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Rural Civic Action Project Poster

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Rural Civic Action Project Poster

The final project for the Rural Civic Action Project is to create a poster that includes the Community Capital Mapping activity (CCMA; Keith & Kinsey, 2013). The Community Capital Maps provide an opportunity to evaluate the impact of the projects from the participants' perspective. Fellows should include 1 map on their poster: the center of the map should be "Engaging in the Rural Civic Action Program. Also included on the poster is a narrative describing the map.

Grading Rubric	
Criteria	**Points**

Did your 2 maps include the following:
• A brief description of the project at the center of the maps (Engaging in the Rural Civic Action Program)
• All the capitals (natural, cultural, human, social, political, financial, and built)
• Your first ripple answers the following questions:
  ○ What did the students learn, do, and create as a result of this program?
  ○ What is different for the students as a result of this program?
• Your second ripple answers the following questions:
  ○ As a result of working through the process of creating a project, what did other people do differently? (e.g. school administrators, other teachers, other students, community members, collaborators)
  ○ How is the fact that students engaged in creating a project affecting others?
• Your third ripple answers the following questions:
  ○ Who is (or "will be" if the project isn't complete yet) benefiting from the project?
  ○ How is (or "will" if the project isn't complete yet) the project affecting others?
• Your fourth ripple answers the following questions:
  ○ What changes are you seeing in the community's systems and intuitions and organizations?
  ○ Are everyday ways of thinking and doing changing? How?
• Use different colors for each ripple and draw connections (lines) to signify relevant relationships	

Feedback	
Introduction • Brief description of the school (including name), class size, and community • Brief description of Rural Civic Action Project	/10
Feedback	

Summary of project
• Briefly summarize the service project
  ○ Clearly articulate any partnerships formed within the community
  ○ Provide detailed information about any donations (including money, supplies, discounts, land, etc.)
  ○ Clearly articulate important goals set out by the students, and to what degree the goals were achieved
• Briefly summarize fellows role
	/15

Feedback	
Summary of map • Briefly describe the map	/15
Feedback	
Conclusion • Answer the following question from the students' perspective: "What do you think the most significant change is on the map? Why?" (you can ask this when you conclude the mapping activity) • Answer the following question from your (the fellow) perspective: "What do you think the most significant change is on the map? Why?"	/25
Feedback	
Overall Poster • Create poster using the PowerPoint template provided (email your instructor if you have questions) • Write professionally (use appropriate grammar, spelling and writing is clear and easy to follow) • Poster looks professional	/10
Feedback	
Total Score	**/100**

Nathaniel, K., & Kinsey, S. (2013). Contributions of Youth Engagement to the Development of Social Capital Through Community Mapping. *Journal of Extension*, *51*(1).

Brief Mapping Instructions for Ripple Mapping Impact

Mary Emery, South Dakota State University (and adapted by Matthew Calvert, University of Wisconsin-Extension)

