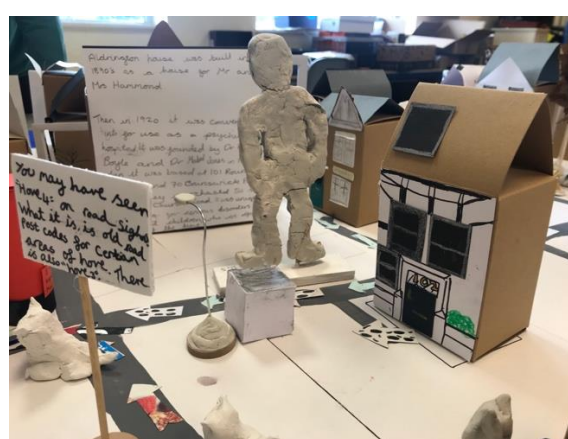


## Our Future City – Be Well St Andrews Primary School Case Study

Project title	Exploring the Familiar
Project dates	Spring and Summer terms 2019
Wellbeing issue	Transition – developing a sense of identity, confidence in who they are and representing themselves in their new school. Moving from the familiar to the unfamiliar and navigating the uncertainty of that. Some children have challenging life circumstances including sexual/gender identity, EAL, low attendance and learning difficulties. There are four children on the autistic spectrum who find it hard to relate to others and two with health issues. It can be harder to fit in for working class, EAL or non-white British children as the school is predominantly white middle class. There is very mixed ability and confidence across the class and this year was the first year with 3 class entry, which has changed the dynamic and been unsettling.
Age/Year group	Year 6
Number of children participating	32 plus a roll out to a further class
Number of parents participating	0
Lead Artists/Organisation	Jo Coles
Lead Teacher/s	Steve Griffiths



### Project description

Psychogeography is the intersection of psychology and geography. It is the art of walking and observing, playing around with what we see in front of us, the history and myths within our urban landscapes, revealing forgotten, discarded, or marginalised parts of our city.

Five days a week our children make the journey from home to school. For most of them, it's a practical, everyday routine and they don't pay much attention to the places, spaces and details we pass along the way. They can easily ignore the wonder of what they see and experience on these pathways through their streets.

Students were challenged to reveal something about their route to school we may not have noticed, a fact we might not know, a myth we have never imagined. It required them to look up, down and all around, to look at the streets where they walk in a different way. Students became historians, journalists, archaeologists in reverse, creative observers of everyday life. They created an installation for exhibition using psychogeography techniques. The resulting 3D map celebrated individual interpretation; a personal view of the same old, same old, all converging at the shared community of school.

On the day they completed the making, parents came to see the work and hear about what they had made. Researchers, led by Dr. Karina Rodriguez, from the Centre for Secure, Intelligent and Usable Systems at University of Brighton came to visit the sharing event and showed children example of digital mapping and 3D printing of valuable artefacts from Brighton Museum. They talked to the class about how they would be using their installation for digital research.

With the artwork complete, the Centre for Secure, Intelligent and Usable Systems in collaboration with Mnemoscene developed a digital experience to retell the narratives created by Year 6 for a wider audience. Technologies including 3D scanning have captured their objects and stories to create an Augmented Reality (AR) experience. This process investigated the potential of technologies and narratives to illuminate different viewpoints and interpretations of the local cultural landscape, while connecting children to a sense of community and place.

The physical installation and the digital interpretation were both exhibited at Hove Museum to a public audience and students' families. Some students acted as installation guides, and some worked with Jo to deliver public workshops giving visitors the chance to start their own psychogeography journey. Students and visitors also had the opportunity to experiment with drawing in a virtual reality representation of the installation.

### **Successes**

The children have all seen where they live in relation to each other as a result of the mapping process, which gave them an increased sense of community. The element of 'placing themselves on the map' encouraged the idea that 'this is where I belong'. The arrows coming in towards the school highlighted that 'this is where we all converge'. The experience of one arrow to represent lots of children coming together along the same routes made the convergence feel real. Some children researched and found out new things about their neighbourhood. Children were noticing the Victorian postcode signs, an example of their greater attention to detail. There were more parents than anticipated that came to see the work on completion of this first phase, and the children relished the exploration of the map and their journeys with their families.

The children identified at the start of project that Steve thought would benefit most were the ones who made the greatest effort and brought artefacts or research into school for the project. Even children that don't usually contribute all managed to generate something on the map, and were then able to see the value of the work. Creating a large collective piece was really valuable to them all. One boy was really animated when talking to his Dad about

it at the school visit and was really excited to share all the details. His Dad made a short video moving along the street – a great idea that suggested the digitisation of the work with University of Brighton would be engaging for visitors at the event in July.

Some children with greater emotional needs managed their own making and got a noticeable sense of achievement from that. The combination of research, making, writing and collecting to create contributions to the map meant that every child succeeded as they could play to their strengths but also be challenged. They worked with each other very well, and were able to represent themselves individually also. Steve noted that they can be challenging, but gave a lot back when pushed and all had something to contribute.

