**Mapping Activity Instructions**

## [Purpose](#_[Name_of_Chapter)

Use this activity to identify the locations where impacts are happening or may happen, as well as potential cascading impacts, and what assets exist in and support the community.

## What you will need

**Who:** community members, facilitators

**Where:** in-person or virtual meeting

**How long will it take:** 1.5 to 3 hours depending on participants’ familiarity with maps

**Materials:** base maps generated during the Mapping Activity Preparation, writing utensils, sticky notes

## Instructions

*Note: These instructions provide guidance on mapping both community hazards and community assets. However, some communities may want to focus more time on one or the other. We encourage the core team to alter these instructions as they see fit to spend more time on assets if appropriate.*

1. **(Core team):** Present the maps generated in the mapping preparation activity to the Community Workshop. If external data was used to add in hazards or equity base layer maps were included, take time to discuss what data was included, why, how it relates to the themes and topics from Community Workshop #1, and the types of hazards that are expected to worsen with climate change.
2. **(Community members)** Take one of the community maps, separate the community into 4-5 sections. It may be helpful to follow census tract or block group boundary lines, so no part of the community is missed. Depending on the size of your community, each section may contain several census tracts/block groups. Try to avoid dividing major neighborhoods/districts (i.e., downtown, uptown, defined residential neighborhoods, shopping districts). Do not divide the community into more sections than the number printed maps you have. Apply these boundary lines to each map and label each section.
3. **(Community members)** Split into the same number of breakout groups as map sections. Aim to have at least 2-3 community members in each group. If possible, join groups working on map sections where you live or work. Core team members are encouraged to join break out groups to participate and help facilitate mapping and group discussions.

*Note: If you find there are no community members who live or work in a section of the map it may be an indicator that you need to target future outreach to improve representation of all parts of the community*.

1. **(Breakout groups)** Circle, shade-in, or otherwise mark on the map areas where community members disproportionately impacted by hazards live and work based on what you learned from the storytelling activity, your knowledge of the community, and/or any external data presented by the Core team. If your map already incorporates base layer data about the community (e.g., % population with limited English, % households without a vehicle), use your knowledge of the community to determine if any additional map points should be marked and add them to your section of the map.
2. **(Breakout groups)** Bring together all internal (hazard storytelling, group discussions, etc.) and external information (research on local hazards and equity) you now know about your community and start marking on the map sections the locations of current or existing hazards and impacts (e.g., locations particularly prone to flooding, high heat areas in the community). Use small sticky notes of different colors for hazards and impacts.
3. **(Breakout groups)** Based on what you found in the hazards data, your knowledge of past local disasters, and any information you know about climate change impacts in your community, mark potential locations of new or worsened hazards in the future (e.g., flooding due to sea level rise, overflow of wastewater treatment facilities, runoff from waste sites, erosion of bridges or roads, or an oil spill from train derailment into the creek.)
4. **(Breakout group)** Discuss whether any of these impacts may be "cascading impacts", that is, if an impact in one location could cause impacts in other locations. For example, overflow of a wastewater treatment plant during heavy rains may pollute local water bodies and/or spread contaminants to low-lying areas of the community. Draw lines to connect these impacts.
5. **(Breakout group)** What assets exist in the community that provide support and improve the community’s capacity to confront current and future hazards? Make a list of types of community assets (community centers, afterschool programs, schools, hospitals, religious buildings, emergency response departments) and mark any of these that exist in your map area with colored sticky notes. Discuss with your group what specific benefits these assets provide, e.g., emergency shelters during disasters, sense of belonging in the community, emergency services.
6. **(Breakout group)** The core team member in your group will record themes and highlights as you answer the following discussion questions based on what you observed while completing the mapping activity. If there is not a member of the core team in your breakout group, assign a notetaker.
   1. What were the common types of hazards you labeled in your area of the map?
   2. Given the hazards you labeled on the map, what concerns do you have regarding climate change in the community?
   3. Did you notice any patterns in where hazards are located and the locations of disproportionately impacted members of the community? Are specific community members being affected more?
   4. What types of assets exist in your section of the map? Do the services they provide assist with the needs presented by the hazards your identified? How?
7. **(Community members)** All members of the community will reconvene as a large group and the core team will facilitate a discussion on what was learned using the following prompt questions. At least one member of the core team should be assigned as a notetaker and another as the discussion facilitator.
   1. Who is being most impacted by local hazards and how?
   2. What are the biggest threats facing the community, now and in the future, we need to deal with?
   3. Were there any gaps identified between benefits provided by community assets and the current and future hazards facing the community?
   4. How are these hazards and threats connected? What are the "cascading impacts"?

Example:

* Flooding in Belleview and Adams neighborhoods is getting worse.
* During the last big storm 12 houses were flooded, and some people still haven’t moved back in.
* Adams neighborhood is better protected than other neighborhoods, and people are starting to move into Adams, adding to gentrification pressure.
* Belleview has a large Central American population and many small businesses which had to close for a day during the last storm.
* The water treatment plant is in the flood plain and needs upgrades. Sometimes it goes offline during flood events. This is problematic especially for the hospital and the nuclear energy plant.

1. **(Core team)** Following the conclusion of the mapping activity, the core team should compile all markers and data from the breakout maps onto a single community map and make that data, as well as the discussion highlights, open and accessible to the community.

## Breakout group discussion prompts

1. What were the common types of hazards you labeled in your area of the map?
2. Given the hazards you labeled on the map, what concerns do you have regarding climate change in the community?

1. Did you notice any patterns in where hazards are located and the locations of disproportionately impacted members of the community? Are specific community members being affected more?
2. What types of assets exist in your section of the map? Do the services they provide assist with the needs presented by the hazards your identified? How?

## Large group discussion prompts

1. Who is being most impacted by local hazards and how?
2. What are the biggest threats facing the community, now and in the future, we need to deal with?
3. Were there any gaps identified between benefits provided by community assets and the current and future hazards facing the community?
4. How are these hazards and threats connected? What are the “cascading impacts”?

## What to do next

Return to the ERB tool and use the discussion notes to answer Questions 5 and 6 on the Key Takeaways Form on Assessment. Then, move on to the next activity in the workshop: Sort Resilience Indicators.