

MODULE 2

Class Title: Mind Mapping

Aim of Lesson: To practically teach mind mapping technique

Category: Life Skills

Lesson Format: Activity based Class with power point presentation & discussion

Material Needed:

Plain paper for all students

Pencils for all students

Sets of color pencils (can be shared)

Set of markers (can be shared)

What will you do in class:

Step 1:

Introduce and explain mind mapping. (slides 1-11)

Step 2:

Ask the students to make a mind map by giving them one word, eg: fruits (slide 13-16).

(This is to make the students understand that they can come up with interesting patterns for the mind map themselves by using their own creativity and imagination.)

Give them 10 minutes to do the mind map.

Step 3:

After the students are done, the teacher should take some/all mind maps and show them to the class and students should critique each others work.

Step 4:

Show slide 17 as one of the ways of making a mind map for 'Fruits'.

Step 5:

Continue with the presentation (slides 18-21). These slides will help trigger the imagination of students.

Step 6:

Ask the students to make mind maps of:

- Their family tree
- Plans for the coming week

(slides 22,23)

Step 7:

Collect mind maps and critique.

Transcription of class:

(Greeting to students) *Assalam alaikum wa Rahmatullahi wa Barakatuh*
(*Taooz*) *Aoodhubillahi min AsShaytanir Rajeem*
(*Tasmiyah*) *Bismillahir Rahmanir Raheem*
(*Du'a*) *Rabbish rahli sadri wa yassirli amri wahlul uqdatum millisani yafqahu qawli*
(Surah At Ta-Ha 20: Verse 25-28)

Teacher: So how's everyone?

Students: Alhamdulillah.

Teacher: Today we are going to do something quite simple. It's called mind mapping. Have you all heard about it? Does anybody know anything about it? No? No one has heard that name? You have?

Student: Yes, I think it's when you make a draft or something.

Teacher: Something like that. *Alhamdulillah*.

Student: When you brainstorm.

Teacher: When you brainstorm. Anything else you want to add?

Student: Put ideas together.

Teacher: Put ideas together, *Alhamdulillah*. Has anybody ever used a mind map? *Alhamdulillah*, what did you use it for?

Student: When you write a composition in language, you have to make a mind map.

Teacher: *InshAllah*, we'll just go over this thing and quite a few of you are familiar with what we're going to be doing. Those of you who are not, can learn from this class *InshAllah*.

Does anybody know who started mind mapping?

It was Tony Buzan; he's an American. He says that as a young child he had loved the idea of taking notes and learning. By the time he was a teenager, his thinking was getting into a mess and he began to hate anything to do with studies; especially note taking. He began to notice the extraordinary paradox that, the more notes he took, the worse his studies and memory became. He was losing interest in his studies. That is when he came up with his idea that instead of simply writing notes, he wanted his notation to be interesting. He wanted to enjoy taking notes and be able to recall his lesson when he looked at them. That is why he started mind mapping.

What are our objectives? Let's look at that:

- Introduction to mind mapping;
- How can mind mapping help you? We're going to look into that *InshAllah*.
- We're going to play an imagination and association game.
- We are also going to see 7 laws of making a mind map.
- Then you will be creating your own mind maps.

Just exactly what is a mind map?

A mind map is an organizational thinking tool. Like somebody said, it's used for brainstorming; someone else said it's for organizing and putting your ideas together; so it's all of these things. The best thing about it is that it's very simple. So now, let's see how to mind map.

This is a very simple mind map: suppose this is your day, what you do is you always start with the center and mark it as your day. Then you have got whatever you're going to do; you have your appointment with the doctor, you plan to go shopping for grocery or you need to go for your Spanish lessons, then you need to take the children swimming and you also need to call the plumber. These are the things that you need to do during the day and this is how you can plan them out.

Instead of just writing a boring list, this is one way of planning your day. Just like a road map a mind map will give an overview of a large subject or area. Can you see what it helps you to do? Instead of having a list, if you plan it by making a drawing; if you have that bubble diagram with you, it gives you an overview the minute you look at it. It enables you to plan routes or make choices and will let u know where you are going and where you have been. You can put together large amounts of data in one place with just a few words and symbols; you are able to bring a lot of information together.

It encourages problem solving by allowing you to see new creative pathways; when you have made one of these, *inshAllah*, you'll experience all of these things together.

It is definitely more enjoyable to look at and to read. What are the things that you need for a mind map? Can anybody tell? Yes?

Student: Pencil and paper.

Teacher: Yes, pencil and paper.

Student: Ideas.

Teacher: Ideas, absolutely. Anything else?

Student: Subject.

Teacher: Subject, okay, you mean topic.

