging and emotional health.

Some of the spaces visited by the Green Interculturality groups were: recycling centres (ACISE) NID office, bulk food shops, Punt Verd (waste recycling point), pharmacies, urban and neighbourhood vegetable gardens such as Date una Huerta, EcoVincles and Can Valent and neighbours association in Nou Barris; neighbourhood cultural centres such as Casal de Barri de la Prosperitat (social centre) in Barcelona; reception centres, markets in Ballarò and Vucciria and Cala di Palermo (Sicily); second-hand clothes shops; language schools, churches or mosques...

Proposed dynamics:

In all cases, it is important, in preparation for the creation of the map, to help remembering the places visited, and especially to include those people who were absent to the outings. For this reason, the group members will be responsible of the following tasks: capturing images, marking points on a digital or analogue map, taking notes on the information acquired.

• Some preliminary steps that can be used to organise the outing (to be carried out in a previous session):

1) Remembering spaces they already know/ like (10 min) The facilitator guides the recalling of the spaces/places/services they usually visit or use. Then, they are given sheets of paper (it can be reused material) where they will write those places with a felt-tip pen. They can also be asked to write the same concept in the other languages present in the room.

2) Identify needs for services or spaces that could be visited (20 min) Then they will be invited to think: What is missing in my city/neighbourhood? What would I like to have nearby? What would I like to be able to visit? Next, participants can be asked to write the places they would like to visit again on the sheets of newspaper, but now with a different colour, so that the places that were previously written are differentiated from these second ones.

Once all the places or services have been written down, the facilitator will proceed to present them all in order to continue with the definition of the expedition route for the next session.

3) The facilitator asks generically "why are we going there" (5') and explains that the objective is to observe the area and photograph spaces along the route, in order to be able to develop and make a map afterwards. Finally, agree and review together the meeting place and time for the next session.

4) The facilitator will group the places according to different criteria, for example:
They are grouped thematically = health services, food (markets), natural areas, etc.
Group by distance: Those closer to or further away from the centre
Group by accessibility: free or paid services.

5) With all this information, you should define together with the group the place(s) or services to be visited in the next session. You can use the criteria in which the places have been grouped to define what is most convenient or interesting for us as a group.

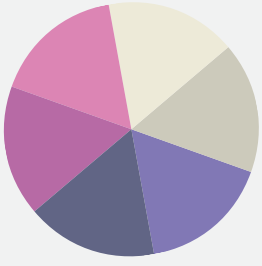


Proposed dynamics (continues):

- Exploramos nuestro barrio (Foto Safari): Se lleva a cabo el recorrido por la zona escogida, relevando espacios que se quiere mapear y se “caza” con la cámara del móvil imágenes de los espacios visitados y retratos de quienes nos reciben (de ser posible, fotos divertidas), que servirán para identificar los espacios y crear el mapa. Ver explicación detallada de la actividad en la ficha correspondiente.
- Tour guiado ¡con mapa de papel!: Previamente a la salida, se ubicarán los puntos a recorrer en un mapa de papel de la zona. Partiendo del conocimiento de las integrantes de la zona, o recurriendo a GoogleMaps, se marcan los puntos a visitar. Cuando se realiza el recorrido, se puede ir pidiendo a distintos miembros del grupo que tomen el rol de guía para ir de un punto a otro.
- Participación en tours por el barrio organizados por asociaciones o grupos locales con temáticas que sean de interés al grupo (en el Raval de Barcelona, por ejemplo, Migrantour organiza rutas creadas por personas migradas, desde su mirada e interés en la ciudad). Para este tipo de actividad se ha de investigar previamente las opciones disponibles y decidir grupalmente si alguna de ellas resulta compatible con lo expresado por el grupo (sólo si sale del grupo)
- 3 cuencos a sembrar: Nosotras, Las Otras, el Mundo: una pequeña actividad de plantación colectiva que se puede llevar a cabo en alguno de los puntos del recorrido. En grupos de 3 personas, cada grupo recibe: 3 pequeñas macetas biodegradables, tierra, un mínimo de 3 semillas y 3 palitos de tipo brocheta con un cartelito cada uno y un bolígrafo. Cada trío se pondrá de acuerdo sobre “tres cosas que nos gustaría que crezcan en el territorio”: una para sí mismas, una para las personas que las rodean, y una para el mundo. Apuntarán una palabra o frase corta en un cartelito para cada eje. Tras enterrar las semillas, se “nombrará” cada semilla con un cartelito. Se riega la tierra. Cada pequeño grupo presenta al grupo completo sus “futuras plantas”.

RECOMMENDATION: With some groups it may be preferable to limit the visit to one site, when the initiatives to be visited are very interesting or bring together many interests. In this case already in the previous session, participants can suggest sites to visit and decide as a group which one to go to .





5. SKETCHING AND MAPPING:

Now that we are clear about the area we want to map, the needs and criteria for selecting points to include, and having visited some of these spaces, it is time to define what sites and information we want to include on the map, and to imagine and specify how to represent it. There are two stages: i) collecting and deciding what information to include, and ii) choosing the technique to be used for the map, and giving it material form. These stages can be carried out successively, but they usually occur simultaneously: as the map is being created, new information emerges that was not remembered before.

OBJECTIVE: Creation of a collective artistic expression that allows us to give an account of the points of the territory that offer a response to our needs and interests as a group. To share information through a medium that allows us to share the information with other people.



Proposed dynamics:

First sketches of a collaborative map: We take a map of the neighbourhood or city we have travelled through (or the environment in which we move as a group). While recalling the route taken by the group, we draw on the map. The participants are asked to get together in subgroups and divide up the sites visited and chosen. Each group will be in charge of representing the points assigned to them using the materials chosen to make the map (e.g. by means of a drawing, embroidery, collage, plasticine sculpture, photo, poster, etc.)





Techniques to be used for the creation of the map:

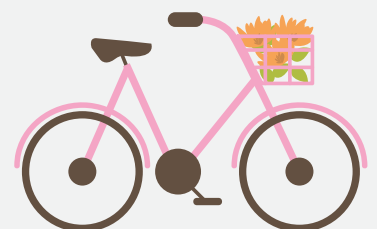
(It is advisable to use a technique that the facilitators are familiar with and have experienced several times, or to have an experienced person to accompany the participants in the process).

