



EXPLORERS OF THE MEDIA MAP

OPERATION MODEL FOR THE MEDIA EDUCATION OF CHILDREN UNDER THE AGE OF 8

WHAT KIND OF EMOTIONS does the media evoke
Why is a film scene exciting for someone and scary for someone else? What makes a game fun or an advertisement moving? How can you create media content that frightens people or makes them happy?

In media culture, **EMOTIONS PLAY A BIG PART**. Different media content, channels and situations make us laugh, bored, or angry – or touch our soul. Even if some messages in the media are designed to evoke certain emotions, media content can always be interpreted in many ways, and people react to it differently. A part of media literacy is to recognise the methods used to influence our emotions and to acknowledge the significance of emotions also in our own actions.

THE EXPLORERS OF THE MEDIA MAP MATERIAL contains information, an operation model, and exercises for the media education of small children. The operation model is based on children's own experiences and media culture. Our aim is to develop media literacy and multiliteracy and to learn to recognise and be aware of the emotions evoked by media, as well as the means used to influence our emotions. This aim is realised, in part, by letting the children make their own media content.

THE OPERATION MODEL IS CONNECTED to the contents of the aesthetic and ethical orientation of the National Curriculum Guidelines on Early Childhood Education and Care in Finland. In early childhood and preschool education, these assignments reinforce the children's competence, particularly in the realm of multiliteracy and information and communication technology, but also as regards their ethical education.

THE OPERATION MODEL CONTAINS THE FOLLOWING SECTIONS:

- 1) EMOTIONS IN MOVEMENT
- 2) WHAT IS MEDIA?
- 3) WHERE ARE THE EMOTIONS IN MEDIA?
- 4) DO IT YOURSELF

EACH SECTION contains several assignments from which to choose and adapt the ones you want for your group.

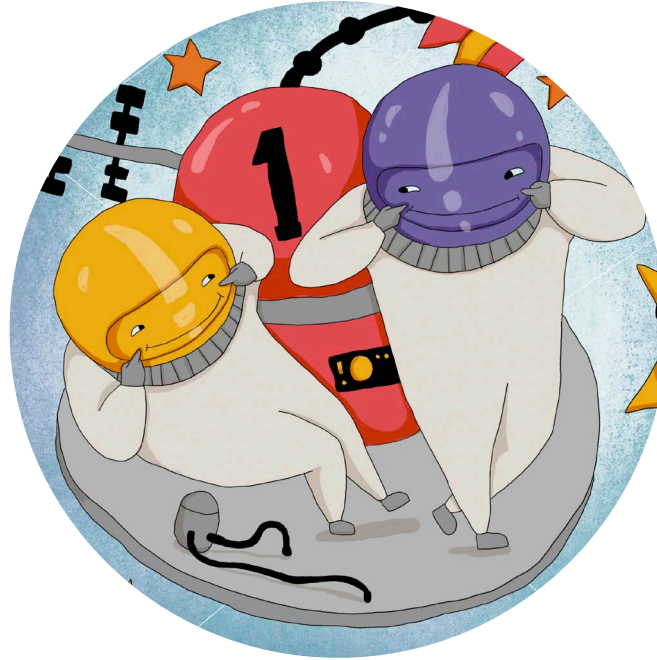
THE OPERATION MODEL contains an Explorers of the Media Map poster (to be printed out) featuring Sweep and Lenne who have grown up on a space ship. They explore the space stations they have just found and need help from the kids at each station. The frame story is printed in this guide with turquoise font.

You can follow the story and move from one section or assignment to the next. The poster can also be used as a board game (please see appendix 1).

The Explorers of the Media Map operation model has been produced in cooperation by the National Audiovisual Institute, the Finnish Competition and Consumer Authority, Media education centre Metka, Finnish Society on Media Education and the Finnish National Board of Education for the 2016 Media Literacy Week.

