

*Supported by Norway through the Norway Grants*

## **Emotion Mapping of the Place**

### **Abstract**

Would you like to inspire place attachment in your students? Emotion mapping offers a fun and useful way of tuning students to the place where they live. They start in the classroom by examining their and fellow students' feelings about the place or different local areas. Then the attention shifts outside, where students investigate the opinions and feelings of other community members. Students record their results in emotion maps that help us learn about different views of the place mapped. The output, one or more Emotion Maps, may become a useful information source for formulating a vision of the place.

### **Unit type and duration**

The unit takes a total of 135 minutes and can be divided into parts.  
The unit's activities take place in the classroom and outdoors.

### **Target group**

Primary and lower secondary programmes

### **Context and cross-curricular links**

The minilesson integrates Geography; Civics education; Arts; and Moral education.

### **Goals and outputs**

Goals: Students reflect the feelings different local places arouse in themselves and other people. Students realise how they relate to a place, strengthening their place attachment. Students express their feelings and experiences associated with the place.

Outputs:

- Students create a map of local people's emotions.

*Supported by Norway through the Norway Grants*

## **Outline of the activities**

### **Activity 1: Motivation, introducing the topic**

Duration: 25 minutes

Location: classroom

Materials: sheets of paper and writing supplies (markers, pencils, crayons), questions for students (see below, to be answered during the mapping exercise), map of the place of interest (paper-based, electronic – Google Maps etc. – or self-drawn), colour pins or stickers, Questions about the Place worksheet, Follow-up Questions worksheet.

Activity description:

Before going outside, involve students in a survey of their personal views. Print out the Questions about the Community worksheet and cut it into individual questions. Provide each student with one question (drawing can be arranged). Each question will be assigned to more than one student. Ask students to obtain answers to their respective questions from 3–5 peers and write them down on a sheet of paper. Then ask students with the same questions to form teams and together compile a single list. Class presentations follow:

- Ask each group to agree which of the answers obtained (up to 2) were the most interesting or surprising.
- Each group should briefly present what was said and highlight the selected most interesting or surprising answers.
- Record all places/answers on a large-scale map.

Recommendations:

- Invite the other students to add other answers that were not gathered and presented. At this point, make sure to actually record any such feelings and views of your students that deviate from what was said.
- You may want to add a key to your map for better orientation: assign the questions to broader entries/categories and use one colour (or symbol) for each category. You can use crayons, colour pins, colour stickers or symbols (e.g. smileys). Example: Sites considered dangerous by your target group will be marked in red in the map; sites where your target group spends their leisure time in blue; etc. Other example options:
  - ... places that are unattractive;
  - ... places that are nice;
  - ... places we like;
  - ... places of significance.

*Supported by Norway through the Norway Grants*

After group presentations, ask students:

- Who else, apart from you, students, lives in our community? Try to name other groups of local people (write on the whiteboard).
- Do you think members of those groups will give the same answers?
- Let's find out how it really is.

Example target groups in the community:

- kindergarten children, students at other schools and colleges
- elderly people
- mothers with little children
- working-class people (construction workers, street sweepers, shop assistants)
- local government officials, councillors
- businesspeople
- members of clubs and NGOs (hunting, sports, volunteer firefighters)
- museum, library staff
- people living with disabilities, mental handicaps etc.

## **Activity 2: Community Survey**

Duration: 45 minutes

Location: in classroom or outdoors

Materials: [Questions about the Community](#) worksheet, [Follow-up Questions](#) worksheet.

Activity description:

Let students work in the teams formed previously. Each team picks a target group to survey for answers to the questions prepared. Distribute the Questions worksheets. Let students think for a moment to see if the list of basic questions is sufficient or we want to add new questions.

After discussing the ground rules for working outside, release the student teams outside and let them search for members of their target groups. Make sure to remind students to write down each respondent's answers thoroughly and correctly.

Recommendations: You can set a minimum number of respondents per target group (approx. 3–6). For larger classes, keep both the above team size and the defined number of 3–5 target groups of interest. Instead, several teams may investigate the same target group. Or different teams may ask different questions of the same target group.

Supported by Norway through the Norway Grants

### Activity 3: Mapping place perceptions

Duration: 45 minutes

Location: classroom

Materials: none

Activity description:

When students come back, they start creating the place perception map for the target group they have been focusing on. Opinions are shown on the map using the key prepared in previous activities. Formulate the following task for the participants: *“Read your target group’s answers and use colours/symbols to record them in your map. Follow the same key we used in the beginning of our mapping exercise.”*

Recommendations: A blank map is required for creating the emotion map of the place. There are several available ways of getting or creating such a local map. Please consult the following tips (you can surely find other options as well):

- Paper-based map:
  - own map, e.g. one created in an arts class;
  - a printout from online mapping portals;
  - a copy of the cadastral map of our place.
- An electronic map (Google Street View etc.)

