# Brief Mapping Instructions for Ripple Mapping Impact

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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.
   1. 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.
   2. Find a partner you have not talked with in a while and share your stories for about 5 minutes.
   3. In the large group ask people to list the impacts.
   4. 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.
   1. 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.
   2. 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.
   3. Human capital refers to the our health, knowledge, skills and understanding. It also includes self efficacy or our belief we can make things happen.
   4. 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.
   5. 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.
   6. 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.
   7. 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?”
   1. Use a different color, so the ripples are evident in the colors scheme.
   2. 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? “
   1. Use a new color
   2. 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.
11. Initiate a brief discussion for how the map can help with evaluation. Looking at the map and thinking about the impact of your work, what questions about your work would you like to have answers to? Are their items on the map that data is already available?
12. Initiate a brief discussion on how this reflection process can provide insights into next steps. “What are the implications of what we learned about our impact from the mapping that will be helpful in our next round of our work?” “What additional stakeholders should we add to our advisory committees or project committees based on how we are impacting the community.”

Ripple mapping can also be used to help plan an initiative. Here the questions would be, “if we are successful, what will people be doing differently, how will that make a difference, and what changes do we hope to see in organizations, everyday ways of thinking and doing, and community/neighborhood characteristics.”

The results of a ripple mapping activity can be used to populate a logic model, with the activities/outputs and outcomes following the arrows on the map.

**Financial**

**Built**

*How are things different as a result of our activity?*

*What are people doing differently as a result of our activity?*

**Cultural**

**Natural**

**Human**

**Social**

**Political**

**B** Designed welcome signs and input into wayfinding signs.

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

**N** Fisher Lake restoration and planting to clean the lake

**B** Designed fishing pier constructed at Fisher Lake

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

**Financial**

**Built**

*Who benefits from the project and how?*

*How does the fact that people are doing things differently affect others?*

**Cultural**

**Natural**

**Human**

**Social**

**F** Visitors see welcome sign and way-finding signs. More tourists lead to more and healthier businesses

**Political**

**B** Designed welcome signs and had input into way-finding signs.

**H** Older youth lead food, fun and fitness activities foryounger camp participants

**N** Fisher Lake restoration and planting to clean the lake

**B** Designed fishing pier constructed at Fisher Lake

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

**F** Families have an affordable enrichment program for kids

**F** $ for youth programs from individuals and state agencies

**H** Children will be healthier because less public smoking

**S** Youth and adults worked for the common good

**P** Youth gained voice, learned to lobby, built confidence in ability to make change

**H** Kids start earlier physical activity and good nutrition

**H** Youth leaders gain teaching and leadership skills and develop interests

**H** Youth leaders build self-esteem

**S** Got elderly, high school, and elementary interacting

**H** Youth learned design and community planning skills

**C** Youth have pride in community

**F** Tourists use the pier—more tourists lead to more and healthier businesses

*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?*

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

**C** Community calls on youth for resources (e.g. Glacial Gardeners asked for help with tech.)

**H** Work ethic of students—balance community, sports, academics

**C**  School asks teens for help in tasks such as representing school on radio, serving on task forces

**C/S** Community trusts that youth will not get out of control, will be productive.

**C** Regional public perception of Florence community is positive

**P** Youth on community boards—fair, school committees

**P** Florence youth represented on state FACT board as the only rural representatives

**F** $ for youth programs from individuals and state agencies

**H** Children will be healthier because less public smoking

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**C** Youth have pride in community

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**Financial**

**Built**

*What is the most significant change to you?*

**Cultural**

**Natural**

**Human**

**Social**

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**Political**

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| **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.