Open the poster (in color)

Open the poster (in black and white)



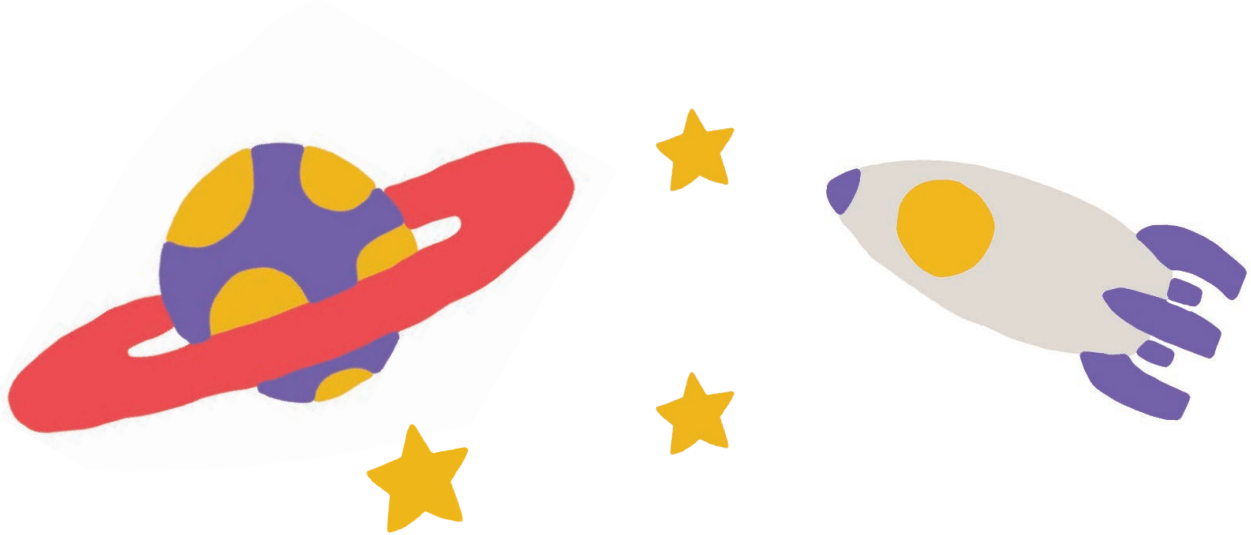
1 EMOTIONS IN MOVEMENT

The purpose of this section is to get our imagination and thoughts going in order to map how many different kinds of emotions we encounter every day. Various movement exercises, assignments and thought games are used to examine our emotions. You can choose one or more assignments.

BACKSTORY

Far, far away in outer space, high above our heads, two friends, dressed in space suits, are having great space adventures even now, as we speak. They are Sweep and Lenne, born on a space station called Slumpf. The kids are very brave and very curious. One day their parents are ordered further away to repair a smaller space station which keeps sending strange noises to the radio of the mothership. Sweep and Lenne decide to come along because they have never been to that part of space before.

But what in the world? When the tiny repair ship approaches the station which is making the strange sounds, they find that there is not one, but four space stations! They are all different and of a different colour. We must find out what's going on. When the parents set to work, Sweep and Lenne decide to explore the four space stations. After changing into their space suits (which make flying between stations very easy), they tell their parents that they are going on an adventure and will be back when they are hungry, at the latest. And then they open the door of the tiny repair ship and head towards the first space station in sight. After flying about in their space suits for a little while, Sweep and Lenne arrive at the first space station. Its walls and roof are covered with notes, with a different word written on each one. Lenne, who already knows how to read, begins to spell out loud: "J-O-Y. F-E-A-R. HAP-PI-NESS. EXCITE-MENT. SAD-NESS. HAT-RED. What are these?" Lenne asks. Could you help Sweep and Lenne? Do the following assignments together – perhaps Sweep and Lenne too will find out what is going on.



ASSIGNMENT: **EMOTION CONTAGION!**

WHAT YOU NEED: Enough room to move about with the entire group.

In this assignment, the children move about the room and try to remain as inexpressive as possible, except for one or two children whose task it is to transmit a chosen emotion (such as happiness, sadness etc.). Emotions can be passed on to the others by lightly tapping someone on the shoulder and making faces and gestures that represent the chosen emotion. The one being “infected” must repeat the gestures and expressions.

