



Community mapping Part 2: risky & safe places (5.7)

Description:	A tool to collect data in a reflective and visual way to conduct a situational analysis of the community.
Goals of the session:	To identify risky and safe places in the community for different groups of community members.
Target group:	Men, women, elders, youth and children. With (not more than 20) groups, separate maps can be done with different groups formed based on age (starting from 8 years old), gender, and socio-economic status.
Preparation time:	15 minutes.
Duration:	1-2 hours.
Materials:	Essentially it is to be done on the ground using different local materials (sticks, seeds, stones, ash, soils, etc.). Once drawn on the ground, the sketch can be copied on a flip chart or one can take a picture of it.
Copyright:	Freely usable.

Process

The participants will use the map they created during the first round of Community mapping. Every group will first identify the risky/dangerous places for them. This may be the road, or a river, but also the bar, a dark bush etc. while indicating they also have to explain why they feel it is risky for them.

Next step is to indicate the safe places, where do they like it.

In facilitation: discuss the risks and let the participants explain. Ask questions, probe to get the deeper causes. Do not be satisfied with: we just do not like it. Ask why they do not like it, how that place makes them feel, what should be changed for them to like the place, etc. Same for the safe places, ask why they feel safe there, why they like it there etc.

For the children: first discuss, and explain if necessary, what risky and safe places are, and the difference between feeling safe and unsafe. Children probably



already have their ideas about feeling (un)safe, so discuss what they think constitutes a risky or safe place. If they find it difficult question, you can explain the terms. Below is an example of how you may do that.

- Risky place: when you go here, you may get hurt. You prefer to avoid this place or you don't like to go there alone. You feel unsafe.
- Safe place: when you go here, nothing bad will happen to you. You like to go to this place both with friends or by yourself. You feel safe.

Then find out where these places are. Ask where the children come often/rarely and why. Ask whether these places make them feel safe/unsafe and let them explain why they feel safe/unsafe. If time allows, you can delve more into where they would feel safe to go with friends/company but not by themselves, and where they feel safe to go no matter whether they are accompanied or not.

Reflection: discuss the similarities and differences together with all the different groups. Realize that different age /gender groups can have different risky and safe places. It is an important first step towards understanding protection issues and gender relations. It is also the base for looking for community solutions. This can start already with something very simple but with concrete results for the entire community. For instance: a road through the community with cars speeding. The community plan can then be to make speed humps. Consequence: cars can no longer speed as much, and people feel safer around the road.

For more tools and information, go to our [Participatory Toolbox](#).