

Body Mapping Activity

Facilitator's Guide

Purpose of this Guide

This Facilitator's Guide was designed with youth mentoring practitioners in mind. Practitioners can use this guide to support mentors, volunteers, or youth mentoring staff in understanding how to tailor mentoring interventions for youth facing multiple barriers to success. The activity will support participants in discussing and understanding more about specific populations of youth facing barriers and then brainstorming specific actions to work with the assets, needs, and challenges of these youth. This guide will offer step-by-step instructions on how to implement the activity and how to debrief with participants.

This document was prepared in February 2016 by Vanessa Chase, MCA, and Melanie Bania, PhD, as research consultants for the Ontario Mentoring Coalition. This document was developed for the Mentoring Resource Development Project funded by the Ontario Ministry of Children and Youth Services.

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Objectives

- Support participants in creating a visual profile of specific youth populations in order to further understand their characteristics, habits, strengths, assets, opportunities, aspirations, needs, and challenges.
- Help participants identify key considerations for mentoring these youth populations.
- Promote a deeper understanding of the implications for designing and implementing an effective mentoring program for this population.



Desired Outcomes

- Enhanced understanding of the youth who face multiple barriers to success.
- Development of strategies to better serve youth who face multiple barriers to success through mentoring interventions.

Logistics

Materials Needed:

It is important to ensure that there are enough materials for each group to complete the activity (e.g., for 4 groups it is advisable to have 4 sets of markers).

- ❖ Flip chart paper
- ❖ Paper large enough for body tracing
- ❖ Markers, pencil crayons, pens/pencils
- ❖ Scissors
- ❖ Lined paper
- ❖ Tape
- ❖ Coloured paper (optional)
- ❖ Magazine/ clip art images (optional)
- ❖ Glue (optional)

Time Needed:

To complete the components of the activity and allow for sufficient discussion the ideal time needed is 1 ½ to 2 hours.

Room Setup:

It is important to choose a location to do this activity with sufficient wall or floor space for participants to work on their body maps. The space should also have tables and chairs for individuals to complete the other art components of the activity comfortably.

Rationale for Body Mapping as a Method

Body mapping is a participatory tool that helps people tell their stories through visual depictions combining storytelling, art, visualization, group discussion, and self-reflection (Collins, n.d.). It is an effective tool as it allows people to share stories and explore ideas in a respectful and non-judgemental environment. It also provides a better appreciation of complex situations, experiences and thoughts of individuals (Bitel, 2009; Collins, n.d.)

The method typically involves three components: a narrative, the body map, and a key explaining the symbols and images on the body map (Gastaldo, Magalhães, Carrasco, & Davy, 2012). Due to the ability to solicit genuine responses to unique and/or challenging life circumstances and experiences, this tool can be helpful in the learning process for mentoring practitioners and mentors.

Facilitator Instructions

1. Introductions
 - Conduct introductions and outline the goals of the activity.
 - Depending on the participants' comfort level with mentoring, you may want them to explore their own understandings and experiences with mentoring.
 - Explain your organization's approach to mentoring.
2. Body Map Activity
 - Individuals will be split into small groups to explore one youth population (e.g., youth in care, racialized youth, etc.).
 - They will then draw a body outline and use this to create a visual profile of a young person who belongs to that demographic using the [Section A](#) questions as a guide.
 - The participants can use any of the arts supplies provided to draw symbols or pictures, write comments or stories, or attach any magazine or clip art pictures to the body map.
 - The group is also responsible for taking notes about the process (e.g., why certain symbols or colours were used).
 - Once the body map is completed, the group will then brainstorm and record considerations for *Fostering Positive Mentoring Relationships* for this youth population using the [Section B](#) questions and the body map as a guide.
 - Finally, the group will then brainstorm and record considerations for *Building Effective Mentoring Programs* for

this youth population using the [Section C](#) questions.

- Allow groups 45 minutes to 1 hour to complete Sections A, B, and C of the body map activity.
3. Gallery Walk/ Group Presentations
- Groups will take turns presenting and explaining their body maps.
 - Encourage other participants to ask questions, make comments, connect their body map to this group's work, troubleshoot any challenges, etc.
4. Group Discussion/Debrief
- Once the Gallery Walk is complete, have the participants sit in a circle and conduct a group discussion:

What did you learn?