1. Welcome and agenda review
2. Purpose of the activity is to look at how the work has made a difference in the community and to use that information to think about what we can learn from our work together, how we can use that information going forward and how we can evaluate that work.
3. Begin by asking people to share in pairs for about 5 minutes how they feel their work has made a difference in the community.
    a. Consider your work in the community and focus in on specific aspect of that work that you feel has made a real difference in the community.
    b. Find a partner you have not talked with in a while and share your stories for about 5 minutes.
    c. In the large group ask people to list the impacts.
    d. Use the information shared to help the group come up with the topic for the center of the map.
4. Write the capitals on the map with a brief explanation. I usually use black to write the capitals and the idea in the center of the map.
    a. Start with natural capital because it frames what is possible in a place. Natural capital includes natural resources assets as well as those in our environment. For communities interested in tourism or those focused on farming, natural capital is very important.
    b. We often think of cultural capital in terms of language, dress, traditions, music, etc. but cultural capital also includes our everyday ways of thinking and doing. Some communities might say for example, “a great asset here is our work ethic.” That is an example of cultural capital.
    c. Human capital refers to our health, knowledge, skills and understanding. It also includes self-efficacy or our belief we can make things happen.
    d. When we talk about social capital, we are focusing in on connections and relationships. We want to look at the networks people are involved in including those where people know each other well and bond together as well as those that are based on weak ties but link us to resources and information. Social capital exists where there are norms of reciprocity and trust.
    e. Political capital is often thought of in terms of policy, laws and running for office. Political capital includes the carrots and sticks that encourage certain types of behavior, but it also is about whose voices are heard and respected.
    f. Financial capital is most often a focus of community development efforts. It includes not only loans and investments but also gifts and philanthropy. Investments in financial capital lead to increases in profits, jobs and businesses.
    g. Built capital is our infrastructure from the roads we drive on to the towers that support our cell phone service and access to the internet.
5. Confirm the topic for the center of the map (if needed, a brief appreciative inquiry process asking individuals or small groups to identify significant topics or projects can generate ideas.)
6. Explain the three levels of ripple process and that purpose of this tool is to better understand the impact of our work by thinking about it as a pebble or boulder in the community pond. Using the capitals to frame this discussion helps us think about the whole community and avoid overlooking some aspects. Some find it helpful to draw three rings around the center topic with ring 1 representing the first ripple right around the topic, ring 2 around that ring, and ring three representing the outside ring.
7. Begin mapping the first ripple with the question – “What are people doing differently?” and/or “How are things different?” Put the items generated near the center in the section of map connected with the capital it represents. When the map is done, you should be able to see all the social capital impacts, for example, in one section of the map. Probe for more ideas by asking about changes in the capitals not yet mentioned.

8. Begin mapping the second ripple by focusing on items in the first ripple and using questions like: “who is benefitting and how, how is the fact that people are doing things differently affecting others?”
    a. Use a different color, so the ripples are evident in the colors scheme.
    b. Draw an arrow from the item in the first ripple to the item in the second. Sometimes there are multiple arrows. The arrows will show the process by which change was accomplished which can inform new efforts.
9. Begin mapping the third ripple by asking the question, “What changes are you seeing in the community’s systems and institutions and organizations? Are everyday ways of thinking and doing changing? How? “
    a. Use a new color
    b. Use an arrow to link items in the second ripple to those in the third ripple.
10. Ask, “What do you think the most significant change is on the map? Why?” Use red to star those items.

How are things different as a result of our activity?
What are people doing differently as a result of our activity?

Built

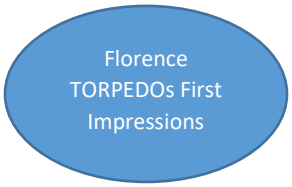
Financial

B Designed welcome signs and input into wayfinding signs.

B Designed fishing pier constructed at Fisher Lake

Natural

Political



P Youth joined FACT (Fighting Against Corporate Tobacco), testified at public hearing.

