



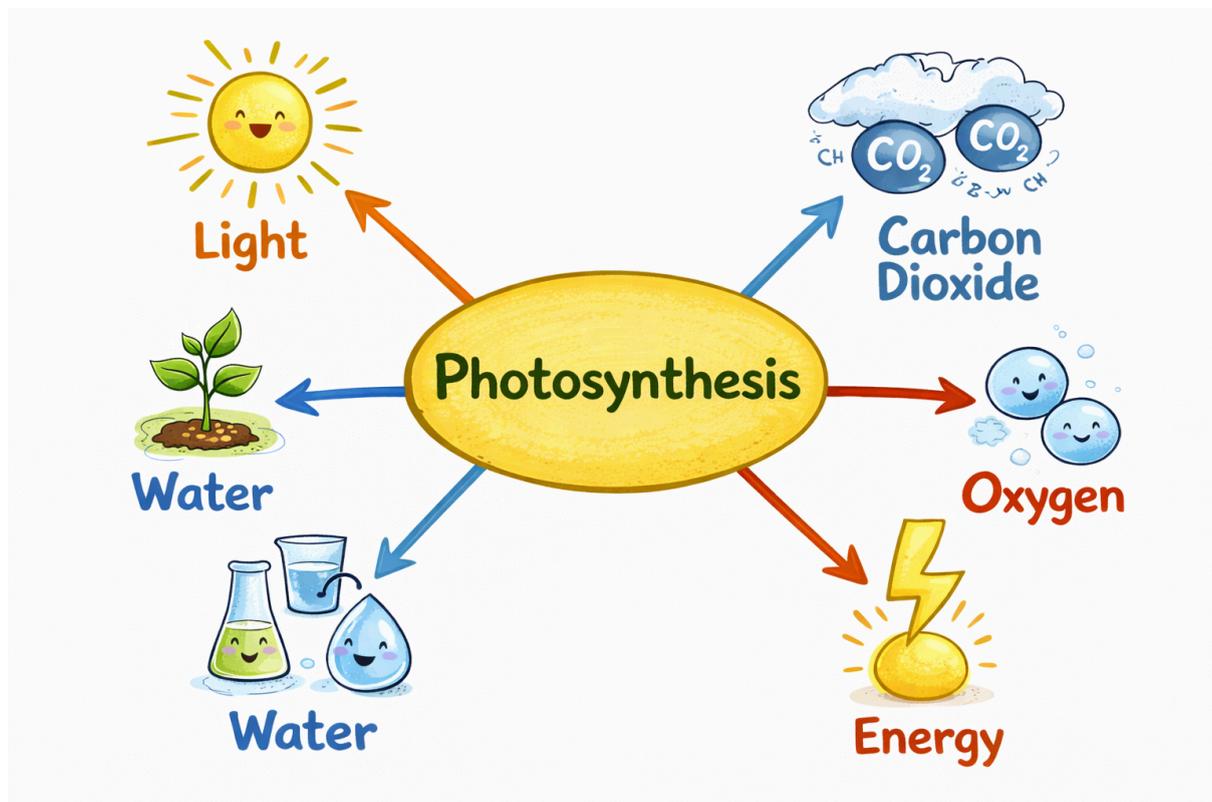
## ACTIVITY 1.6

### Mind Maps

#### Show a real example from a lesson:

Example: "Photosynthesis Mind Map," where the word *Photosynthesis* is in the center of the page, and the branches are light, water, carbon dioxide, oxygen, energy.

Mind map example



Source: chatGPT generated

### Discussion

The teacher explains:

"A mind map is a way to organize ideas so your brain can see connections. We start with one main idea and then add related ideas using branches, words, colors, and pictures."

**Teacher-guided questions (whole class):**

1. What do you notice first when you look at this mind map?
2. Why do you think the main idea is in the center?
3. How do the colors and pictures help you understand or remember the topic?

Teacher explicitly models that mind maps help with understanding, memory, and organizing thinking

**Procedure:**

- Students are divided into mixed groups of 4–5 (mixed ability groups).
- Each group draws or selects a topic from the suggested cards:
  - **Mathematics topic:** Fractions and Everyday Life
  - **Science:** Ecosystems and Sustainability
  - **Languages:** Describing a Person or Character
  - **Social Studies:** Diversity in Our Community

**Teacher Guiding Questions****To clarify the main idea:**

1. What is the most important word or idea for your topic?
2. If you had to explain this topic to a younger student, what would you start with?

**To build branches and connections:**

1. What ideas belong with this topic?
2. Can you group these ideas together?
3. Which ideas are examples? Which explain “why” or “how”?

**To encourage thinking processes (without naming them):**

- What causes this to happen?
- What happens because of this?
- How are these two ideas similar or different?
- Can you think of a real-life example?

