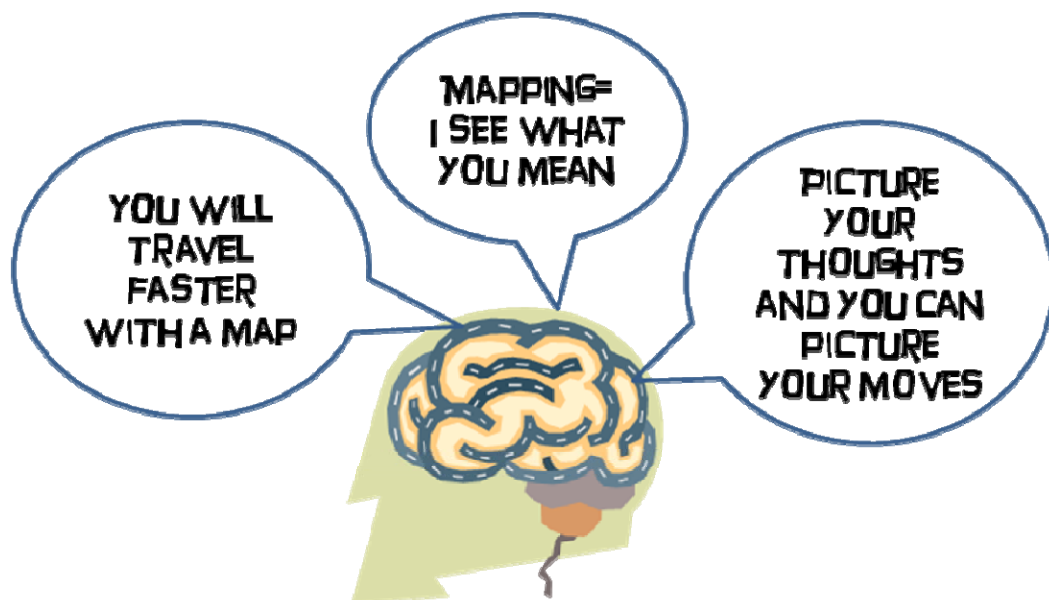


Chapter 2

Mapping It Out

Part 2

GROWING YOUR BRAIN WITH MAPS



Part Two: Growing Your Brain with Maps

Leader Notes for Module

As general objectives for this module, participants will:

Learn to create node-link maps (free style and guide) and explore their uses
Explore personal characteristics and healthy self-esteem

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 important for clients to have several opportunities to explore the basics of free style mapping and guide maps. Clients review basic mapping instructions and are encouraged to create a free style map using a template worksheet. They also complete a guide map that focuses on strengths and self-esteem.

Activities

Quick “Check In”	10 minutes
Magic Trick Ash Adams - DVD Segment 1 "Magic Glass"	20 minutes
Mapping Practice (Brief didactic, with practice)	30 minutes
Personal Strengths (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: Ash Adams

Ash Adams DVD cued to Segment #1 - "Magic Glass"

A Couple of Maps

Provide copies A ***Couple of Maps*** handout (page 41)

My Personal Strengths - Guide Map

Provide copies of the *Personal Strengths* guide map for participants (page 42)

Mapping materials

Make sure you have plenty of pencils, pens, markers, colored map pencils, crayons, and mapping paper (page 43) for the group

TRIP Session Evaluation

Provide copies of the Session Evaluation (page 44)

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 Ash Adams DVD:

Today we get to watch a magic trick by Ash Adams, a real magician. Some of you may remember watching Ash Adams, the magician in a previous group.

How many of you have ever watched a magician?

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Was it in person or on television?

Were you completely "fooled" or were you able to figure out how the magician was doing the tricks?

How many of you have ever tried a magic trick? How'd it work?

Today's magic trick by Ash Adams shows us that things aren't always as they seem. Later on we'll talk about a technique called mapping that can help us think about things clearly - to better know what's what. Let's watch:

Play Segment 1 “Magic Glass” of Ash Adams DVD.

(Leader note: You will stop the DVD when the "pause" slide appears. You will then talk briefly with participants about what they saw. After this, start the DVD again for the conclusion and magic "tips" from Ash.

