Teacher's notes

Brainstorm

Warm up

Introduce the idea of word association. Write the following on the board:

internet → mobile phone → games → fun → . . .

Have students suggest the next word. Work around the classroom, and encourage speed. Explain that there are no right or wrong answers, but that you are getting ideas flowing. Once you have a few more words, put the class into small groups and have the students do the same activity in their groups, using different prompts.

Using the Factsheet

There are three possible ways to use the factsheet:

1. Give students the factsheet before the lesson, so they can read it at home and come to the lesson prepared to do the Worksheet. If you use this approach, start the lesson by checking that all students have read and understood the factsheet and answer any questions.
2. Give students the factsheet at the beginning of the lesson and start by working through it with the students.
3. Focus on the worksheet in the lesson, then give students the factsheet at the end of the lesson, so they can take it home and keep it as a reference or revision tool.

Theory to practice (Factsheet)

Students' answers will vary. Make sure they mention some of the following points.

Suggested answers

There are no right or wrong answers but students might mention any or all of the following:

1. Putting boxes around text keeps it tidy and fenced off from other text. It can be used to designate a key idea. For example, particularly important ideas might have a star shape around it. Colour can be used to link ideas which are on a similar theme but which emerge from different parts of the mind map.
2. Text often appears inside boxes, for main ideas, and along lines for linking ideas or questions.
3. Usually, mind mappers use the one- or two-word prompts to express ideas, but sometimes longer sentences are needed, for example to ask a specific question.
4. Capitals are often used to prioritize an idea. When a smaller idea branches off from a larger one, much smaller letting is often used in order to fit in the space.

Using the Worksheet

Practice

1 **In pairs, think of four things you need to do before you write an essay.**

- Put the students in pairs and have them read Exercise 1. Give them three minutes to discuss what they do before writing an essay, and then have them call out their ideas. Elicit the four stages of essay preparation – *collecting ideas*, *researching*, *planning and drafting* – and write them on the board.
- Explain that 'brainstorming' means writing down all your ideas on a topic quickly, and should always be the first stage by which to collect your ideas when preparing to write an essay.
- Draw attention to the essay question, and check for understanding. Ask what social media platforms they use. They might come up with: *Facebook*, *Instagram*, *Twitter*, *YouTube*. If students show a lot of enthusiasm, do a quick show of hands of who uses what.
- Explain to the class that over the next few lessons they will work through all the stages from first getting an essay question, to writing the final draft.

2 **Take a piece of paper and divide it down the middle. Put a plus (+) symbol on one side and a minus (-) symbol on the other. Write *social media* in the middle of the paper.**

- Put a plus (+) symbol on the left-hand side of the board, and a minus (-) symbol on the right-hand side. Write the words *Social media* in the centre of the board and draw a box around them. Have students do the same on a piece of paper.

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- Explain that the students are now ready to brainstorm their ideas about the effects of social media on young people. Point out that they should write positive (+) effects towards the left-hand side of the paper, and negative (-) effects on the right.

3 **In ten minutes, write down all your ideas about the effects of social media on young people.**

- Draw students' attention to the **Tip**.
- Get the students to brainstorm their ideas. Reassure them that all ideas are good ideas at this stage. Walk round the classroom, encouraging speed over accuracy, spelling and quantity over quality.
- When most students seem to have stopped writing, give the class 30 more seconds to finish up. Do a quick show of hands to see how many ideas they came up with.
- At this stage, students will have something like the following:

4 **In pairs, compare your brainstorms from Exercise 3.**

- Put the students into pairs, and have them work through the questions on the worksheet. Encourage them to look up any difficult words or phrases, if they can't help each other, and add the English to their sheet. Walk around the class, helping out where you can. Model the pronunciation of any new words or phrases.
- Have the students share their brainstorm sheets and explain a few of their ideas for two or three minutes.

5 **Before you begin your mind map, decide:**

- Explain that the next stage is for the students to organize their ideas into a more useful form. Refer students to the ***Theory to practice*** section on the ***Factsheet*** (See suggested answers above.) and get them to search online for mind maps (if they have not already done so).
- Focus students on the questions on the ***Worksheet*** about the use of lettering, etc. Emphasize that there is no right or wrong way to prepare a mind map. It's a matter of personal preference.
- After a suitable amount of time, have a classroom discussion about the questions.
- Give the students a few minutes to decide on their own approach to mind mapping. Point out that mind mapping is a process and students' initial approach will probably evolve as they create their mind maps.

6 **Using your ideas from Exercise 2, create your mind map on a clean piece of paper.**

- Get the students to organize their ideas from their brainstorms into a mind map.
- Walk around the classroom commenting on the students' work, and asking questions about their approach. Encourage creativity and the free flow of ideas. Allow plenty of time for this activity.
- When students seem to be flagging, bring the activity to a close. Point out that students will be able to add to their mind maps later.
- By the end of this activity, students will have created something like the following:

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Reflect

7 **Think about the brainstorming and mind mapping processes. Answer the following questions, and make notes.**

- Encourage students to reflect on their own brainstorming and mind mapping processes by answering the questions in Exercise 7.
- After a suitable length of time, encourage them to share their thoughts with their partners.
- At the end of the lesson, have a whole-class discussion about the processes of brainstorming and mind-mapping.

Integrated skills

- Before contributing to a discussion – in a seminar, for example – students may find it helpful to brainstorm their ideas in readiness for speaking.
- Mind mapping can also be used as an efficient note-taking technique while listening to a lecture or talk to note key ideas and the links between them.

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