

that can be represented by an object they place it on the map, if the idea is abstract it can be recorded on the bubble paper and placed anywhere on the map. At the end of their interest and celebrate their achievement.

The Adult Role

The affirmation that children receive from the active listening strategies of eye contact, body language and facial expression all affect the way the child feels about themselves as a thinker. The adult role at this point is to decode and listen to ideas without alteration. Some children may need further open-ended questions to enable them to share what they know.



Positive adult interaction

Simple structure along pathways.

The simplest steps to creating a linking mind map are to sort ideas along pathways. Place the 3D object in the middle. Radiate out lines of ribbon/paper. Use the children's thinking bubbles. Read out the idea and then ask children where it should go. An example linked to water might be pathways such as bathtime, drinking, playing, the weather.

Along the bathtime pathway you might have a rubber duck, shampoo bottle, flannel.

Along the drinking pathway it might be a cup, a straw, a teabag.

Along the playing pathway it might be water balloons, a water pistol (or photo!), a bucket, Wellington boots

Along the weather pathway it might be a photo of a cloud, an umbrella or a puddle.



Thinking about how ideas are connected

Reflecting Understanding

If the child puts the idea on an unconnected pathway accept it. This is reflective of their understanding, not the correct answer. Many children will correct each other in a more severe way than adults would use. The adult needs to be there to facilitate the situation and model an appropriate way of saying that opinions do vary. The adult should consider when to interact to challenge the idea put forward. It may be a

casual use of the related words during a play session, or a structured opportunity at group time, or a focused opportunity offered through the play room.

Creating connections

Most connected objects should be in the resource box or in the nursery. Children put the 3D objects down and then the adult or child places a ribbon to connect the two. At this point it may be enough to celebrate that the group have made connections and links and leave it at that. An example might be that a flannel, a sponge and a bar of soap are all used at bath time.