Then the “transmitter” grabs the transmitted from the waist and the two start moving in a line and transmitting the emotion to the next kid. The child infected with the emotion the last is always the first in line and therefore the next transmitter. The game is over once all children are in the line.

For older children, this game can be made a little bit more competitive by having two teams: one team transmits happiness and the other sadness, and the team with the most kids in their line wins.

ASSIGNMENT: **WHAT DO EMOTIONS LOOK LIKE?**

WHAT YOU NEED: Enough room to move about freely with the entire group.

This assignment is all about acting, moving and making different facial expressions according to different moods and emotions. With the youngest children, it might be best to choose simple emotions, such as happiness or sadness, and to add emotions according to the developmental stage of the children.

Put on some bouncy music and let the kids jump to the rhythm. Then stop the music abruptly and shout out the emotion to which the kids have to jump to while the music is paused.

Stand in front of a mirror and try to act out different emotions. See what you look like when you are sad, happy or a bit excited about something.

Assign one of the children an emotion in secret, and ask him or her to act that emotion to the others without saying a word. Make sure that the others do not hear what the emotion is. You could use emotion symbols or you can just whisper the emotion. Once the others guess the secret emotion, it is someone else’s turn to try to explain another secret emotion to the others.

Finally discuss what the assignment felt like and if some of the emotions were funnier or harder to act out than others.

ASSIGNMENT: IMAGES TELL A STORY

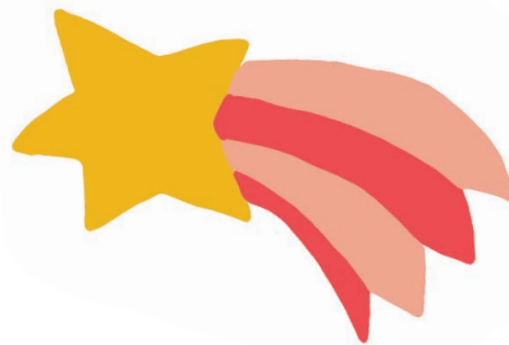
WHAT YOU NEED: Newspapers or magazines and scissors (+ paper or cardboard, Blu-Tack, if you want).

The purpose of this assignment is to examine emotional states by interpreting the facial expressions and postures of people in photographs. This task can be varied in many ways according to the skills and size of the group. Here are some options:

A. Ask the children to choose and cut out different images of people from newspapers and magazines. Once everyone has cut out at least five images, set the images against a light surface and take your time to examine them carefully. Ask the kids to group the people in the images according to their emotional states: who looks happy, does someone look sad? How about angry or frightened? Are there any other emotions displayed in the images? Was there any disagreement in the group about the emotions the images display? Why do you think that is?

B. Ask the children to choose and cut out images of people expressing different emotions from newspapers and magazines. Once everyone has cut out 3 to 5 images, ask the children to set the images on an emotional scale between two extremes, such as happiness and sadness. Once the scale is finished, discuss why one image displays happiness and another makes you think of sadness. Can the children think of moments when they have felt the same as the people in the images do?

C. Pick 3 to 5 emotional states and ask the children to look in newspapers and magazines for images of people whose facial expressions and postures express the chosen emotions. Cut out the images and group them under the different emotions.



INFO BOX: EMOTIONS

People have always been interested in emotions, and researchers and scientists have described and classified them in many different ways. However, these six emotions can be classified as basic: happiness, surprise, sadness, anger, disgust and fear. Other emotions include amusement, guilt, shame, relief, joy and love, to name a few. The different emotions can be sensed in different areas of the body, and it's also possible to feel many emotions at the same time. For more information about emotions and emotional skills, please see for instance the Tunteesta tunteeseen educator's handbook, (in Finnish) published by the Finnish National Board of Education (http://www.edu.fi/tunteesta_tunteeseen).

Emotions and emotional skills play a significant role in supporting our well-being in interaction with others. In addition to this, emotions tell us what we need and long for. Emotions are not negative or positive as such, but the way they are experienced depends on the situation. Sometimes a situation or a certain media content, for example, may evoke many kinds of emotions. However, it is not always easy to recognise your feelings or put them into words, which is why practising your emotional skills is important.