At the "pause" point, ask participants some of the following questions:

Ready to place your bets? What's your answer to Ash's question?

How many vote for the height as bigger? How come?

How many think the glass circumference is bigger? How come?

Restart the DVD to complete the segment.

Summarize a few key ideas from the magic show:

The brain can sometimes confuse itself – that is what's happening with the trick. The eyes say one thing, our sense of logic says another - the brain struggles.

Something similar can happen when we struggle with daily problems and concerns. There can be a lot of information to consider. For example, what are the facts, what are your feelings, how does it affect you, how do other people see it, how will I feel next week, etc?

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Today we'll talk about mapping as a way to sort out all the parts of problems and decisions. Mapping helps you take a clear look and be better able to make a judgment about things.

STEP THREE

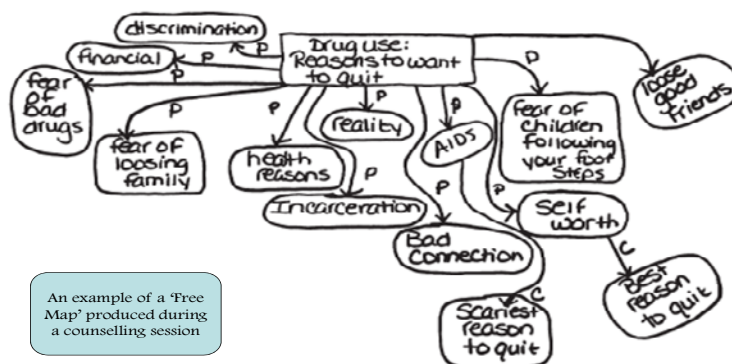
Distribute A Couple of Maps handout (page 41) and use the examples to review mapping "basics." Supplement as needed by making your own maps on the flip chart or erasable board to engage participants.

As you can see by looking at the examples, mapping is a way of communicating information by putting ideas, thoughts, feelings, observations, or plans into boxes or shapes. The words inside the box can be very brief - maybe just a word or two. You can also draw pictures to help illustrate.

Mapping is a kind of short hand. Maybe "word art." We lay out the boxes and connect them to other boxes to show how things are related in our own creative way.

In the first example, you see a real map made by someone in a treatment program like this one. What makes maps cool is that a lot of information can be communicated without a lot of words. In the case of this map, the person labeled the connecting lines or links as "p" to show that one thing is a part of another.

**Ask for a volunteer to describe what they can "read" from the map.
Assist, as needed:**



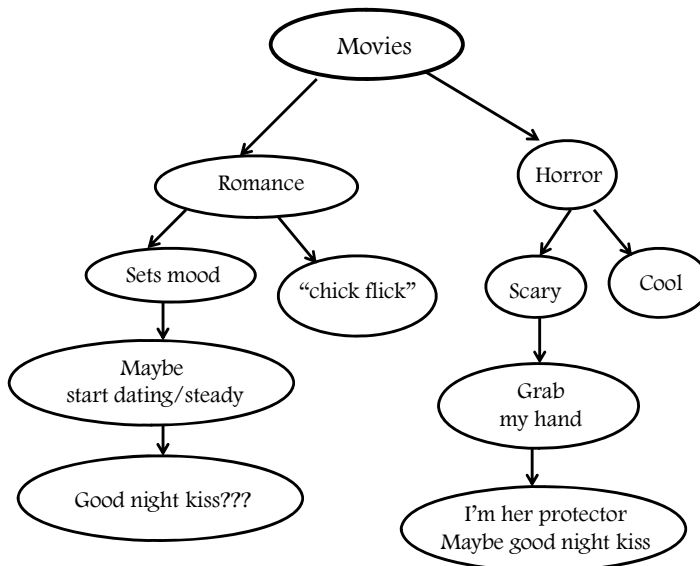
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Review the second map example:

In the next example, a young man has made a map to look at two movie choices for his first date with a girl he really likes.

He is hoping the first date will end with a good night kiss, cause he really likes the girl. He's mapping to see if he can get an idea of what kind of movie might be the best.

