

# Stepping Towards a Greener Tomorrow: Toolkit Package

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# How to create a base map?

**First things first!** Many of the activities you'll find in the next few sections will benefit from a base map!

## Option 1: Print a Base map!

### Objectives:

Use this guide to create easy DIY basemaps online with the website: [www.openstreetmap.org](http://www.openstreetmap.org)

### Materials:

Computer and access to Internet

### Instructions:



1. Log on to [www.openstreetmap.org](http://www.openstreetmap.org)

2. Search for your city using the search bar and zoom into the map to locate your focus area.

3. Once you have centred your area of focus, click the "share" tab on the right side of the map. A dialog box will appear to the right.

4. In the dialog box, under the "image" heading, check the box "set custom dimensions". Choose your map dimensions by dragging the corners.

5. Select the file type that you wish to export (png, jpg, 5 or pdf and print!

## Option 1: Draw it out!

Drawing your base map creates a more inviting feel. When things are less formal, people feel more comfortable contributing personal experiences—assessing their communities through point-of-view perceptions of the areas, spaces and places they interact with.

**How do you see your community when you navigate by foot or bicycle?**



# Exploratory walk: Discovering neighbourhood space together

## Objectives:

An exploratory walk is a field observation method done by a small group. It is designed to identify both positive aspects of the neighbourhoods public spaces as well as its areas of concern, including gaps in infrastructure and amenities. This is an open-ended tool that brings people to explore and observe public spaces in the neighbourhood. Depending on the materials provided to participants (observation sheets, base-maps, safety rating scales, etc.) You can also collect valuable qualitative data about the neighbourhood public spaces, streets and sidewalks. Encouraging residents to lead these walks is also an excellent way for them to share their expertise and to position residents as knowledge holders.

## Using the tool:

### Facilitation process

1. Provide participants with a map of key points.

2. The organizers will lead the walk with stops determined in advance and listed. At each stop, have participants consider how safe the key point is for walking, biking, groups, children and seniors.

*If you want more information, have participants rate the point on a scale of 1 - 5 (5 being the most adequate) on criteria including walking, safety, accessibility or bike-ability.*

3. Use conversation at each point as a way to discuss the principles of good design.

4. Have at least one organizer recording participants observations at each point. Once you have completed your walk, discuss participants' experiences. Ask a few open-ended questions to encourage discussion around additional community improvements (e.g. you can ask participants which point felt the least/most safe and why).

5. Collect all the participants' maps and audit pages and compile the data.

## Materials:



Printed base-maps with key points.



Clipboards



Pen and Pencils



Organizer with pen and paper to write down participants' comments throughout walk

## Quick tips:

Avoid using more than one walking/ observation tool at a time. Juggling multiple activities may result in incomplete or inaccurate information.

Allow residents to take a leadership role and facilitate walking groups of 6 - 8 people

Limit the length of the walk to 90 minutes



# Emotional mapping: Map how different areas of the neighbourhood make you feel

## Objectives:

How you feel in your community is important. This tool allows participants an opportunity to explore how spaces make them feel at different points in their neighbourhoods. It indicates which areas feel useful, safe, comfortable and interesting, and which areas have room for improvement.

## Method 1 (Walk-about):

Give each participant their own neighbourhood base map with key points marked as well as a sheet of coloured stickers or emoji stickers.

As a group, walk between key points.

At each point, have a short discussion about people's emotional responses. The note taker should write down notes from this discussion.

Invite participants to put a sticker that best describes their feelings on the map at the key point. Invite them to write feelings that describe their emotion at the site ([use next page for ideas](#)).

Participants can also colour the route between points on the map to record their feelings in transit.

Compile the data by averaging out all of the ratings of each point to see which points were rated the most positive and the most negative.

Compile the ratings onto a map of the points to demonstrate findings.

## Method 2 (Stationary mapping activity):

Orient participants using the large base map, and explain each point.

Provide participants with coloured stickers or emoji stickers.

Ask participants to place a dot on the map that best describes their feelings at each point that they are familiar with. Invite them to write feelings that describe their emotions at that point ([use next page](#)).

Take a photo of the completed map.

While mapping, participants can discuss the benefits of good design and factors that increase or limit physical activity in the community. Document feedback from participants.

## Materials:

### *Materials needed for method 1:*



Route maps for each participant, with key neighbourhood nodes displayed. To create your own base maps, refer to page 38.



Clipboards and pens



Note taker with pen and paper

### *Materials needed for method 2:*



Large map (24 x 36) with nodes displayed

### *Materials needed for both methods:*



If using dot stickers, provide a colour key to associate different dot colours with a spectrum of emotional responses (from very positive to negative).

## Quick tips:

Take into account that different people may experience different emotions. This can stem from factors like age, gender, mobility or past experience. While mapping, participants can discuss the benefits of good design and factors that increase or limit physical activity in the community. Document feedback from participants.

Use this tool alongside or in addition to other walk audit and mapping tools to add a layer of qualitative emotional observation.

*Need Help Printing? The Federation of Calgary Communities can help!*

# Emotional Audit



Happiness



Confusion



Anxiety



Tranquility



Indifference



Frustration



Excitement



Disorientation



Fear

How does each space make you feel?