Basically the first thing you need is paper, and then you need pencils or colours preferably, if available. Of course, your brain and your imagination. It is not very difficult to get all these things.

What are these mind maps used for? They can help you to be more creative, and they save time because they're very quick to make. Once you get the hang of it, they can be very quick. They help you to solve problems and also to organize and clarify your thinking.

Mind mapping helps you to pass exams as well because then you can make your notes very quickly and it helps you to remember better. You see the association; the small words and figures help you to remember things better and make your studying a breeze. It helps you to see the whole picture, plan and communicate. Finally, it also helps you to save trees.

Teacher: Can anybody tell me how can mind mapping help you to save trees?

Student: a lot of information can be put on less paper so we save paper which comes from trees.

Teacher: *Alhamdulillah*, very good. You see, when you're mind mapping, you are using less paper. So that helps to save the trees.

Now you have your brains *Alhamdulillah*, we all have them okay, so if we compare them to the library, a library has lots and lots of books in it. We have got different sections in the library right? Our mind also goes like that; our mind has different sections in it. Information is stored in our minds. But it's not like we can just go and pull it out from one of the sections. We can't do that. Our mind does it on its own. Allah (swt) has programmed it in such a way that the information gets stored in the right section, by itself. Then whenever needed, the information is accessed.

So now what we're going to do is, I'll be giving you some paper and pencils and I want you to use your imagination. Right now I've not given you steps, how to make a mind map. What you need to do is, I'll be giving you one word. Then you try to explain that word to me in whatever way, like that basic mind map that you saw? With the center bubble which has the topic. You put that in the center and try and explore it. Try and express that word through pictures and through whatever way you can think of. Okay? The word that I would like you to think about is fruits. Alright, so please I'm passing this paper to everyone

Student: We have to explain what it is?

Teacher: Yes. Whatever comes to your mind. Let's see if you can do it without any instructions because it is quite simple.

Student: Should we start?

Teacher: Yes, please start. Did everyone get a pencil?

Teacher: I hope nobody is going to just write the spelling, okay? What we are doing is, we are going to be mind mapping with the word 'fruits'.
Are you done? Okay, can I see what you've done?

Teacher: It's fine. You're also done? Who else is done? Alright, *Alhamdulillah*, very interesting ones, I must say. Very good, *MashAllah*.

The thing is that, most of you, most of you have used words; most of you are used to writing compositions so that's why I can see a lot of words. But there are a few people who have gone into images, and that is what we are going to see.

Mind maps become very interesting if you use images. They can be done very quickly. There is this one with images and there's another person who used a central image only and the rest was all write up. Then, some very interesting write-ups as well. OK, this is another one with images. There's another one here. I saw somebody's paper and it said *dada* (paternal grandfather) somewhere. I wonder what that was. I think it was you, so what were you trying to say, your *dada* gets them?

Student: No, like my *dada* (grandfather) is always asking, which fruits he should bring and fruits remind me of *Dada* so I wrote it.

Teacher: *Alhamdulillah*, you see she's opening up. When you are thinking, you're just thinking about fruits and then you start thinking about your *dada*. This is exactly what happens with mind maps; you don't restrict yourself.

You explored different ideas when you were thinking about a certain subject and some of them were very interesting; words like healthy, nurture, refreshing, yummy are what most of you have written. Among these is your *dada*. Some other words that have also come up are: unlimited, awesome, juicy, colourful, gift from Allah, sweet and sour, natural and pure, good for health, variety and food. *Alhamdulillah*, very good.

This is the one I was telling you about; this has a central image and then it is all written up on the edge, on the sides. Let's see what I found on the internet about fruits. It was quite interesting. See, there's a fruit basket in the center, and then there's a description of all other fruits.

How to make a mind map?

Now, I am going to share with you a small video *InshAllah*, which will tell us the steps of making a mind map. (Show video of how to make a mind map)

I hope everyone can see. The first step is that we have to start in the center. Whatever you are supposed to be doing, like writing up an essay, you use an image or picture for the

central idea. For example, in the picture that we saw, we were talking about the fruits so there was a fruit basket in the center. This person suggests that you use colour as much as possible. We don't have colours right now, so we are just using pencils, but you must remember that mind maps are supposed to be very colourful.

Now connect the main branches to the central image. What you are supposed to do is that you split the idea. Divide whatever you are working on, into the main branches, which lead to the central idea that you are going to be exploring; like we did in the fruit activity. your introduction, your title, whatever you are going to put in your essay, that is, the information that you are going to gather from various sources, you put all of that. Then the second level branch begins from the ends of the main branch. Once you have drawn the main branch, you further subdivide it into what the introduction is going to include, what the main theme will be, what will be the end etc.

