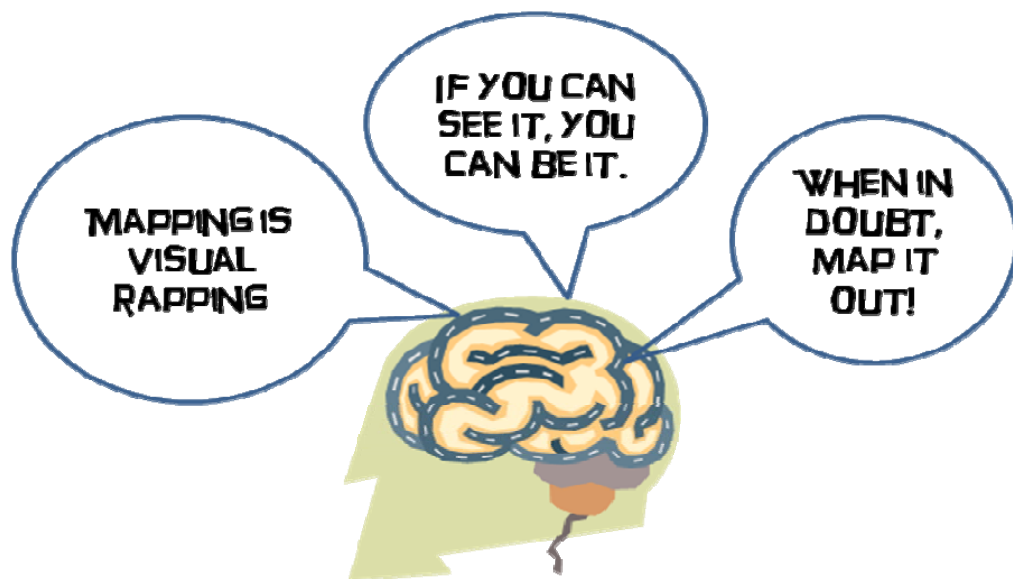


Chapter 1

Mapping It Out

Part 1

***GROWING YOUR BRAIN
WITH MAPS***



Part One: Growing Your Brain with Maps

Leader Notes for Module One

As general objectives for this module, participants will:

Learn to create node-link maps (free and guide maps) and explore their uses
Explore characteristics of supportive friends and peers

Rationale

Mapping-enhanced counseling strategies help create the “language” used for coaching and encouraging clients to begin thinking in new ways – thinking visually, so to speak. It is therefore important to introduce clients to the basics of free mapping and guide maps, the two primary types of maps. In one activity, clients are given basic instructions and a template worksheet and encouraged to create a free map. A second activity furthers the client’s practice through completion of a personal guide map to explore peer relationships.

Activities

Quick “Check In”	10 minutes
Magic Trick Draw Me	20 minutes
Mapping 101 (Brief didactic, with practice)	30 minutes
Valuable Friends (Guide map activity)	20 minutes
Wrap Up/Thinking assignment	5 minutes

Materials needed for this session

*(*Handout materials for copying are located at the end of the session)*



Opening Board

Copy the brain map on the front cover of this session on erasable board or flip chart so participants can read it as they come in

Cognitive Magic Trick: Draw Me

Provide plain paper and pencils for the group. Make copies of the ***Draw Me*** object for participants to use (page 14)

Mapping 101

Provide copies of free style mapping paper (page 15), as well as pieces of large paper for participants to use in making their maps. Provide boxes of mapping materials

Valuable Friends Inventory - Guide Map

Provide copies of the ***Valuable Friends*** guide map for participants (page 16)

Mapping materials

Make sure you have plenty of pencils, pens, markers, colored map pencils, crayons, and mapping paper for the group

TRIP Session Evaluation

Provide copies of the Session Evaluation (page 17)

MAPPING IT OUT PART 1

STEP ONE

Welcome participants to the group. Take a minute to acknowledge any new members with a quick introduction:

If this is your first TRIP group - Welcome! In this group, we take some time to think about thinking. You heard right - it's all about learning more about the thinking process. It will be a little different from some of the other groups you attend here, but every session is different, so you won't have any trouble joining in.

Go around the room quickly and ask group members to introduce themselves to any new members.

Ask participants:

*What has been on your mind the last few days?
What have you found yourself really thinking about?*

Use erasable board or flip chart to make a map of participants' thoughts or issues that they volunteer.