2 WHAT IS MEDIA?

The purpose of this section is to get to know the children's media culture by recognising different media and media contents as well as by discussing the children's usage of media. In the colouring assignment, the task is to name different media equipment and get to know the word media, as well as to discuss with the kids' own examples the kind of content the media devices can be used for. In the second assignment of this section, the children look for media in their immediate surroundings.

ASSIGNMENT: MANY, MANY MEDIA

WHAT YOU NEED: A 'Different media' colouring sheet for everyone (please see appendix 2), colouring pens

By now, Sweep and Lenne have learned many things about emotions, and in particular that there are many different kinds of emotions. They have just arrived at the second space station which looks a bit different than the previous one, which was filled with emotions. They find a pile of different, weird-looking gadgets in the middle of the station. The light at the station is so low that Sweep and Lenne cannot tell one gadget from the other. Could you be so kind as to help them? Colour in the gadgets Sweep and Lenne have found in nice colours and then tell the group the names of the gadgets.

During the colouring task, you can talk about finding a common name for all the gadgets and devices. If necessary, you can open up the concept of media by explaining that all the devices coloured in by the kids could be called media or media equipment. For more

information about the concept of media, please refer to the info box. While the kids are still colouring, you can come in to the discussion by continuing Sweep and Lenne's story:

Now the gadgets are beginning to take shape, and aren't they looking nice! Sweep and Lenne have similar gadgets on their home space station Slumpf, but they have different names and are probably used a bit differently than these. Now Sweep and Lenne would like to hear what you would do with these exciting devices.

EXAMPLE QUESTIONS FOR DISCUSSION:

What kind of things do you see on television? And what could you hear on the radio?

What could you do with a smartphone?

How about with a tablet computer?

What do you read or look at in a newspaper?

ASSIGNMENT: MEDIA HUNT

WHAT YOU NEED: Mediasymbols from the previous assignment.

In this assignment, the children walk about in their group's room or in the facilities of the school or day-care centre. Their task is to look for media equipment: what do they find and what can't they find? Can they find devices that are media equipment or the children suspect are media equipment, but cannot be found among the gadgets discovered by Sweep and Lenne? What are they and what are they used for?

Tip: THE BOOK *THE INTERNET – HOW IT WORKS*

IIS (The Internet Foundation in Sweden) has produced a book about the basics of Internet for children in early education, preschool and primary schools. Read the book together and get to know the Internet. Finally discuss what you remember about the book and if something in the book stirred more questions.

The book can be downloaded for free from <https://www.iis.se/english/reports/>.



INFO BOX: MEDIA

In this material, media refers to both the different media such as television, radio, books, magazines, newspapers, computers and smartphones, as well as media content such as television programmes, films, photographs, newspaper or magazine articles, books, web sites, applications or games. Even this material, *Explorers of the Media Map*, is media content of a kind. However, media and media content cannot always be clearly separated – and it may not even be necessary. Whatever way you look at it, media is constantly present in our everyday lives. We spend a lot of time with different media, we use them to interact with others, to experience different things, to study, and to search and find information about the world.





3 WHERE ARE THE EMOTIONS IN MEDIA?

In this section, we finally bring together emotions and media and discuss why some stories seen or heard through media seem funny, while others are quite frightening and may even make us sad. After a musical warm-up exercise, the children can discuss and analyse the elements in media that evoke emotions.

Now also Sweep and Lenne know all sorts of media gadgets. They have just started their journey towards the third space station and, when they are about to land, they see a strange, bright light flickering somewhere. When they come a little bit closer, they realise where the light is coming from and shout out loud: it's the television! They set themselves in front of the screen and can't seem to decide whether to sit or jump from their excitement. The television screen is filled with weird new characters which Sweep and Lenne have never seen before. Suddenly two cat-like creatures appear on the screen, running head to tail along a bumpy road, trying to find shelter before a huge rainstorm. It begins to thunder, and then lightning strikes. The scene makes Lenne laugh, and she wants to see which one of the cats makes it to shelter first before it begins to pour. But Sweep is not amused at all; he can barely watch what happens to the escaping cats. The thunder and lightning do little to make Sweep feel better. He would much rather close his eyes and put his hands over his ears! Suddenly, music starts to play, and Sweep begins to feel much better. He nearly wants to break out in dance! That's how nice it is to not be afraid anymore, Sweep thinks.