1. *tranquility*
- 2.
3. *fear and anxiety*
- 4.
- 5.
6. *happiness*
7. *frustration*
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.

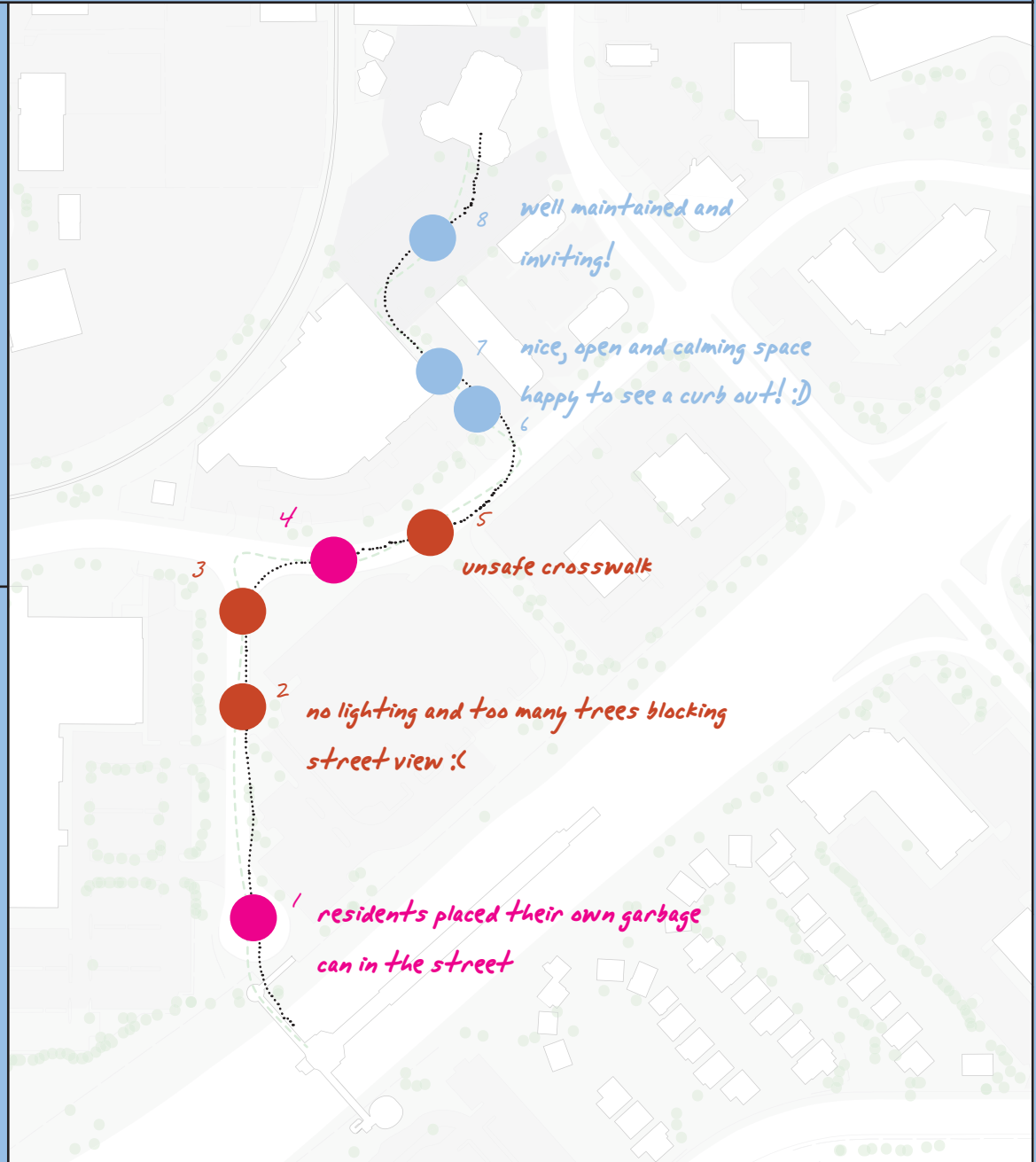
# Sample of Emotional Mapping

Using the emotional audit tool and a base map of the Meridian community, Sustainable Calgary conducted a community walk-through evaluating routes based on how these spaces make us feel.

By placing coloured stickers corresponding to a general feeling on a map, communities can document how people tend to feel in different spaces. This allows for users to evaluate which areas in the community generate positive or negative responses - and most importantly, why.

Through this, we create a map-based dialogue identifying potential issues or communal hazards in order to improve our experiences within our public spaces.

Remember to use your senses to assess each space! What do you smell? What can you hear? Is there lots of traffic noise or can you hear birds chirping?



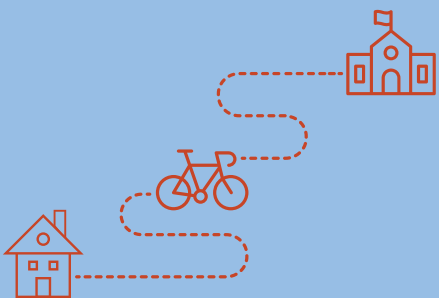
What's your favorite place to walk/  
bike along this route?