The third level branch is from the ends of the second level branches and so on. The number of branches depends on how far you plan to explore the subject. How many branches you'll be having depends on whatever you're writing about or whatever you're exploring. The more images you add, the more colourful it will be; that will make it easier for you to remember also. This is all about association and making things together, putting them together, okay? The best thing is that you make your branches curve and flow, because when you do that, it becomes more interesting. Try to keep the use of words to a minimum; just use the keywords so they're easier to remember.

The last thing is the use of images. Wherever you feel you can add some image, do so, because it makes the mind map easier to follow and more interesting. Whenever you refer back to it, it's always more interesting. Now I'll be showing you a few examples of mind mapping.

Someone has planned their family events for the week. This is the house in the center; it's a happy house, which is going to have a lot of events. Then you have your days; Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday. The days are further split into activities. Like on Monday, the father has a business meeting and he has to take the children swimming. Then on Tuesday, the daughter has to go for piano lessons, and the son has an exam, while mother has to go for yoga and work on her presentation. Each day, everyone's activities are planned out. Here is another example that we can look at: when you're reading a book and you want to make a summary of it, mind maps can help you do that as well.

Student: Chapter wise

Teacher: Chapter wise, absolutely. You can do it chapter wise, you can do it theme wise. You can write about the characters, character wise. Just have different branches of the characters and then have their qualities listed, all of that can come in here. You can also plan for the future term. What are the things that you need to do? What are your plans, what are your commitments? What are your assignments? How do you want to go about them? So now, it's your turn. I would like you to take more paper now and make your

own family tree; not just your immediate family, let's see how far you can go. How many people can you remember? Do you need more paper? Who didn't get the paper? Start from the beginning.

Student: Should I start with myself at the centre?

Teacher: Alright, yes, that's a very good question. She's asking should she start with herself at the centre? I think you can. You can start with yourself or you can start with someone else. Everybody's going to think differently. That's the whole idea. Let's see how much of your family you know. Does anybody need bigger paper? Don't spoil this paper because on the back you have to do something else.

Student: Miss, I'm done.

Teacher: *Alhamdulillah*, very good.

Student: Do we have to write the name of the cousin?

Teacher: I think it's better to write the name.

Student: What about our *dadi* (paternal grandmother) and *dada* (paternal grandfather) names.

Student: Yes, my *nani* (maternal grandmother) has five brothers and they all have lots of kids and I don't know their names.

Teacher: *MashAllah*. So now you know how well you know your family. I can see some very interesting mind maps. We have ten more minutes, are you done? Okay, because we have ten more minutes and there's another mind map that we need to do.

Okay, I've got some people who have done their family mind map.

Most of you have drawn a tree, but there's one very interesting mind map somebody's making which is all images. I'm waiting for her to complete it.

This student has drawn a simple line diagram. This is a hierarchal diagram, Now, this girl has started with her *dada dadi*? Alright, and her *nana* and *nani* are there too, fine.

Please take your papers back because you'll be doing the other mind map on the other side. That's interesting you know the tree trunk and the branches thin out. This is very nicely drawn. See?

Student: How're you supposed to remember who it is?

Teacher: That's a good question, how will you remember who's who? She'll probably write the names later, that's what she was probably planning to do, right? Very good, *MashAllah*.

This is another interesting one. She's made a house in the center, see? Even small, simple images can work wonders. You have made a house on the tree, *Alhamdulillah*.

Teacher: Okay, very nice, another very interesting idea. What she has done is, she has made the branches, and she has made the ovals with the hair and she has put the relations inside the ovals, the names. That's an interesting idea, very good *MashAllah*.

Alright we just have five minutes, you want to try doing the other one? For the other one you need to plan your week.

Teacher: You have to plan the coming week. Plan your week starting tomorrow.

Student: We have to do only Friday, Saturday, and Sunday, like the rest of the week we have left?

Teacher: Yes, you can you can start from Saturday and go on to Friday.

This is very interesting, what she has done is, she's got a central strip with all the dates; Monday, Tuesday, Wednesday, everything is there, and then she has done the branches. See?

One thing, just for your information; *InshAllah* next week we will be doing Surah At-Teen, okay? We will be applying the mind map to the surah. Okay? *InshAllah*. Alright everyone, times up.

Du'a for end of a gathering) *Subhana Rabbika Rabbul Izzati 'amma yasifun wa salamun 'alal mursaleen, walhamdulillah Rabbil 'alameen*

(Parting salutation to students) *Assalam alaikum wa rahmatullahi wa Barakatuh*

Note: Mind mapping was used to explain Surah At Teen the following week. Transcript of that class with detailed mind-map in scripture folder