



Home is where
the heart is

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The Meaningful Maps Research Project

Pilot Phase

- more than 500 maps from across GB
- focus on KS2 children, range 7 – 11, median 9 years
- extensive resources for research

www.meaningfulmaps.org



Meaningful Maps

A SOCIAL PORTRAIT THROUGH THE EYES OF YOUNG PEOPLE



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Map courtesy www.digimapforschools.Edina.ac.uk

How does the research relate to SDG 4.7?

Goal 4.7 *aims for all learners to acquire the knowledge and skills needed to promote sustainable development*

I drew my house
because it is very
special to me,
because there are
lots of memories

I decided to show these places
because they mean something
to me, I grew up here.

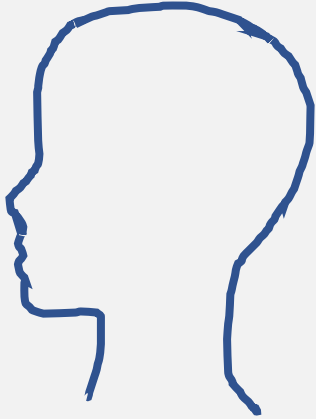
....I love my
local area

what we do not love we will not save.'
(McFarlane 2017)

Early childhood experiences matter in
later pro – environmental behaviours
(Catling et al 2010).

Children respond to places by exploring, knowing, feeling and doing.

HEADS



Cognitive

Mental Maps: psychological processes that register, code, store, then call to mind and decode, information on our everyday spatial environment.

(Downs & Stea 2005) Importance of lived experience and identity
(Vujakovic 2016a, 2016b, Vujakovic et al 2018)

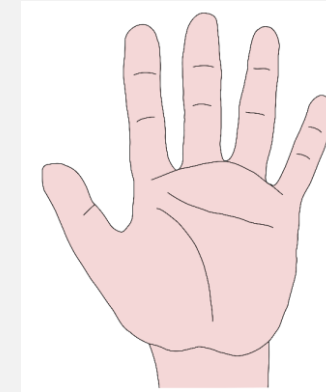
HEARTS



Affective

Significant, first hand experiences and affective perception of places influences memory (Catling et al 2010); feelings of belonging, emotional responses & sense of place (Relph 2010, 2015; Ross 2007)