### Activity 4: Reflection

Duration: 20 minutes

Location: classroom

Materials: none

Activity description:

Open a class discussion and summarise the most important aspects. The following questions and stimuli can be used for your discussion:

- What are the different places in our town that we like, enjoy, and why?  
*Students answer, for example: the sports field – because...*
- Which places do we dislike and why?  
*Old buildings – because...*
- Which places are dangerous and why?  
*The zebra crossing on the main road – because...*
- Which places are significant and why?  
*The town hall – because...*
- Where do we spend our leisure time and why?  
*Near the school – because...*

*Supported by Norway through the Norway Grants*

You can stop at selected problematic or, in contrast, nice places to explore them in more detail. However, it is not necessary to discuss all the answers.

During the reflection, compare the results of mapping other target groups to the survey of students' personal views. Ask students:

- Have you found any differences? If yes, let us now take a look at them...
- What did you find surprising, new, previously inconceivable?
- What do you agree with and, in contrast, what do you disagree with?

The main idea of this activity should be formulated: It is okay for people to perceive the same place in different ways. Just as the individual students' answers differed, so do the answers gathered from various community groups. Seniors will likely have different needs than teens, a mother with children will have a different perception than entrepreneurs, etc. Yet the important lesson should be that since the community belongs to the place, we can better understand the place and its needs by studying other people's opinions. Perceiving others' perspectives on the place also helps us prepare to act locally for the benefit of the community and sustainable life.

### **Prerequisites and possible follow-up minilessons:**

Before starting the activity, it is recommended to prepare a map of the place (e.g. in an arts class) and delimit the area of interest.

Creating a local map:

Focus on local Infrastructure. These are symbols/marks in the map representing typical local sites: individual houses, various buildings, attached houses, important institutions and organisations, roads, intersections, hotels and hostels, sights, restaurants, industrial parks, religious buildings, educational institutions, kindergartens, libraries, police stations, fire departments, hospitals, water basins, rivers. When the map is ready, you can ask students:

- How was the work for you?
- Which local sites were hard to represent/recall?
- Are there new/interesting things you have learned about our community during the team mapping exercise? What are they? Etc.

This can be followed by activities from other available minilessons, such as:

Climate Map – Students again create a map (or build on their Emotion Map made previously), only this time focusing on sources of climate risk as well as existing adaptation and mitigation measures. Based on a set of orientation questions, students explore their community in depth and draw links between local topics and contexts. They map their knowledge using a unique set of graphical symbols. The resulting map describes the climate situation of the community. The minilesson helps students realise that climate

*Supported by Norway through the Norway Grants*

problems exist in their community, too, and find out how it is doing in terms of climate change.

### **Integrating the place and the community in the minilesson**

The place where students live constitutes the focus of the activity. Students work with a local map and record their findings in it. Part of the activity takes place outside, where students contact other people from the community and gather information for recording in their Emotion Map. Students examine the opinions of different community groups, reflect on them, take them into consideration. They can conclude the activity by exhibiting their Emotion Map, presenting it to local government, etc.

### **Application of PBL principles and the PBL Rung attained**

Principles:

**On-site learning** – As learning steps outside the classroom, the community and its surroundings become the classroom.

**Learning about the place** – Local themes and contexts are used for learning.

**Learning through the place** – Students reflect on how they feel in their place and how it influences them. By realising how they relate to the place and differences in the ways people relate to the place, students learn to respect the opinions of different community groups.

**Learning for the place** – The subject students focus on is a genuine and serious one. The outcome of their work provides a real and useful contribution to quality of life and environmental quality in the community. Emotion mapping is typically used by local governments as an input for local development planning, transportation strategies, local police, etc.

**Place attachment** – The minilesson relies on and develops personal attachment to one's place. Students refine their place attachment by noticing the place-related values of themselves and other community members.

**Adapting to local situation** – during the minilesson, students focus on specific needs and conditions of the place.

**Personal relevance** – Students find the learning process personally relevant, being able to see how it relates to their own lives.

**Active student involvement/participation** – The minilesson is designed to promote active student involvement in addressing local problems based on participative methods supporting student initiative and responsibility.

**Community partnership** – Implementation of the minilesson brings students to interact with other community members and work with their own and others' opinions.

*Supported by Norway through the Norway Grants*

**Interdisciplinarity** – The interdisciplinary, inter-curricular minilesson helps students understand mutual links between different educational areas.

**Full-fledged teaching tool** – The minilesson integrates areas across the curriculum (Civics education; Geography; Community studies; Arts; Moral education; and Environmental education).

**Cooperation** – The teaching unit is centred on group work, with teamwork-based assignments.

Place-Based Learning Ladder (the rung attained by the minilesson is in bold):

Rung 1

Lessons are adapted by adding local examples to existing teaching units.

**Rung 2**

**Lessons are designed to include direct experiences of the place (or direct experiences of the place are added to existing teaching units).**

Rung 3

Teaching unit is designed to use the advantages of the place and form a community partnership.

Rung 4

Integrated teaching unit based on PBL that involves service learning and a strong community partnership.