

Mapping Inner Space

Second Edition

Foreword by Margaret J. Wheatley



Nancy Margulies
with Nusa Maal

LEARNING AND TEACHING VISUAL MAPPING

Mapping Inner Space

Learning and Teaching Visual Mapping

Nancy Margulies

with Nusa Maal



Crown House Publishing
www.crownhouse.co.uk

Mapping Inner Space
Learning and Teaching Visual Mapping

Grades K–12 and adult
© 2002, 2004 Nancy Margulies

Editing: Melanie Mallon
Design & Production: Dan Miedaner
Cover: Nancy Margulies
Illustrations: Nancy Margulies and Nusa Maal

Mind Maps are the registered trademark of the Buzan Organization, used here with enthusiastic permission.
First published in 2002 by Zephyr Press
Original ISBN 1-56976-138-8
Original LCCN 2001035982

UK paperback edition published by:
Crown House Publishing Ltd
Crown Buildings, Bancyfelin, Carmarthen, Wales SA33 5ND, UK
www.crownhouse.co.uk

All rights reserved. The purchase of this book entitles the individual teacher to reproduce maps for use in the classroom. The reproduction of any part for an entire school or school system or for commercial use is strictly prohibited. No form of this work may be reproduced, transmitted, or recorded without written permission from the publisher. Requests for such permissions should be addressed to the publisher.

British Library Cataloguing-in-Publication Data

A catalogue entry for this book is available from the British Library.

ISBN 1904424473

Printed and bound in the UK by
Cambridge Printing

Contents

Foreword	8	
Preface	9	
Introduction: Welcome to the New <i>Mapping Inner Space</i>	10	
• Mapping Is for Everyone	10	
• Visual Maps Are Natural	10	
• A New World for Learners	12	
• Mapping in the Real World	14	
• About This Book	14	
• Beyond Mind Mapping	16	
1. Learning to Mind Map	18	
• Step-by-Step Mind Mapping	18	
• Sample Map: Planning a Meeting	28	
2. Applications	38	
• Mapping a Book: <i>Begin with the Brain</i>	38	
• Information-Age Mapping	40	
• Mapping Your Plans	42	
• Mapping Your Mind	46	
• Decision Mapping	46	
• Learning Languages	48	
• Mapping Your Resume	48	
• Group Applications	50	
• Brainstorming	50	
• Mapping Responsibilities	52	
• Preparing a Presentation	54	
• Introducing Units in a Curriculum	56	
• Mapping Classroom and Boardroom Discussions	58	
3. Finding and Creating Symbols	60	
• Symbol Search for Young Children	60	
• Symbol Search for Older Children and Adults	62	
• Collecting Symbols at Any Age	62	
• Freeing Your Artistic Ability	66	
• Your Turn!	72	
4. Mapping with Young Students	88	
• Demonstrating	88	
• The Classroom Environment	92	
• Mapping Warm-up	94	
• Beginning Maps	96	
• Explaining the Brain to Children	100	

5. Mapping with Older Students and Adults	104
• First Maps for Older Students and Adults	104
• Improving Study Skills	106
• Activating Thinking Skills	106
• Mapping and Sharing What We Learn	108
• Learning in Context	108
• Mapping at the College Level	110
• Mapping Concepts	112
• The Outer Edge	116
• You Need a Map to Get There!	116
6. Mapping in Business and Community Settings	118
• Learning Reviews	118
• Cultural Convergence	120
• Conflict Resolution	122
• Mapping the Creative Process	126
• Clarifying Purpose	128
• Team Presentations	128
• Mapping Meeting Dynamics	130
• Graphic Facilitation	132
• Visual Form Follows Function	134
7. Discovering Our Inner Capacities	138
• Knowing and Sensing	138
• Mapping Your Intuitive Voice	140
• Mapping Inner Knowing with Students	142
• Stress and Learning	142
• Mapping in Coaching and Counseling	144
8. Anything Goes!	146
• Alternatives to Mind Mapping	146
• A View from Within: Advanced Mapping Project for Students	148
• Multiple Intelligence Theory and Mapping	148
• Systems Thinking	150
• Visual Mapping as a Career	150
Resources	154
Bibliography	155
Index	158

Preface



My life has been greatly affected as a result of practicing mapping and developing my own style of visual recording. As I became more comfortable with drawing and developed an ability to listen carefully to key ideas, I found that my skill as a learner improved. I can now record ideas from almost any field and have been able to take part in fascinating conferences and meetings all over the world. My favorites include mapping with Maori tribes in New Zealand as we developed strategies for their land-claim presentations, recording a day-long strategic planning meeting for President Clinton and the cabinet, and mapping while the Dalai Lama met with world leaders from various fields of study.

