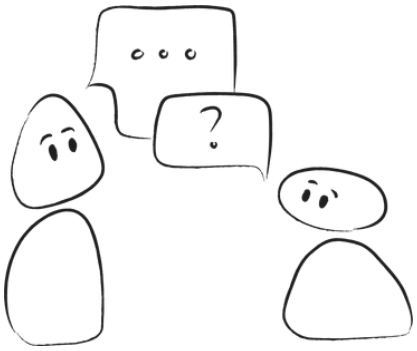
UNDERSTAND

EXPERIENCE MAP



FACILITATOR GUIDE
GRADES: 2-5
TIME: 30 minutes
MATERIALS: pencil, paper, journey maps

Designers work to **understand** someone's experience by paying attention, asking questions, and noticing what happens along the way.

PROCESS

1. CHOOSE ONE PERSON

Pair students up, or have them choose another person whose experience they can learn about, such as a classmate, teacher, family member, or school staff member.

Choose one everyday experience to focus on, like:

- getting lunch
- arriving at school
- using the playground
- finding a book in the library

2. ASK + MAP

Use the **experience map** to ask questions about that person's experience. Use their answers to draw or write 3–5 steps in order on the map.

- What happens first?
- What happens next?
- How do you feel at different moments?
- Is anything confusing, easy, fun, or frustrating?

3. LOOK FOR WHAT YOU LEARNED

Look at the whole map. Circle one moment that helped you understand the person better.

- What did you learn by asking them instead of guessing?
- What can we learn when we try to see an experience from someone else's point of view?

SCAFFOLDING

- **Gradual Release**: Model and complete an journey map all together before having students pair off. In the younger grades, doing this as a whole group may be all that is necessary.
- **Think Aloud:** Model your thought process as you're interviewing and taking notes.
- **Voice Memo:** Students may record their interviews instead of writing.
- **Sketch!** Students may add sketches to their journey maps, almost like a comic strip.

EXTENSIONS

- Students can conduct interviews and journey maps outside of their classroom (for example, with school staff, community members, etc.)
- Use this activity to step into the shoes of a book character or a historical figure.

LEARNING STANDARDS

ELA (CCSS)

- SL.3.1, SL.4.1, SL.5.1: Engage effectively in collaborative discussions, building on others' ideas and expressing their own clearly.
- SL.3.4, SL.4.4, SL.5.4: Report on a topic or recount an experience using relevant details and speaking clearly.

Science & Engineering (NGSS)

- 3-5-ETS1-1: Define a simple design problem that reflects a need or want and includes criteria for success and constraints.

Visual Arts (National Core Arts Standards)

- VA:Cr2.3.3.a: Construct representations, diagrams, or maps of places that are part of everyday life.
- VA:Cn10.1.3.a: Develop a work of art based on observations of surroundings.
- VA:Cn10.1.5.a: Apply art and design vocabulary to view surroundings in new ways through art-making.