

# Youth Values Mapping Workshop

## Facilitator's Guide

### Description

In this art-based activity, students are guided through a series of discussion questions related to local environment, community, and health values and regional identity. Students are divided into three groups of 6-8 people, with a facilitator for each group. Students spend 15-20 minutes working on a particular themed map (e.g. the 'environmental values' map) before rotating on to the next map. As ideas are generated, students are prompted to think through ways to locate or represent these values on maps of their community and the surrounding region. Each student will have a chance to work on all three maps, and then reconvene in a large group to discuss the process and consider the kinds of maps collectively produced.

### Goals

- Introduce 'cumulative impacts' as a holistic and integrative concept that includes environment, community, and health perspectives
- Explore youth perspectives on environmental, community, and health values in a defined area, and the ways in which these values can be located and visualized
- Celebrate youth perspectives on sense of place and regional identity

### Intended Audience

Grade 8-9 high school students. For groups of 18-24 participants.

### Time Required

Approximately 90 minutes.

### Equipment

Three tables, each with the following supplies:

- A transparent plastic sheet at least 24" x 36" (e.g. clear mylar, vinyl, or polyester drafting/drawing film), with the town/city boundaries and key landmarks traced onto it
- A large map of the town/city and surrounding region
- A collection of markers, stickers, post-it notes, and other art supplies
- A copy of this facilitation guide

## Overview

### *Timeline*

Minutes	Task
10	Welcome, introductions, orientation to cumulative impacts concept and activity
60	Values mapping activity <ul style="list-style-type: none"> <li>• Environmental Values (20 minutes)</li> <li>• Community Values (20 minutes)</li> <li>• Health Values (20 minutes)</li> </ul>
20	Final group discussion and debrief
<b>90</b>	<b>Total</b>

### ***Orientation to cumulative impacts concept and activity***

**Cumulative impacts** may occur when resource development activities (including forestry, agriculture, oil and gas, mining, etc.) take place on the land in ways that leave lasting consequences for people, their communities, and the broader environments in which those communities are located.

Resource development has both positive and negative impacts, and this region has a long history of [insert relevant resource-based industries here]. Impacts of these activities can combine with those from other projects and activities in the past, present and future. Over time, the effects of multiple projects and resource development activities in one area can **combine** and **interact** to produce long-term changes for people, wildlife and the land. In other words, the sum of these impacts is greater than that of any single project. This makes it important to find ways to harness the positive impacts of resource development to promote health and community wellness, while trying to reduce potential negative impacts.

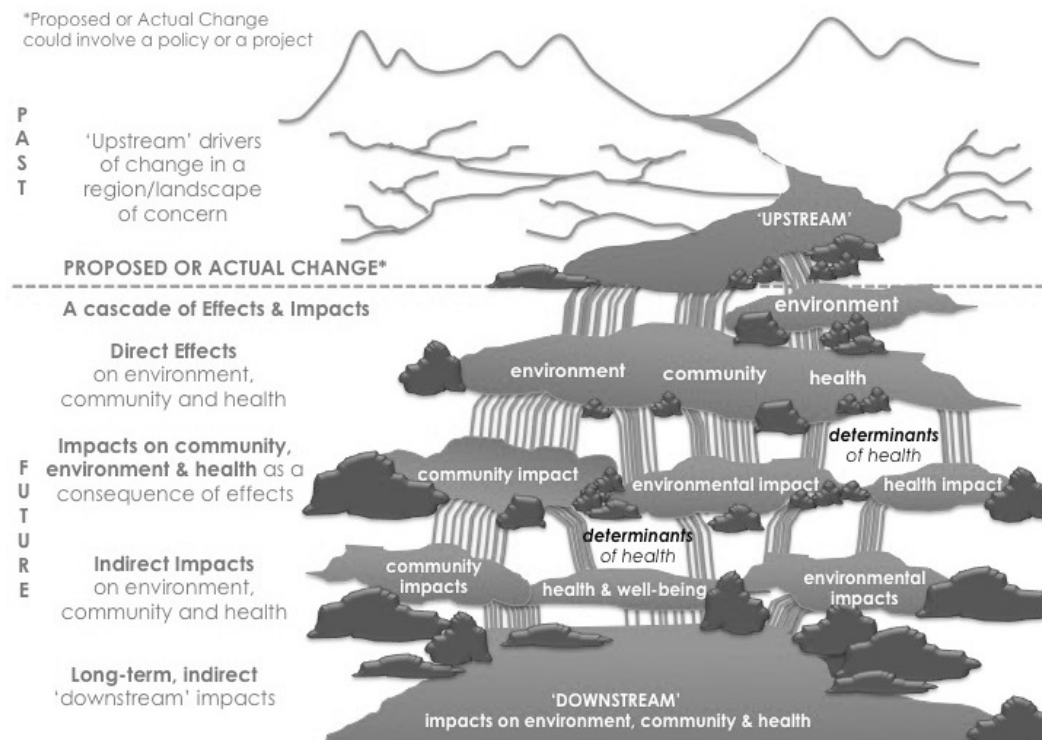
Let's consider the example of a mine to illustrate some of the cumulative impacts to the environment, community, and human health.