The event at Hove Museum was well attended, with visitors from the general public at St Andrews students with their families. Visitors were exploring the map, and most also completed a workshop and explored the digital map during their visit. A small number St Andrews students came and acted as guides around the installation and assisted with the workshops – this felt significant as it had been three months since making the work, but they were still proud and emotionally connected to it. The students were really excited to explore the digital map and clearly liked the ‘gamification’ of their work.

Two interns recruited by CSIUS (one second year Computer Games Science student from the UK funded by Santander, and one self-funded Computer Science student from France) made it possible to digitally map every house, meaning that every child could find theirs if they came to the event.

### Outcomes

Results of children’s evaluation at the end of the making section of the project, and a smaller sample who were then again assessed after the exhibition at Hove Museum:

#### How you were feeling

BEFORE the project:		AFTER the making project:		AFTER the event:	
Very Unhappy	0%	Very Unhappy	0%	Very Unhappy	0%
Unhappy	3%	Unhappy	0%	Unhappy	0%
Neither	9%	Neither	12%	Neither	0%
Happy	72%	Happy	28%	Happy	40%
Very Happy	16%	Very Happy	60%	Very Happy	60%

#### How much you like the kind of person you are

BEFORE the project:		AFTER the project:		AFTER the event:	
Very Unhappy	0%	Very Unhappy	0%	Very Unhappy	0%
Unhappy	3%	Unhappy	0%	Unhappy	0%
Neither	6%	Neither	0%	Neither	0%
Happy	38%	Happy	40%	Happy	40%
Very Happy	53%	Very Happy	60%	Very Happy	60%

### How well you coped with challenges or difficult situations

BEFORE the project:		AFTER the project:		AFTER the event:	
Very Unhappy	0%	Very Unhappy	0%	Very Unhappy	0%
Unhappy	3%	Unhappy	3%	Unhappy	0%
Neither	22%	Neither	6%	Neither	0%
Happy	56%	Happy	69%	Happy	40%
Very Happy	19%	Very Happy	22%	Very Happy	60%

### How much you felt liked by other people

BEFORE the project:		AFTER the project:		AFTER the event:	
Very Unhappy	0%	Very Unhappy	0%	Very Unhappy	0%
Unhappy	0%	Unhappy	0%	Unhappy	0%
Neither	25%	Neither	12%	Neither	0%
Happy	62%	Happy	60%	Happy	60%
Very Happy	13%	Very Happy	28%	Very Happy	40%

### Did the adults who ran the sessions listen to you?

	Not at all	A little	A lot
During the project	0%	56%	44%
During the event	0%	0%	100%

### Did you enjoy the sessions overall?

	Not at all	A little	A lot
During the project	0%	34%	66%
During the event	0%	0%	100%

### Was it easy to talk to the artist you worked with?

	Not at all	A little	A lot
During the project	0%	47%	47%
During the event	0%	0%	100%

### Did the artist and teachers know how to help you?

	Not at all	A little	A lot
During the project	0%	37%	63%
During the event	0%	0%	100%

### Did you learn to do something new?

	Not at all	A little	A lot
During the project	6%	49%	45%
During the event	0%	60%	40%

### What was the BEST thing about the project?

When we put everything on the map and saw all our individual buildings come together and create a bigger picture x 5

Collecting and making things for the project x 4

Making the map x 3

Making the houses to put things in x 3  
 Having freedom to do whatever you wanted x 2  
 To learn new things / do something new x 2  
 Making the booklets  
 Finding out about Aldrington house - when before I passed it every day and knew nothing about it  
 When you found out what other people were doing  
 Everything was absolutely amazing, the artist just helped you  
 I got to do something that I am quite fond about  
 We all learnt new things and we all got to help each other and go through everything together  
 All working together really helped everyone  
 Making the clay sculpture and the outside of the house  
 Getting a chance to do something very different and getting to do it at home  
 Using the hot glue gun  
 Crafting  
 Doing the clay cats, also researching 'Hove 4'  
 The best thing was that I found out facts about things I was doing.  
 Making an abandoned house  
 I loved that not only did we make an amazing piece of art but also everyone has their own style of art and it looked fabulous after we'd finished.  
 No comment

**What was the WORST thing about the project?**

Nothing x 8  
 It got a bit stressful towards the end x 5  
 Trying to work out what you were going to do x 3  
 Having to change our ideas x 3  
 Trying to finish everything on time x 2  
 When we put our houses on the map they weren't exactly correct  
 Collecting stuff  
 That I thought I could have done a little bit more  
 When one of my things broke  
 The research because I didn't use most of it  
 I didn't get to make a 3D building: instead I drew it on a piece of paper  
 Too much stuff at once  
 No comment  
 Don't know

Visitor feedback at Hove Museum:

**Did you look around the map?**

No	Yes
0%	100%

What was the most interesting thing you discovered on it, or the thing you liked the most?