What does it look like?  
(Draw it!)

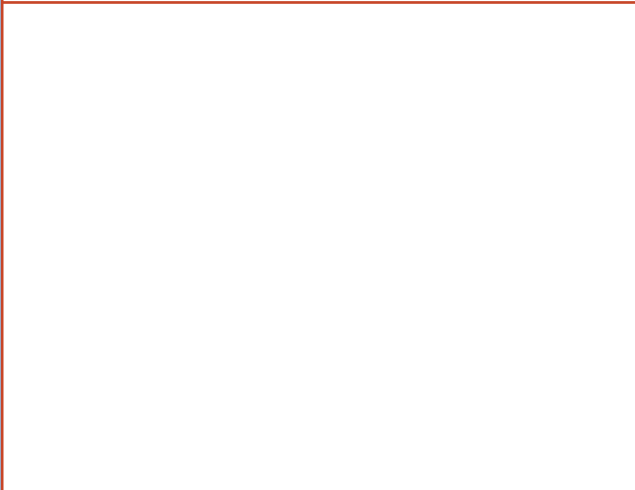
What does it sound like?  
(Describe in words)

What does it smell like?  
(Describe in words)

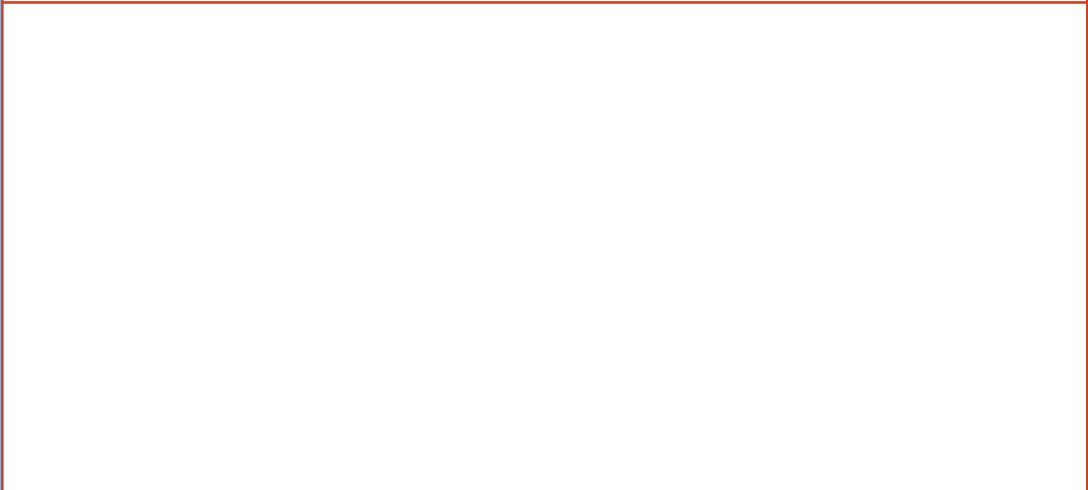
What does it feel like?  
(Describe in words)



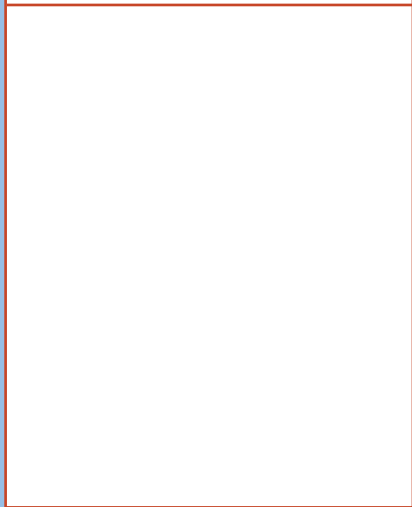
What's your less favorite place to walk/bike along this route?



What does it look like?  
(Draw it!)



What does it sound like?  
(Describe in words)



What does it smell like?  
(Describe in words)



What does it feel like?  
(Describe in words)





How do you usually travel to school?  
(Check one)

- Walk       Walk part way (at least one entire block)       Bicycle       School bus
- Public Transit       Carpool (Two or more families sharing       Car
- Other, please specify mode of travel:

Why is this how you get to school?

How do you usually travel home from school?  
(Check one)

- Walk       Walk part way (at least one entire block)       Bicycle       School bus
- Public Transit       Carpool (Two or more families sharing       Car
- Other, please specify mode of travel:

Why is this how you get from school to home?

How long does it usually take you to travel to school?  
(Check one)

- 10 minutes or less       11-20 minutes       21-30 minutes       31-60 minutes
- More than 60 minute

What would motivate you to walk or bike to school?

Including the school journey, how often do you travel actively (walking, cycling, etc) in your home community?  
This can include, but is not limited to, trips to the grocery store, coffee house, park, etc.  
Choose the answer that best describes your active travel habits.

- Always       Often (5 or more trips per week)       Sometimes (1-4 trips per week)
- Never

Are there any areas of concern along your route between home and school?