

# Green clusive



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## (SOCIO-ENVIRONMENTAL) MAPPING METHODOLOGY

Created by Fokoliarų Judėjimas Lietuvoje

# 1. INTRODUCTION

**Social-environmental mapping** is based on

- 1 - reflection
- 2 - research
- 3 - participatory action.

It is carried out together with the people who live in a certain region or geographical space experiencing **precarious or at-risk environmental conditions.**

Communities in those areas often report feeling **excluded, disadvantaged and vulnerable.**



**The purpose of social-environmental actions** is to help these communities build themselves through reflection within the scope of a project that is being carried out together with them.

**These communities will be the true protagonists** – but they will be accompanied by a group that will support them and follow their progress throughout.

In this manner, through an analysis of the situation, **participatory action can be accomplished.**

**Participatory action** is the main purpose of such activities.

## 2. FOREWORD

**Ecology** - doesn't just mean

- saving energy or water,
- separating waste or recycling
- etc...

**Ecology** embraces the whole social context.

**Waste** is an issue not only in terms of environmental pollution, but from a socio-cultural perspective.

**It is very important** to ask questions, as this creates the right conditions for reflection.

**Developing critical thinking** is the actual methodology.

All this helps all of us not only in acquiring more knowledge or gaining awareness of socio-environmental issues.

We use critical thinking today **so that we will be able to make smart choices in the future.** This is tantamount to **growth and maturity.**

Our critical thinking leads us to a fundamental decision – whether or not we want to be someone who cares about the big issues affecting humanity and the preservation of our shared “home”.



### 3. METHODOLOGY

**There is no single method for everything.**

There are several different approaches to choose from.

The following are just some suggestions out of the many possibilities; however, the choice of the most suitable method is up to the group that will apply it.

Perhaps you already had a positive experience in relation to one of these methodologies in the past?

#### METHOD – 1

**Before the map is created**  
clarify:

- what is an **environmental need**?
- how **do you identify the relevant issues**?



#### METHOD - 2

**As the map is being created gradually** clarify:

- what is an **environmental need**?
- what are **the relevant issues**?

In any case – theory will need to be accompanied by practice in order to achieve the aim.

## **4.1 CIRCUMSCRIPTION OF A TERRITORY**

Here, we have adopted METHOD – 1. We are presenting it to you  
as **6 x 1**

(6 steps to the creation of a socio-environmental map)

# **6 x 1**

**1 - DEFINING THE AREA**

**2 - CHOOSING THE TOPICS TO BE EXPLORED IN DEPTH**

**3 - RESEARCHING THE PROJECT TOPICS**

**4 - DRAFTING THE QUESTIONNAIRE ON THE TOPIC**

**5 - VISITING INSTITUTIONS/BUSINESSES/CITIZENS (AS YOU PREFER)**

**6 - CREATING THE MAP**



**First** – identify the context of the participants in the activities:

- a country,
- a region,
- a city,
- a village,
- the neighborhood

**Then** – consider where the participants live, work, study, shop, walk, play, etc.

- homes
- parks
- sports fields and playgrounds
- stores, shopping malls
- markets
- stages
- schools
- kindergartens
- factories

It is possible that not all of these places will be studied or taken into consideration. However, such a framework will provide us with the most complete view and understanding of the whole social context.



## 4.2 CHOICE OF THEMES TO BE INVESTIGATED

**First of all** – follow the themes.

In our case, we already have specific themes indicated for each project partner:

green businesses.

- recycling, reuse, ethical consumerism
- separating waste

In Europe, the socio-environmental culture has certainly blossomed, and we are no longer in its early days, as was the case 30 years ago.

Not only, it continues to evolve with further innovations and opportunities that also take into account the generations that will follow.

However, we have to admit that, even in our Western countries, the differences among cities or among neighborhoods, with some of them still resembling other places in the world where facilities are lacking, environmentalist culture is just beginning to make its way into people's minds and hearts.

Despite all these green activities that are already being carried out, there is still much to be done, in particular to improve the situation in those areas where not enough is being done and to try and understand why that is the case.



## 4.3 RESEARCH ON THEMES

These activities can be carried as *workshops* (prepared by older kids for younger kids, or by experts for older kids)

A principle that should be adopted – **what is my experience in this matter?**

Help participants realize what already is a reality

- local green businesses
- waste separation facilities
- recycling facilities, places where things can be repaired
- reuse initiatives

When it comes to green businesses or *start-ups*, it is important to ask the following questions:

**- What is the socio-environmental vision of these businesses?**

When it comes to recycling:

- labels should be read and distinctions based on the symbols/signs/pictograms should be understood
- carry out research on innovations in the field?
- addressing the issue of plastic (recyclable or not, etc.).