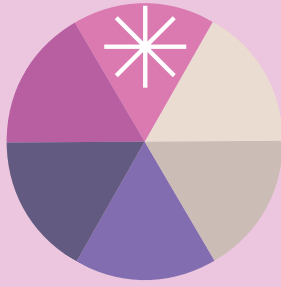
- **A map on the wall (collective mural):** The map will be painted on a wall, working collectively. For this activity there must be a minimum of 2 days, and a general sketch of the map must be previously drawn on the wall with chalk/charcoal. xxx
- **Eco-Collage:** using paper copies of the photos of the sites visited, as well as images from magazines, newsprint, various papers and pencils, felt-tip pens, etc., an expressive representation of the neighbourhood map is created. It is possible to work on a giant copy of the map of the neighbourhood (printout or copy drawn by one of the participants). For this type of collage, it is important to capture a lot of images during field trips. Alternatively, you can work on a blank canvas on which you can project an image of the neighbourhood map xxx
- **Tapestry:** Creation on a thick fabric (recycled or burlap). Old clothes, buttons, hardware and recycled objects can be used. Elements representing each point of the map are created on the supporting fabric. Transfers (prints on fabric) of photographs or drawings made during previous stages can be used. xxx

(continues)

Techniques to be used for the creation of the map:

- **Cardboard-edited book of recipes compiled by the group** (recipes on how to cure, how to cook, how to repair, etc.). With groups that find it more difficult to move around the city or neighbourhood (e.g. mothers with very young children, people with functional diversity), it is possible to work on compiling recipes and homemade formulas for healing, caring for the body, cleaning, etc. Dynamics such as "The garden of my care" (explained above) serve as a trigger for the participants to share their knowledge. The facilitators themselves, or some of the participants, can take notes and compile the material. The information will be published in a book and copies will be made for each member of the group. You can even include phrases from songs or poems in the languages of the participants, drawings and photographs. A directory (reference list type) of places in the neighbourhood where materials can be obtained, exchanged, etc., and even other points of interest for recycling, planting, repairing, etc., should be included at the end of the book. It is recommended to attach a map of the points in the area. These map-books can be bound using the "libro cartonero" technique (a guide to the process can be found at: <https://www.youtube.com/watch?v=yAqRD9RM6XY>).
- **Graffiti on recycled material:** The basis will be a simple map of the area, photocopied in large size and stuck on a door, table or recycled frame. On this map, we will design our map by adding graphic material (drawings made by the participants, photos, signs representing the elements we want to highlight) which are pasted on the door (you can also use window shutters, large frame, or other rigid surface that can serve as basis). Once dry and finished, the piece is varnished. It has the advantage of allowing us to move the map to public spaces interested in exhibiting it. You can see examples at: <https://cesie.org/media/journeys-booklet-web.pdf>
- **Clay sculpture:** This activity is very nice if we start exploring on a plot of earth or sand, in order to plan together how the map will be organised, walking and marking the spaces on the ground (if working in enclosed spaces, it can also be done on a large wooden board). Once we have a general idea of the map, we will use air-hardening clay (the kind that does not need to be fired and can be painted afterwards). Once the spaces to be represented have been defined, the references of the neighbourhood such as important streets, monuments, parks, etc., are marked on the floor (or large board). In small groups, elements representing the spaces are created. Collaborative work is encouraged. Given that the figures have to dry, the activity has to be divided into two days: on the first day the figures and elements are built and on the second day the surface on which the map will be mounted (it can be the same board, or another surface) is designed with colours and the elements that are considered useful to complement the map are added. The figures will be painted with acrylic paints and placed on the map, adding signs if necessary. If the map is to be left outdoors, we recommend to varnish the figures and the wooden board. This process can also be carried out with plasticine or salt dough (homemade plasticine manufacturing is described here: https://www.youtube.com/watch?v=R_DpDb4swPM).





Activities for Stage 1: Diagnosis



Diagnosis activities: *What I know about my city and neighbourhood*

OBJECTIVE: To find out the birthplace, interests, place of residence of the participants, and how well they know the city or neighbourhood (in terms of places and services that are close by or frequently visited)..

DESCRIPTION OF THE ACTIVITY:

ISTART: Diversity circle (10 min). All the people gather in a circle. Anyone who identifies with the slogans given by the facilitator is invited to step forward (e.g.: Take a step forward if you arrived by metro,.. bus,.. bicycle, walking, etc.; ...if you have a hospital or sanitary centre near your home; ...if you are a parent; ...if you get up before 7 a.m.; ...if you speak more than 3 languages, etc .)

What I know about Barcelona/my neighbourhood (15 min). *Ball tossing game.* The aim of this exercise is for participants to identify what they know and what they like about their neighbourhood or city. Each person will have the opportunity to say something and then throw the ball to the next participant. It is important that spaces that are useful to the group, such as cultural centres or services, come up. It is advisable to start on a more global scale (i.e. the city) and then to focus more on the neighbourhood. The idea is to include both relevant and superfluous data, and to show that we all know many things about our neighbourhood that can be shared with others.

Locating ourselves in the space (10 min). We will pretend that the space of the room represents the city. Each participant will be invited to locate themselves in their neighbourhood, following some points of reference (for example, for Barcelona, the sea, Plaza Catalunya and mount Tibidabo), which can be established previously by the facilitator by placing graphic elements that allow them to locate the points. The facilitator can ask questions such as Where do you live? Where do you buy food? Where do you work? Where do you learn the language? Participants can leave a mark with chalk or coloured post-its at the points where they stop. It is interesting to allow conversations to take place between people regarding when they cross or coincide. Closing: We ask some questions, such as: Is there a majority of people gathering at some point?; Are there empty neighbourhoods?; How far do I live from the places I usually need to go to?; How long does it take me, for example, to go to the beach?; Are there other similar spaces nearby?, etc. You can ask the group a question about the usefulness of this mapping and relate it to the next sessions.

MATERIAL RESOURCES: Inflatable ball or juggling balls

SPACE REQUIREMENTS: : A large, comfortable room

NUMBER OF PARTICIPANTS (minimum/maximum): 10 to 30

DURATION: 35 minutes

RECOMENDACIONES: Work on the exercise adapting it to the language level of the participants, as a minimum level of communication is necessary to understand the instructions of the exercise.

At each stage, the facilitator will guide the group, through questions or reflections, towards the objective of the exercise, so that the participants can understand why the activity has been shared.



