Session 3: Be a cartographer

60 mins

OBJECTIVE

The objective of this session is to look at the world with fresh eyes and to notice the unnoticed. Students will learn that they can view their world through multiple filters-seeing, hearing and feeling- and map it; Children learn to identify the opportunities for change around them, both hot spots and bright spots. By doing these activities, they become more aware and sensitive to people and the environment.

21st Century Skills: Self-Awareness, Empathy Sub-skills: Observation

	PAGE NO.	TIME	DESCRIPTION			
1		5 mins.	Reconnect Start the session by discussing the comic story and how children looked not only through their eyes, but also their heart to identify what bothered them.			
2	23	10 mins.	Introduction Introduce the word 'Cartographer' and have a discussion around who a Cartographer is and what he/she does. Highlight 'OBSERVATION' as the key skill that a Cartographer needs.			
	1,		Next, spend time discussing the sample map given on page 23, and use it to explain the 3 ways in which students can observe their world – Physical, Social and Emotional.			
			Teacher Tip: Introduce the concept of 'Hot Spots' and 'Bright Spots' with the help of the case studies given on page 28.			
3	24-25	30 mins.	Be a Cartographer Send the children to different areas within the school and ask them to observe these spaces using both their hearts and minds. Remind them they have to identify opportunities for change and not problems. They can illustrate/ write/ take photos to map their environment.			
			Teacher Tip: Ensure that students are mapping an environment that they are familiar with.			
4	26	15 mins.	Closing the Loop & Reflection and Peer Review To close the loop, ask the students if this activity had helped them notice what they had missed earlier. Highlight how observation is an important skill to cultivate 'Empathy'. Next tell them to fill their responses for the given reflection questions. Ask them to first mark their own self and then get their partner's feedback on their observation skills.			
			By the next session, ask students to revisit the areas that they have chosen to map in this session and look at them more closely in order to add more details.			

FOLLOW UP ACTIVITY

Ask students to revisit the areas that they have chosen to map in this session and look at them more closely in order to add more details.

NOW BEGIN YOUR STORY OF CHANGE!

1 BE A CARTOGRAPHER

The first step to figuring out what you want to change is to look around you and record what you see. In this exercise, you will map your world.

Here are some ways in which you can observe your world. Consider not only the physical world but also the social and emotional world.

SEE

Use your power of observation & see the world with Fresh eyes. Notice every physical aspect of a place.

For example...
Furniture | Garbage
Games | Spaces
Traffic | Environment

HEAR

Use your power of *listening* to hear the conversations around you \$ impact that words have on people.

For example...

Language and discipline

Discrimination

Appreciation

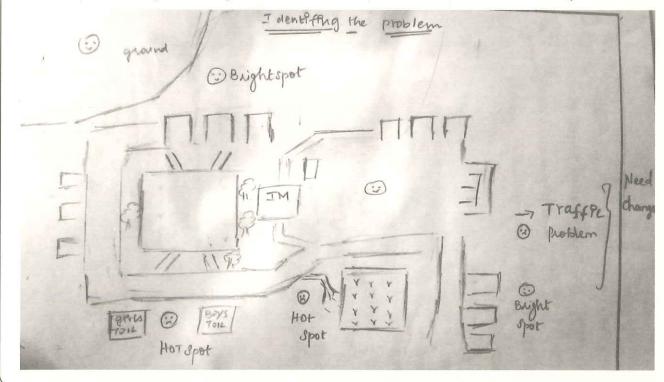
FEEL

Use your power of attention to become aware of your feelings in a given place or situation.
For example...

Bullying Stress

Examination pressure
Bus Journey

An example of a map drawn by a student of Kamala Niketan Montessori School, Trichi



Here are some examples of what students in other schools identified as their hot spots...

- · Our Football Field is not Fit For playing
- · Girls and boys in our class do not like working together
- · We sometimes take our teachers for granted
- · Our bathrooms are dirty
- · Our school canteen is very chaotic
- · People in our community do not consider girls to be equal to boys

1.1 MAP YOUR WORLD

Praw/Pescribe/Take pictures to make a map of your class, school, or immediate community. Add labels to your map that describe the places you drew. Mark the map with *Hot Spots* (things that bother you) and *Bright Spots* (things that are good but can be improved).

You can either make a verbal map of words or illustrate your observations. Keep these questions in mind while making the map of your chosen location:

1. What did you see?
2. What did you hear?
3. What did you feel?

You don't have to be an artist to map your world. Feel free to use photographs in your map.

SCRIBBLE PAD

Given below are some reflective questions to help you observe yourself more closely. We are constantly changing and building our strengths and our measuring scale needs to take that into account.

Use these images to mark where you are at the present moment in the superpowers of Observation.



OBSERVATION

You can be more empathetic by being more observant. Reflect on how aware are you of people, places and practices around you.

Take 5 minutes to First put your markings under "I Think" and then pass it to your activity partner to get their thoughts on your present behaviour.

SUPERPOWERS	I THINK	MY FRIENDS THINK	
I notice my Feelings.			
I notice moods and Feelings of others around me.	÷ ÷ ÷		
I notice opportunities of change in my surroundings.			

Now compare the stages you have marked for yourself and where your friend has put you for the present. Why might there have been a difference in the marking of stages?

A dumpyard is turned into a playground where play is now safe and a way is found to reduce the weight of school bags; bullying is turned into inclusion; old stories and songs are rediscovered and a heritage is preserved; trees are saved; and heath is promoted and preserved through the creation of safe biking parks in a city.

Children and adults learn through the Design for Change Challenge that "I CAN" are the two most powerful words a person can believe in. Through the four easy steps of FEEL, IMAGINE, DO and SHARE, children are dreaming up and leading brilliant ideas all over the world. Children are proving that they have what it takes to design a future they desire.











DESIGN for CHANGE

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