



## **An Introduction to *Mind Mapping***

**Mind Mapping** is a creative and critical thinking strategy which helps students to organize information visually by illustrating how they connect main ideas and supporting ideas. While the ideas and information illustrated may be similar, each mind map is an individual creation. The benefits of Mind Mapping help the student to recall and record information more rapidly and effectively.

### **ACTIVITY** (time required: 60-90 minutes)

1. Share examples of MIND MAPS with students, and explain that Mind Maps are similar to webs but use color, words and pictures to express ideas. *Mapping Inner Space* by Nancy Margulies is an excellent resource for this. Also share and discuss examples of symbols, small drawings, and innovative ways to write words.
2. Use the following guidelines to focus your introduction of Mind Maps:
  - m. As you develop a mind map, place the central idea in the middle of your paper. Write supporting information, connections, or creative ideas on the “roads” that come out from the main idea.
  - n. Find interesting ways to illustrate the roads between the main idea and supporting ideas. Students should try to think of symbols or pictures that relate to the map to create the connections.
  - o. Sketch your mind map in pencil first, then use crayons or colored pencils to make your mind map memorable. If markers are used, they work best for drawing lines and outlining.
  - p. Let ideas flow and record them on the Mind Map as they relate to the central theme. If students need to review content materials, establish a fair amount of time (a 90 minute block is suggested) to allow the connections to flow naturally. Students should never copy information from a book as this is a map of THEIR thinking.
3. Explain to students that they will be creating Mind Maps illustrating themselves. (Hint: This can be a nice “get-to-know-you activity” for the beginning of the year and looks great on students’ desks at Back-to-School Night!)



