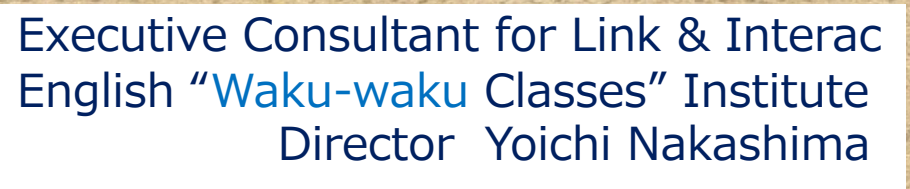


A collection of vintage items including a pocket watch, a compass, a stack of books, and a pair of glasses. The items are arranged on a light-colored wooden surface. The pocket watch is open, showing a yellow face with black hands and numbers. The compass is made of wood and metal, with a circular face and a wooden handle. The stack of books is composed of several old, thick volumes with worn spines. A pair of round, metal-rimmed glasses is resting on top of the books. The overall aesthetic is that of a well-used, antique study or library.

- What We Can Do as High School Students -



Executive Consultant for Link & Interac
English “Waku-waku Classes” Institute
Director Yoichi Nakashima

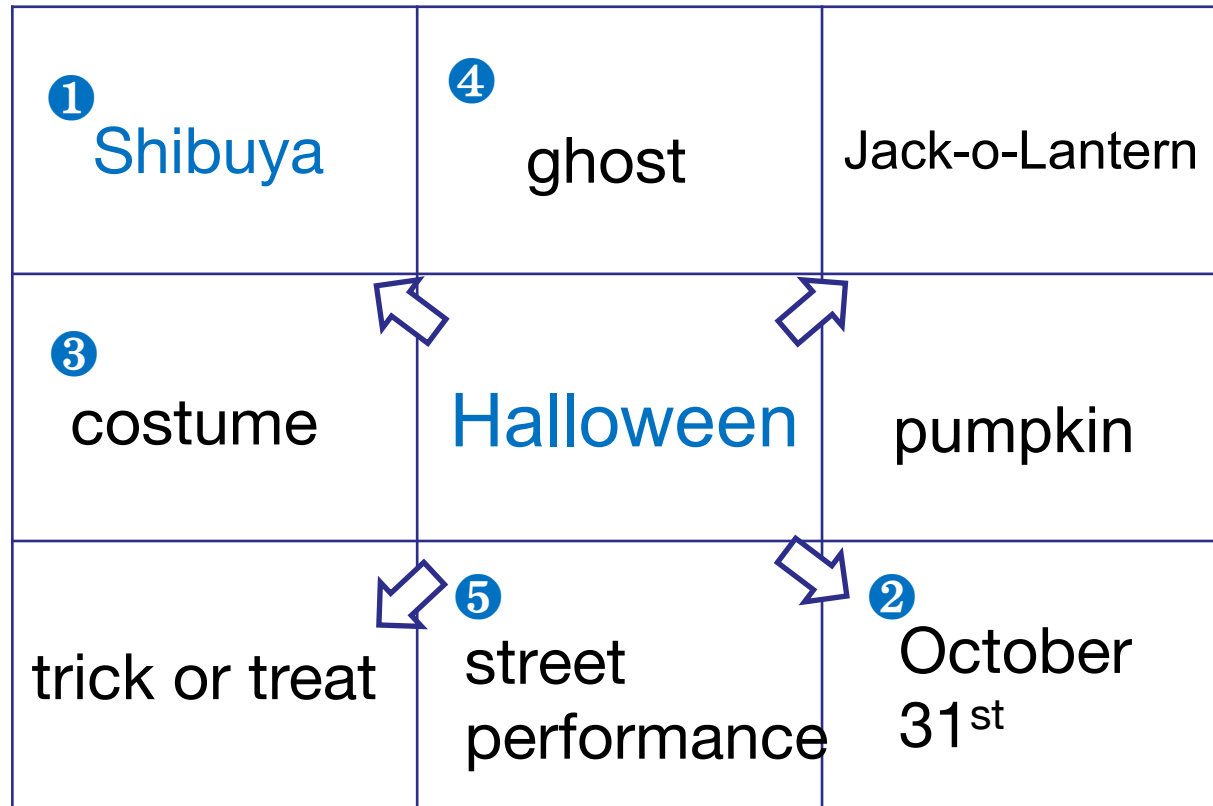
中嶋 洋一 （英語“わくわく授業”研究所 代表）



埼玉県 of 公立中学校、富山県 of 公立小・中学校で長年教鞭をとる。その後、指導主事、公立中学校教頭、関西外国語大学教授、令和5年3月に退官、教育研究所を立ち上げる。NHK Eテレ「わくわく授業 わたしの教え方」出演，同「えいごルーキーGABBY」番組委員，同「Rの法則」企画・出演。（財）英語検定協会派遣講師（1998年～現在）。文科省検定教科書 COLUMBUS 21、Sunshine English Course の代表著者を務める。著書の『だから英語は教育なんだ』『ヒューマンな英語授業がしたい』（以上研究社）『ゆかいな仲間たちからの贈りもの』（日本文芸出版）『英語好きにする授業マネジメント30の技』（明治図書）は Amazon（外国語）で1位に。公開授業は100回行い、参観した授業は500回を超える。

「マンダラート」で連想できる(発想を広げる)ようにする