Summarize the check-in activity:

As always, it looks like there has been a whole lot of thinking going on over the last few days. Brains have been active. I have made a map or layout of your thoughts or the ideas you all have been having. We'll leave these posted here, and see what kind of influence today's activities might have on everyone's thinking before we leave.

STEP TWO

Introduce the “Draw Me” cognitive trick activity (page 14):

I am going to ask you to think about this idea: Sometimes, what we think is influenced by what we understand. This is most commonly known as an assumption - we think we know, and we move ahead without fully considering all possible angles or explanations. We are going to do a brain-stimulating activity to illustrate this point.

MAPPING IT OUT PART 1

Distribute paper and pencils to group members and tell them they are about to engage in an activity that requires concentration and being able to listen and think about what they have heard.

Break the group into pairs (2) or triads (3), as needed, so that everyone has someone to work with. Arrange the pairs with space in between so they can work independently and not be distracted by other groups.

Ask them to choose – one person to draw and one person to give instructions.

Okay, in this activity, one person is going to draw something and the other person is going to direct or tell that person what to draw.

Just so you know, the object to be drawn uses simple shapes like boxes, circles, triangles, straight lines, so no great art talent is needed.

Take a minute to decide who will do what role. (For those in groups of three, two people will draw and one will give the directions.)

Explain that the people doing the drawing need to position themselves to have their backs to the person who will give the directions:

Before we start, I need those doing the drawing and those giving the instructions to be sitting so they have their backs to each other. In other words, facing away from each other.

The person doing the drawing cannot see the picture that the person giving instructions will use. Likewise, the person giving the instructions cannot see what the person doing the drawing has drawn.

Distribute copies of the Draw Me object to those that will give the directions (page 14). Distribute clip boards or equivalent to those doing the drawing. Instruct "direction giver" to not show it to their partner(s) and to take a few minutes to study it.

For those giving the instructions, take a few minutes to look over the object you will be directing your partner to draw.

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For those doing the drawing, wait for your partner to give you an instruction. Listen very carefully. When you have drawn what you have been told to draw, say “done” or “got it” to alert your partner to give you the next direction.

For those giving the directions – the best strategy is to ask your partner to draw each of the shapes, one at a time, with directions about how each of the shapes connect or touch each other.

Check to make sure all the “teams” are ready and answer any questions:

We are going have a contest to see which “team” does the best job in using teamwork to accurately draw the object that is being described. Are there any questions about the rules before we begin?

Go ahead and start. You will have about 5 minutes or so to finish.

Allow teams about 5 minutes to complete the task, then call time. Invite teams to share the results with each other. Then invite them to walk around and look at other team’s results.

Call them back together and invite discussion:

How did this task work out – was it easy or difficult?

(For the person drawing): What did you find most difficult?

What would have made it easier?

(For the person giving directions): What was most difficult for you?

What would have made it easier?

What assumptions did each of you make?

So which team got the closest? Who’s the winner?

Allow some recognition for the team that did the best job, then summarize the activity before moving on:

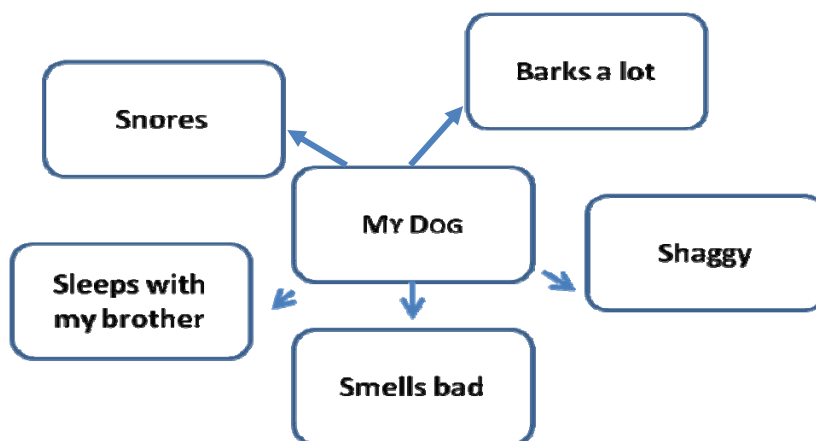
“Information” means thoughts, ideas, feelings, and knowledge. And it is tricky stuff for the brain. What we have demonstrated here is that it is possible to have information, like those giving the directions, but not be

MAPPING IT OUT PART 1

able to easily communicate it to others. Also, it is possible to receive information, like those doing the drawing, and not really know what to do with it. Like I said, tricky stuff. Today we are going to explore something called mapping that can help the brain deal with this problem.

