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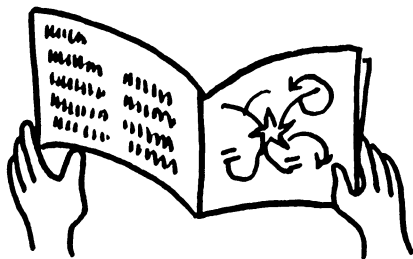
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Introduction

Mind mapping is a revolutionary system for pouring ideas onto paper. Through mapping, teachers and learners can enhance their thinking skills and become more freely creative. Using a central image, key words, colours, codes, and symbols, mind mapping is both fun and fast. It is rapidly replacing traditional note-taking and outlining in schools and workplaces throughout the world.

The process of mapping is very simple and can be introduced to anyone from five-year-olds to older adults. The trick in using mapping effectively is to practise the skill until it becomes automatic. For many of us, the traditional style of writing ideas in linear fashion, using one colour on lined paper, is a deeply ingrained habit. Retraining the brain to draw ideas radiating from a central image takes practice and patience. However, once you have the basics of mapping, the obvious benefits will lead you to use this technique any time that you want to put ideas on paper.

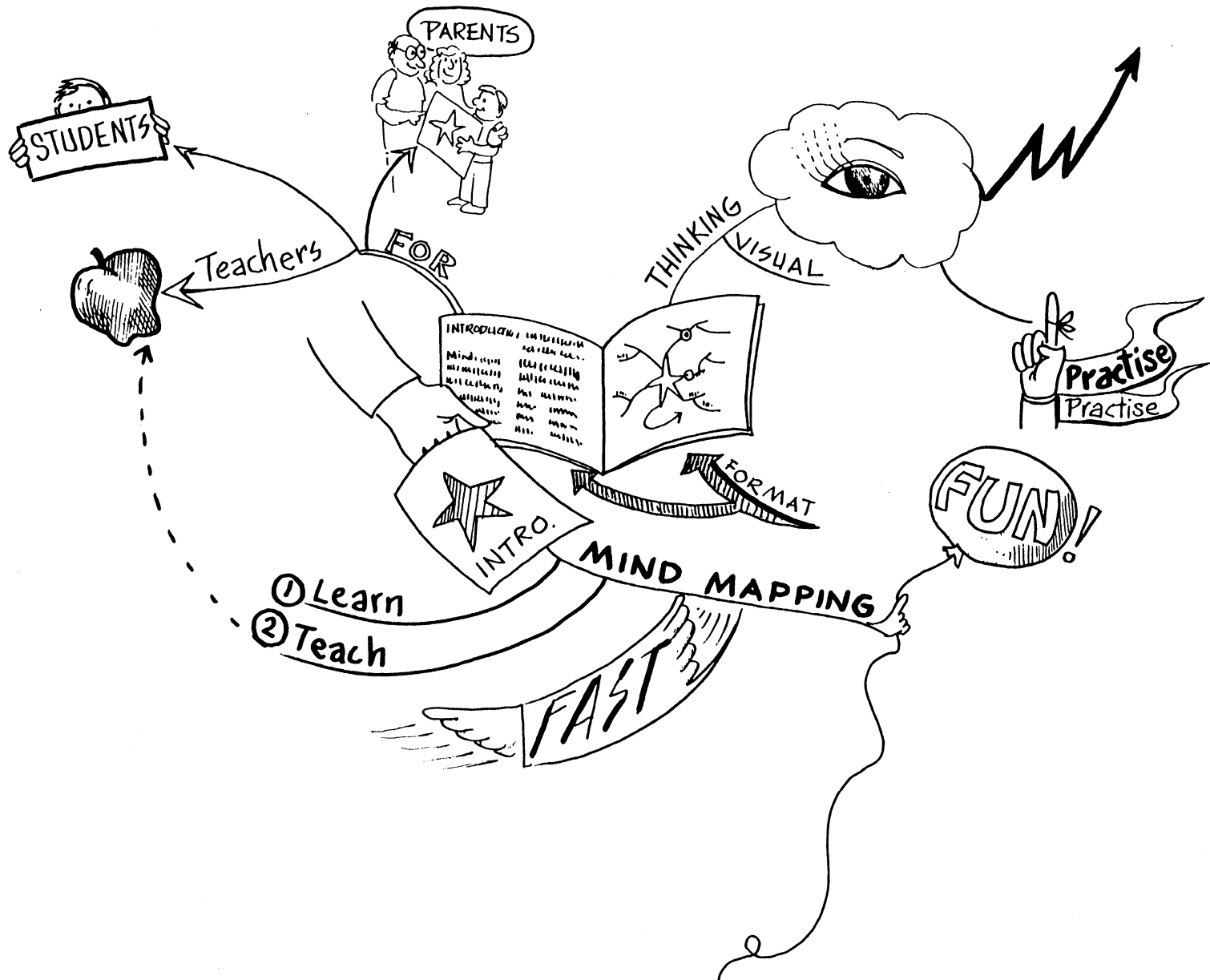
This book is for everyone: teachers, students, parents, and children. It is based upon the principle that the best

society is one in which education takes place everywhere, not just in schools. *Mapping Inner Space* is for the learner and teacher in each of us. For the teacher, the best approach to acquiring this new skill is first to learn it and then to teach it. After you have begun to map, you and your students can begin to create your own varieties and applications. Feel free to develop and share new ideas, forms, and applications. Think of mapping as a flexible, evolving system with unlimited potential — like the uncharted inner space of the human mind itself.

