

Mood landscapes & imagery

DISCLAIMER

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By asking a student to place themselves in a **picture**, you may be able to interpret how they are feeling, before, after or during a particular activity. Two examples are included here, with some possible prompt questions.



PDF 1 Mood Landscape

Mood landscape (Germany)

“Paint yourself” into this picture - why have you chosen that location?

Eg. “I am here in the tunnel. There is light at the end. I do not know if it's the end of the dark tunnel, or the light of a train that is rolling towards me.”

Eg. “I'm here in the balloon. I'm floating with happiness above everything else.”



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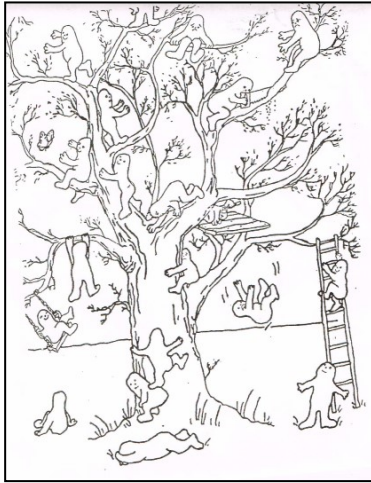


Erasmus+

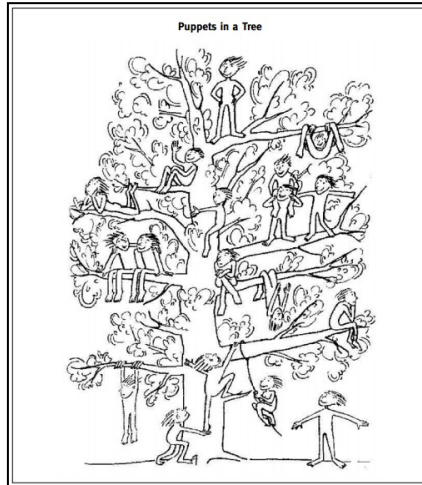
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Tree Puppets (UK)

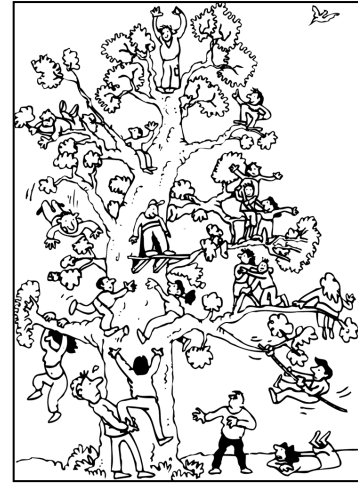
There are several versions of the "tree character" image to suit different participants and situations. Students choose which character suits them best at any given moment.



PDF 2 Jelly-bean puppets



PDF 4 Generic characters



PDF 3 Adult characters

Hints & Tips:

- Allow time with the student to discuss their response
- Be selective in your use of the tool - if done too frequently, the students soon tire of it. And you may decide to use the tool with just one student who you feel may benefit from a conversation with a trusted adult, but needs a "springboard" / "way-in".

Pros	Cons
Quick and fun to use	Needs interpreting at start with each student as individuals interpret positions differently in the tree (height, grip, posture, togetherness, etc)
Suitable for a variety of ages and nationalities	Not suitable for pupils who struggle to interpret facial expressions or body language (eg. pupils with Asperger's)
No writing or reading required by students	Not all feelings may be represented (eg. anger, jealousy, frustration, fear)
Encourages self-reflection and generates useful discussions	



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Worked example

In the UK, when working with students aged 13 years old, we used PDF4 "Generic Characters" to help students reflect on an experience or activity.

Each student was shown the image and asked to indicate which character best represented themselves at that particular time. On a separate image, which was kept private, the researcher would note the task/activity and illustrate the group's responses - see Figure 1 below.

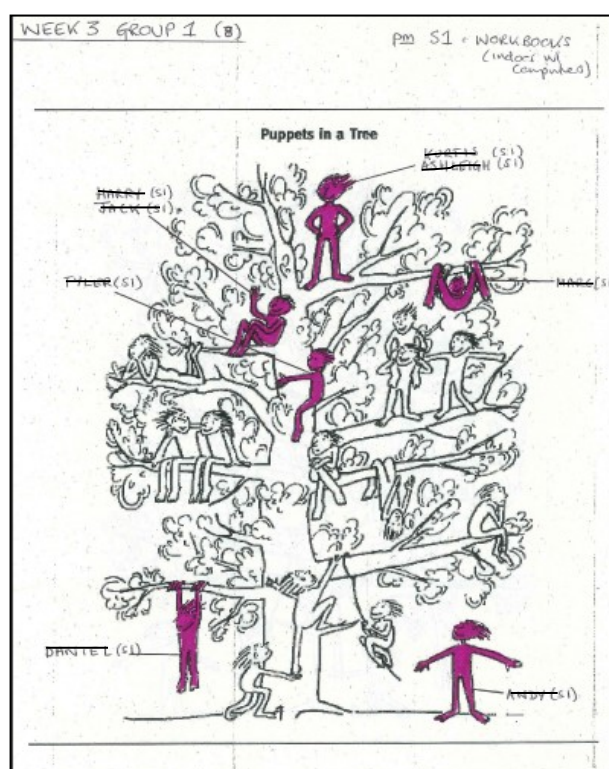


Figure 1 UK example of tree puppets - group as a whole

The completed image allowed the lead teacher to quickly identify:

- Individual student needs
- Students who may need specialist, targeted support, and
- Which activities suited / motivated / challenged which students best