STEP THREE

Introduce mapping by drawing a large shape on a flip chart or erasable board with a line connecting it to another shape. Here's a thumbnail example of the map you will be demonstrating, drawing it one node at a time as described below:



When we first started today, I asked you about what you had been thinking about this week, and I wrote it on the board this way **(point back to the map created during check-in)**. This is the basic idea behind mapping.

(Use nodes you just drew): Some piece of information – an idea, thought, feeling, description – is placed inside a shape. It is connected with a link to another shape that contains information related to the first shape.

So if I enter the words “my dog” in the first shape and “barks a lot” in the second shape – what do you understand about my dog?

(Create other linked nodes): And if I add some more shapes connected to “my dog” and place inside those shapes these ideas “shaggy” “sleeps with my brother” and “mixed breed mutt,” – What do you now understand about my dog?

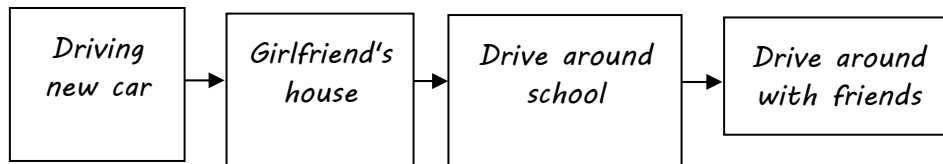
MAPPING IT OUT PART 1

(Create other linked nodes): *And if I add some information here – related to “sleeps with my brother” – for example, “snores” and “smells bad” – What do you know?*

And how do you know I'm talking about my dog and not my brother?
(point to the links)

Taken all together from this map or diagram – What can you tell me about my dog?

Distribute "mapping" paper (page 15) and mapping materials to participants. Tell them you want them to practice mapping by following your example. Use the thumbnail example below to aid with your step by step instruction to participants:



So you can see from the dog example how to make a simple map to describe something.

Now let's look at how to put some action into a map:

(Create a node): *So let's imagine you are old enough to drive (if you aren't already) and you get this great new car. So I'll call this node "my new car." Now I could add lots of detail about the car, and maybe I'll do that later, but this map is about "cruising" in "my new car."*

So here I am, driving my new car - Where will I go first? Where will I drive to first? (add first node and link).

Ask a participant for help: *If it were your new car, and you were driving it for the first time, where would you go? (add his/her answer to the first node)*

Okay - so I have my new car and the first place I drive is to "my girlfriend/boyfriend's house." (add a second node and link). So where to then? Where might I drive next?

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Get an answer from the group: *So where would you go next? Great! (add answer to second node and add a third node with link).*

Get another answer from group: *And where to from there? Give me one more example (add answer to third node).*

So let's see what we have on this map. I'm "driving my new car" and first I go to "my girlfriend's", then I "drive around school" (show off a little), and then I just go "driving around with my friends."

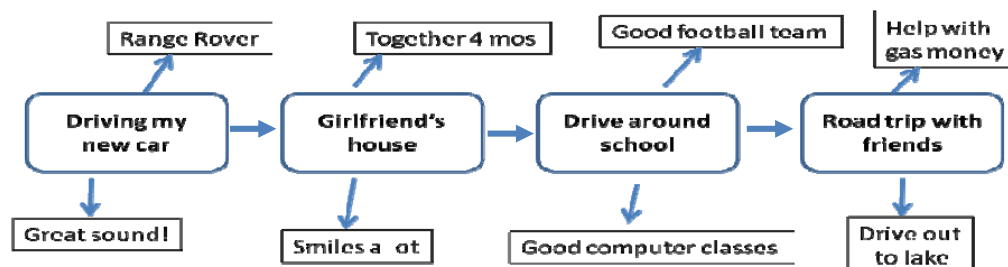
Instruct participants to create a "cruising" map of their own:

I want you to practice by making a cruising map of your own. First, I want you to follow this design on your own map - You are "driving in your new car." You add where you would drive first, then where you would go second, and then where you would go third.

Your ideas might be the same or similar to the group example - or maybe not. You decide. Take a minute to draw out your own cruising map. Make a node (or box) linked to another and another, and so on.

It's your new car, where do you drive first, then where, then where.

Allow a few minutes for participants to add their ideas. Then instruct them to expand the basic map, by quickly adding detail to the group cruising map. Here's a thumbnail example:



Now I want you to expand your basic map with some details. Let me quickly show you how I might add detail to the group map we created.

