



LESSON 3

SEEING THE BIGGER PICTURE



Overview

In this lesson students are introduced to an important skill for creative problem solving: mind-mapping. Students engage both sides of their brain to think beyond themselves by practicing creativity as a foundation for developing their project focus, or Big Idea.

TIME: 27-47 MINUTES

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

KEY ICONS



Objectives

Students will be able to:

- ✓ Examine various needs in society at the school, community, national and global levels.
- ✓ Investigate the benefits of using mind maps.
- ✓ Practice using a mind map.

Materials

- ✓ Computer with internet, projector and screen
- ✓ Optional: *Example Student Project* video of choice
- ✓ Optional: *How to Mind Map* video (see Educator Resources/Suggested Videos online)
- ✓ **Handout: Mind Map Examples**
- ✓ White board and markers or poster and pens
- ✓ Colored pencils or markers for students
- ✓ Blank copy paper, one per student

Preparation

- ✓ View selected videos in advance and have them cued up before class.
- ✓ You may choose not to print out the **Mind Map Examples** handout and instead project them on a screen.

Ideas for Supplemental Learning

- ✓ Find additional examples of mind maps through a Google search or show examples from students from past years.
- ✓ If students are well versed in mind mapping, choose to spend more time previewing past projects, looking at current events or community data to learn more about the pressing social issues that surround them.
- ✓ Bring in someone from the community (or a BIP alumni!) who can share about different needs in the community and/or world to encourage the students to think about new needs they may have never heard of.
- ✓ Before the next lesson, have students do a personality assessment to see which type of teammate they work best with.



Optional Video: *BIP Project Video*

4 MINUTES

- ✓ Choose an example of a former Big Idea Project student video from www.bigideaproject.org or your online resource library.



Book, Brick, Bat

"Take out a piece of scratch paper and a pen; it's time to get your creative juices flowing."

- ✓ Explain the instructions for the activity:
 - You will list one object. They will have 30 seconds to write down as many uses for the object that they can think of.
 - After the 30 seconds are up for each object, have the students call out the different uses they came up with.
 - Wait until you have shared the ideas for using the first object before you share object 2.
- ✓ Objects in this order: book, brick, bat.



Using Mind Maps

5-7 MINUTES

"For your Big Idea Project you get to come up with an issue you would like to solve that you care about. I won't tell you what you have to do. I guarantee there are many issues you don't know exist. It takes creativity to open your mind and see the world from new perspectives. Mind Mapping is proven to increase creativity."

- ✓ **Hand out Examples of Mind Maps** or project them on a projector instead.
- ✓ Ask students to get into pairs for Think/Pair/Share.
- ✓ Ask: "From looking at these examples, what do you think is the purpose of mind maps?" Give them 2 minutes to discuss in their pairs.
- ✓ Ask pairs to share a few answers that were discussed. Take 2-3 and then move on.

Possible answers:

- To write down ideas in a creative way
 - To use color and pictures to describe ideas
 - To write down ideas that seem scattered in a way that doesn't force them in a box
- ✓ Point out the organization of mind maps: they usually look like an octopus with arms, or subtopics and details, around a main idea. The arms can be linked and tangled.



Optional Video: *How to Mind Map*

- ✓ If your students don't have experience with Mind Maps, this humorous video is highly encouraged. This video and others can be found in Educator Resources/Suggested Videos.



Introduction to Mind Maps, Continued

3-5 MINUTES

- ✓ Hand out 2 post-it notes to each student while the video is playing. (If you choose not to play the video, continue with class discussion.)
- ✓ Lead students in a quiet brainstorm. Ask: "What do you think are some of the benefits of mind mapping?" and have them write their answers on their post-it notes and stick them on the board or flip chart at the front.
- ✓ Then read aloud some of the answers.

Possible answers:

- This is how our brains naturally think.
- They inspire greater creativity, especially because of the use of pictures and colors
- I am encouraged to explore new ideas.
- I don't have to use a computer.



Brainstorming Social Needs

15-20 MINUTES

"Now we will use a mind map to explore different social needs facing our community and world."

Independent Mind Map

- ✓ Hand out blank paper and colored pencils/markers to students
- ✓ On a poster you have up front, draw out the mind map template below as an example of what you want students to use. Ask them to draw it on their papers too.



- ✓ Have students 'brain dump' all the needs they see in the world using colored pencils, drawing, writing, but put less emphasis on pictures and more on recording as many ideas as possible.
- ✓ Give students 5 minutes to complete their mind maps.

Share with a Partner

- ✓ Direct students to share and discuss their mind map with a partner. Give them 5 minutes.

Class Discussion

- ✓ Create a class mind map. On the poster, personally record or have students add their answers.
- ✓ Keep this mind map on the wall all semester as a visual reminder of the variety of problems that exist and to help them think beyond themselves.