HANDS

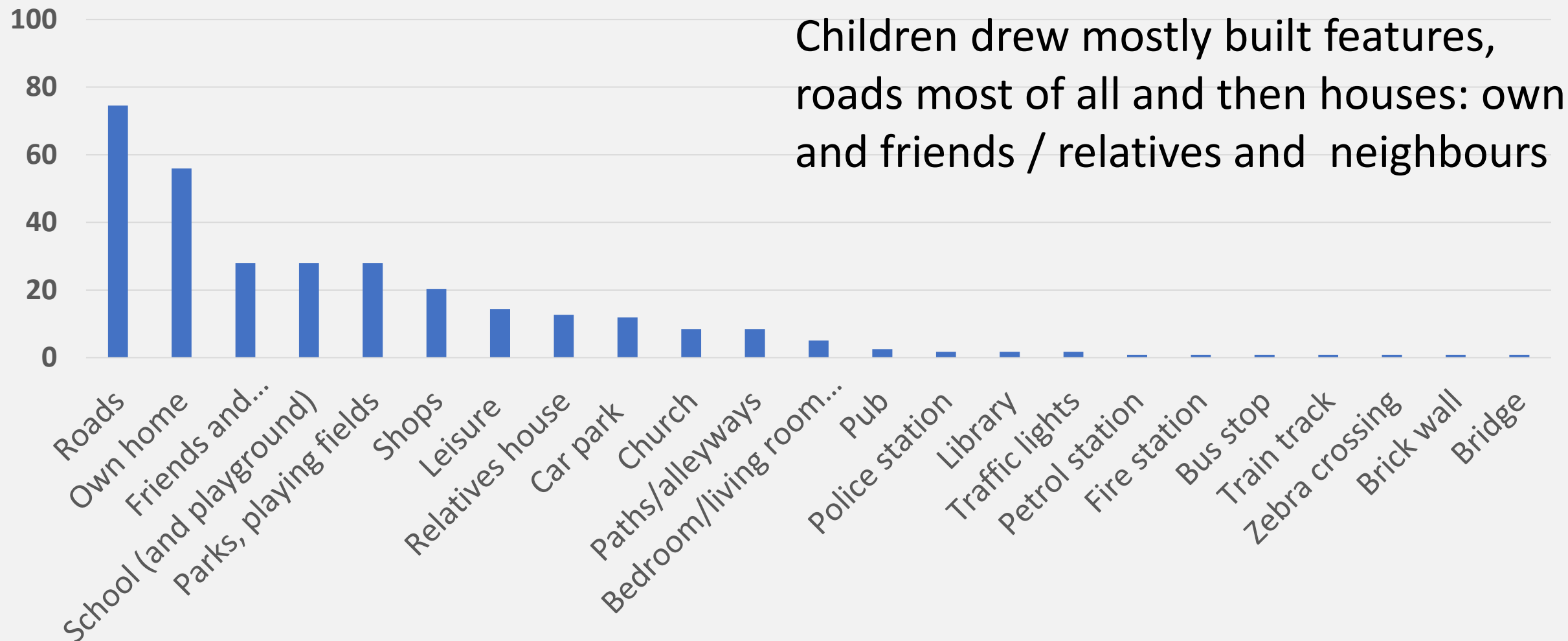


Agency

Children as effective environmental change agents and stewards in the protection of nature and co - constructors of futures. (Hicks 2014, Owens 2017, Scoffham & Barnes 2017).

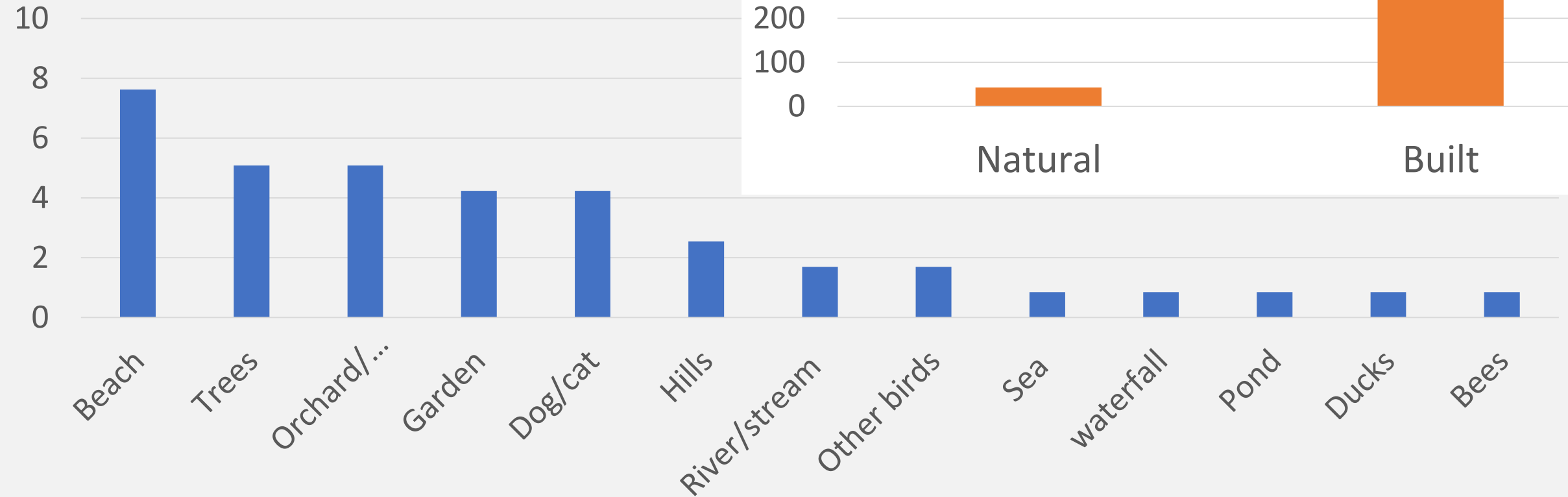
What did children draw?