Beyond these exciting events is something deeper. I now can see patterns, relationships, and systems with an overview that I never had before. By far the greatest benefit for me is that visual mapping has developed my thinking skills.

For this second edition of *Mapping Inner Space*, I invited Nusa Maal to lend her insights and skill to the book. Ten years ago, we discovered our common interests and a deep sense of shared purpose. Nusa worked

extensively with one of the developers of Mind Mapping, Tony Buzan. She then branched off to develop her own creative approaches to visual mapping, drawing, and awakening deeper understanding through accessing multisensory intelligence. We both contributed to this edition, but decided to use the word “I” to refer to either one of us in most cases.

Our hope is that *Mapping Inner Space* will contribute to a future in which all children experience the joy of visual mapping as a method of self-expression and note taking. Through our explorations in this field, we’ve discovered depths of inner and group intelligence that visual mapping can awaken and set in motion in people of all ages. With this book we invite you to tap your own capacities as creative, artistic explorers of the amazing world around us, and the profound uncharted worlds within.

—Nancy Margulies
2001

When you are ready to draw a new map, you can create one that is clear and more orderly. Try using a clock as the basis of organization. Draw your first line toward the one o'clock position and proceed in a clockwise order. Use symbols and branch out as you would with any map. We are used to organizing information clockwise, so this organization makes your map easier to read at a glance.

Step Five: Act!

Begin the project, write the report, make the presentation, take the test, give the speech, pack for the trip . . . you've created the map, now step into the territory!

Sample Map: Planning a Meeting

Most people agree that meetings are often inefficient and frustrating. You can use Mind Mapping to discover creative ways to engage people and enjoy more productive meetings. (The Mind Map on page 31 is a sample of the map that might be created from the topic "Meeting.")

Step One: Prepare

Gather your materials and prepare your environment. Good light, clear space, and a safe, comfortable learning environment can make all the difference in productive, fun, free-flowing mapping and learning.

Step Two: Generate

Central Image

You can begin with a simple drawing of a group of people. Add the key word MEETING to define your central image.

Quantity

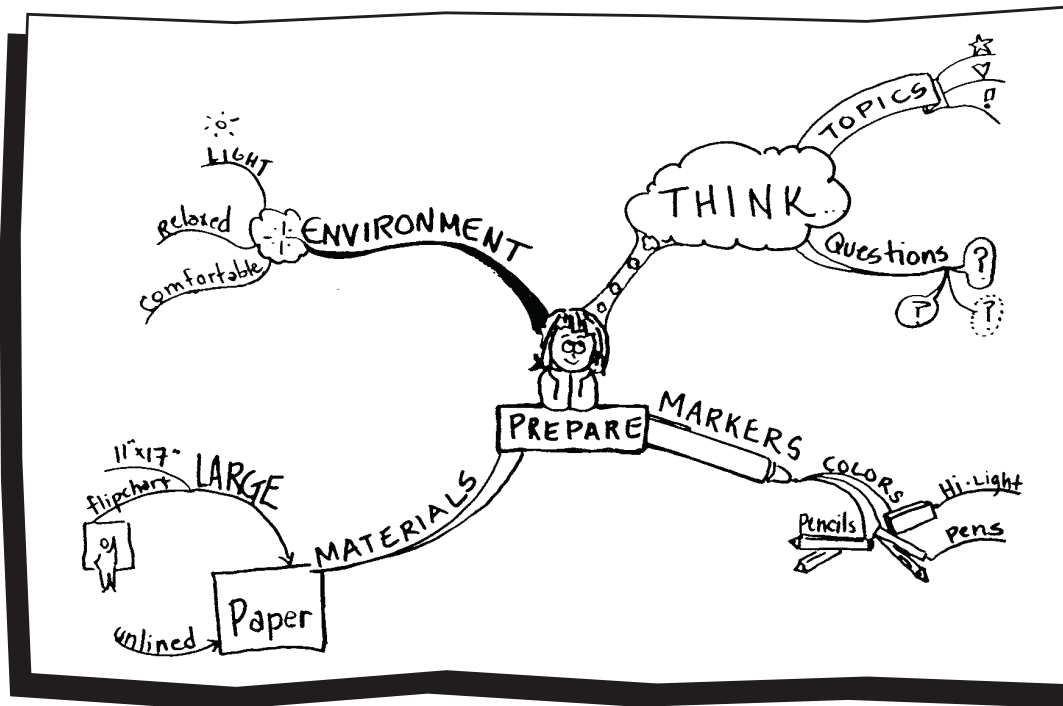
This is the time for quantity. The more ideas, associations, and related information you write down on the map, the better. This is not the time to edit or evaluate whether an idea is worthy of being recorded. (Your internal judge or evaluation committee can take a vacation during this phase.) Allow your map to become messy and abundant during this time of ideas, associations, and branching thoughts.

