

# Circle Map Activity

Adapted from Jessica Danforth from the Native Youth Sexual Health Network

## Goals

- To explore protective and risk factors in communities.
- To empower youth to see their roles in communities.

## Senior 1-4 Education Curriculum Connections

**This activity contributes to the following Student Specific Learning Outcomes:**

### **Family Studies**

- *S1 6.1.1 Discuss cultural components of near environment, e.g., church, community club, school.*
- *S1 6.1.2 Explain how individuals can influence their community.*
- *S1 6.1.3 Discuss relationship of adults and youth in the community.*

**Guidance Education** GLOs under Personal/Social Component.

### **Physical Education**

- *K.3.5.B.4 Identify available community supports that promote safety and community health.*
- *K.4.S2.C.1a Describe the behaviours necessary for providing others with support and promoting emotional health and well-being.*
- *K.5.S2.A.2 Demonstrate knowledge of healthy lifestyle practices that contribute to disease/ illness prevention, including mental illness/disorders.*
- *11.MH.5 Identify community service agencies that support individuals concerned about mental-emotional health issues.*

## Have Ready

- A full sheet of paper and pen per person
- Flipchart paper and marker

## Instructions

- Get the group to draw a large circle on their paper.
- Ask them to think about the things they like/love about their community and write those inside the circle (2-5 minutes).
- Then get them to think about all the things they hate/dislike about their community, those words are written on the outside of the circle.

## Debrief

- Ask each person to share one thing they have written on the outside of the circle, i.e. violence, suicide, drinking, drugs, garbage, poverty, gossip, lack of food, isolation, abuse. Write their responses on a flipchart circle map.
- Then ask them to share what they have written inside the circle, i.e. friendly neighbors, fishing, camping, berry picking, pow-wows, hockey, Elders, community feasts, youth/babies, and whatever they have written. Flipchart their responses.
- The outside words can be considered “risk factors.” Often the things on the outside of the circle are beyond our control, but there are ways we can affect these by coming together as group/community and focusing on one aspect at a time.
- The things inside the circle can be considered pathways to health, or “protective factors.” These things help create healthy youth, and in turn, healthy communities. If we focus on the inside stuff it can help push out the things we don’t like and we don’t get stuck feeding into the negative.
- We have the most control over the things inside the circle and that can help us to see that we are making a difference.

## Circle Map Sample

Write the things you dislike about the community on the outside of the circle.