% of children drawing a built feature n = 112



Few children drew natural features

% children drawing a natural feature
n = 112



Number of Built and Natural features

400
300
200
100
0

Natural

Built

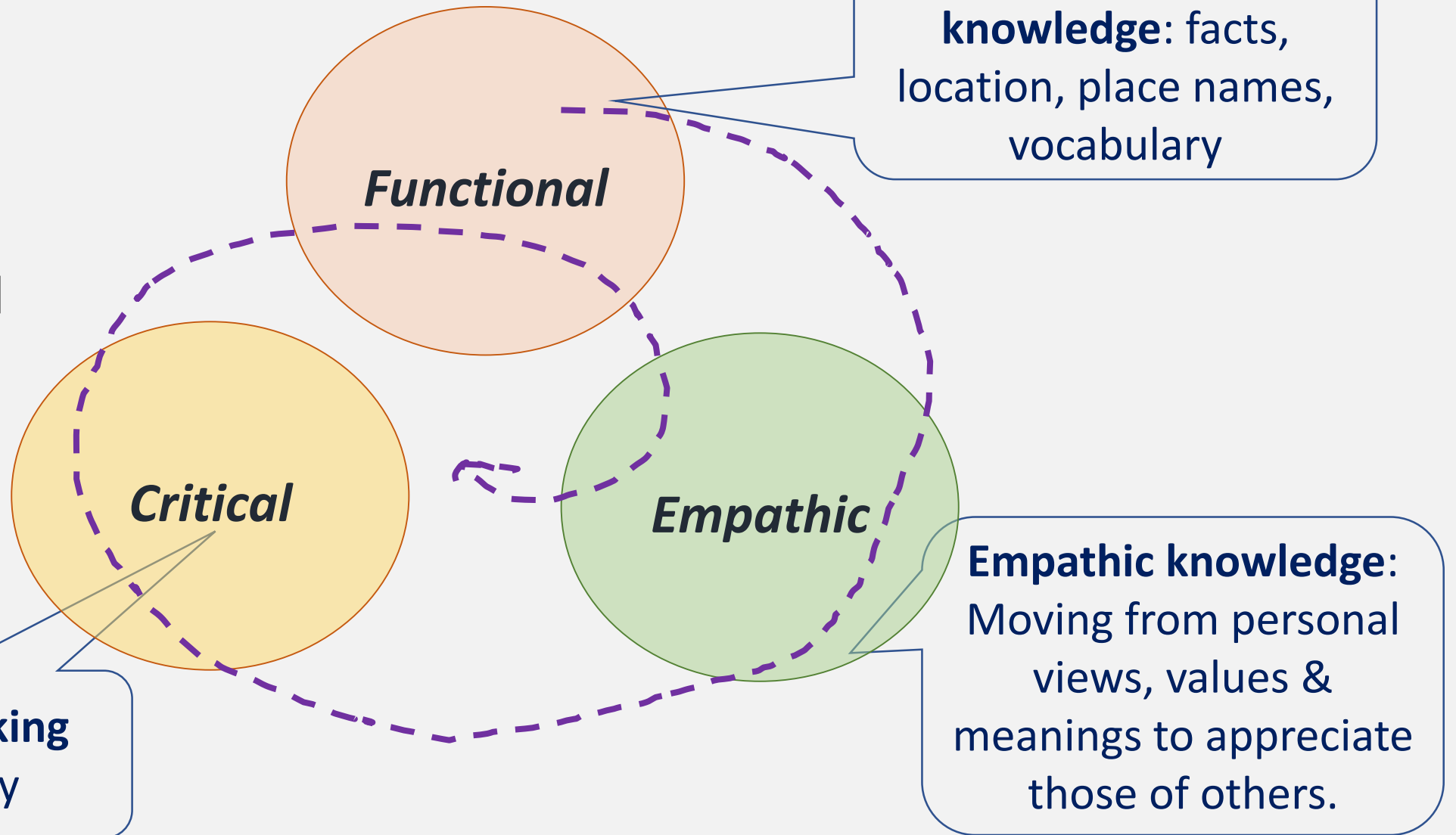
Echoes findings from Owens (2004)

