

## MINDMAPPING (CMap / bubbl.us)-BASED TASKS

Brainstorming and vocabulary expansion

<b>TARGET GROUP</b>	B2 to C1 students, any age
<b>CONTEXT</b> (Ex: in class, online etc.)	Blended learning environment
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Enriching vocabulary related to water and its usage in the contemporary world.</li> <li>• Learning to organize one's thoughts and ideas by means of mind mapping.</li> <li>• Learning how to mind map with others.</li> </ul>
<b>TOOLS AND RESOURCES</b>	<ul style="list-style-type: none"> <li>• A mind mapping tool (<a href="#">CMap</a>, <a href="#">bubbl.us</a>)</li> <li>• A projection tool or a whiteboard</li> <li>• Internet connection if you use bubbl.us</li> </ul>
<b>CONTENT</b>	<p>Write 'water' in the centre of the mind map. Ask your students to imagine they don't know anything about water. What kinds of questions might they ask to understand its qualities and uses?</p> <p><b>Here are some possibilities:</b></p> <p>What does water look like? What does water feel like? What does it smell or taste of? What are its uses? What are the sources of water? How does water behave? As they suggest these and other questions, capture their main ideas in the form of key words. Write these around the central word 'water' and draw a circle around them. Some examples might be 'sources', 'taste', 'uses', 'behaviour', etc.</p> <p>Now choose one of these ideas and create sub-topics around it. For example, if you take the idea 'Uses', gently probe further to get the students to suggest ideas such as drinking, washing, transport or irrigation. These words, each in its own circle, should then be written around the word 'uses'.</p> <p>At this point you may wish to introduce a further set of concepts around one of these sub-topics. The sub-topic 'drinking' lends itself to concepts such as 'purification'. You could also invite ideas relating to other main 'branches', such as 'sources', encouraging your students to expand their thoughts and suggestions. Now ask your students to work alone, in pairs or in groups, and create their own versions of the water mind map, adding more ideas and branches to each sub-topic. Give them up to 20 minutes to do this activity. Once your students have understood how to make a mind map, you can introduce the added complexity of inserting and labelling linking phrases. You might wish to do this in a subsequent lesson, if time is short.</p> <p>Using the starter mind map on the board for reference, ask your students to suggest words or phrases to connect the main ideas to the sub-topics by considering the nature of the connections between them. These connections may be overriding organisational themes, or just specific micro-relationships. You may need to give your students an example or two to guide them with this. Ask your students to return to their maps and add further linking lines between ideas that connect. Ideally the students should use a different colours to draw their linking lines, and write the connecting phrases between them. Suggest that they may add as many additional concepts as they wish to make their maps unique and personally meaningful, and stress that there is no one 'correct' answer. Once the mind maps are complete, ask the students to share their maps with their classmates so that they can reflect on the different ways that they have organised and connected the information.</p>

## ASSESSMENT

### EVALUATION OF STUDENTS' WORK

### TEACHER SELF-EVALUATION OF THE ACTIVITY

--	--

## ADDED VALUE

(Increase in value created by the use of the ICT tool)

- Concept maps can be easily exported and shared online between students and teachers.
- If teachers choose to use CMap, pupils can synchronously collaborate on the same maps.

## POTENTIAL CHALLENGES

Not all students may have access to computers in the classroom, in that case, organize it as a group work.

Source: [Open.edu](https://open.edu)