ASSIGNMENT: FEEL THE MUSIC

WHAT YOU NEED: Pre-selected music samples that represent different emotions. The YouTube channel of the National Audiovisual Institute's Department for Media Education and Audiovisual Media (MEKU) <https://youtu.be/4e5RZAqaR00> provides a three-minute music compilation produced for this material. You may also select the music yourself.

Listen together to the music samples that all reflect different moods. The children don't have to sit still and listen; they can move and dance to the music and experience the moods it evokes. Then, listen to the songs again and after each one, stop and discuss the feelings and emotions the music evokes. What was it in the song that reminded you of that particular emotion? Finally you can discuss which songs would be best suited to the TV show Sweep and Lenne are watching, the one about the cats running to shelter from the rain. Why these songs?

ASSIGNMENT: WHAT MAKES US HAPPY, WHAT MAKES US SCARED?

Sit in a circle or so that you can all see each other. The purpose of this assignment is to discuss what it is in media that evokes our emotions. First, ask the children for examples about media content they know: Can you think of a sad film? Or an exciting book? What video made you laugh really hard? You can change the emotions and media so that everyone gets to think of an example.

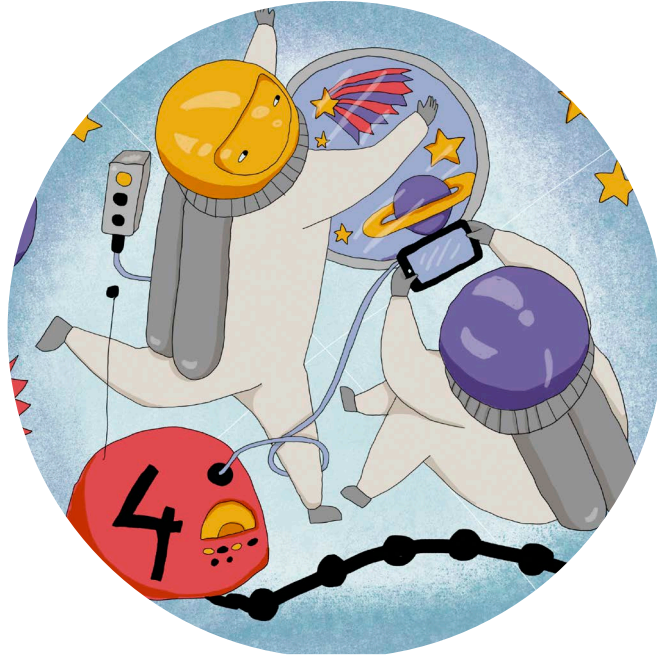
Next, based on the examples given by the children, discuss what makes a film sad, a book exciting or a video funny. Adapt the questions to the examples given by the children. You can help the children by asking what kind of things they usually find funny, scary and sad in programmes. You can also imagine that you would make a video or write a book. What kinds of things make a book sad or exciting? And how could you make a film or video really happy or really scary? Finally, think of the reasons why the show seen by Lenne and Sweep evoked such different emotions in the two friends: Lenne laughed and found it funny, while Sweep was a bit scared. What made the TV show scary and funny at the same time?



INFO BOX: MEDIA & EMOTIONS



In media, emotions can be evoked in many ways. For example, the story as well as the characters and their experiences in it can all influence our emotions. There are also other means of evoking emotions, such as sound effects, music, colours and rhythm, as well as the facial expressions and gestures of people. However, in addition to the actual media content, other factors can also affect our emotions, such as where and when the media is used, who it is used with, and what are the previous experiences of the media user.



4 DO IT YOURSELF

In this section, the children get to make emotional media content themselves. By doing things themselves, they get to use everything they have heard and learned in the previous sections of the operation model. Start with a warm-up exercise, in which the kids get to depict five different emotions with their facial expressions, gestures and postures. You may also start making your emotional stories straight away.