Diagnosis activities: *The traffic light of responsibility*

OBJECTIVE: To observe differences, attitudes, contradictions, priorities, lagoons in knowledge and degree of motivation of the participants in relation to daily actions linked environmental care and urban coexistence. For the group itself to analyse the practices that we carry out on a daily basis and to what extent they can be improved, and what obstacles exist to change them.

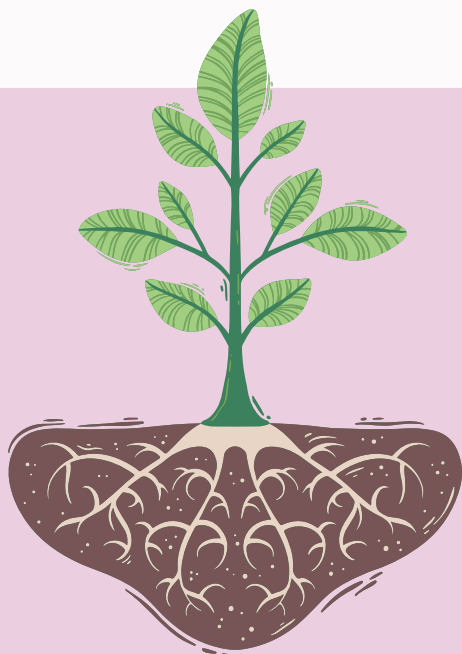
DESCRIPTION OF THE ACTIVITY: Each participant receives three paper circles: a red, a green and a yellow paper circle. We explain what the colours represent: red (things I don't do and don't plan to do), green (what I do do) and yellow (habits or actions that I could do, that I would like to start doing). First, the facilitators, and then any of the participants, will express sentences describing actions related to caring for nature, the environment, the common space, etc., which they do or do not do. In response to the statement (e.g. "I recycle glass"), all the other people raise the circle that they think best describes their actions in relation to the statement (following the example above, all the people who do recycle glass raise the green circle, those who do not but think they could, the yellow circle, and those who cannot do so, the red circle). People look at each other and recognise each other. If contrasting points of view emerge, a dialogue can be opened on the different perspectives, motives, obstacles. At the end, ask What do you think this activity is good for?

MATERIALS: 3 paper circles (one red, one green and one yellow) per participant.

SPACE REQUIREMENTS: One room with chairs

NUMBER OF PARTICIPANTS (min/max): 10 to 20

DURATION: 30 minutes





Diagnosis activities::

Pictionary:

The neighborhood I'm missing (what I need to know about this city)

OBJECTIVE: To detect unmet needs and concerns of the group in relation to the city or neighbourhood.

DESCRIPTION OF THE ACTIVITY: Each person is invited to think about three things they would need or want to understand about the city "to live better" (e.g. A place to connect to the internet...To be able to buy cheap vegetables close to home) and draw them on post-it notes. Each participant should draw without talking with the others. The organisers can bring pictures of elements that can be copied without requiring drawing skills (e.g. lettuce leaves, a bus, a red cross, etc.) and the participants can also consult their mobile phones to find out how to represent it easily. When everyone has finished drawing their three needs, they will go to the centre one by one and stick the drawings on the board. The rest of the group will try to guess what they represent. It is recommended that someone within the group, or the facilitators themselves, take notes of what appears. A "solutions" session can also be held, so that participants exchange knowledge (e.g. "There is a very cheap farmer's market in x area", "You can go to parks and museums for free, if you sign up and look at dates"). The information that emerges should also be recorded for future sessions.

MATERIALS: A blackboard or wall, post-its, pencils or pens.

SPACE REQUIREMENTS: A room with chairs and tables/surfaces for drawing

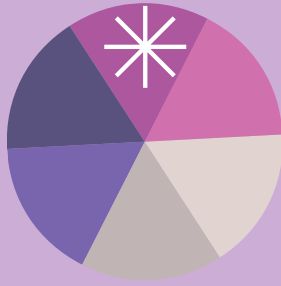
NUMBER OF PARTICIPANTS (min/max): 8 to 30

DURATION: 30 minutes



Diagnosis activities





Activities for Stage 2: Group building





Activities for group building: *My childhood village*

OBJECTIVE: Development of bonds within the group. To promote mutual knowledge based on personal, emotional experiences related to childhood memories and our neighbourhood. To create personal and better understand the aim of mapping our present territory .

DESCRIPTION OF THE ACTIVITY: We will remind them that our objective will be to create a map and , thus, we invite them to remember what their childhood village or neighbourhood was like. We will suggest they draw a map of their village and include the places where they used to shop (for food, clothes and shoes, etc.), where they played, and where they learned.

Each person will work alone for at least 20 minutes. When everyone has finished, we invite them to share their maps - ideally one person at a time - and discuss significant memories, some detail about what it was like and what it is like where they live now.

MATERIALS:

- watercolour paper,
- crayons, graphite pencils and coloured pencils
- pastels and pigments in powder.

SPACE REQUIREMENTS: A space with tables and chairs so that everyone can work comfortably.

NUMBER OF PARTICIPANTS (min/max): 8 to 20

DURATION: 1 hour

RECOMMENDATIONS: This activity, dealing with childhood memories, may be uncomfortable for some facilitators or certain groups (it is a sensitive subject for some people). An activity should never be proposed if the facilitator does not feel confident or if she feels that it opens up questions that cannot be thoroughly addressed.

-How to help someone who thinks they can't draw and won't "take the plunge"?

-The quality and abundance of materials facilitates experimentation (for example, if there are only markers, those who do not know how to draw will feel tense, but if there are pigments, pencils, images, etc.) it can be more "inviting".

-Facilitators can scare off the notorious "horror vacui" that paralyses many by , for example, asking "what colour comes to your mind when you picture your childhood village in?" and adding some colour to the background, or by drawing some elements that the person finds difficult to draw.

-Examples of village drawings created by other people can be shown (simple ones that do not involve too much technical skill).

-If the group exceeds 10 people, you might prefer to subdivide the group.

-relate this activity to the final objective of the meetings, involving the participation of all people through open questions.

-Evaluate if this serves your goals and and if they enjoyed it

I would add two things: 1) how to help someone who thinks they can't draw and doesn't start drawing (some advice?) 2) that the facilitator may not feel good about using this activity and that it is valid because talking about childhood can be a sensitive subject especially for this audience. We don't want to open a scar.