We have included a mind map for each page of text. In some cases the map will serve as an example of one of the uses of mapping; in other cases the map will contain all the information that is presented on the page opposite it. Some of the maps can be photocopied as handouts for your students. In other cases you may wish to add your own colour to the maps by highlighting the elements that you want to emphasize or remember. You can also use coloured felt-tip pens to add your own ideas to the maps.

Using Mind Mapping

Visual note-taking has been around for a long time. It is seen in the cave paintings of primitive people, in the hieroglyphics of ancient Egypt, and the notes and sketches of such great thinkers as Leonardo daVinci and Michelangelo. Left to their own devices, most children



sketch and doodle while listening to new ideas. Before we establish language, we visualize pictures in our minds and link them to concepts. Unfortunately, we often block the creative channels by training children to write only words, monochromatically on lined paper. Now that educators are aware of the value of nurturing thinking skills and creativity, we can employ systems such as mind mapping that do not restrict, but rather, promote creative thinking.

You will notice that a mind map allows you to record a great deal of information on one page and to show relationships between various concepts and ideas. This visual representation helps you to think about a subject in a global fashion and lends to the flexibility of your thinking. On a map you can literally see the structure of the subject in a way that isn't possible with outlines. The variety of maps presented in this book is only a beginning. Once you learn to let your ideas and associations flow freely, you will no doubt create your own maps of uncharted territories.

Take a minute right now to recall the last time you had to prepare a speech or document. How easy was it to get started? How did the process flow? When creating an outline, one has to wait until the first idea, Roman Numeral One, has appeared. The next thought must follow in exact order and be a subset of Number One. Of course, our brains don't work that way. We have numerous thoughts, images, mental pictures, and

impressions occurring at the same time. Linear note-taking systems such as outlining simply can't keep up with our complexity of thought. Mind mapping does.

Many Applications

For teachers and parents mind mapping has some special applications. Aside from your own study, planning, and brainstorming, you can introduce your students or children to a study skill that will enable them to create an overview, take notes more efficiently, review for tests, and create visual records of their own ideas as well. I have found mapping extremely useful for presenting children with new ideas in context.

In mind mapping, many people can contribute their ideas to one map. For example, a family might plan a holiday together in the form of a map that includes the wishes and suggestions of each family member. In a classroom you can map any discussion, including negotiations, plans for a special project, or a group review of a topic you have just studied.

In addition, mind mapping is helpful to children who are deaf and use sign language, which has no written component. Mind mapping provides these children with a means of recording ideas on paper, even though they are not fluent in written English. The language that is natural for children who sign is highly visual and conceptual — so is mind mapping.

Mapping is also extremely useful for dyslexic

The First Phase: Generating

This phase of mind mapping, recording all ideas that occur to you, can be thought of as personal brainstorming.

■ Once the topic is selected, draw a picture or symbol that represents the topic. Place the image in the centre of the paper and keep it fairly small so that there is still plenty of room left for the ideas you will be recording. (Notice the size of the central image in the maps in this book.) When you draw a symbol and wonder if you will be able to remember later what it represents, write a word or two next to the picture.

■ After you have drawn a central image, let your mind freely move to any association to your topic. Use several colours and add dimension if possible. Remember that this map is for you. The drawings should help you remember your topic, but they don't have to be great works of art.

■ Use key words in your mapping. Although it is sometimes difficult, try to put no more than one word on a line. This will assist you in developing the habit of paring down your notes to the truly essential elements. Beyond that, when you put only one word on a line, you can easily branch out, adding other words that you associate with the first word. From those words you may generate more words until you have branched out in many directions from the initial image. The words that

you select will be ones that convey the most information. Obviously, words such as “of, the, it”, and, “an”, are not key words (unless you are mapping a plot for “The Day IT Ate Cleveland”).

Symbols that come to your mind as you generate ideas can be used either with key words or instead of them. Many people have trouble thinking of images at first or worry that they can't draw well enough. I advise students to make a quick sketch of a symbol idea, or leave a space so that they can return later to draw a symbol. As a practiced mind mapper, I have found that it is often faster for me to draw an image than it is to write the word.

Keep in mind that symbols can be developed for concepts, not only as substitutes for single words. (If you are absolutely stuck and can't think of a symbol for your central image, just draw a shape or cloud in the centre and return to that space later to create an image.) After practising mind mapping and reading the chapter on symbols, you will find that drawing symbols comes more easily. A drawn image is highly memorable and can call to mind a wealth of associations. That is one of the reasons it is best to stick with as many symbols as possible.

■ If you are making a map about your summer plans, you might have a sun and a boat as your central image, like the one on page 17.