Recognising the local area  
The little details - the dog  
St Andrews School  
Stuff  
The trees  
The houses  
I liked how it looked like a little city and how creative it is  
Infinity Foods  
Seeing how far year 6 travelled to school  
Viewing the world through the eyes of a child  
I liked the homeless man with the shower and the washing machine  
Houses with maps  
Learning and also being able to make a house and track the journey to school  
I really liked the train

Did you try the digital element of the map?

No	Yes
31%	69%

Did the digital element allow you to explore more of the children's work?

Not at all	A little	A lot
0%	67%	33%

What was the best thing about the digital element?

Don't know x 3  
The VR experience x 2  
The way it vividly brings it to life  
Combining more traditional art with modern day technology  
Very clever use of art  
Interaction  
Stuff

Did you join the workshop?

No	Yes
12%	88%

What was the best thing about the workshop?

Making the houses x 6  
Creating a dream house  
Making the houses and a garden  
The ladies were very helpful  
Making things  
Being creative as a grown-up Mum!  
Getting creative without knowing where to start

### Will you try your own Exploring the Familiar project at home?

No	Yes
0%	100%

### Is there anything we can improve on, or any feedback you'd like to give us?

No x 3

No, it was great x 2

Thank you! x 2

Great fun

This was a lovely run and organised event

A wonderful project and idea. Well done Hove Museum & Jo & St Andrews!

It is an amazing idea for children and adults so I don't think you have to improve anything!

### Challenges

The individual nature of every child's contribution and the class ambition to *ALL* contribute a bespoke item meant the allocated time for Jo to meet their needs and deliver the finished installation for exhibition was insufficient.

On completion, there were only a few moments before parents arrived, so children hadn't had a chance for group discussion or to really explore what they had made. It was clear that Jo needed talk to them again and share the work more widely in school before it was exhibited at Hove Museum.

The work involved in digitising the map was immense, and only made possible by two interns working for five weeks to map all the houses.

### Learning

Steve would never have thought of doing this – it would have been too much for him to contemplate on his own. It has inspired him to do more work with maps, and create another 3D map. Overall he is encouraged to do more 3D work which has not been prevalent prior to this project, and he will now have lots more ideas how to do that by collecting and using simple materials.

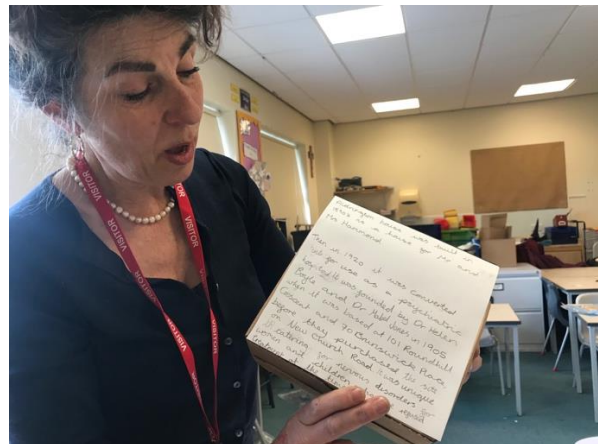
Jo would make more time for discussion and reflection with the children at each session. There was slightly too much activity for the allocated time to really take an overview. The children hadn't yet had time to take ownership of the piece when the parents came in to see it – Steve and Jo would have preferred to get it out in the hall for other classes to look at it soon after completion. If delivering the project again, they would run it over a longer period of time for the making sessions and include it across a variety of subject lessons. More time between the making phases to research and develop would also be helpful – the school could make a whole half term topic of it.

Jo would need to simplify the process for a less capable class. She would incorporate more listening time with groups to understand what they wanted to create. Both thought the project would work with teacher supported sessions in-between if the scheduling was more spread out. A teacher could finish off making the houses and other tasks very easily. There could also be written reflection in their notebooks that could have happened in English

lessons. There is also the opportunity to identify and include key historic buildings in the area and connect to local history teaching.

Going forward, there would need to be a simplified digital template that schools where students could upload photos onto their houses and place them on a map to make digitisation for multiple schools sustainable. We could then add the more complex elements once the houses were all mapped online. This could be an exciting digital learning tool for schools to incorporate into their curriculum.

Going forward, there is potentially great value in connecting the project to museums as they increasingly digitise more of their collections, connecting schools to museums to conduct Arts or Humanities research and as an aid to well-being. The preferred format would be similar to the project model delivered with Fairlight Primary School, where children (and their parents) visited and explored relevant collections, introducing them to the museum as a resource. In this instance that could be followed by access to digital material from their collections. Making this connection would also allow students to see the link between the work they create to social history of the future. We can also see the potential of connecting to regional archives, and identifying opportunities to curate key elements from the project and contributing them to the collections.







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