**SEN-Focused Teacher Support During Planning**

1. Offer **choice**: drawing, writing keywords, using images, or arranging word cards.
2. Reduce cognitive load by asking: “Let’s choose just 3 important ideas first.”
3. Provide **sentence starters or word banks** for students who need them.
4. Allow verbal contribution instead of written for students with writing difficulties.
5. Assign roles based on strengths: Organizer, drawer, idea-giver, explainer.

**Outcome:** Each group clearly defines the goal of their mind map and its planned structure.

### **Creative work: Creating a Mind Map**

#### **Materials:**

A3/A2 paper, colored markers, stickers, pens, pictures from magazines, glue.

#### **Procedure:**

- Groups create a mind map based on the chosen topic, considering:
  - **Structure:** Main idea in the center, with connections, concepts, examples branching out.
  - **Type of thinking:** Causal, hierarchical, comparative, or creative.
  - **Visualization:** Colors, shapes, and symbols help engage visual learners.
  - **Inclusivity:** Clear pictograms, simplified words, sensory elements (if applicable).
- Each group specifies:
  - How the mind map helps expand students' thinking
- **SEN Adaptations:**
  - Use pictograms or icons instead of long text.
  - Allow keywords instead of full sentences.
  - Provide pre-written word cards or images for learners with reading or writing difficulties.
  - Assign flexible roles (e.g., drawing, organizing, explaining) so all students can participate according to their strengths.
  - Reduce the number of concepts if needed and focus on clear connections.
  - Fewer branches expected for some students; depth over quantity.
  - Option to work on **half a page** instead of full A3.
  - Frequent check-ins: "Tell me what this branch means." / "What made you connect these two ideas?"

### **Group Presentations**

**Duration:** 15 min

#### **Procedure:**

- Each group presents their mind map (3 min), explaining:
  - Which topic they chose
  - Which thinking process it reflects
- Participants from other groups ask questions and suggest improvements.

### **Teacher-Guided Presentation Prompts**

1. What is your topic?
2. Show us one part of your mind map you think is important.
3. How did this mind map help you understand the topic better?

### Teacher Follow-Up Questions

1. What connections do you see between ideas?
2. Did any group organize their ideas differently? Why might that work too?

Teacher emphasizes: “Different mind maps can all be correct if they show clear thinking.”