When it comes to separating waste:

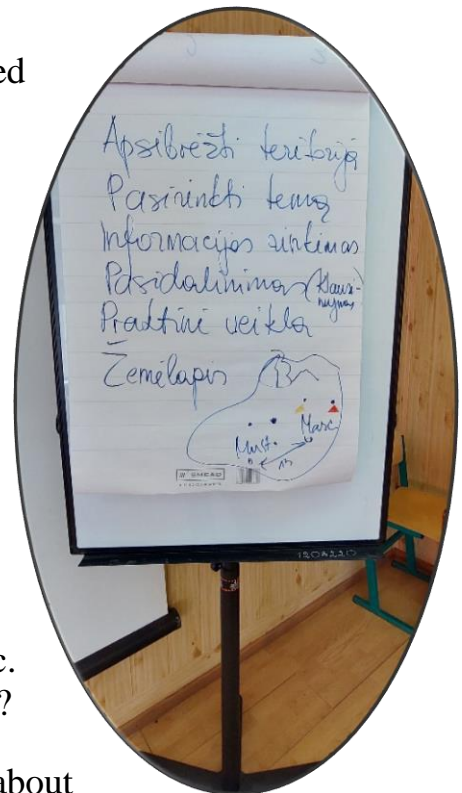
- innovations in the field (what is it? should the Nordic system be adopted?)

When it comes to used clothes or things:

- places where things can be repaired
- what kind of clothes, footwear, textiles etc. are to be discarded in the special trash cans?

A possible assignment for kids/teens would be to think about these issues. It is important to empower them to solve problems based on active community research/knowledge.

While some difficulties may be encountered, solutions may also be found. Helping the kids and teens to ask themselves how they can contribute to further develop these activities. And if they haven't gotten that far yet, where can they start?





## 4.4 DRAFTING THE QUESTIONNAIRE

The questionnaire is drafted in relation to the area that we have defined and to the info-material that we need to then create the map.

**Very important** – let the kids/teens themselves come up with the questions.

Listed below are some possible questions.

### Recycling

- what comes to mind when I think about recycling?
- are there laws?
- do they do this in...?
- how do you adopt...?
- why don't people respect the environment in public places?
- on what principles are pro-environmental initiatives based?



### Ethical consumerism

- what comes to mind when I think about ethical consumerism?
- are there markets nearby?
- which farmers' markets do I know and go to?
- what other local green businesses are there?
- are there any places for used clothes (second hand, exchange initiatives)?
- why is there a trend for less new things and more exchange of used items that are still in working order?

### Green businesses

- what comes to mind when I think about green businesses?
- what kind of issues have the kids themselves seen?
- pig farming – decrease ammonia air pollution
- but why would an entrepreneur decide to establish a green business? (perhaps ask them directly),
- what philosophical values (relating to individuals, the environment, community) underpin these start-ups?

### Separating waste

- what kind of waste separation takes place in the neighborhood, city...etc.?
- where are the containers for waste separation located?
- which principle is adopted locally?
- how does the service work?

All of this is done to raise awareness among kids/teens about the processes, so that they can then in turn share with their friends and become active role-models.

## 4.5 VISITING INSTITUTIONS/BUSINESSES

**The importance of practical activities accompanying the theoretical approach must be highlighted.**

This practical stage is not to be underestimated, as this is where the social diagnosis takes place.

The answers to the questions posed by the kids/teens to institutions, businesses, entrepreneurs, farmers etc. will take shape on the socio-environmental map created in the **sixth step of the 6 x 1 approach**.

It gives kids/teens a unique chance to gain an overview of the whole social context.

**They can then start asking themselves:**

- why do people get sick in a certain place?
- why don't they take care of the environment?

**The answer to this will be:**

- they don't have a clean water supply,
- the water is not drinkable
- sanitary conditions are precarious
- aid etc. does not reach that area

**It will become important to ask:**

- what do we do with trash that needs to be thrown away when we walk down the street?
- what do we do if there are no containers nearby?
- do I throw it on the street, or do I carry it with me until the next trash can?

This will help kids/teens to identify possible solutions.



## 4.6 CREATING THE MAP

To create a socio-environmental map:

- **resources are important**

Keep in mind that

- when making the maps, you should help disadvantaged kids/teens
- so that everyone has the same resources available to create the map,
- it is probably better not to use an app, as they are subject to payment
- or find one with free access

Our experience has been very positive in relation to resources for creating maps.

We used paper, markers, colored pencils, magazine clippings.

We can confirm that kids/teens today are very creative and resourceful. They have a very fine sense of harmony and beauty, which they appreciate and where they spare no effort.

For this stage of map-making, symbols or pictograms (either existing or created specially) will be needed.

We agreed to use triangles in three colors:

- red (precarious conditions, facilities and initiatives lacking)
- yellow (more or less existing conditions and structures, anti-environmental behaviors)
- green (excellent conditions and facilities and pro-environmental awareness and behaviors)



**IMPORTANT!!!**

**Each assessment that will be marked on the map should be accompanied by a comment from the kids based on their reflection and experience.**

## 4.7 CONCLUSION

Here, only one of many possible experiences has been presented. Anyone adopting their very own method will surely have a very positive experience and make surprising discoveries.

We can only recommend that you set aside some time for fun activities and to start building the relationships before the actual project activities. For us, this was the foundation of the whole path.

Here is the link to the video that we made with the kids, explaining each stage: <https://youtu.be/ffSmNeEU7BA>