**Ask for a volunteer to describe what they can "read" from the map.
Assist, as needed.**



Distribute "mapping" paper (page 42) and mapping materials to participants. Tell them you want them to practice mapping by making a couple of free maps like the ones in the example. Provide them with the following list of possible topics, or encourage them to create their own.

The best way to learn mapping is to do it. When you practice making maps it helps teach your brain a new or different way of dealing with information.

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*I want you to spend some time making **2 maps**. The mapping paper has ideas around the edge for shapes and structure, or you can invent your own.*

*Here are some topic ideas - or come up with your own. You can use one map to **practice** with one of these topics, and then make the second map **personal and your own**. Here are some ideas:*

Should you buy a truck or a regular car? (good/bad for each)

Your dream vacation place and what you like about it.

People you admire and reasons why you admire them.

If someone gave you a \$100 gift certificate for 3 stores, what are the stores and what would you buy at each one?

Or some more serious topics:

What makes people begin using drugs?

What is good/bad about treatment?

What is a good plan for maintaining recovery and avoiding relapse?

Allow time for participants to complete their maps. Circulate as they work, to help them stay on task and to answer questions and give encouragement.

Once they have completed their maps, ask for 1 or 2 volunteers to come to front and draw their maps on the erasable board. Ask them to review their map and their thinking with the group.

Use some of these processing questions:

What did you like most about mapping?

How did you decide what to add and what to leave off?

What makes maps so easy to understand?

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Summarize the mapping activity:

I think everyone has gotten 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.

The way to get good at mapping and help your brain learn how to use it is through practice. You can use mapping for just about anything. For example, start using mapping to take notes in school or to help you plan a paper or school project. You'll become a real believer in no time.

STEP FOUR

Distribute copies of the *Personal Strengths* guide map (page 43):

The maps we have just been creating are called "free style maps." With a "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. It is a guide map about you and your personal strengths. For each of the nodes you are asked to think about and write down good and positive things about yourself. The finished product still expresses your own thoughts and ideas about the subject.*

Instruct participants to complete the *Personal Strengths* guide map:

*Take a few minutes to complete your **Personal Strengths** guide map. It's a way to think about yourself in a positive way. Take time to think about the guide questions, then fill in the nodes (boxes) with your thoughts and ideas. These questions ask you about your understanding of your own strengths in each of the areas.*

This map isn't asking about problems or trouble spots. So really focus on the things that you know about yourself that are strong and positive in

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each of the areas. If you get stuck, imagine or remember what someone who likes you and cares about you would say about your strengths.

Allow time for participants to complete their guide maps.

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

Was it easy or difficult to come up with your strengths?

What are some examples of things you wrote about?

What did you learn or realize about yourself in doing this map?

STEP FIVE

Summarize the mapping activities:

Mapping is an important brain tool because it helps us look at information in an organized way. 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.

Ask for discussion: *What do you like 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**).*

Ask: *Is there a way that mapping could help you with these issues?*

So here is your take away question to think about:

