

Community Mapping— Children and Young People – Note-taking Template

The purpose of this document is to identify the key questions the facilitators of the children's community mapping will have to focus on when documenting. It also ensure that the information collected during the children's focus groups sessions will be coherent.

Date of the meeting:	
Name of the group:	
Name of the note taker	
Total number of children:	

Information on the children					
Name	Sex	Age	Parent or Guardian	e-mail	telephone
1.	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> 8-10 <input type="checkbox"/> 11-13 <input type="checkbox"/> 14-15			
2.	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> 8-10 <input type="checkbox"/> 11-13 <input type="checkbox"/> 14-15			
3.	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> 8-10 <input type="checkbox"/> 11-13 <input type="checkbox"/> 14-15			
4.	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> 8-10 <input type="checkbox"/> 11-13 <input type="checkbox"/> 14-15			
5.	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> 8-10 <input type="checkbox"/> 11-13 <input type="checkbox"/> 14-15			
6.	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> 8-10 <input type="checkbox"/> 11-13 <input type="checkbox"/> 14-15			
7.	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> 8-10 <input type="checkbox"/> 11-13 <input type="checkbox"/> 14-15			

8.	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> 8-10 <input type="checkbox"/> 11-13 <input type="checkbox"/> 14-15			
9.	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> 8-10 <input type="checkbox"/> 11-13 <input type="checkbox"/> 14-15			
10.	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> 8-10 <input type="checkbox"/> 11-13 <input type="checkbox"/> 14-15			
11.	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> 8-10 <input type="checkbox"/> 11-13 <input type="checkbox"/> 14-15			
12.	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> 8-10 <input type="checkbox"/> 11-13 <input type="checkbox"/> 14-15			
13.	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> 8-10 <input type="checkbox"/> 11-13 <input type="checkbox"/> 14-15			
14.	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> 8-10 <input type="checkbox"/> 11-13 <input type="checkbox"/> 14-15			
15.	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> 8-10 <input type="checkbox"/> 11-13 <input type="checkbox"/> 14-15			

**Activity 2
Exclusion by numbers**

Take note of the discussion following the game about how children felt when the group rejected them, whether they have experienced exclusion before and how they can prevent exclusion in the group

<i>Girls comments</i>	<i>Boy's comments</i>
<i>How girls felt when they found a group they could join</i>	<i>How boys felt when they found a group they could join</i>
<i>How girls felt when they were excluded from a group</i>	<i>How boys felt when they were excluded from a group</i>
<i>Examples of exclusion</i>	<i>Examples of exclusion</i>
<i>Examples of people or children who are often excluded</i>	<i>Examples of people or children who are often excluded</i>
<i>Suggestions for preventing exclusion</i>	<i>Suggestions for preventing exclusion</i>

Activity 3
Community Mapping Part B-D
BOYS

Facilitator guides the activity and takes brief notes regarding the level of participation, key discussion points and themes, important places.

Activity 3
Community Mapping PART B-D
GIRLS

Facilitator guides the activity and takes brief notes regarding the level of participation, key discussion points and themes, important places.

Activity 4
PART B-Community Map Presentations

During the presentations, take note of important places in the community, locations where children play, what they do, where they learn important behaviours and values, places where children have opportunities to be involved in decision making. Observations on the presentations themselves should be included such as confidence, enthusiasm and inclusion of group members.

Girls

Part A- Community Map Presentations

Boys comments

Part A- Community Map Presentations

Activity 4
Part B-Group Discussion

Take notes of the comments for each of the themes below. Use the Children's Community Mapping Agenda to help guide note taking.

Girls comments

Boys comments

Important places

Important places

Gender relations

Gender relations

Inclusion/exclusion

Inclusion/exclusion

Activity 4
Part B-Group Discussion

Take notes of the comments for each of the themes below. Use the Children's Community Mapping Agenda to help guide note taking.

Girls comments

Boys comments

Safe and unsafe places

Safe and unsafe places

Decision-making

Decision-making

Activity 4
PART C- Formulating Recommendations

Take note of the comments on what children recommend for each of the following questions

Girls comments

Boys comments

What could children do to make the community safer for one another?

What could children do to make the community safer for one another?

What could the adults do to make the community safer for children?

What could the adults do to make the community safer for children?

What could children do to include everybody when they make decision about the things that affect their lives?

What could children do to include everybody when they make decision about the things that affect their lives?

**Activity 5
Evaluation
Part A**

Record children's responses to the following question:
Do you feel today's activities and discussion were useful? Why or Why not?

Girls comments

Boys comments

**Activity 5
Evaluation
Part B**

Record what children liked and didn't like, as well as what they learned

Girls comments

Boys comments

End of Data Collection for Group Discussion

Complete Debriefing Template with the Facilitator on the Next Page

What are the 2 or 3 most useful things that you have learned in this focus group?