N Fisher Lake restoration and planting to clean the lake

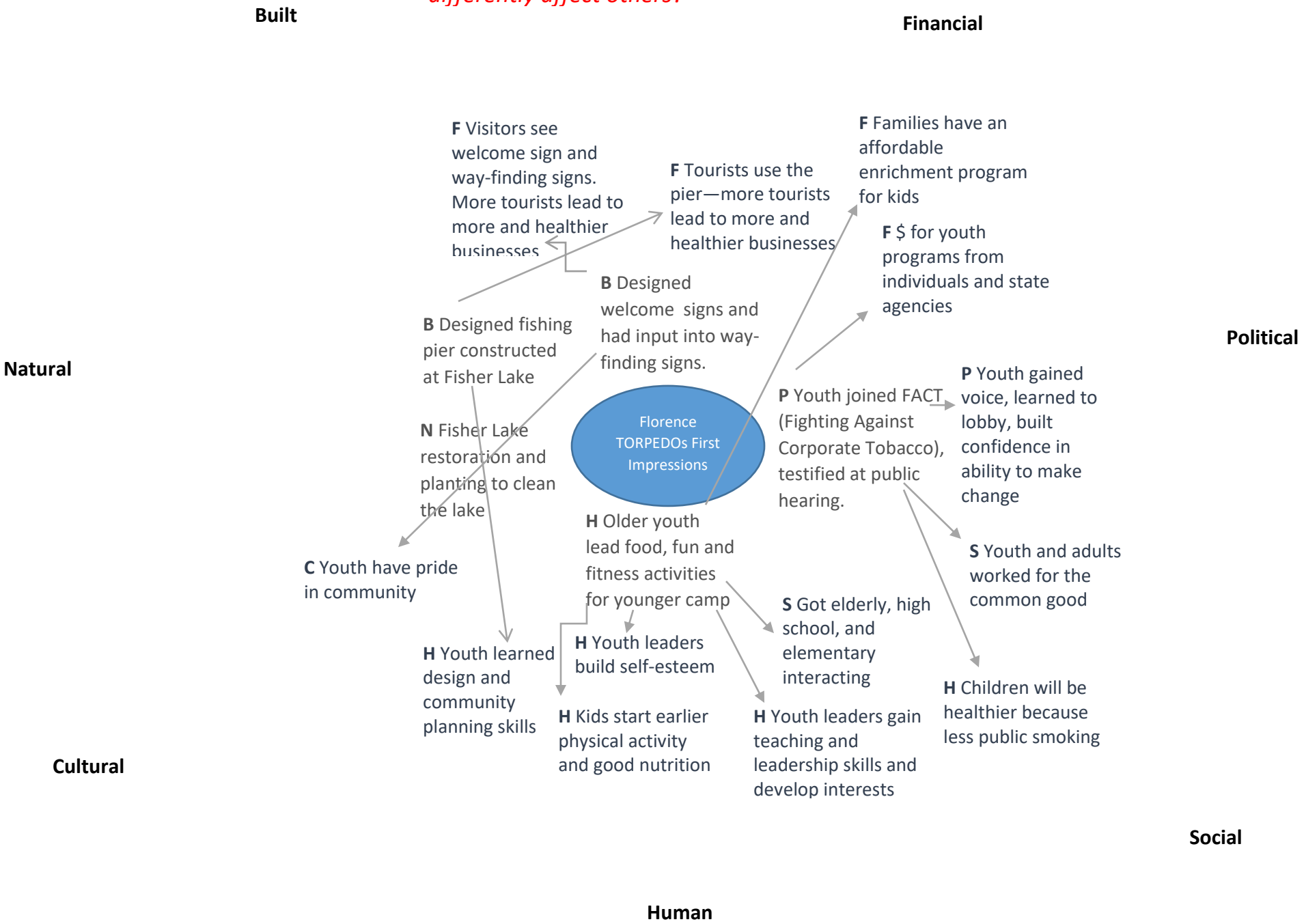
H Older youth lead food, fun and fitness activities for younger camp