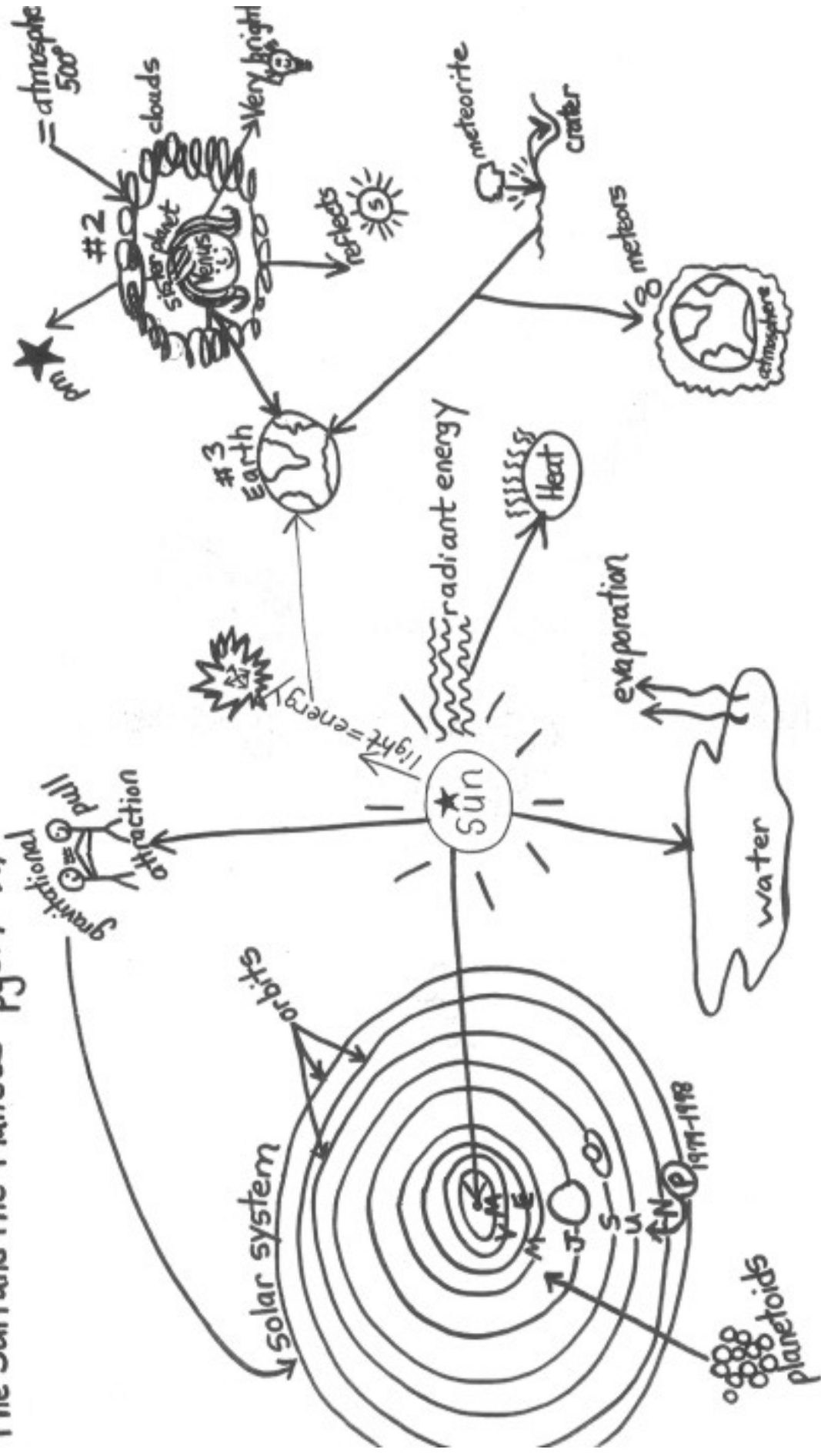
## Mind Mapping Guidelines

1. Start in the **center** of the page with the topic idea.
2. Work outward in ALL directions.
3. Keep between FIVE and SEVEN groupings in each cluster.
4. Use **keywords** and phrases.
5. Use **color** and **symbols** or **pictures**.
6. **Print the words.** Use CAPITAL letters for main topics.
7. *Put the words on the lines*, not at the end of the lines.
8. Use one word per line.
9. Make a pattern.
10. Use arrows, colors, designs, etc. to show connections.
11. Use **personal codes** for fun and effectiveness.
12. Build at a fast pace.
13. Be **creative** and original.
14. Have fun.

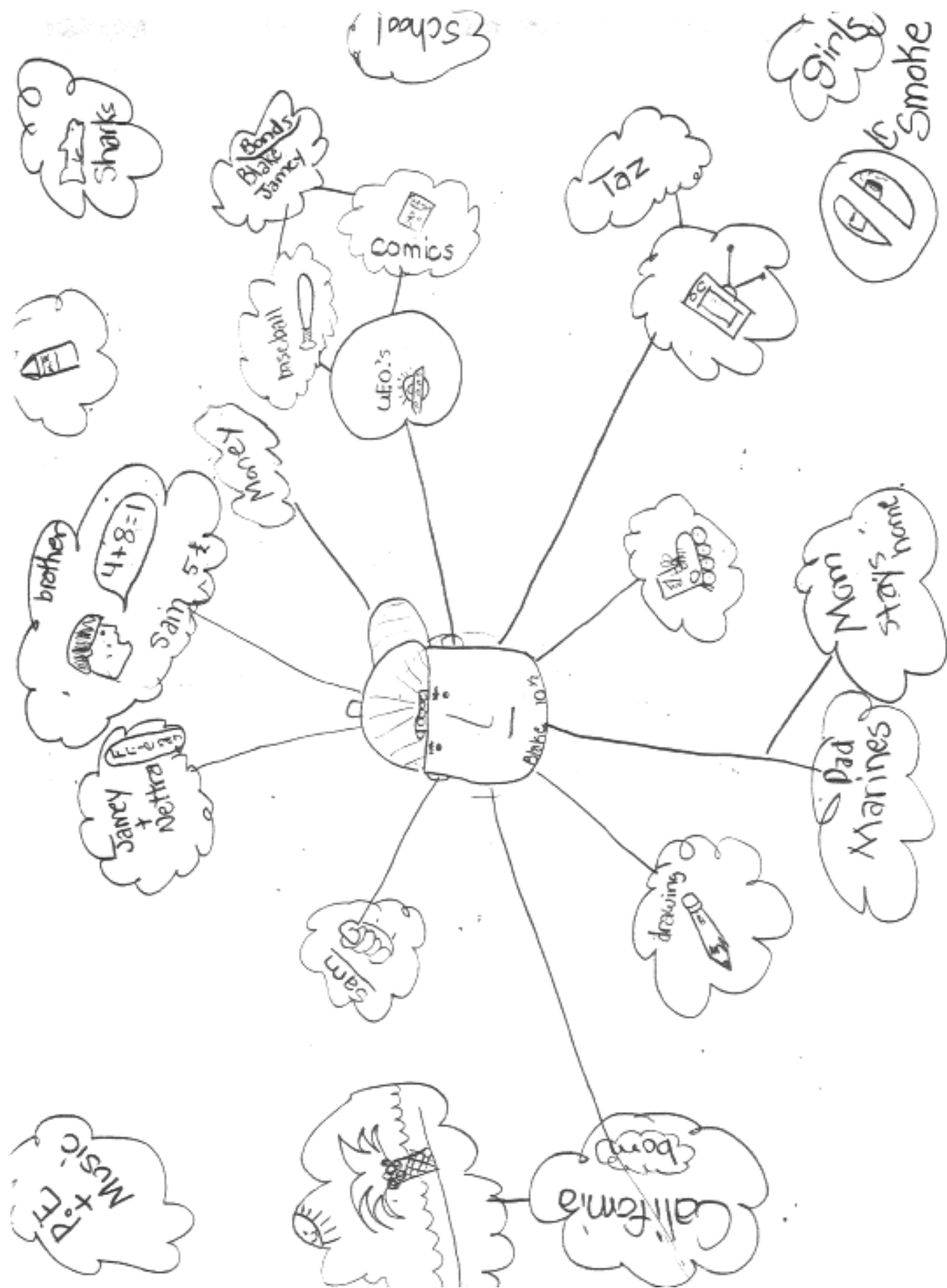
Steps form *The Brain Book* by Peter Russell reprint in *Seven Ways of Knowing* by David Lazear. Also based on *Mapping Inner Space: Learning and Teaching Visual Mind Mapping* by Nancy Margulies, Nusa Maal.