### Reflection and Closing

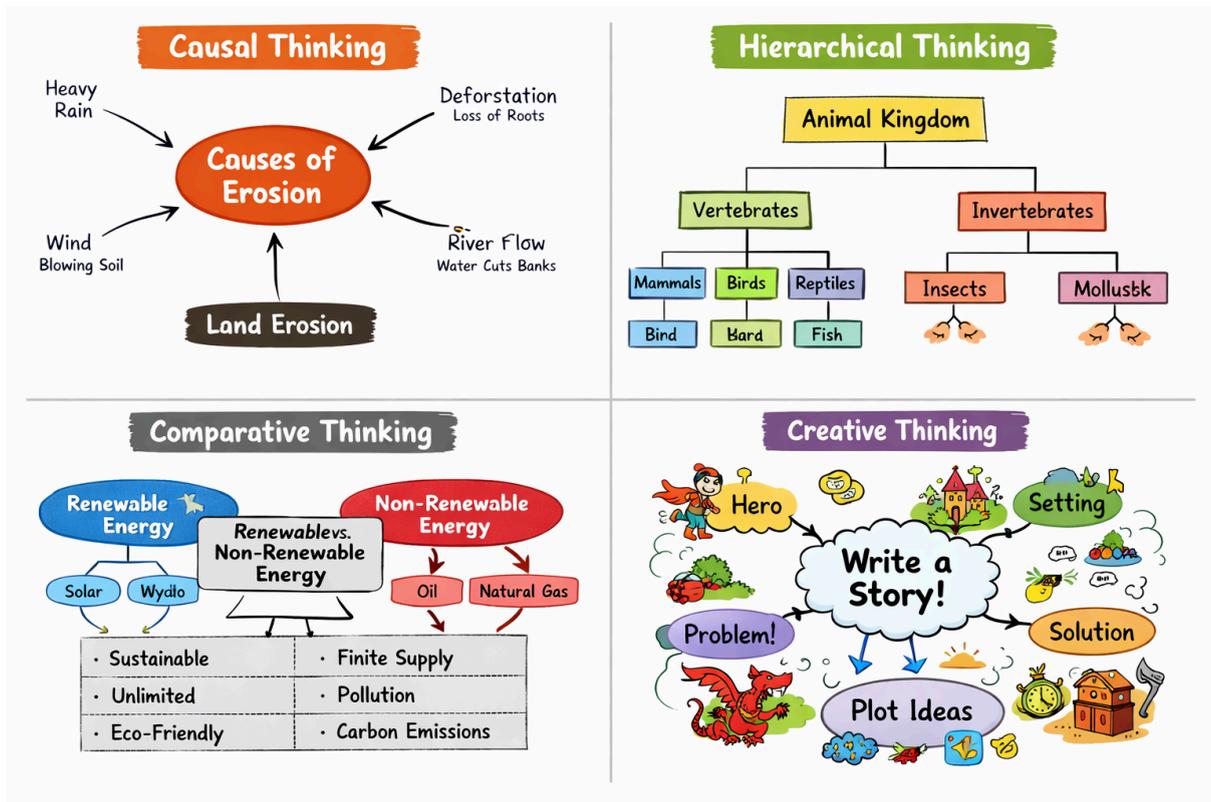
**Duration:** 10 min

**Activity:** “3-step reflection”

Students respond **orally or with a short written/drawn response** (SEN option: verbal response, drawing, or choosing from sentence starters).

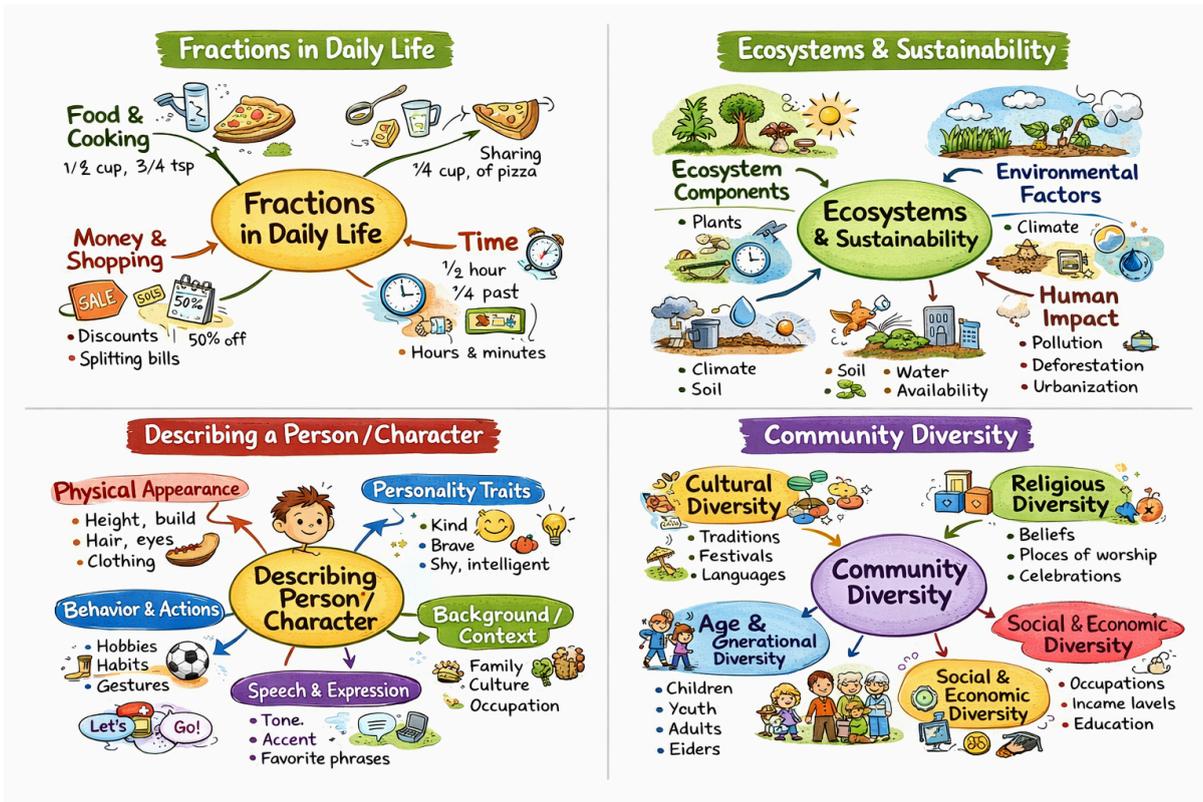
- Each participant writes on a sticker:
  - One new idea they are taking away/ One thing I understood better because of the mind map
  - One useful idea they heard from a colleague from another group
  - One way they will apply mind maps in their learning
- Stickers are placed on the “Reflection Wall.”
- The teacher summarizes: “Mind maps are not just pretty drawings—they are a path for students to structured yet creative thinking.”

Types of thinking Mind Map examples:



Source: chatGPT generated

Suggested solutions for various Subjects:



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