

LESSON 6: Emotional mapping of the sch



Key question

- Does the school environment affect our emotions?

Learning objectives

- To use fieldwork to investigate the link between place and emotion

Multimedia techniques

- Using a GPS unit
- Using camera
- Using mini video cameras
- Using Google Earth

Online resources

- PowerPoint 6
- Activity sheet 5
- Spreadsheet 1
- Emotion icons

Other resources

- Base map of your school grounds
- GPS unit
- Camera
- Video camera

The geography

Christian Nold is a pioneer of emotional mapping. Students are introduced to his ideas and carry out their own emotional mapping of the school grounds. It is important that they go on to think about how this information can be used by planners. This activity can take three lessons and be taught within a key stage 3 unit on improving the local area, or as a stand-alone fieldwork investigation in a unit about the local area. This lesson uses GPS units as well as cameras and video cameras, but could be adapted if GPS units are not available.

The lesson

Setting the scene

Use the four photos on the first slide of **PowerPoint 6** to stimulate

discussion on how places can evoke different emotions.

Introduce students to psycho-geography by watching the short YouTube clip (www.YouTube.com/watch?v=SBNCANiYR). This shows students carrying out emotion mapping in London using a biomapping tool. The results of their survey can be seen on an emotion map of Greenwich on **PowerPoint 6**. The height of the spikes represents the students' emotional response to the environment. Discuss with students how this information could be used.

Fieldwork

Students are going to carry out their own emotional mapping of the school grounds using a GPS unit, camera and video camera. Students will need to be in groups



Figure 1: A Wordle for a location that evoked positive emotions

ool environment

with a copy of **Activity sheet 5** and a base map of the school grounds with different routes highlighted. Each group should be assigned a route. Students have the following four tasks to complete in 30 minutes. (If GPS units are not available, omit task 1.)

- 1 Every 10 metres, press 'mark' on the GPS. Enter P for positive, N for negative and I for indifferent.
- 2 Carry out the emotion survey (**Activity sheet 5**) in five different locations.
- 3 Use the mini video camera to create a 30-second news item about the place that recorded their highest score for positive or negative emotion. Make sure that they include the location, the emotion it evoked and the cause of the emotion.
- 4 Take photos of the key aspects that evoked the particular emotion.

These instructions are also given on **PowerPoint 6** and **Activity sheet 5**. The data from the emotion survey has to be collated on **Spreadsheet 1**. This could be done as a homework task if the spreadsheet is accessible in an online document such as Google Docs.

Presenting the results

To present the results of the emotion survey, students create a 'Wordle' for each location (Figure 1). The Wordle website (www.wordle.net) enables the user to produce a word cloud in which the size of each word is proportional to the number of times the word appears. Using the

emotion survey tables collated onto the Excel file, students highlight the words and copy and paste them into the Wordle 'create' box. They save the Wordle to the gallery, grab the html code and copy and paste it into the placemark in Google Earth. This is repeated for each location. The font and colours chosen should be the same for each Wordle.

For extra help and guidance there is a video tutorial with the online resources for this book.

The teacher should load the GPS data onto the school network before the lesson. Students can manipulate it by changing the icons and adding annotations in the placemarks. As Google Earth can connect to data uploaded from the internet, students can also attach sound recordings, photos or videos that they have uploaded to the internet, using embed codes or links in the placemarks on the map. Adding photos and video to Google Earth has been covered on pages 18–19 and Lesson 4.

Plenary

In **PowerPoint 7** students are asked to consider some concluding questions. They need to describe which places around school have the most positive and negative effect on students and offer some explanations.

Students suggest ways in which their findings could be used to improve the school environment and could come up with a plan to improve the areas that provoked the most negative feelings. This could be a piece of extended writing, illustrated by screenshots of the key areas of the finished map of the school.

Taking it further

Students can also think about how emotional mapping can be used by other groups of people – planners and the police, for instance.

Use this again

The same technique can be used outside the school grounds, and would be an effective fieldwork technique for comparing two areas, for example an inner and outer suburb, or a rural and urban area.

There are video tutorials for further guidance on this lesson with this book's online resources on the GA website. Go to www.geography.org.uk/madeeasy and click on the button for this book. Your password is