WHAT YOU NEED: If you decide to record the children's performances, you will need cameras (such as pocket cameras, smartphones or tablets), possibly some props for the performances, and equipment for transferring the image or video files and for showing the performances.

Sweep and Lenne have learned many new things. Everybody is a little bit different and we all feel and experience things differently. On the way to the fourth space station, Sweep and Lenne's tummies start to grumble a bit: it's lunch time soon, and it's also time to find their parents, who are busy repairing the space stations, so that the journey home can begin. Once they reach the fourth station, the two friends find more media gadgets: this time it is a smaller device that looks a bit like a camera or a television. What was it called, a tablet or a pill or something like that? Sweep tries to remember what the device is used for and starts filming Lenne. Lenne thinks that filming looks like a lot of fun and wants to try, too. "No, it's my turn!" snaps Sweep and starts filming other objects lying around in the station. Lenne is so upset that she jumps right next to Sweep and tries to grab the tablet out of his hands. Wait a moment! What's going on? Would you like to help them out? What kind of rules could you invent for Sweep and Lenne so that they could resolve their dispute and continue in peace?

Once you have discussed and decided the rules in conflict situations, you can continue to the actual assignments of this section.

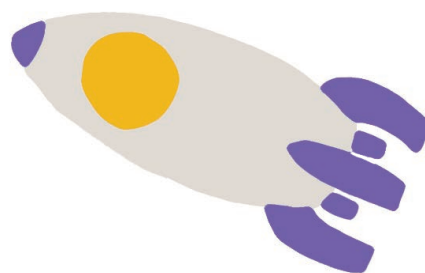
Thank you for your help, it is so much nicer to continue the journey without silly arguments!

ASSIGNMENT: PHOTOGRAPH THIS EMOTION!

In this assignment you can try capture different moods and emotions with a camera. If necessary, you can also reserve some time for practicing shooting.

First, pick five emotions the children will act out in front of the camera. Decide what you will show in the frame: just the face, upper body, or the entire body. Ask the children to consider how to portray the emotion with postures and gestures, in addition to facial expressions. You can make a collection of images of the five emotions for each child, share the emotions between the children or take group photos of each emotion separately.

Finally, examine the photos taken by the kids together and discuss how you managed to bring out the emotions in the images. Consider the kind of things or acts that make others happy or sad.



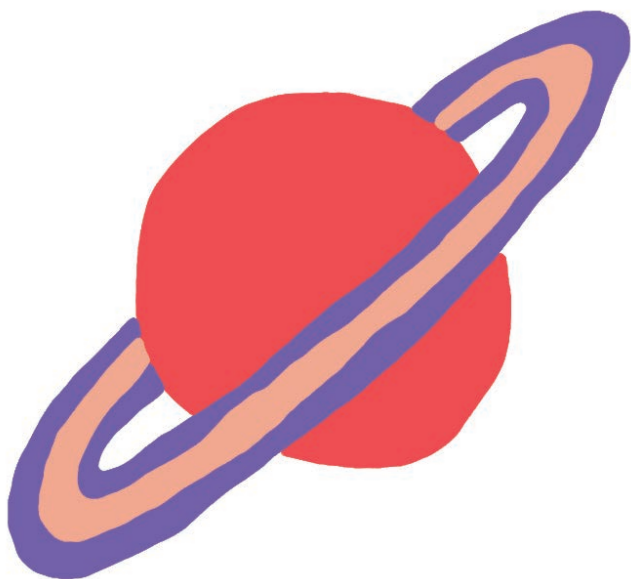
ASSIGNMENT: MAKE YOUR OWN EMOTIONAL STORY

The purpose of this assignment is to make an emotional story that amuses, excites, surprises or saddens the audience. The story could be very short, just one scene, or longer. You can also pick a story you already know that deals with emotions and make your own version, by analysing the emotions in the story and then acting it out yourselves.