Activities for group building : *Creation of stories*

OBJECTIVE: Dynamics for the developments of bonds and group cohesion. Approach to the subject: discover their concerns and interests with regard to personal, social and environmental care and their daily needs. (Concepts such as proximity or accessibility to certain services or spaces can be addressed and you can link them to the concept of sustainability) .

DESCRIPTION OF THE ACTIVITY: The facilitator will place various objects throughout the space. She can ask the participants to contribute something they have brought (a brush, cream, a lighter). Each participant then chooses two of the objects and has to create a short story including these two objects in the narrative. To make the game more difficult, they can be asked to continue the story started by the previous storyteller, in such a way that it holds a minimum of coherence. The level of difficulty will depend on the group and their knowledge/skill with the language.

The facilitator can stimulate creation through questions, comments, narrative twists (e.g. "and at that very moment...").

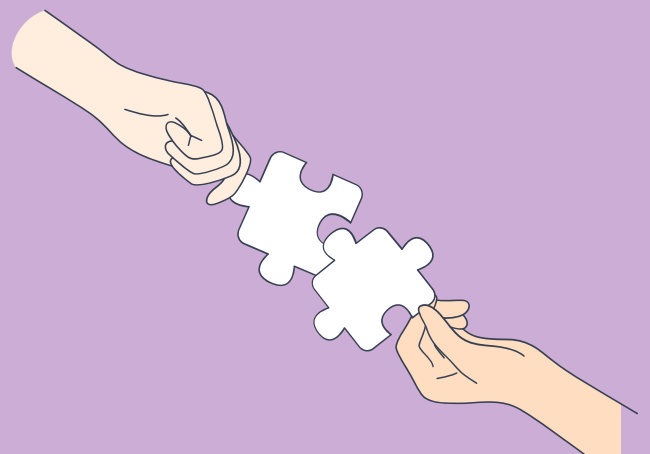
MATERIALS:

- Bring (and ask the group to bring) various objects, that can be related to environmental care or personal care. E.g.: shampoo, branch, plastic, photo, cloth, seed, water
- Paper and pens.

SPACE REQUIREMENTS: A room with chairs, tables or a surface for writing/drawing.

NUMBER OF PARTICIPANTS (min/max): 8 to 20

DURATION: 30minutes





Activities for group building : *Games of perception through paint smudges*

OBJECTIVE: To create bonds among the group. To recognise the diversity of perceptions of the same reality.

DESCRIPTION OF THE ACTIVITY: We present each participant with three colours of gouache or India ink and ask them to put a drop of each colour on a white sheet of paper and then fold it in two. Each card will then become a blob of colours on a white background. By looking at them carefully, one can train one's imagination to perceive a plurality of figures and shades.

Each participant places his or her work on the central table with his or her name and a number.

Everyone looks at the spots, chooses two, and each participant in turn will describe to the group what they see and how they see it. The facilitator should start by providing an example. Participants can express themselves in their own language first, if necessary, and will be helped to translate.

Each person should say what they discovered in this activity. It is interesting to introduce the idea of different points of view and meanings that each person can attribute to the same thing: shapes and shades of colour, and how the world can be seen from multiple points of view, all of which are equally valid and rich in meaning.

MATERIALS:

- A4 paper (as many sheets as participants)
- coloured watercolours,
- containers with water,
- some brushes
- sheets and pens

SPACE REQUIREMENTS: A room with chairs, tables or a surface for writing/drawing.

NUMBER OF PARTICIPANTS (min/max): Up to 12

DURATION: 30 minutes





Activities for group building : *My garden of care (medicinal plants)*

OBJECTIVE: To remember and share moments of childhood care through home remedies. To recover the contribution of nature to health.

DESCRIPTION OF THE ACTIVITY: We present each participant with three colours of gouache or India ink and ask them to put a drop of each colour on a white sheet of paper and then fold it in two. Each card will then become a blob of colours on a white background. By looking at them carefully, one can train one's imagination to perceive a plurality of figures and shades.

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Each person should say what they discovered in this activity. It is interesting to introduce the idea of different points of view and meanings that each person can attribute to the same thing: shapes and shades of colour, and how the world can be seen from multiple points of view, all of which are equally valid and rich in meaning.

MATERIALS:

Medicinal herbs (thyme, mint, celery, eucalyptus, lavender, oregano, etc.) and some fruits (e.g. lemon, orange, tomato,...)

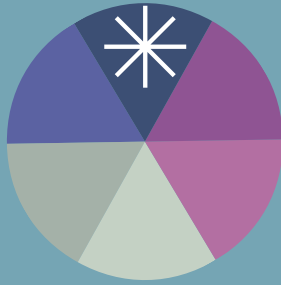
SPACE REQUIREMENTS: A table where all the material can be placed and participants can walk around to feel and see the different products

NUMBER OF PARTICIPANTS (min/max): Up to 12

DURATION: 2 hours

Activities for group building





Activities for Stage 3: Needs and criteria (to determine which points to include)





Activities on needs and criteria: *Objects that reveal my needs*

OBJECTIVE: To trigger a concrete and personal experience regarding the needs that define each person

DESCRIPTION OF THE ACTIVITY:

The group is presented with a series of objects distributed on a table. Participants pass by, observe and choose an element or image that illustrates a need that defines them. Each briefly shares what and why they chose it. We will discuss about different needs (material and immaterial, short and long-term, etc) and exchange what we consider important.

MATERIALS:

:Objetos y elementos variados (ej.: agua, vela, pan, libro, cuadro, lápices, instrumento, pala, etc.) e imágenes (y varias postales o fotos de grupos de personas, de un refugio, de árboles, etc.)

SPACE REQUIREMENTS: Una sala con una mesa en el centro de la sala (donde poner todo el material) y sillas

NUMBER OF PARTICIPANTS (min/max) 8 to 15

DURATION: 1 hour

RECCOMENDATIONS: It is important that no judgements are made and that no need is dismissed. We will be aware that they are all legitimate, that we are diverse in that sense as well



Activities on needs and criteria: *Tapestry of echoes: "I want and I seek..."*

OBJECTIVE: To offer a space for expression and listening about what is important to people in the present and towards the future.