A Theoretical Framing



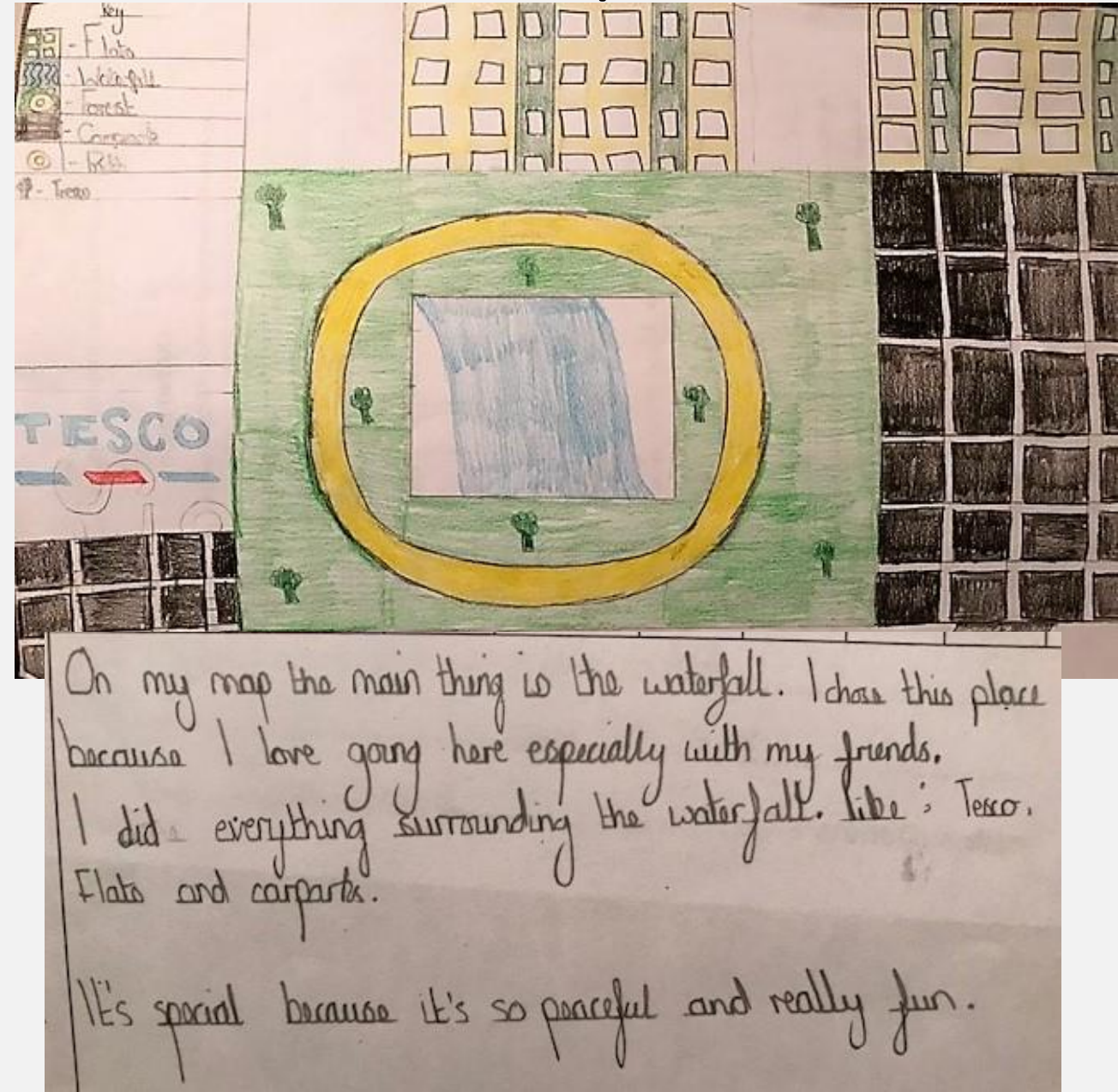
A Critical Model of Environmental Literacy

After Stables, (1998)



Boundaries, Wayfaring, Liminal & Third Spaces

- Wayfaring as a notion of paths or lines of motion along which we are continually travelling (Ingold 2011)
- Place as refuge for, and from, the emotions – nurturing 'Third Space' skills (the new core competency, Pradhan 2016)
- Places as liminal and malleable encounters, transitions and hotspots (Salvatore, S. & Venuleo 2017) environments in a state of 'becoming' (Mickelsson et al 2018)
- Children create 'places' through meaning - making (Tuan 1977).