(Add these nodes to the "driving new car" node): *So here's what I might add to the "driving new car" node. I might add "it's a brand new Range Rover;" and I might add "has a smoking sound system." So I have added more information about the car.*

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(Add these nodes to the "girlfriend" node): *And here's what I might add to the "girlfriend" node. I might add "we've been together 4 months;" and I might add "she smiles a lot." So I have added more information about the girlfriend.*

(Add these nodes to the "school" node): *For the "school" node, I might add "good football team;" and I might add "I like computer classes." So I have added more information about the school.*

(Add these nodes to the "just drive with friend" node): *And here's what I might add to the "drive with friends" node. I might add "head out to the lake;" and I might add "ask for gas money." So I have added more information about driving with the friends.*

Instruct participants to expand on their maps with details about their "cruising" journeys. Encourage them to use whatever kinds of mapping materials they like.

Now take some time and expand on your own maps. For the example up here, I only added a few points, but you can add as many as you like.

You can use pencil or pen, or if you like, use some of the markers and colors to help "personalize" your cruising map. You can also draw picture or tag your maps.

Allow time for participants to expand and embellish their maps. Walk around to check on progress and offer encouragement a few times as they work.

Once they have completed their maps, have participants stand in a circle and pass their map to the person to their right, so that everyone can see what other people's maps communicate.

You can write your name on the bottom of your map if you like. Then I want you to pass your maps around in the circle. That way your map will eventually make it back to you after others have had a chance to look. So you can start by passing your map to the person on your right. Take time to look over your neighbor's map and compare it to your own. Then pass it to your right.

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Allow time for participants to examine each other's maps. Summarize the activity:

I've had a chance to walk around and look at your work while you were working. I think everyone has got the basics of mapping - making a map using boxes (nodes) and lines (links) to express a lot of information in a quick, organized way. Making maps helps us train our brains to get things organized.

We started with a simple map about my dog. We then did a map with action - in other words, a maps showing a "flow" or how "one thing leads to another." You made your own maps and then added extra information to them.

STEP FOUR

Discuss types of maps by introducing guide maps. Distribute copies of the *Valuable Friends* guide map (page 16):

The maps be have just been creating are called "free style maps." With a "free style map" or "free map," you create nodes and links that help lay out your own thoughts and ideas.

*Another type of map is a **guide map**. A guide map is arranged like a free map, but it provides "guides" to what you should write about in each node. The guides often ask questions for you to answer in the nodes. Or the guides instruct you to list things - like on the guide map in front of you, to list out "friends that are important to me." The finished product still expresses your own thoughts and ideas about the subject.*

Instruct participants to complete the *Valuable Friends* guide map:

*Take a few minutes to complete the *Valuable Friends* guide map. Take time to think about the guide questions, then fill in the nodes with your thoughts and ideas.*

Allow time for participants to complete their guide maps.

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When participants have completed their work, process the activity by engaging them in discussion, using some of the following questions:

How did you decide which friends to add to your map?

What are some things that make a friend important to you?

What thoughts did you have about how a friend would be supportive of your recovery?

Are there friends you didn't include because they might hurt your recovery? How would you describe them?

What did this guide map make you realize or think about?

STEP FIVE

Summarize mapping as a brain tool and briefly review the opening map reflecting things participants stated they had been thinking about.

Today you have had the chance to learn about and practice a "brain tool" that we call "mapping" or "node-link mapping" because it uses boxes (nodes) and lines (links) to lay out ideas, thoughts, feelings, and actions.

Ask for discussion: *What do you think about mapping?
What makes mapping a "brain tool"?
How does it help our thinking?*

*Before we break for the day, let's review some of the things you were thinking about when you first arrived (**review each point on the map**).*

Over the next few days, when you are sitting around thinking, grab a pencil and paper (or a napkin, the back of your folder, whatever is in front of you) and try making a map to help you think about your idea/problem in a different way. Use nodes and links to identify and expand ideas and plans. Mapping can also help with school work. You can map your notes from class or use maps to outline a project.

Remember, when it comes to mapping, you can pick your nodes, but you should never pick your friend's nodes.