Key Words and Symbols

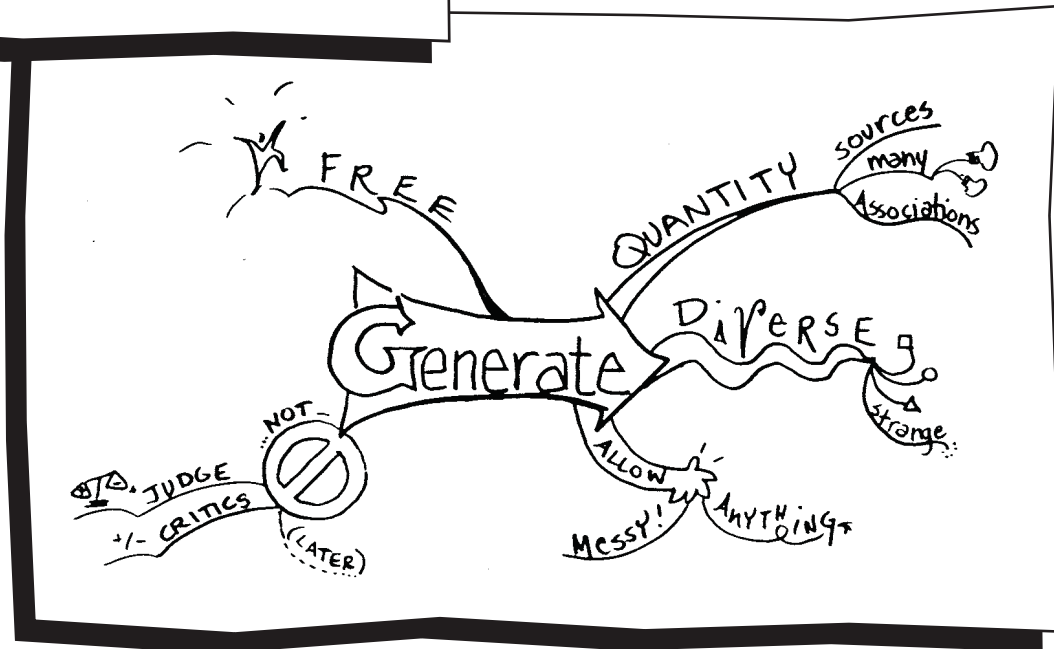
Record the first idea that occurs to you. For example, you might think of designing a unique meeting style. Branch out from the central image using a key word or symbol that represents your idea. Your first word might be INNOVATIVE or UNIQUE.

When planning a meeting, many people lose track of their initial goals. After writing GOALS on a line, you might consider more than one type of goal. You may decide that all decisions and information exchanges could branch from the key word TOPICS.

1 PREPARATION



2 GENERATION

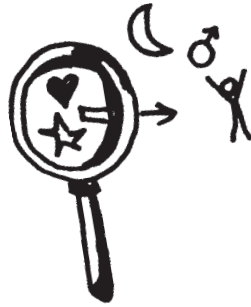


Chapter 3

Finding and Creating Symbols

Symbol Search for Young Children

You can introduce symbol drawing to a group of children before they make their first maps or afterward. Often children create their own symbols and share them with each other. If you provide your students with a group of symbols at the beginning, they may be less creative in developing personal ones. Instead, suggest to your students that they take time to see their world differently—in terms of visual symbols.



Symbol Walk

Take a walk with your class through the building or outside to see what symbols you can find. Younger children enjoy making rubbings from gratings, walls, coins, license plates, and other surfaces with a raised

design or logo. To accomplish this, each child needs a large sheet of newsprint and a crayon with the paper peeled off. The child can then put the newsprint on top of the surface and rub across it with the side of the crayon until the image appears clearly.

Back in the classroom, children can compare the results of their symbol search and test each other to see if they can remember where each image came from.