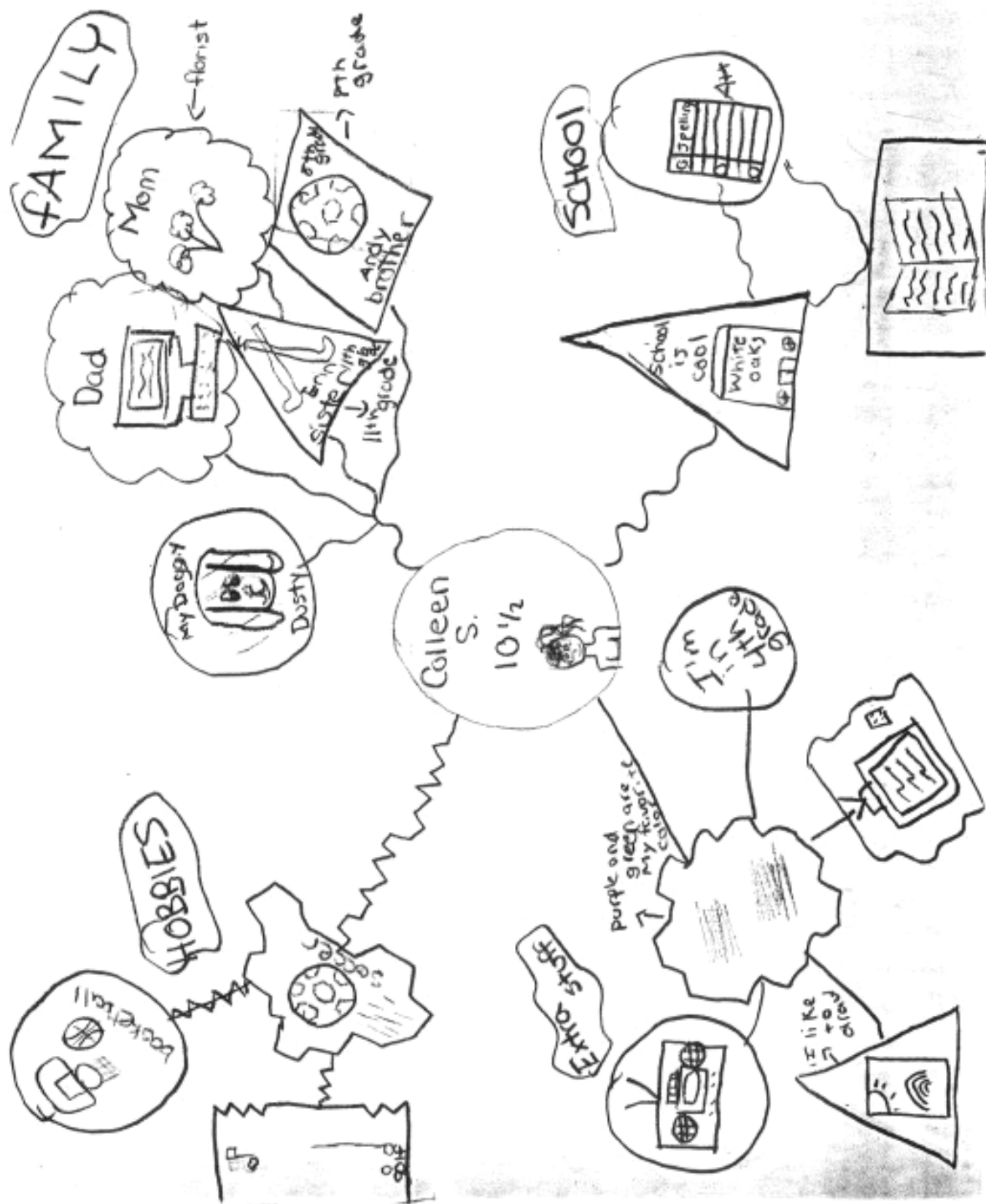
# Examples of Mind Maps

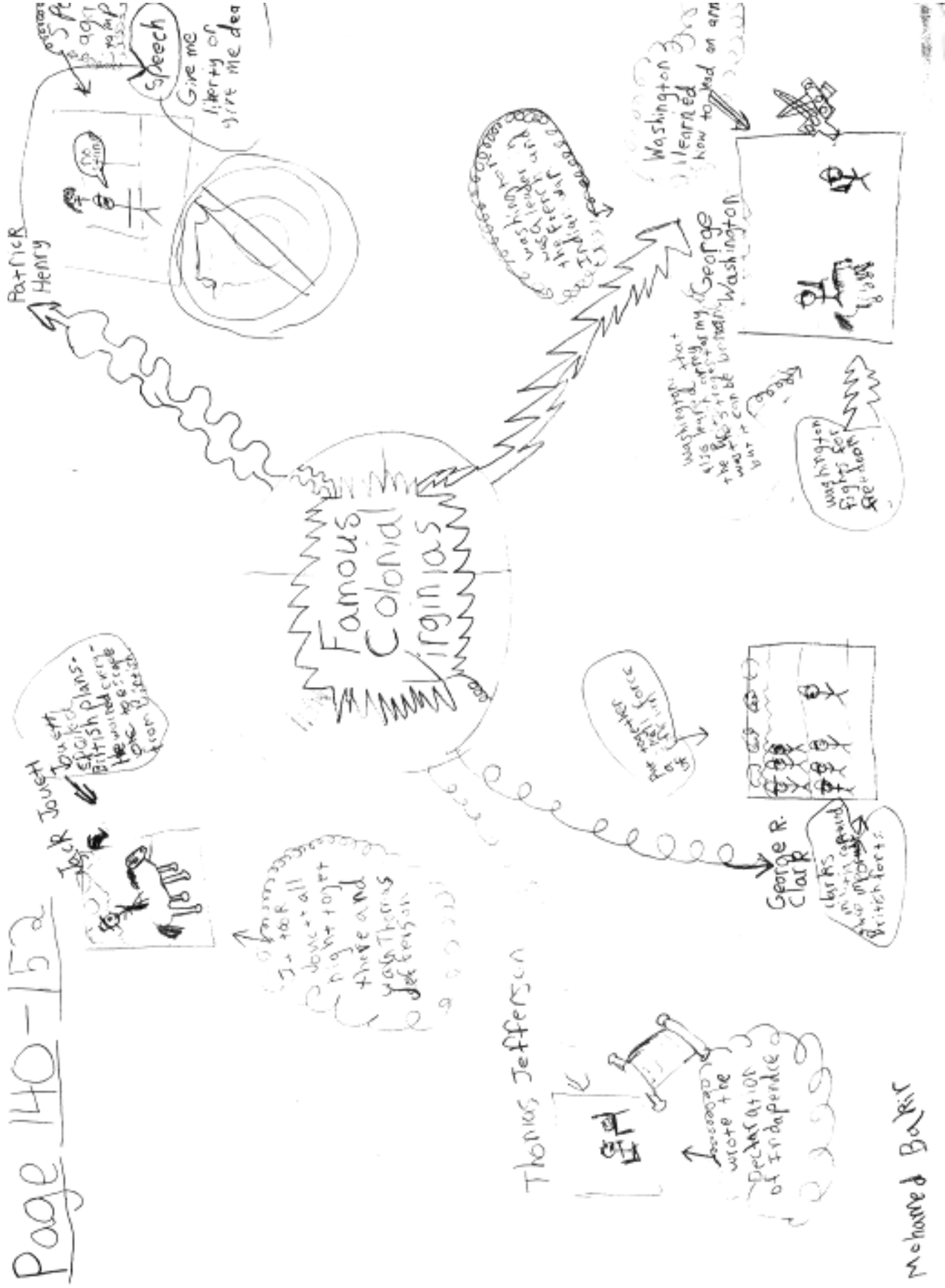
## The Sun and the Planets pgs. 7-27



by: Mrs. Lawrence







## 7 Intelligence

## MEMORY

Vector/Linguistic



Visual Special!

Body/Kinesiology

**Erin**

A collage of colorful, hand-drawn elements. At the top left is a small brain icon. Below it is a lightbulb icon. To the right of the lightbulb is the text 'a lot of info!' in a playful, handwritten style. Below the lightbulb is the word 'CEREBELLUM' in large, bold, pink capital letters. To the right of 'CEREBELLUM' is a small, green, stick-figure-like character with a lightbulb for a head. Below the character is the word 'CEREBELLUM' again, but in a smaller, brown, textured font.



**FRONTAL LOBE**

Ch. 11. 100

## Occipital Lobe



Maximum Number  
2000

Final

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Hand

Left Brain

Emotions

## REPTILIAN BRAIN



2000

## Right Price

Center Thinking

一、



left side of the