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Here is your take away question to think about:

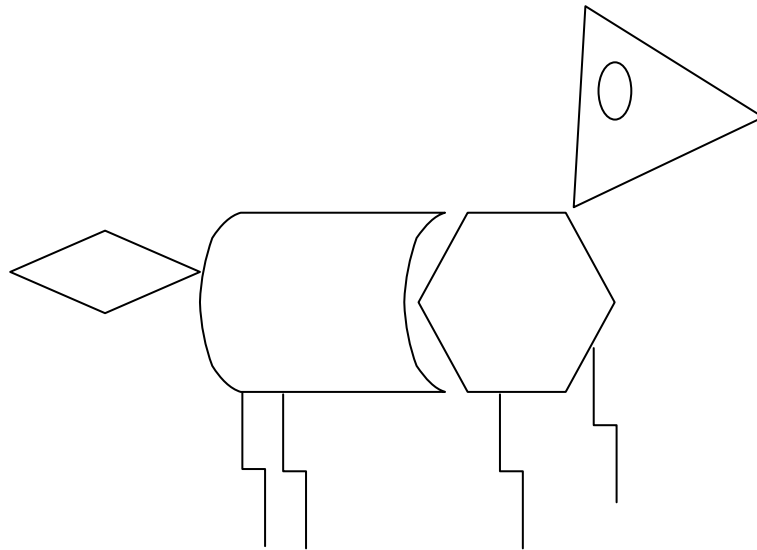
Ask: *How can something simple like mapping help me with my goals?*

Distribute copies of the *Session Evaluation* (page 17) and ask participants to complete and hand in before leaving.

Thank members for their participation and encourage them to attend their next TRIP group.

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DRAW ME FIGURE

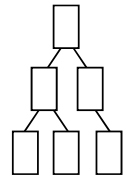
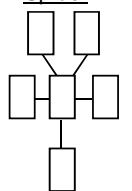
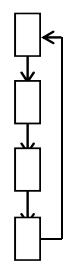
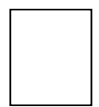
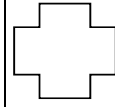

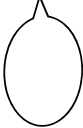
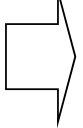
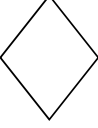
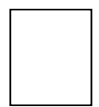
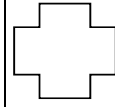

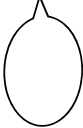
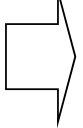
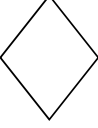
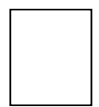
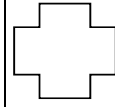

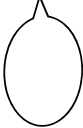
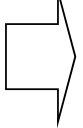
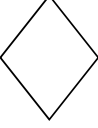


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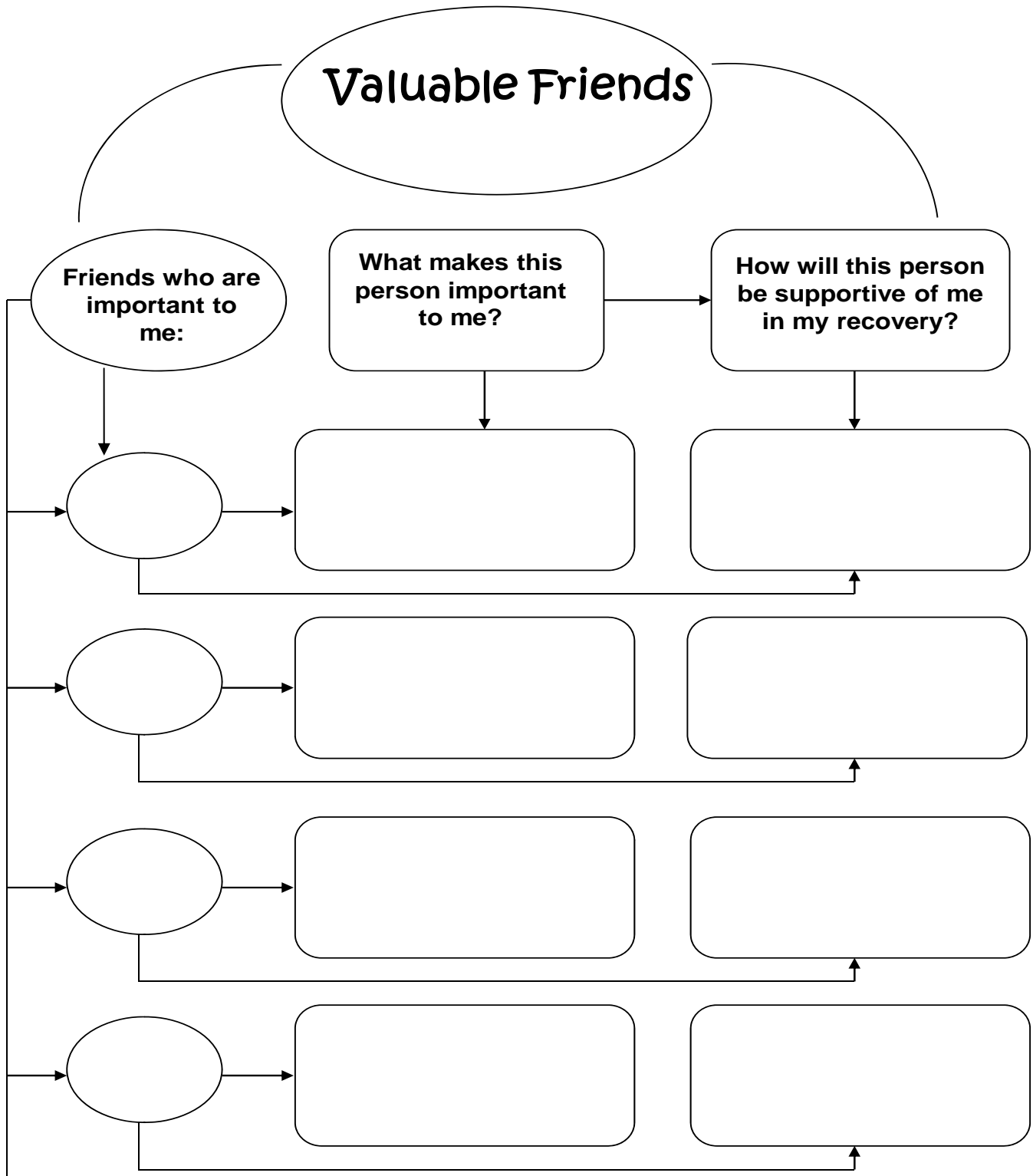
TCU Node-Link Mapping