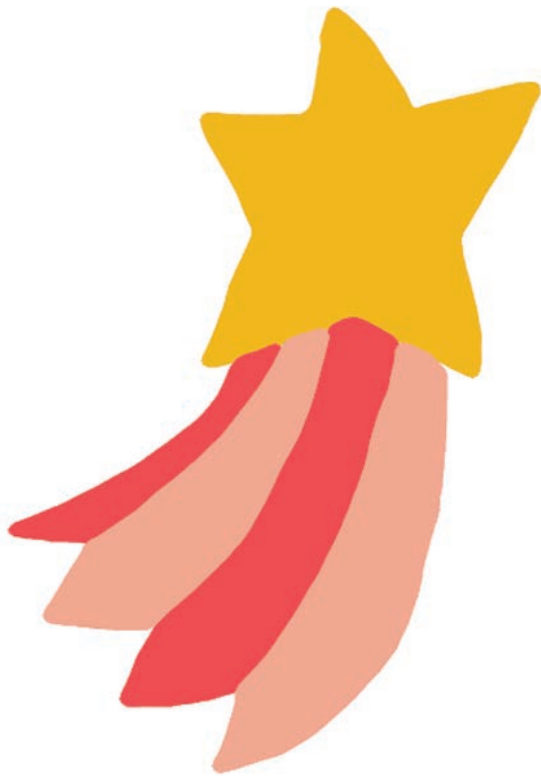
Start by thinking about the emotion in the main role of the story: is it joy, sadness, excitement, happiness, hatred or courage? Now think of what happens in the story: who are the characters and what happens to them? When you know the story, keep thinking about the emotion: if someone else saw the performance, how would they know which emotion the story reflects? What are the ways in which the chosen emotion can be best expressed?

You do not have to film these stories: they can be acted as regular plays without any recording devices. However, if you film or photograph the stories, the children can come back to them later and examine, for instance, what the emotions look like when they portray them. You can make a soundtrack with instruments from the day-care centre or school, if you wish, use royalty-free digital sounds. This lets the children practice their media production skills.

Support and ideas for producing the children's ideas and illustrated narratives can be found in the Our kind of story operation model www.mediataitokoulu.fi/meidanjuttu (in Finnish and Swedish).



ASSIGNMENT: FINAL DISCUSSION



Lenne and Sweep thought that photographing and filming emotions and inventing stories was a lot of fun, but what they loved most were your stories. But now they are getting hungry and a bit tired, too. Luckily they spot a tiny ray of light in the distance, approaching at high speed: it must be their parents' repair ship! They must have finished their work and are now coming to fetch Sweep and Lenne home. The door of the tiny space ship opens, and the two friends fly in. Inside, the parents give Sweep and Lenne some juice and sandwiches. And then they want to hear everything that has happened during the day. "Well..." Lenne starts, and the parents get to hear a long story about emotions, different media gadgets and what Sweep and Lenne did with them.

Now you can tell each other what kind of thoughts did helping Sweep and Lenne and doing the assignment stir: what was fun, was something difficult, what else would you like to say?



INFO BOX: PRODUCING MEDIA



Different media production skills are an essential part of media literacy. By producing and making media content themselves, for instance by taking photos, filming, writing or recording, children have the opportunity to examine, explore and record their living environment and the people in it. Media production is closely entwined with interaction, participation, finding and expressing your voice as well as creativity in general.



APPENDIX 1

THE EXPLORERS OF THE MEDIA MAP BOARD GAME

The Explorers of the Media Map poster can also be used as a board game.

Playing the game together provides a great opportunity to continue the discussion about media and the emotions it evokes.

You can make the rules for the game together with the children.

ALTERNATIVELY, YOU CAN PLAY BY THE RULES BELOW:

- ◆ Start from space station number 1. To start your journey, you will need enough speed –and you will get it by throwing a 4, 5 or 6 with the dice.
- ◆ The route has two intersections. These can be a bit busy, so if you stop at a circle right before the intersection, stay put for one round.
- ◆ You can recharge your space ship on stations 2 and 3, which means that you get one extra turn of throwing the die.
- ◆ The route crosses a ring circling a planet two times.
The ring twirls you backwards by three steps.
- ◆ The game ends on station number 4, but to get there you have to roll the exact number of steps needed on the die.

APPENDIX 2: COLOURING ASSIGNMENT