Functional or Core Place knowledge

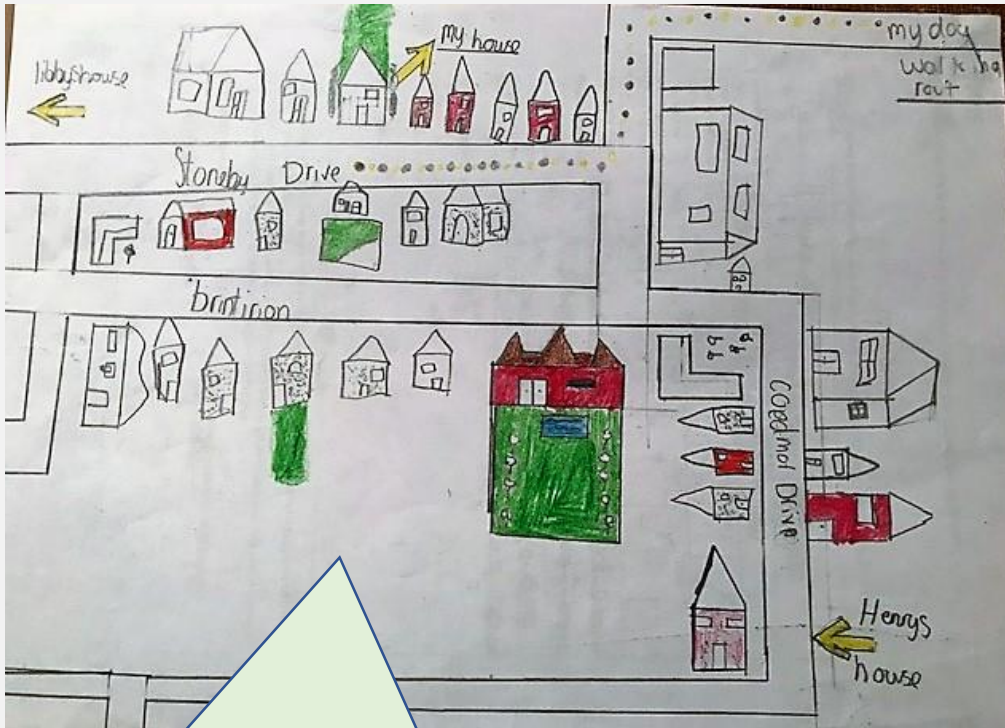


I decided to do where I live to school because I know them places the most and I thought of all the shops I remember near my house and school. I think that there are so many shops that it makes the places special and I think that the factory makes the places special ..

I decided to do where I live to school because I know them places the most and I thought of all the shops I remember near my house and school. I think that there are so many shops that it makes the places special and I think that the factory makes the place special because the factory makes it is near houses.

Functional or Core Place knowledge

Shop, car park, campervan site, football pitch, park, school, house, Pontin's Holiday Park, Seven Sisters Road, Steve's Shop, fields, car park, beach ..



I decided to draw these places because these are the places that I walk my dogs and I know the area really well



Where I learnt to ride a bike

Emotional feelings and Empathic Knowledge

Beware American
Bulldog



My map is about Manchester Rd
Park and it is special to me because
it was my dog Buddy's favourite
place and it is also where he died. I
go there most days.



I hurt my foot
here.

Emotions, empathy and critical thinking



I decided to draw these places because I live in front of them and I go on my scooter with next door everyday and we either go down to the park and explore or chase the ice cream truck and have ice cream and get a bit lost. I think it's special because you get to have a bit of an adventure!

Because first, if something happened, I would run straight home

My Dad's shop means the world to me

The road I live on is on a slope and really busy so we can't play on it ..



Implications for Practice in support of SDG 4.7

Children love and value their home space, they conjure 'place' through meaning imbued with emotions and intrinsic values.

- Authentic place dialogue and settings
- Power and potential of the emotions
- Time to make and share personal meanings, to value difference
- Critical enquiry with real agency – an authentic curriculum (Sobel 2008)

an in-between dialogical space somewhere between formal schooling and home that negotiates broader, cross cultural and creative interactions and allows low stakes exploration with emerging ideas. (Wasam-Elham 2010)

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