FREESTYLE MAPPING SHEET

WEBSITE: ibr.tcu.edu

<p>LINK TYPES</p> <p><u>Action</u></p> <p>Leads to L ->->-></p> <p>Next N ->->-></p> <p>Influences I ->->-></p> <hr/> <p><u>Description</u></p> <p>Part P _____</p> <p>Type T _____</p> <p>Characteristic C _____</p> <hr/> <p><u>Elaboration</u></p> <p>Example E _____</p> <p>Comment Co _____</p> <p>Analogy An _____</p> <hr/> <p>PERSONAL</p>		<p>STRUCTURE TYPES</p> <p><u>Hierarchy</u></p>  <p><u>Spider</u></p>  <p><u>Chain</u></p>  <hr/> <p>PERSONAL</p> <hr/> <p>HINTS</p> <ul style="list-style-type: none"> • Draw pictures in nodes • Use colors and highlighters • Make mini-maps • Put numbers in nodes to make continuation maps 														
<p>IDENTIFICATION INFORMATION</p>	<p>NODE TYPES</p>	<p>GENERAL</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%; text-align: center; font-size: 8px;">GENERAL PURPOSE</td> <td style="width: 12.5%; text-align: center; font-size: 8px;">POSITIVE ITEM</td> <td style="width: 12.5%; text-align: center; font-size: 8px;">AGITATING ITEM</td> <td style="width: 12.5%; text-align: center; font-size: 8px;">DEPRESSING ITEM</td> <td style="width: 12.5%; text-align: center; font-size: 8px;">ACTION ITEM</td> <td style="width: 12.5%; text-align: center; font-size: 8px;">DECISION ITEMS</td> </tr> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> </table>	GENERAL PURPOSE	POSITIVE ITEM	AGITATING ITEM	DEPRESSING ITEM	ACTION ITEM	DECISION ITEMS							<p>PERSONAL</p>	<p>COMMENTS ABOUT MAP</p>
GENERAL PURPOSE	POSITIVE ITEM	AGITATING ITEM	DEPRESSING ITEM	ACTION ITEM	DECISION ITEMS											
																

MAPPING IT OUT PART 1



MAPPING IT OUT PART 1

Session Evaluation *Mapping Part 1*

INSTRUCTIONS: Please take a minute to give us some feedback about how you liked this session.

1. Use one word to describe your feelings about today's class _____

2. What was the most important thing you learned today?

3. On a scale of 1 to 10, how do you rate today's class? (Circle your rating.)

<u>01</u>	<u>02</u>	<u>03</u>	<u>04</u>	<u>05</u>	<u>06</u>	<u>07</u>	<u>08</u>	<u>09</u>	<u>10</u>
Poor				Pretty Good				Excellent	

4. Do you have any suggestions to help make this class better?