- **Environment:** A new mine is developed outside of a small town in an area where forestry activities have taken place for years. There are a series of small creeks and water bodies in the region, as well as a major river that has been significantly changed by a hydroelectric dam. Together, mine construction and operation, past and ongoing forestry activities, and the dam will all interact and put pressure on stream and river function.
- **Community:** When a new mine is developed outside of a small town, the town population increases as new people move to town to take jobs at the mine. This

population has positive and negative impacts for the small community. There are additional high paying jobs for people that live there, and some young people no longer have to move to make a life. There are increased customers for local businesses, but the services offered in the town (e.g. doctors) may no longer be able to support a large and rapid increase in local population. Moreover, housing prices may increase producing fewer affordable options for local residents. Because of these impacts to housing availability, some people in the community may move elsewhere to look for other opportunities. This cascade of impacts will cumulatively affect life in the community.

- Health:** When a new mine is developed outside of a small town, the mining company sponsors a new indoor skating rink. This has positive health benefits for the town, as people have more options for fitness and recreation. At the same time, as workers make more trips to and from the mine, traffic increases resulting in poorer air quality and an increase in traffic accidents causing more challenges for local health care delivery. While opportunities for recreation may improve, the cumulative health impacts of the mine must also be considered.

The image below shows the interactions between the environment, community, and health. The various flows—between upstream and downstream communities, and between the past, present and future decisions—show how environmental impacts (such as impacts to local water sources) might also have health impacts (lack of clean drinking water) and community impacts (town needs to build a new water treatment facility to serve the local community).



Source: Margot Parkes (2016) Chapter 5, *The Integration Imperative*, p. 142.

### ***Values Mapping Activity***

Facilitators begin by orienting people to the overarching theme of their table (environment, community, or health). Facilitators read the **first** question from the categories below, and then hand out stickers, one at a time to students. Students are given two stickers each per table (e.g. environment as paw prints, community as happy faces, and health as hearts).

The facilitator encourages students to go around one at a time and locate a value that is important to them on the larger map, and with it, to share a short story or sentence about why that value is important to them. As a student is sharing a story, the facilitator encourages students to draw, doodle, paste stickers or other mixed media, etc. to the outer portion of the transparency (i.e. the border) corresponding to that map's value.

This process is repeated one more time until all students have placed two stickers. Facilitators again encourage students to be brief in the sharing of values while also encouraging them to draw in the outer edges.

Once complete, facilitators move to the second and third question to have a broader conversation and serve as a 'mini-debrief' for the table.

Students rotate tables until there are no more tables to be visited. Then all the students are brought together for the final group decision.

### ***Table questions***

#### **Environmental Values**

1. When you think about the environment you live in here in your town/city (and the surrounding area), what kinds of environmental features come to mind? (Prompts: Are there places you like to go outside that are important to you? Things you drive by? Things near your house? Around the school?)
2. How do these things impact the way you feel about living in this town/city?
3. Do you notice things in the environment changing? If so, what do you think about these changes and can you give us a few examples?

#### **Community Values**

1. What kinds of things make a community? What kinds of things make you feel like you are part of a community in your town/city (or school)? How could we represent or locate some of those elements of community on this map?
2. Are there things about this community that you think are unique from other places you have spent time (such as a regional city or provincial capital)?
3. Have you noticed any changes in your community since living here? Have the things you identified on the map changed at all? If so, what do you think about these changes?

### Health Values

1. What kinds of things make a person healthy? What kinds of things make you feel healthy? What kinds of things are needed for a community, or a town to be healthy? How might we represent these things on the map?
2. Thinking about the things that contribute positively or negatively to your sense of health, can we represent some of those elements on this map? Are there things that are unique to living in or around your town/city that contribute to your sense of health?
3. Have these things changed at all? If so, what do you think about these changes?

### ***Final Group Discussion***

All participants are brought together for a final group discussion and debrief. Suggested discussion questions are included below.

1. How did you find the mapping activity? Were some values or discussion topics easy to map? Were some things more difficult? (Follow up: what are the similarities or differences between things that are more or less difficult to map?)
2. Were there similar things coming up at the different mapping stations? Why or why not? (Probe for integrative connections to encourage students to see similarities/differences between stations)
3. Taken together, what do you think these maps tell us about this town/city? What kinds of connections did you notice between environment, community, and health values? Are there places on the map that seem more or less important when we think about environment, community and health together rather than separately?
4. Think about telling a friend from elsewhere about what it's like to live in this town/city. Are there important things about living in here that are missing from this map? What are they?
5. Did you learn anything new or different about your town/city?