

# LESSON PLAN 4

## MIND MAP



### ABOUT THE LESSON PLAN

**DURATION:** 60 minutes

If the group needs more time, the lesson can take longer as an educator should go around, and listen to support the groups actively.

Resources – markers (different colours), flipchart, sticky notes; whiteboard; easy-flip foil

More visual resources can be added to the mind map in the form of small cards prepared by the teacher beforehand.

### OBJECTIVES

The exercise aims to create family of words basing on the selected topic in a way which facilitates learners the process of memorizing words and expanding a vocabulary range. It also develops critical thinking and problem-solving skills. This type of exercise is also a good opportunity to practise particular parts of the speech.

### LEARNING OUTCOMES:

Learners will be able to think abstractly and develop a system of associations to facilitate the process of memorizing the words.

Learners will learn lots of new vocabulary substantively connected with a selected topic. Learners will be able to revise/ consolidate vocabulary which is very relevant/ essential from their point of view.

Learners will elaborate on their own simple memory tips and tricks to pick up a language more effectively.

### LEARNING CONTENT

EDUCATOR will be a language instructor and will guide learners through a wide variety of topics. They will instruct learners on how to prepare a mind map rich with useful vocabulary.

*Mind map - a diagram in which information is represented visually, usually with a central idea placed in the middle and associated ideas arranged around it. Having chosen the main topic, learners write down different words they associate the topic with on the board/ flipchart paper or put simple sticky notes in a scattered way. Students look for vocabulary on their own, they create tasks basing on the vocabulary. They try to find the most useful words in a given field.*

MIND MAP (in pairs/ small groups)

Stage 1

Learners create a mind map on a large piece of paper attached to the wall, or they can use easy-flip foil, which they can write on with a marker and then wipe it off.

Stage 2

Pairs / groups change their positions/ seats, come up to another memory map and write down additional words, thus developing a given mind map.

Stage 3

Learners change their seats again. Students check if they understand the meaning of the words, and then each student describes one branch of the mind map using all the words written. All unknown words are explained precisely.

Stage 4

Learners change their seats again. One student gives the definition of any word from the map, the rest of students in pairs/ groups try to guess which word is being described.

MIND MAP (individually)

Stage 1

Each student creates a mind map related to the chosen topic on a large piece of paper. When they finish conceptual work, they hang it on the wall.

Stage 2

Learners come up to any mind map and try to add as many additional words as possible within a minute (it is worth using a different colour so that it is easy to see which words have been added). In small groups, students take turns until they reach their mind map. They analyze what words were added by particular group members.

Stage 3

On the next lesson students approach any mind map and use it to prepare one lexical exercise. They write this exercise (and the answer key) on a piece of paper that they hang it next to the mind map.

Stage 4

Learners analyze the rest of mind maps, do an exercise/ task in their notebooks and check the correctness of their answers.

## RESULTS

- development of mind maps on various topics the given community desires to cover
- elaboration of some word-building tips (if applicable)
- some visuals/ graphs of the most difficult vocabulary prepared by learners with manual/ artistic abilities and hung on the information board;
- post-it notes with the most difficult words
- development of memory techniques
- increased capability of retention of information

## TIPS FOR FURTHER READING

Author's content (EDUCATOR – as an instructor and guide of vocabulary content).  
Learners are also authors of lexical tasks/ exercises.

## HANDOUTS

See Handout 4 An example of a mind map