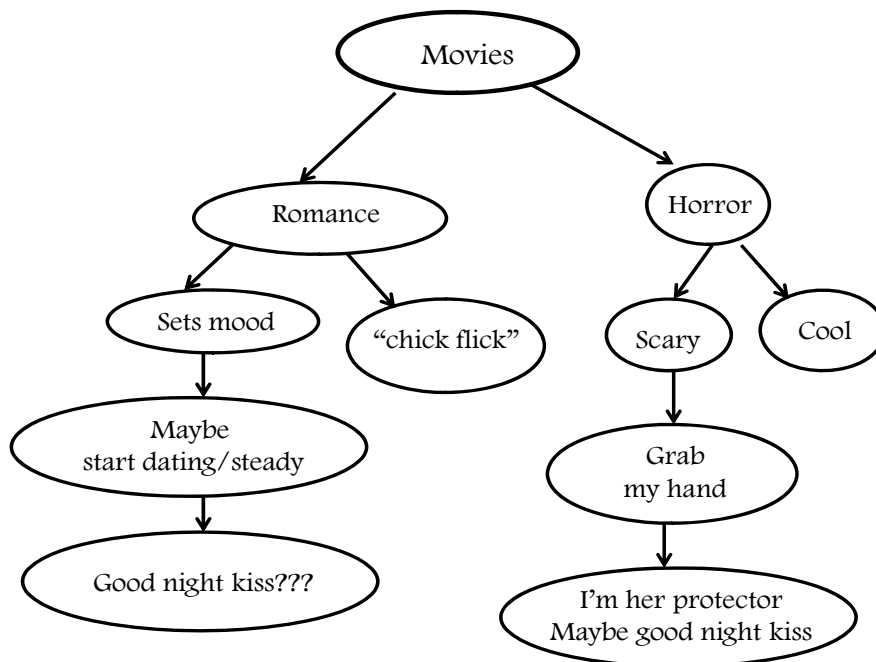
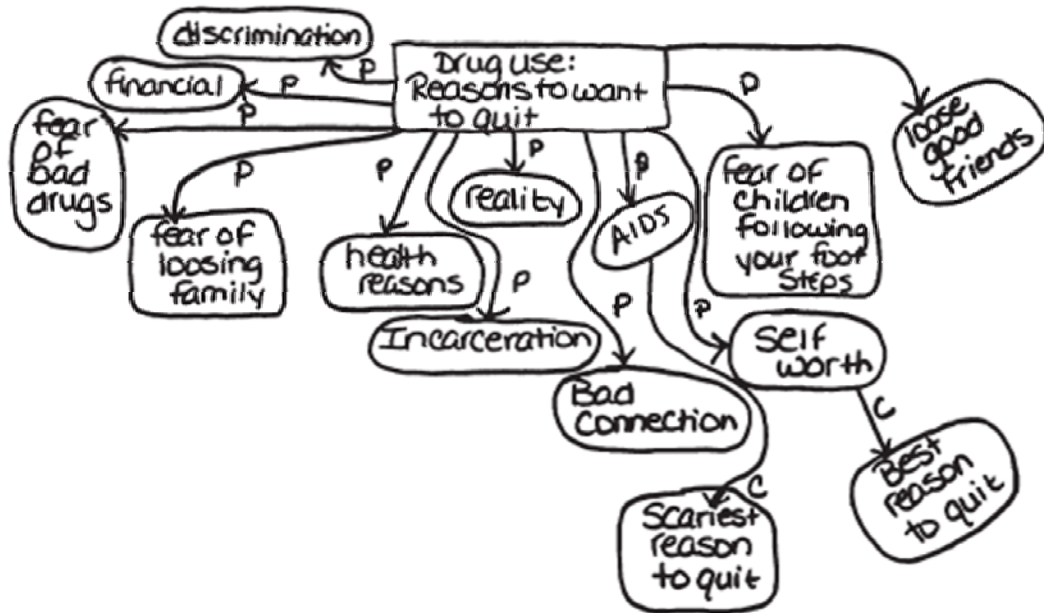
MAPPING IT OUT PART 2

Ask: *Why is it so difficult for people to stay focused on their strengths instead of their problems?*