DESCRIPTION OF THE ACTIVITY:

This is a short, introductory activity, which can act as a dynamic trigger for the topic. We all start with our eyes closed and distribute ourselves around the room. The facilitators will read (calmly, one by one) the needs that came up during the first group session (Diagnostic Stage) to get the group moving (e.g.: "I am looking for a space to live with my children, I need stability"). Then, participants can say out loud -one by one and without fear longer of pauses- those needs they recognise as their own or add others. There is no limit per person, and they can mention very big and vital needs, more specific things, or projects linked to values (e.g.: "I want to be part of a group that wants to get closer to nature", "I am looking for a place to dance for free"). They will also be encouraged to express in different tones, or styles different ways (whoever wants to can sing, speak very softly, say it in their own language, quote a passage from a book, etc.). The facilitators can give examples of these "other ways" of expression. The whole activity is better done with eyes closed.

CLOSURE:Facilitators can ask whether there are any needs, interests or values that have not been mentioned (facilitators can also mention some), and whether the rest resonate with any of them.

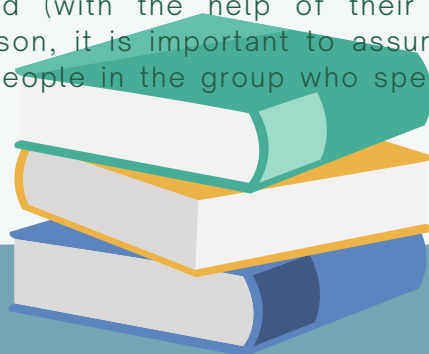
MATERIALS:-

SPACE REQUIREMENTS: A comfortable room that allows for movement and privacy (no foot traffic).

NUMBER OF PARTICIPANTS (min/max) 8 to20

DURATION: 10/15 minutes

RECCOMENDATIONS: Given that it is very strongly based on orality and voice, this activity should be handled intelligently in groups of people who cannot speak the language fluently. You might suggest that they express themselves in their own language and then translate what they have said (with the help of their mobile telephone or another participant). For the same reason, it is important to assure that they clearly understand what is being proposed, and people in the group who speak both languages well can be used to clarify the activity





Activities on needs and criteria: *The doll's game.*

OBJECTIVE: To bring attention to our needs throughout life. To introduce the notion of care both for ourselves and for others.

DESCRIPTION OF THE ACTIVITY:

We start by asking: "We have all taken care of a child at some point. Let's think about things we have done to make sure that child is well cared for. We will play this actions with a doll. (If we haven't ever cared for a a baby or child, we can imagine it!)

In a circle, we pass a doll to each other. Each person who receives the doll acts as if he or she was taking care of the doll and explains how he or she takes care of it, for example: "I give this little girl a lot of love, through cuddles and massages". Throughout the game, the doll will be: a baby in the first round, then a five year old child (we can use the bigger doll), and a teenager in the third round (we can ask another participant to play the teenager). After the game, we ask some questions (we try to make sure that all the participants express themselves): Which of these actions help us to take care of ourselves and the others ? (Each person will at least contribute with one action).

MATERIALS:a "baby" doll and a bigger doll (that looks like a child).

SPACE REQUIREMENTS: A room large enough to be allow the group to to stand in a circle, unobstructed.

NUMBER OF PARTICIPANTS (min/max) 8 to 15

DURATION: 60 minutes

RECCOMENDATIONS:

- After the first round of actions, depending on how relaxed and open the group is, participants can be asked to repeat the action performed with the baby (eg: bottle feeding) with their partner on the right. This creates a very playful and funny moment.
- If the group is very large, only two of the "stages of development" can be acted.



Activities on needs and criteria: *Creation of a collective garden.*

OBJECTIVE: To determine what needs and interests the group has as a collective and represent them in space.

Collectively create a first map (not of the actual neighbourhood/city but of an imagined/desired one).

Thinking about sustainability from the group's own motivations.

DESCRIPTION OF THE ACTIVITY:

It can be introduced with the activity "Tapestry of Echoes" developed earlier in this manual.

STAGE 2: On a sheet of paper (A3 or A2) representing an aerial view of a garden (brought by the facilitators), participants are asked to create, drawing or cutting out images and identifying the elements (symbolic elements such as flowers, watering cans, faces, etc. can be used) that respond to: What do we need to take care of this garden (which represents the Earth), so that it flourishes, bears fruit and continues to live? For example: "it needs clear water" (we create a river with transparent paper); "it needs pauses and time" (we draw an hourglass). We look at the resulting picture and add what is still missing. An interesting suggestion is to use the collective garden as a metaphor for society: "If our neighbourhood / our society were a collective garden, which of the identified initiatives would go into it? Which of them bring clean air, clean water, solidarity links..." / "Which of them take care of me and other people", "...allow the garden to flourish and grow"?

CLOSING: Collective observation of the garden. You can share your opinions regarding the question: could we transfer this map of a collective garden to our neighbourhood?

MATERIALS:

- crayons, pencils, chalk pastels
- a large sheet of paper (A2 type, cardboard or scenery paper)
- magazines, catalogues, artwork to recycle (with images that are considered relevant)
- glue
- scissors

SPACE REQUIREMENTS: A room with a large table to place the cardboard on which to create the map. Some chairs for those who need to work sitting down.

NUMBER OF PARTICIPANTS (min/max) 5 to 15

DURATION: 1 to 2 hours (depending on the type of materials provided)

RECOMMENDATIONS: This metaphor can run through all the workshops. It is possible to use it from the beginning of the process, and repeatedly return to the image of the collective garden to focus on the care of nature, people, ourselves and the future.



Activities on needs and criteria: Reflecting towards a sustainable present. Card game for rethinking our habits.

OBJECTIVE: To discover the contradictions and the wide range of perspectives on environmental and social ecology issues.

DESCRIPTION OF THE ACTIVITY:

Beforehand, a pack of cards (about 40 cards) with statements about sustainability (contradictions, coexistence, individualism and the collective, nature, habits) is prepared (e.g.: "To eat healthy you have to have money", "I know someone who is 100% ecological", "The rubbish is mixed up in the end", "To dress well you have to buy clothes every season"). Cards are shuffled and a minimum of two are dealt per. Each participant in turn has to play one card and read it out loud, remarking "true" or "false" and justifying his or her answer. If another person has an alternative point of view, they say "stop" and ask a question that challenges their position. Other people can take the turn. Once all positions have been expressed, the last person to express a position plays one of his or her cards and the action is repeated.

MATERIALS:-: Deck of cards with statements (it must be created and printed previously).