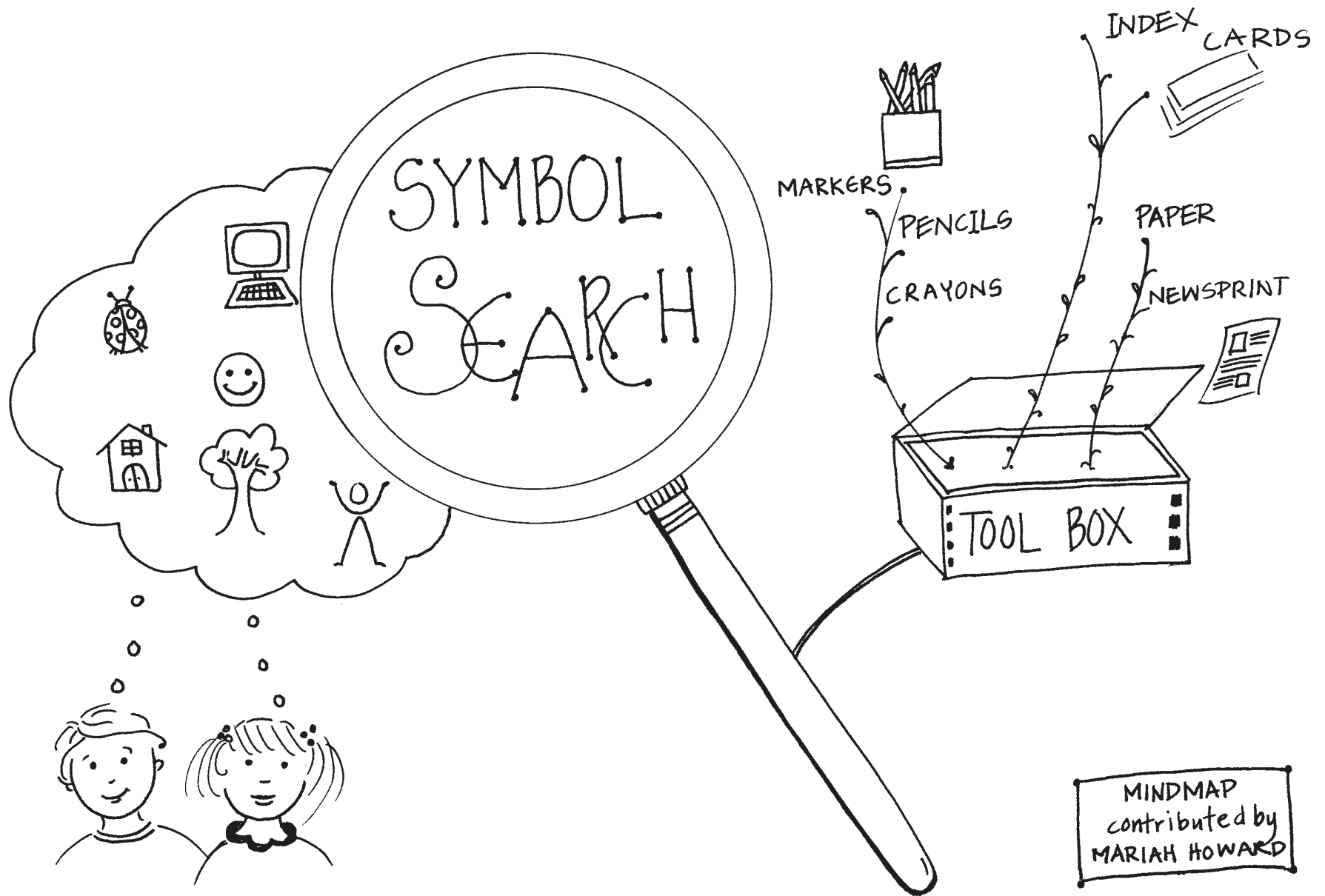
Create Symbols

You can lead young students through an activity that encourages them to create their own symbols for persons, places, and topics that are of special importance to them.

Materials:

- ✓ a supply of index cards
- ✓ colored pencils, water-based markers, or pens

Give children a series of index cards and instruct them to draw a different symbol on each card to represent themselves, their families, their school, as well as concepts such as feeling happy or worried, studying, thinking, or learning. You can generate the list of topics by inviting the whole class to brainstorm. (See page 50 for brainstorming guidelines.) The symbols that each child draws on the index cards for a topic such as “school” or “our class” can be compared or displayed. The class could select certain symbols that they all use for group Mind Mapping.