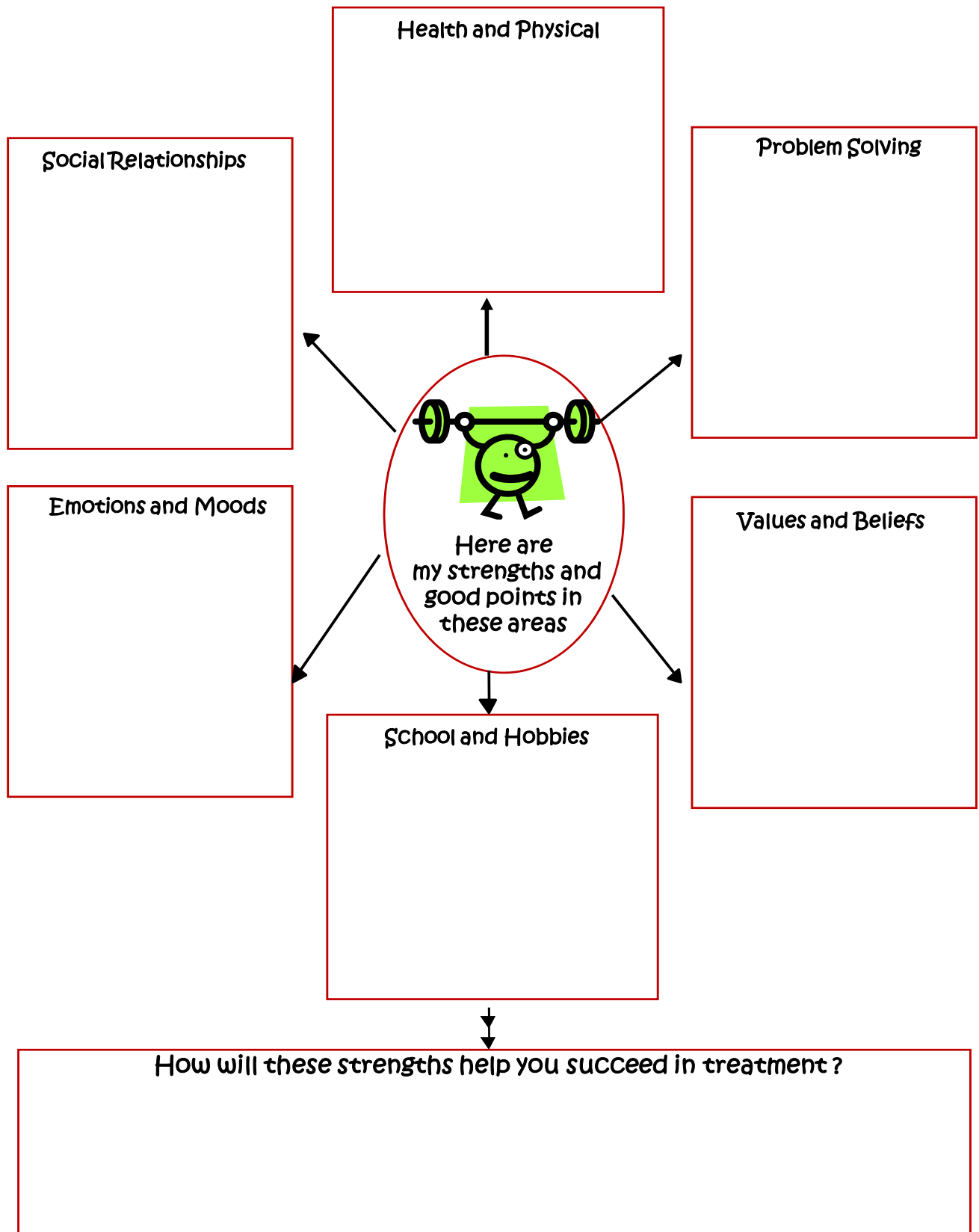
Distribute copies of the *Session Evaluation* (page 44) and ask participants to complete and hand in before leaving.

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

A COUPLE OF MAPS



MAPPING IT OUT PART 2

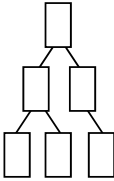
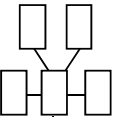
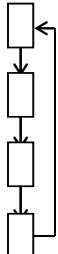

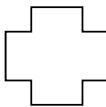

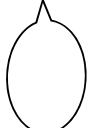

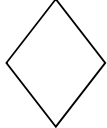


MAPPING IT OUT PART 2

TCU Node-Link Mapping

FREESTYLE MAPPING SHEET

WEBSITE: ibr.tcu.edu

LINK TYPES		STRUCTURE TYPES							
Action Leads to L →→→→ Next N →→→→ Influences I →→→→		Hierarchy 							
Description Part P _____ Type T _____ Characteristic C _____		Spider 							
Elaboration Example E _____ Comment Co _____ Analogy An _____		Chain 							
PERSONAL		PERSONAL							
		HINTS <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 							
IDENTIFICATION INFORMATION	NODE TYPES	GENERAL						PERSONAL	COMMENTS ABOUT MAP
		GENERAL PURPOSE	POSITIVE ITEM	AGITATING ITEM	DEPRESSING ITEM	ACTION ITEM	DECISION ITEMS		
									

MAPPING IT OUT PART 2

Session Evaluation ***Mapping Part 2***

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?