SPACE REQUIREMENTS: A room with enough chairs for all participants and a table.

NUMBER OF PARTICIPANTS (min/max) 5 to 15

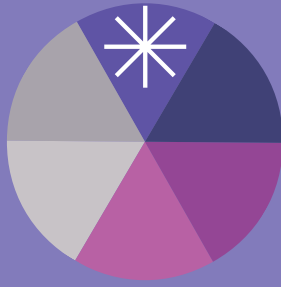
DURATION: 40 minutes

RECCOMENDATIONS: - To create the cards, you can take up issues that have come up in the group in the past or else choose phrases from sustainable development goals, locally created "green" programmes, or phrases that you hear on the street and in the media about these issues.

- Important: Avoid creating a debate between two people. Try to get everyone to participate.

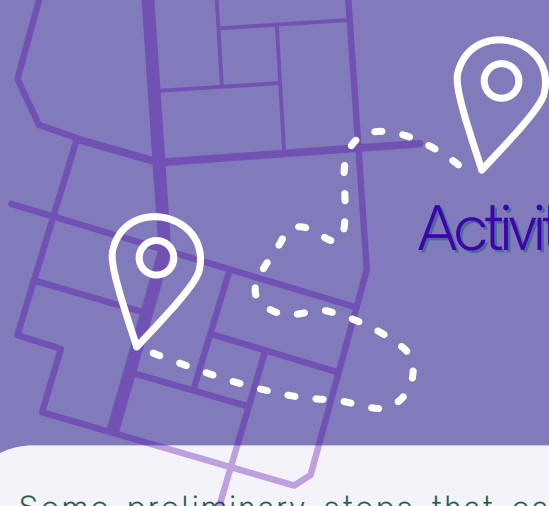
Activities to determine needs and criteria





Activities for Stage 4: Outings in the territory





Activities regarding outings in the territory: Basic guidelines:

Some preliminary steps that can be used to organise the outing (which must be carried out in a previous session):

1) Remembering spaces they already know/like (10 min) The facilitator proposes to remember the spaces, places or services they usually visit or use. Then, they are given sheets of paper (it can be reused material) they can write on with a felt-tip pen (it should be thick or striking enough to stand out on the paper), They can also be asked to write the names of the places in the other languages present in the room.

2) Identify needs for services or spaces that they are interested in (20 min) They will then be invited to think about what is missing in the city/neighbourhood? What would I like to have nearby? What would I like to be able to visit? Next, the participants can be asked to write the places they would like to visit again on the sheets of newspaper, but now with a different colour, so that the places that were previously written are differentiated from these second ones. Once all the places or services have been written down, the facilitator will proceed to present them all in order to continue with the definition of the expedition route for the next session.

3) The facilitator will explain the objective of the outings (to observe the area and take photographs of places along the route, in order to be able to develop and make a map afterward)s. Finally, all the people present should agree and review together the meeting place and time for the next session.

4) The facilitator will then group the places according to different criteria, for example:

Grouping by theme = health services, food (markets), natural areas, etc.

Grouping by distance: those that are closer or further away from the centre.

Group by accessibility: free or paid services.

5) With all this information, the group will define the place(s) or services, which will be visited in the next session.





Activities regarding outings in the territory: *Exploring our neighbourhood* (Photo-safari)

OBJETIVES:

- Collective visits to the neighbourhood
- Identifying useful services within the area, including places of worship, leisure, places for learning, socialising, support, etc.
- To initiate a first contact between the people in the group and the people in charge of the visited spaces.

DESCRIPTION OF THE ACTIVITY::

- **STAGE 1: PREPARATION:** In the session prior to the outing, the group will decide, based on their shared interests and criteria, which places in the neighbourhood they consider important to visit. They can also propose places that the participants know and that they would like to present to the group. The facilitators will help the group to decide on the route, meeting point, etc.
- **STAGE 2: DEPARTURE** During the walk, at each of the points to be visited, and also each time a participant identifies an interesting place or a reference point, the group will stop and take a photo of the place. The person who chose the site is invited to share information or experiences related to the place. If you know who coordinates/works there, you can introduce the person to the group so that participants know who to go to when they return. The group is also asked if they have ideas on how to represent the place on the map (with what materials, what colours, what form).

One of the people in the group will be responsible for writing down the information (address, opening hours, contact person, type of place, etc.) for each point included on the map.

Another person will mark the points on a paper copy of the map (or in google maps) and act as the "guide".

- **CLOSURE:** Before leaving, the group will resolve on which technique and medium they will create the map. You can ask the group for their suggestions (sometimes there are people who sew, paint, etc.) and if not, the facilitators will bring suggestions. The material needed to make the map should subsequently be prepared with time and care.

MATERIALS:

- a mobile phone with camera,
- a map of the neighbourhood (paper or digital)
- notebook for taking notes
- water and something to eat on the way

NUMBER OF PARTICIPANTS (min/max): between 5 and 12

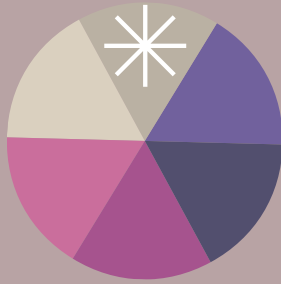
DURATION: 3 to 6 hours. Several outings can take place on different days.

RECCOMENDATIONS:

- Depending on the groups, facilitators may prefer to choose, themselves, where to take the group according to the needs identified.
- It is often a challenge to get everyone to attend the visits. Having their phone numbers and reminding the group in the days previous to the visit is central to ensuring the success of the experience.
- It is advisable to take photos of the front or inside of each space and of the people who welcome the group at each point (i.e.: the person in charge of the space). These photos can then be printed or transferred to canvas to be included in the map.

Activities
regarding outings
in the territory:





Activities for Stage 5: Sketching & mapping





Activities for sketching and mapping: *Creating the map*

OBJETIVE: To facilitate the consolidation of information. To create a map that can be shared and consulted.

DESCRIPTION OF THE ACTIVITY:

STAGE 1: Visualisation of the area (15 minutes)

The group is guided to recall the route they took on previous encounters: What spaces did we visit on the route?; Do these spaces have a positive impact on our lives?; Why do they seem important to us?; How did we get to these places (on foot, by bicycle, by public transport,...); How close or far are they from our homes or neighbourhoods?; What did we see on the way from one place to another (buildings, people, trees, green areas, ...)?