Mapping and Sharing What We Learn

Pat Dalton, when teaching high school science in St. Louis, Missouri, used Mind Maps with her biology classes and comments on her first experience:

I wasn't very sophisticated about it—in fact I had just learned to map the day before I introduced the concept to my classes, but it went very well. I teach three classes in a row on the same subject, which is true for many teachers at my school.

In the first class I introduced the basic terms we would be using as we studied animal classifications. I told the group we were going to try a new system—Mind Mapping—and for that we would need symbols. I asked them to work with me to develop little drawings to represent such categories as SOFT-BODIED CREATURES and MOLLUSKS. We had fun coming up with ideas. I especially liked the fish and person in a file drawer to represent the fact that humans and fish are in the same phylum. These mnemonic devices really helped the students recall the terms.

Once we had our basic symbols on the board, everyone copied them, and we had a map of biological classifications.

The next group came in and, rather than erasing the board and beginning all over again, I decided to show them the symbols the class before them

had just created. In doing so, I explained each classification, and we moved on from there. That second-hour class got further in the material than the first and had time to invent new symbols for the next lesson.

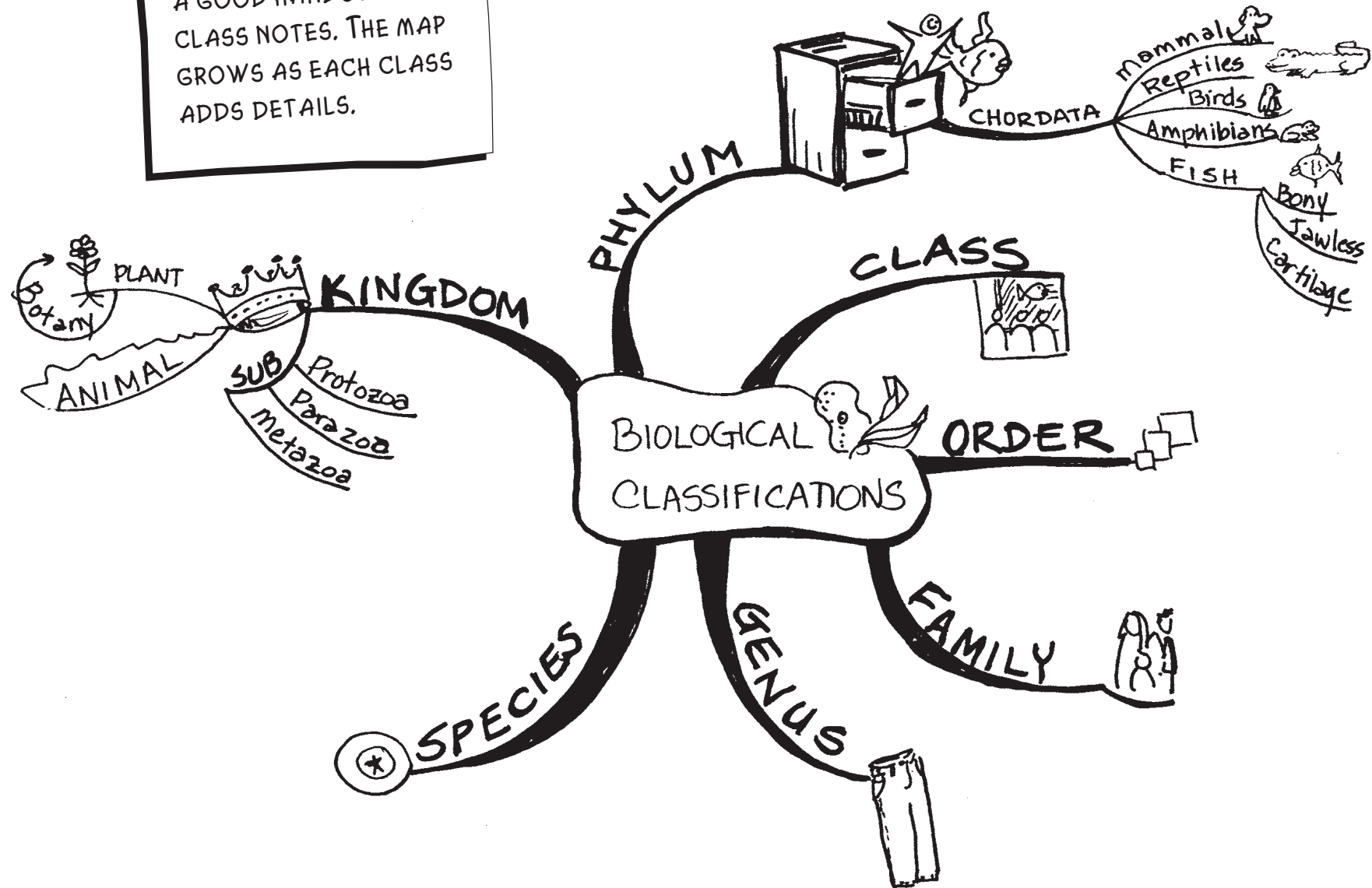
The third class had the benefit of the first two, moved along rapidly through the material, and made up symbols for the last section of the unit.

