

# The Mayfield Loop Lesson Plan 1: EVALUATING OUR LEARNING SPACE USING THE MAYFIELD LOOP



## Entry Activity (5 minutes)

### First Impressions Walkthrough

Students enter the chosen learning space (e.g., their classroom, breakout area, library zone) and complete a quick sensory scan.

Prompt them with:

- What do you notice first?
- How does this space make you feel right now?
- What is your body doing—relaxed, tense, alert, distracted?

Students jot down three words describing their immediate experience on a sticky note and place it on a shared board or wall.

## Learning Objectives

### Students will:

Use the Mayfield Loop core questions to evaluate a learning environment.

- Identify positive and challenging aspects of a space using sensory and emotional data.
- Suggest meaningful changes that could improve learning and wellbeing.
- Reflect on how physical environments influence behaviour, focus, and comfort.

**Success Criteria (I can):**

- Identify a problem
- Propose a design solution
- Explain how it improves learning or wellbeing
- Present the idea clearly

**Learning Tasks (30 minutes)****Task 1: Contextual Data Snapshot (5 minutes)**

Students record quick contextual data in pairs:

- Time of day
- Temperature
- Light
- Air quality
- Noise level

This builds awareness of context and supports consistent data collection.

**Task 2: Mayfield Loop Core Questions (10 minutes)**

Students work individually or in pairs to respond to the core questions using a printed sheet or digital form. Encourage short, honest responses. Core questions include:

- Emotional Pulse
- Agency
- Positive Learning
- Friction
- Active
- Rest
- Avoidance
- Change
- Keep






Teacher circulates, prompting deeper thinking:

- “What makes that spot easier to learn in?”
- “What is happening in the space when focus becomes difficult?”
- “What does this tell us about how the space supports or challenges you?”

### Task 3: Spatial Mapping Activity (10 minutes)

Students annotate a floor plan or sketch their own map of the space.

Using coloured markers or digital tools, they create a simple heatmap:

-  **Green** = best learning zones
-  **Red** = friction or challenge areas
-  **Blue** = calm/restful areas
-  **Yellow** = energising or playful areas
-  **Black** = avoidance zones

This visualisation helps students translate feelings into spatial data.

### Task 4: Change & Keep Discussion (5 minutes)

Small groups share their maps and discuss:

- One thing they would change
- One thing they would keep
- Students must justify their choices using evidence from their observations and Mayfield questions.

Teacher prompts:

- “How might this change improve learning for everyone?”
- “What makes the ‘keep’ element valuable to the group?”

key capabilities addressed:

- Critical & Creative Thinking: analysing and evaluating ideas.
- Personal & Social Capability: collaborative problem solving, valuing others’ perspectives.

## **Plenary (5 minutes)**

### **Whole class reflection (Insight Snapshot ):**

- Which ideas appeared most often?
- What small changes could we try immediately?
- What bigger ideas could inform future planning?

## **Resources**

- **Mayfield Loop Lesson 1 Student Worksheet (downloadable/printable)**
- **Floor plan or simple sketch of the learning space**
- **Postit notes**
- **Pens/pencils/markers**
- **Printed or digital Mayfield Loop core questions**
- **Large paper or whiteboard for Insight Snapshot**
- **Optional: tablets/laptops for digital mapping**