Identifying Hot Spots for Students Using Emotional Mapping

Taryn Fuchs
Mission

The Conflict Center equips people with practical skills to navigate, transform and embrace everyday conflict.
Discussion Question - 5 minutes

When you think of the term, “school safety” what comes to mind?

How do you define “school safety” for yourself and for your school?
Safety

Webster Dictionary
- the condition of being protected from or unlikely to cause danger, risk, or injury.

School Safety: Schools and school-related activities where students are safe from violence, bullying, harassment, and substance use.

safesupportivelearning.gov

School climate and culture
Threat Assessment
Safety Protocol
Target Hardening
Crisis Management

safehavensinternational.org

Identifying Hot Spots for Students Using Emotional Mapping
The Hot Spot Mapping Program focuses on how locational safety within and surrounding a school, impacts each student's feelings of emotional, sexual and physical safety.
What is Hot Spot Mapping?
What is Hot Spot Mapping?

- Workgroup
- List of emotions
- Label map with emotions
- Highlight map
- Discuss
- Make recommendations
Part I

1. **Underline** three emotions from the list that you associate with feeling really safe/comfortable/relaxed
2. **Circle** three emotions from the list that you associate with feeling really unsafe/uncomfortable/on guard
3. **Draw** that space on the blank side of this paper.
4. **Label** spaces with the feelings you circled or underlined; depending on the emotion you associate with the specific location.
Part II

1. Mark spaces associated with “internal feelings, past experiences, insecurities, etc.” with a ○

2. Mark spaces associated with “interactions with others or others in the space” with a △

3. Mark “actual physical spaces or locations” with a □
Discussion Questions

1. If you’re comfortable, talk about your map, how you labeled it and why you labeled it the way you did.

2. What are other reasons certain areas may be labeled as “hot” or “cool” within your school for different students?

3. Do you think the “hot” or “coolness" of any area for you could feel different for someone with a different ability/disability or different identity (sexuality, ethnicity, race), another gender, age or grade? Which areas and why?

4. What can we as adults/teacher do to make the problem areas safer and more welcoming?
What do we do with the data?

**MAJOR FINDING**

NONE of the students in so-so, unhealthy, or abusive relationships report speaking with an adult who cares about them at the school "often".

**STUDENT COMMENTS**

"Where and when do you feel most safe on campus?"

- IN AREAS WITH NO WINDOWS
- AWAY FROM A DOOR
- ALONE OR IN QUIET/UNPOPULATED AREA

**Why do you feel safe with these staff members?**

STUDENT COMMENTS

"THEY ACCOMMODATE MY LIMITATIONS."
"I FEEL SAFE WITH THEM BECAUSE THEY'RE NICE AND I KNOW I CAN TRUST THEM WHEN I NEED HELP WITH SCHOOL OR FAMILY PROBLEMS."
"THEY NEVER GAVE ME A REASON NOR VIBE THAT I AM INTERRUPTING THEM EVEN WHEN THEY HAVE SOMEWHERE TO BE."
"THEY GREETED ME NICELY AND TOLD ME THAT YOU CHOSE A GOOD SCHOOL TO COME TO."
"HE CARES AND I KNOW HE CARES CUZ HE WAS LIKE A FRIEND BUT IN A OLD MAN BODY."
"I FEEL SAFE WITH THEM BECAUSE THEY HAVE ENSURED ME THAT THEY ARE HERE TO HELP ME AND JUST SUPPORT ME AND MAKE ME FEEL LIKE I CAN TRUST THEM."

*Roughly 70% of students reported never or rarely speaking to an adult at the school who cares about them, with the majority reporting never.*
Themes from Focus Groups

- When we ask about “safety”, their first thought goes to a school shooter
- Exposure; vulnerably and physically
- Students don’t know the resources available to them or they think they’re for “really serious needs”
- Want a place where adults are asking questions and having conversations about things important to them
How can you begin safety conversations with students in your school?

Lead (or have someone else lead) a discussion around:

- Healthy dating relationships
- Friendships
- Conflict transformation
- Bystander intervention
- Safety at school
- Assertiveness
- What I wish adults knew
- Microaggressions
- Implicit bias
- Online/social media norms
- Sexual harassment at school
- Trusted adult
- Interacting with others respectfully
- Breaking down myths about...
• You don’t have to have all the answers!
• Listen to understand
• Ask questions about their experiences
  ○ How does it feel when...
  ○ I’m wondering what _______ is like for you all...
• Hand out a “You’re valuable because _____” card
• Share something about yourself
• For 2 minutes a day, have an intentional conversation with a student about something they like
• Connect students with similar interests
• Lunch with the teacher coupon
Reflection

1. How are you currently contributing to a safer school climate?

2. What’s one way you want to expand your effort?
Additional Resources

• Point students to resources within and outside the school
  ○ Dating quizzes & info: loveisrespect.org
  ○ Twelvetalks.com guide & share with parents
  ○ Addressing Conflict & Anger Effectively class at *The Conflict Center*

You don’t have to be directly addressing safety to contribute to a positive school culture through conversation with a student
Contact Us |

Contact
Taryn Fuchs
303.865.5632
taryn.fuchs@conflictcenter.org
conflictcenter.org
Hot Spot Mapping

Visit
4140 Tejon St.,
Denver, Co 80211