The next day I showed the first group what the other two had invented, and we were off and running. Now the benefit of this, aside from the fact that it was fun, is that when I tested my students on the material, I was amazed at how much they remembered. I tried traditional tests on the first two groups, and then for my third-hour class, I used Mind Mapping as a part of the test. To accomplish that, I showed them a map I had made of the symbols and asked them to select two branches of the map and write an essay about them. Again, the recall of the material was very impressive.

Learning in Context

In school settings, as at home, one of the challenges of teaching is conveying the *context* as well as the concept. For example, learning a fact of history may seem meaningless and hard to remember unless you understand it in the larger context of historical trends, cause and effect, and its potential relationship to current events.

THE BASIC MIND MAP IS
A GOOD HANDOUT FOR
CLASS NOTES. THE MAP
GROWS AS EACH CLASS
ADDS DETAILS.



Chapter 7

Discovering Our Inner Capacities



Albert Einstein once said: “The words of the language, as they are written or spoken, do not seem to play any role in my mechanism of thought. The physical entities which seem to serve as elements in thought are certain signs and more or less clear images which can be voluntarily reproduced and combined. The above mentioned elements are, in my case, of visual and some of muscular type” (Root-Bernstein and Root-Bernstein 1999, 3).

Knowing and Sensing

Sparks of Genius: The Thirteen Thinking Tools of the World’s Most Creative People takes a deep and broad view of great thinkers throughout history. The authors state, “Creative thinking and expression in every discipline are born of intuition and emotion. (Root-Bernstein and Root-Bernstein 1999, 6).

Our own limiting beliefs often pose a barrier to using our intuition and imagination fully. Most of us don’t want to put too much faith in our intuitive senses and have trouble accepting credit when our hunches turn out to be accurate.

Aldous Huxley wrote that cognitive and receptive intuitive powers can be developed: “Both kinds of training are absolutely indispensable. If you neglect either of them, you’ll never grow into a fully human being” (Huxley 1962, 255).

How can we foster intuition in children as well as in ourselves? In order to look at that question, let us first define some of the aspects of the intuitive process.

Intuitive experiences

- usually occur when we are in relaxed situations and not “working at” anything or trying to solve a problem
- occur spontaneously, seemingly out of the blue
- are frequently symbolic or kinesthetic in nature and can’t be easily expressed in words
- often involve making new connections at an unconscious level

In order to move beyond limiting beliefs, assume for now that we all possess unlimited abilities to tap our inner knowing. Intuition takes many forms: We may hear an inner voice or imagine something that we can see with our eyes closed. Most of us have experienced a physical sensation that may be a warning that someone or something is approaching. We may not be able to say how we knew, but we did.



"Mapping Inner Space is by far the best book of its type in the world."

Gordon Dryden, co-author, The Learning Revolution

Including full color maps, this book explores a range of mapping styles and takes a fresh look at the process of learning. Of great value to teachers, trainers, students and anyone wanting to explore and spice up their creativity.

"Mind Mapping is music to the eyes and scripture to the way we remember a full picture of information, far beyond facts. This is an essential component for deeper integration and understanding."

Don Campbell, author, The Mozart Effect for Children and co-author, Rhythms of Learning

"I started to Mind Map every book and all my classes at law school. It helped me enjoy the boring classes and get a better view of what we were studying by developing the big picture. I would need less time to study for an exam, and even got better grades—especially in my oral exams."

Liz Kimura, Japanese community leader, Brazil

Nancy Marguiles has Mind Mapped in corporate and educational settings all over the globe. Former Archbishop and South African leader Desmond Tutu spoke for many when he said, "Nancy's images perfectly captured my words and thoughts on education. Thank you for this gift."

Education/Business
Ages 5—adult

ISBN 190442447-3



9 0000

9 781904 424475



Crown House Publishing
www.crownhouse.co.uk