STAGE 2: Choosing of points to map (45-60 minutes)

Select the places or services that will be included in the map: The facilitator should collect all the information and either she or, preferably, one of the people in the group, will draw up a list of those that will go on the map.

The canvas is installed, in order to project the city map template onto it. One or two people will draw some streets and landmarks of the neighbourhood on the canvas, creating the outlines (the level of detail will depend on how much information you want to include on the map and how much time you have to work on it). Other members of the group are in charge of marking the chosen places.

Then, using recycled materials (magazines, newspapers, cloth, etc.), the group will create signs of the names of all the places to include in the map. It is desirable to include photos taken during outings, as well as other elements and images that can be used to identify the points.

STAGE 3: (45-60 minutes)

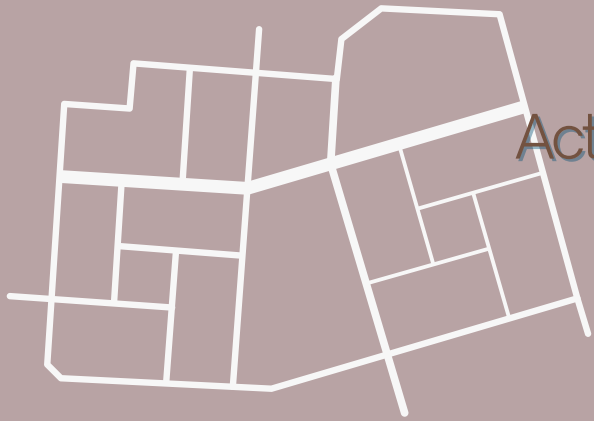
The work of the previous session is continued and you will now define and decorate the map: the canvas is set up to project the template of the city map onto it. The group will paste the elements corresponding to the chosen sites they have already created. The map is enriched (e.g. by including images of landmarks such as a bridge, city square, etc.), images and words are created for other spaces/points that are to be included. Finally, colour, a frame and a catchy title are added.

CLOSING: (20 minutes)

The group observes the map: Are we missing something? Would we like to improve it in some way?

Photos of the map are taken. It is advisable to make a list or index with the information corresponding to the points on the map.

(continues)



Activities for sketching and mapping: Creating the map

(cont.)

MATERIALS:

- use tarpaulins (roll up type) to draw the map.
- video projector (in order to project a map of the area)
- coloured markers
- magazines with large print and pictures, newspapers.
- scissors and glue (that c PVC of the e used on pvc material)

SPACE REQUIREMENTS: A room with tables and chairs for drawing. The room must have shutters that allow for it to be dark (while projecting the map) .You will also need surface/stand on which to hang the canvas/roll up.

NUMBER OF PARTICIPANTS (min/max): 10 to 20

DURACIÓN: 2 to 6 hours (can be done in several sessions)

RECOMENDACIONES:

- During this stage, the facilitators will seek to encourage the cooperation within the group, giving tasks to each person according to his/her ability and motivation.
- It is important to support people technically to prevent them from becoming frustrated and disengaged



Activities for sketching and mapping: *Tapestry-Map of our neighbourhood* (From recycled material)

OBJETIVES: Design and creation of a map to identify and share places and services to meet our needs.

DESCRIPTION OF THE ACTIVITY:

STAGE 1: Introducing the topic (10 minutes)

After having identified services and facilities mentioned/visited during previous stages, the chosen spaces are read out loud and each person will choose one and stand in a physical place where this point would stand: "If this is the neighbourhood Caritas would be here" (the person stands at that point -the group will help "understand the space" so that they are all agree) and the person writes or symbolises the place with chalk on the ground. This process is repeated for each person.

STAGE 2: Having identified the points and places to be mapped we will start creating the final map. Participants are asked to imagine an object, idea or concept that could represent the point/space he/she has chosen (e.g. a basket of vegetables can represent a farmer's market, or a tree can represent a common garden, etc.). Each participant will then try to create the chosen object with the available materials. The objects will be built and "come to life". Participants can help each other and find ideas together, and facilitators will be attentive to the needs of each one, guiding, suggesting, helping in the creation.

STAGE 3: As participants finish their objects, they will use needles and thread to embroider their objects on the fabric surface (or else glue them) in the appropriate place according to its location in the city or neighbourhood.

A label is attached to each object indicating the name of the place, its address, and the opening hours.

This stage can take several sessions -in fact, in our experience, none of the groups managed to create a tapestry map in less than three sessions, while some people took their "creations" home to continue working on them in their free time and brought them back for the next meeting-.

CLOSING: (20 minutes)

The group is asked about how they felt throughout the process, and whether they would like this map to be placed in a visible place so that others can access the information.

A photograph of the map with the people (those who wish to appear on it) is taken and shared with the group.

MATERIALS:

- a recycled fabric to work on,
- coloured fabric paint and fabric markers
- recycled scraps of cloth,
- needles and threads,
- coloured wool
- scissors,
- brushes
- fabric glue
- buttons



Activities for sketching and mapping: *Tapestry-Map of of our neighbourhood* *(From recycled material)*

(continuación)

SPACE REQUIREMENTS: Una sala con sillas para todas las participantes y una mesa

NUMBER OF PARTICIPANTS (min/max): 6 to 15

DURATION: minimum 6 hours.

RECOMMENDATIONS:

- Find techniques to stimulate participants. They can be invited to try different materials until they find the one they feel most comfortable with;
- Before we start working on the fabric, we have to carefully consider which materials to use in order to be able to transport and display it later. During the workshops, we fix the pieces of fabric with glue, but then it is always better to sew or embroider them to the cloth.
- Assess each participant's abilities well and be prepared to support them if they have particular difficulties and feel frustrated.
- Making different materials and techniques available, without limiting the creativity of the participants, was a great success as it encouraged creativity.



Activities for sketching and mapping: *Realistic Map*

DESCRIPTION OF THE ACTIVITY:

STAGE 1: Introducing the topic (10 minutes)

After having identified services and facilities (which come from the previous stages of the information search carried out by the group), the list of spaces is read and marked in pencil on the map.

STAGE 2: Symbols (colours and elements) are chosen to represent the categories we have determined together. For example: green paper for parcs and green areas; red cross for health related centres; churches: mosaic design, etc.

Cut out the space corresponding to each point on the paper map and replace it with the paper design chosen according to its category. Labels with the names of the spaces are created and stuck on the corresponding places.