Cultural

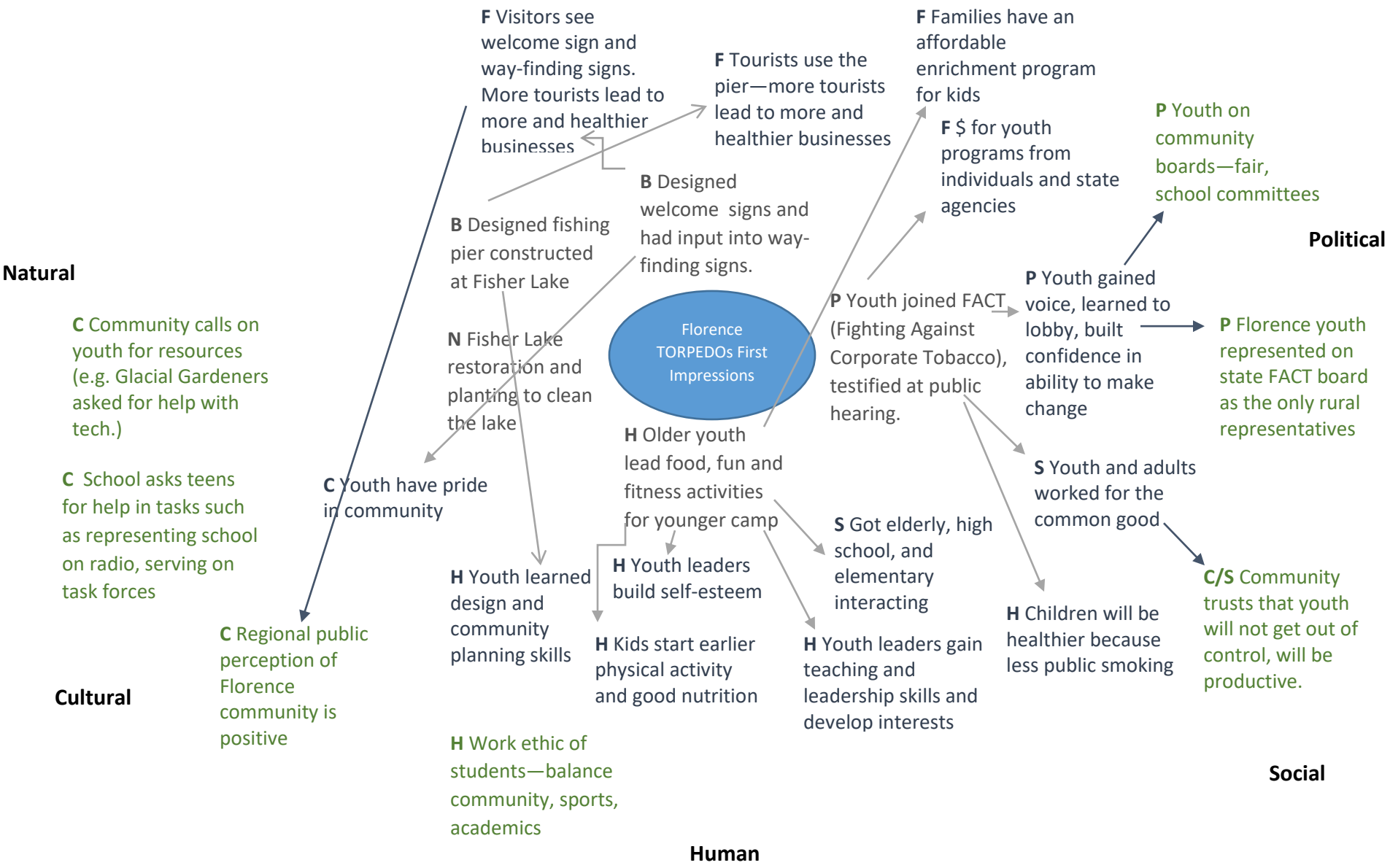
Social

Human

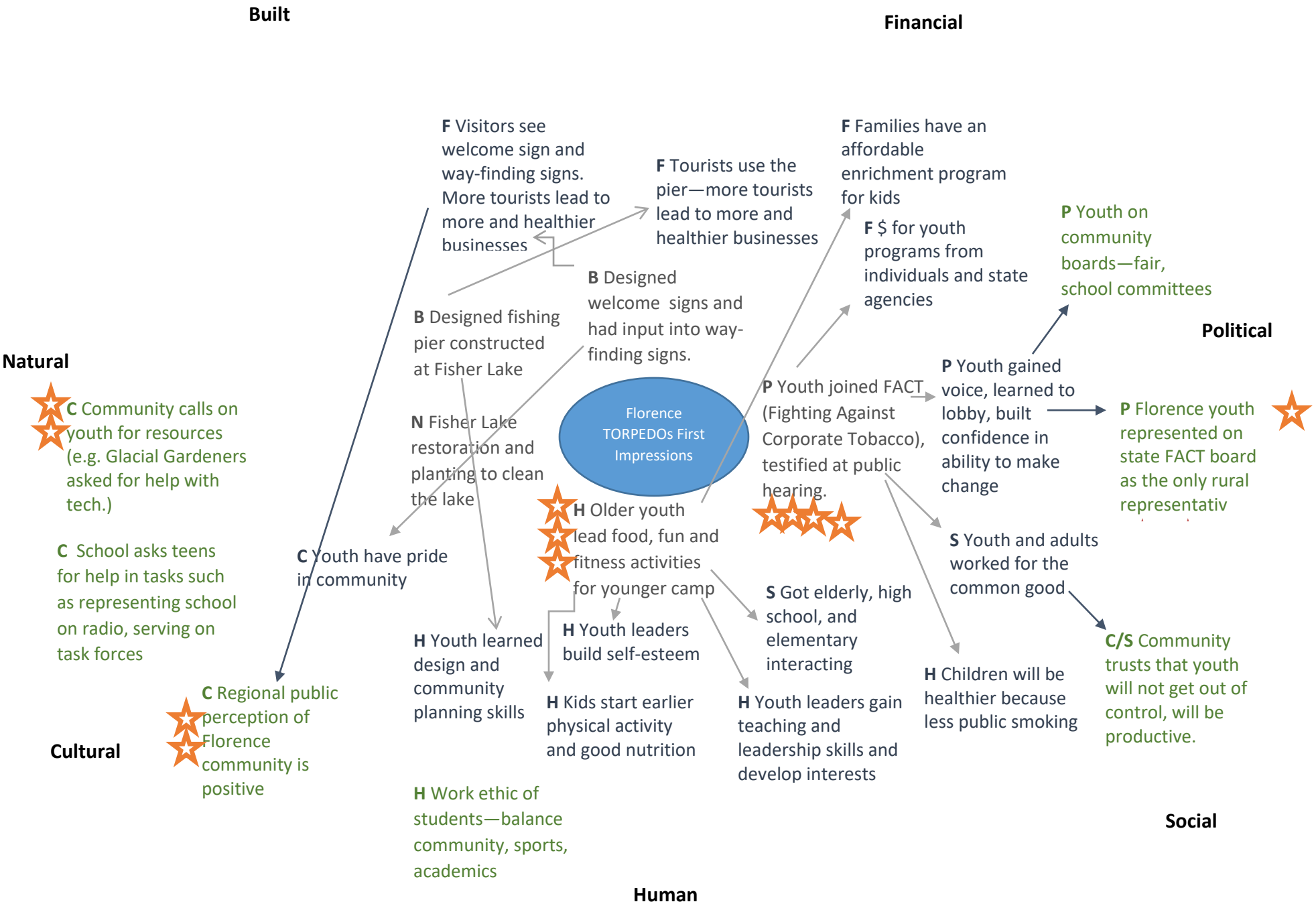
Who benefits from the project and how?
How does the fact that people are doing things differently affect others?



