**Mapping Activity (45 min total)**

**Materials:**

[**Session 3 Mapping Activity**](https://drive.google.com/drive/folders/1UqhoLnvfoEE4tAH2HARdwLkucajvVKav) **– Maps Here!**

1. [Guiding Worksheet](https://docs.google.com/document/d/1vcQg22BI2bf3mA_FitPIfCjAnDi8mQtIHHO7y3ol1lE/edit?tab=t.0)
2. 10x (11x17) maps of West Philly
3. 10x (8.5x11) maps of Sayre
4. 5x (8.5x11) maps of North + South Philly
5. 10x (8.5x11) heatmaps of Philly
6. 10x (8.5x11) equity of Philly
7. Markers/Sharpies

| **Objectives:**   1. Students will become familiar with the available greenspaces in their local neighborhoods. 2. Students will see differences between green spaces in various neighborhoods. 3. Students will zoom out and see the heat vulnerability in relation to the availability of green spaces. 4. Groups will make progress by honing into a specific problem space. | | |
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| **Section** | **Description** | **Notes** |
| Local Green Maps  [Groups of 2-3]  (13 minutes) | \*Hand out West Philly/Sayre Maps (or N/S Philly if preferred)  \*Hand out Guiding Worksheets   * Map out their commute to school and/or (if their homes are off the map) a walking path in West Philly they are familiar with.   + If a student is reluctant in this mapping exercise (i.e., they don’t live in West & they are unfamiliar with the neighborhood), they can work with a partner. * Highlight outdoor/green spaces they enjoy going to. * Highlight other notable spaces they are familiar with. | We will also have smaller print outs of North and South Philly if they happen to be more familiar with these neighborhoods. |
| Heat & Equity  [Groups of 2-3]  (7 minutes) | \*Hand out Heat + Equity Maps   * Using the larger heat maps + equity maps, students will:   + Compare their local green maps with the larger heat maps / equity maps   + Find connections between equity + heat + green | [**Note:**](https://drive.google.com/file/d/14A7alcHi26lx4zNjd8QhXuLywN44NXEu/view?usp=drive_link)  Malcolm X Park  & Washington Ave  (Compare with Tree maps here) |
| Debrief  [Topic Groups]  (5 minute) | Guiding Questions:   * Did anyone notice anything about green spaces and heat that you didn’t realize before? * Which neighborhoods are most vulnerable to heat? Which aren’t? * Which neighborhoods have the most green spaces? which have the least? how can you tell? * What do you notice about the neighborhoods where you spend most of your time? * **Do you see any connections between heat/green space and [team topic]?** * **What are those connections? What examples do you have of how heat/green space impacts [team topic] in your neighborhood?** | Use these questions throughout the mapping activity if students look confused/uncertain about their mapping activity |
| Solidify Problem  [Topic Groups]  (15 minutes) | Every group will need to facilitate this differently:   * All groups might need to consider the scale of behavior change (local/school? neighborhood? city?) * **Social needs group will…**   + Hone into one or two topics (e.g., homelessness, built environment, neighborhood inequities in greenspaces). * **Gun violence group will…**   + (a) identify the impacts of gun violence based on lived experience,   + (b) identify what gets someone (maybe peers) involved in gun violence, based on lived experience, and   + (c) list out what resources relating to gun violence already exist in the area, based on collaborative research * **Mental health group will…**   + Describe how mental health issues are impacting the community     1. Identify which problem within this broader issue we want to focus on | Solidify problem space |
| Debrief & Next Steps  *[Whole Class]*  (5 min) | * Explain that next week, we will be focusing on how we might solve the problems we’ve been talking about this week. * Share out between groups what problem each group will be focusing on next session. |  |