STAGE 3: The map, with all points already inscribed and decorated, is glued with transparent glue to the plastic support and a reference chart is designed where the mapped spaces are listed -and indicated with a circle of the colour/design per area (e.g. health, non-formal education, public institutions)-.

In our experience, it was interesting to decorate the perimeter of the map with figures of various people (the oldest lady in the group created the figures), historical photos of the neighbourhood, and slogans from local activism, festivals and events that define the neighbourhood.

CLOSING: (20 minutes)

The map was presented during an artistic-cultural event in the neighbourhood centre, with the participation of the neighbours.





Activities for sketching and mapping: *Realistic Map*

(cont.)

MATERIALS:

- A very large recycled material for support (in our case it was a solid and transparent plastic screen of 1.50 x 1.20 metres).
- photocopy of the map of the neighbourhood enlarged to the size of the support
- pencils for writing on plastic
- decorative paper in different designs and colours
- glue
- papers

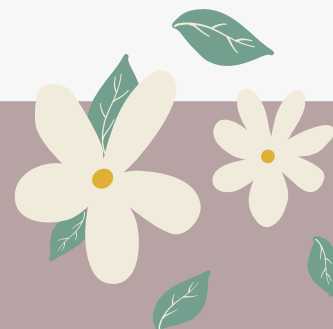
SPACE REQUIREMENTS: A large room, with chairs and a large table and space for individual work

NUMBER OF PARTICIPANTS (min/max): 8 to 15

DURATION: minimum 8 hours.

RECOMMENDATIONS:

- Take into account that the process takes plenty of time.
- Distribute tasks according to the possibilities and abilities of each person.





Activities for sketching and mapping: *A Map on the Wall*

OBJETIVES: To collectively create a mural map. To leave a testimony for the rest of the community/neighbourhood of the process and the values behind it

DESCRIPTION OF THE ACTIVITY:

DAY 1:

Previous work as that described in former sketching and map creation activities is to be carried out previously, in order to define the area to be represented, references that will be included, and have sketch of the map. The group will also have defined which elements will identify each place (kind of logos).

REQUIREMENTS: The wall must be clean enough to be painted, but also smooth. If necessary, plan a wall preparation session beforehand: if the wall is not white, a quick coat of paint can be useful. If it is too grainy, a light sanding can help the creation!

Outline the map on the wall and outline it with masking tape. Mark the large outline of the map with a grey pencil or chalk (so you can erase parts if necessary). As only two people can work on the wall at the same time, it is recommended to create two groups, one working directly on the wall and the other preparing the elements to be added on the second day.

Work on the wall : Map creation: depending on the level of detail and realism of the map, the time will vary greatly. If the ambition is to create a map that can be completed in the future, making a comprehensive map with all streets may make sense.

The easiest way to do this is to stick our drafts, or sample maps, in front of our future map, so that we have them in front of us as reference. As this can be tedious, we can mark a part of the map to be made and change groups as we go along. For this part, the use of a permanent marker is the best option.

You can give volume to the map by painting the streets in a single colour, or choose thematic colours for the blocks with specific functions (e.g. purple for a feminist association...) or just random colours for decorative purposes, and for the pleasure of painting on a wall. It is a good time to remember that it is pleasant to do the activity with full awareness, simply enjoying the sensation of the brush on the wall.

Decoration equipment : They can be done on fairly thin paper, with acrylic paint (gouache would run the risk of dripping during the next stage). Depending on the number of people, each person chooses which logos to create.

A logo can occupy approximately 1/8 of an A4 sheet.

DAY 2:

All elements of day 1 must be assembled on site. Beforehand, the wallpaper paste has to be prepared (as at <https://www.youtube.com/watch?v=HhMDY7Blblc>). First of all, the elements should be cut as close together as possible (without leaving gaps). The elements are glued together with wallpaper paste applied with a thick brush (covering both sides well).

Variants: You can choose to draw the elements with paint directly on the wall. But this can be a bit stressful for people who have never drawn on a wall and are not sure of their drawing skills.

On one side of the card, we will paste the corresponding number, with the name of the place, and we will paste the photo of the facade. This can be done with markers or acrylic paint.



Activities for sketching and mapping: *A Map on the Wall*

(cont.)

MATERIALS:

- painter's tape
- a black pencil and eraser
- scissors
- acrylic paint (or any other type of paint that can be applied outdoors)
- markers for writing on the wall.
- photos of the facades taken during the tour of the area, printed in small format.
- rulers
- A4 sheets
- wallpaper glue (can also be made with flour)
- several brushes (a large one for the wallpaper glue, thinner ones for painting on the wall)

SPACE REQUIREMENTS: We will of course have secured a blank wall that can be painted on. Make sure it is painted white or in a light colour.

NUMBER OF PARTICIPANTS (min/max): 10 max.

DURATION: minimum 8 hours.

RECOMMENDATIONS:

- Leave a lot of freedom for the participants to create: each group that intervenes on an aspect will decide on that aspect (for example: we can decide not to do all the streets, only the ones we are interested in (and they don't have to be straight: they can be drawn by hand).
- Finally, we can also paste the photos of the facades where the spaces exist on the map.
- We will always welcome debate and consensus (at the heart of the creative process): Remember that we are not looking for any idea of perfection, but it is about art and therefore about expression and agreeing on meanings in the group.
- Remember that what counts in art therapy is the process, and the emotions we can get from the practice.
- The facilitator should be like a midwife who facilitates creation.

Activities for sketching and mapping





About the project

This handbook has been developed in the framework of the strategic partnership "GREEN INTERCULTURALITY: Promoting migrant inclusion through environmental awareness and eco-friendly strategies" (project number 2020-1-FR01-KA204-080110). The GREEN INTERCULTURALITY project is a project co-funded by the Erasmus+ programme of the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any of its contents.

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Year of publication: 2023

Workbook created by:

CESIE (<http://cesie.org>)

D'Antilles & d'Ailleurs (<https://www.dantillesetdailleurs.org>)

Élan Interculturel (<http://elaninterculturel.com>)

Associació La Xixa Teatre (<http://laxixateatre.org>)

Associació Animación Arteterapia (<https://animacion.org/>)

Languages and download:

This handbook is available in Spanish, English, Italian and French on the Erasmus+ results portal at the link <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2020-1-FR01-KA204-080110>





How to create a collaborative map of our neighbourhood