Did anything surprise you from your or other groups' body maps?

How are those outside the "norm" in those populations treated?

What are some key strategies for supporting youth in mentoring?

How can you enhance your practice with youth using this knowledge?

How did it feel doing the activity?

Were there any issues that emerged in your group? Were any items on the body maps contentious?

Are there any final comments?

- *Encourage participants to record both positive and negative factors, assets and challenges on the body maps.*
- *Support participants in thinking about the connections between items put on the body map and visually connect them to help explain to the viewer.*
- *Clarify what will be done with the body maps (will they be posted?) and ensure they maintain confidentiality if writing about real people.*

References & Resources

Bitel, M. (2009). Evaluation support guide 2.3. Using visual approaches to evaluate your project. *Evaluation Support Scotland*. Retrieved from <http://evaluationsupportscotland.org.uk/media/uploads/resources/supportguide2.3visualapproachesjul09.pdf>

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Gastaldo, D. (2012). Body-map storytelling as research: Documenting physical, emotional and social health as a journey. Retrieved from www.ccqhr.utoronto.ca/%2Fsites%2Fdefault%2Ffiles%2FCQ_Body_Map_Storytelling_Presentation.pdf&usg=AFQjCNFnktHWXn8HWzpfKoDUfVYohaT0FQ&sig2=MM32IbBFnm_LJVEuxnI2_A

Gastaldo, D., Magalhães, L., Carrasco, C., & Davy, C. (2012). Body-map storytelling as research: Methodological considerations for telling the stories of undocumented workers through body mapping. *Creative Commons*. Retrieved from <http://www.migrationhealth.ca/undocumented-workers-ontario/body-mapping>

Save the Children Norway. (2008). A kit of tools for participatory research and evaluation with children, young people and adults. Retrieved from <http://learningforpeace.unicef.org/resources/a-kit-of-tools-for-participatory-research-and-evaluation-with-children-young-people-and-adults/>



A. Body Map Questions

Consider the unique experiences, assets, needs, and challenges (referred to below as “context”) of the group of young people for whom you are creating the body map. Then, use the questions below as a guide to add images, symbols, ideas, and quotations to your body map.

- What is a slogan that represents this population of youth?
- What is a symbol that represents the experiences of this population?
- What characteristics, habits, strengths, assets, opportunities, aspirations, needs, and challenges are particular to this population?



How has the context of the young people impacted their minds, the way they think, and their learning?



What have young people seen as a result of their contexts?

How has their context affected the way they see the world?

How has their context changed their perceptions?



What have they heard as a result of their context?

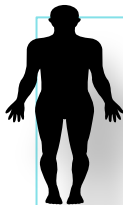
How has their context affected the way people listen to them?

How has their context affected the way they listen to others?



How has their context affected the way they communicate with their peers/ with adults?

How has their context affected the way their peers/ adults communicate with them?



How has their context affected their health?

What physical challenges have they faced due to their context? (e.g., abuse)



How has their context affected how they feel about themselves?

How has their context affected the way others feel about them?

Who do they get support from in times of need?



In what activities are the youth more or less likely to participate due to their particular context?

To what opportunities are they more or less likely to have access?



Due to their context, where are the youth more or less likely to go or access?

Are there any places the youth are not able/ not welcome to go due to their context?

B. Fostering Positive Mentoring Relationships Questions

Use the body map as a guide to identify key considerations for youth from the specific population in fostering positive mentoring relationships.

- How might mentoring support their development? Help them build on their assets? Help them cope with difficult situations?
- What does a positive and effective mentoring relationship look like for these youth?
- How do we as workers/ volunteers/ mentors/ supporters create conditions that support positive mentoring relationships?

C. Building Effective Mentoring Programs Questions

Use the body map as a guide to identify key consideration for youth from the specific population in building effective mentoring programs.

- What are the implications for program design and implementation?
- How can programs ensure accessibility for youth from this group? How can programs accommodate the unique assets and needs of this population?
- How can programs create safe and welcoming environments for these youth?
- What are some effective strategies you have used in the past with this population?