As a result of the mapping you have done so far, what changes do you see in the way community groups and institutions do things? How are everyday ways of doing things changing?



What is the most significant change to you?



Activity's Short-term change. **What are people doing differently?**	**Who benefits and how?**	**Systems and long-term change. What are changes in the way community groups and institutions do things?**
Sample **B** More people use the park. Triangle for new relationships	**Sample** **B** Local and visitor's kids have places to play **C** Kids start earlier physical activity	**Sample** **F** Tourist spend more time in the community **H** Healthier more active kids do better in school and have less health costs
H Youth use new skills in other places	**B/F** Increase the usefulness and value of home	**C** Youth learn the value of taking care of things **F** Curb appeal raises neighborhood's property value
S Youth develop relationships with garden club	**S** More support and knowledge for intergenerational connections	**C/S** Community calls on youth for resources (e.g. Glacial Gardeners asked for help with technology) Star for most significant change
P Youth understand how city government works and how to access resources	**N** Community benefits from park additions **P** Youth feel they can approach the city for additional projects **P** Youth learned to participate in public meetings	**C/S** Community trusts that youth will not get out of control, will be productive. **P** City provides maintenance line item for improved facilities

What are the Community Capitals?

The Community Capitals Framework provides a way of looking at assets of a whole community. The mapping process helps groups think about how their projects might ripple out and build many assets, as a stone dropped in the pond sends ripples in every direction. A project might directly or indirectly affect all of the capitals or only a few.

Natural capital	• Natural resources and natural beauty like rivers, parks, outdoor recreation, and farmland.
Cultural capital	• Activities we feel comfortable with and ways the community nurtures creativity including local traditions, art and music. It also includes ways of thinking, such as expectations the community has of youth.
Human capital	• Knowledge, skills and abilities of people. Human capital also includes leadership ability and health and wellness of people.
Social capital	•Connections among people & organizations that help make things happen. This includes *bonding*, close ties that build group membership and sense of belonging, and *bridging*, linking to new and varied individuals and organizations.
Political capital	• Access to power and power brokers such as government officials, what voices are heard and listened to, and the capacity of individuals and groups to exert power.
Financial capital	• Monetary resources available to invest including business development and entrepreneurship as well as philanthropy
Built capital	• Infrastructure that supports the community such as telecommunications, roads, and buildings.