Expanding ideas with selective Mandala chart

Write around what you associate with the keywords.
Include information that might make you think, "Ah, this is a problem."



You don't have to write it all down. When you're done, exchange information with your friends and get information like, "Oh, that's good!"
Finally, choose just five of them and describe the word written in the center.

One senior high school boy wrote this way.

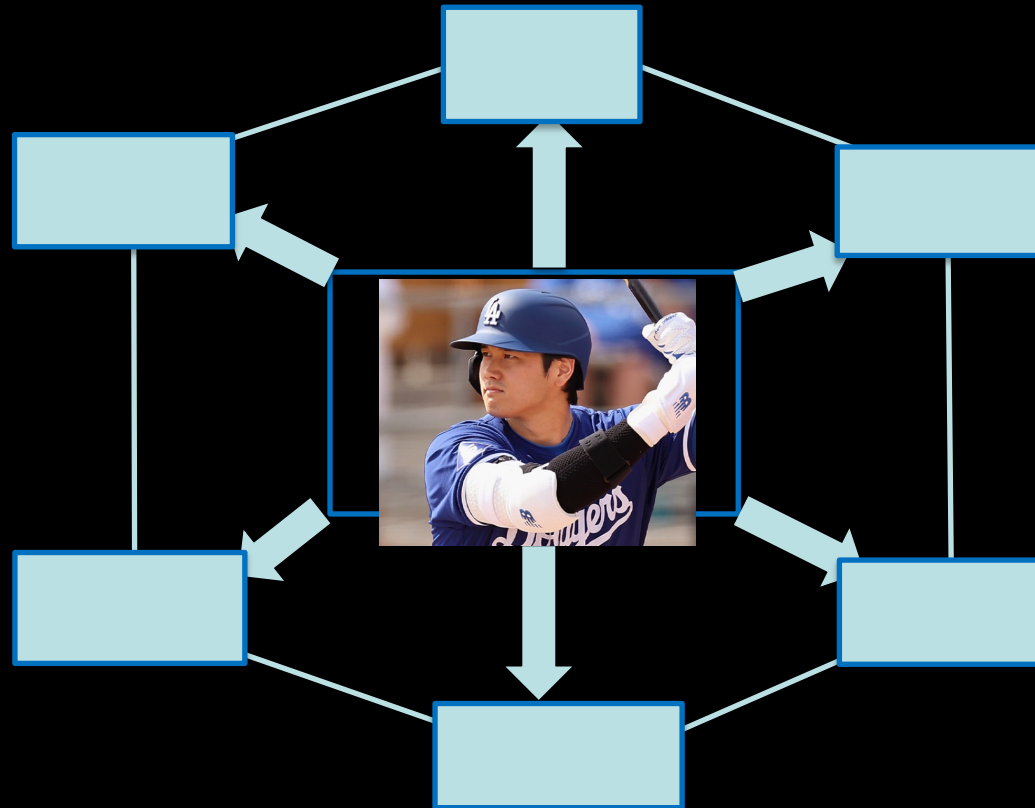
Social Topic

- ① Every year, **Shibuya** is in the news for Halloween. A lot of trash is found, drunken people shout loudly, traffic violations, and other problems occur in Shibuya.
- ② On the night of **October 31**, there are many people dressed up in costumes everywhere.
- ③ Some young people dress up as **ghosts** or wear **costume**
- ④ of anime characters.
- ⑤ Some young people show **street performance** on the streets, and many tourists from abroad come to watch them. Different from Halloween in other countries, it is becoming another type of festival in Japan.

The important thing is to teach them in baby steps to expand the core information (words) into phrases, which can then be formed into sentences and create context.

What

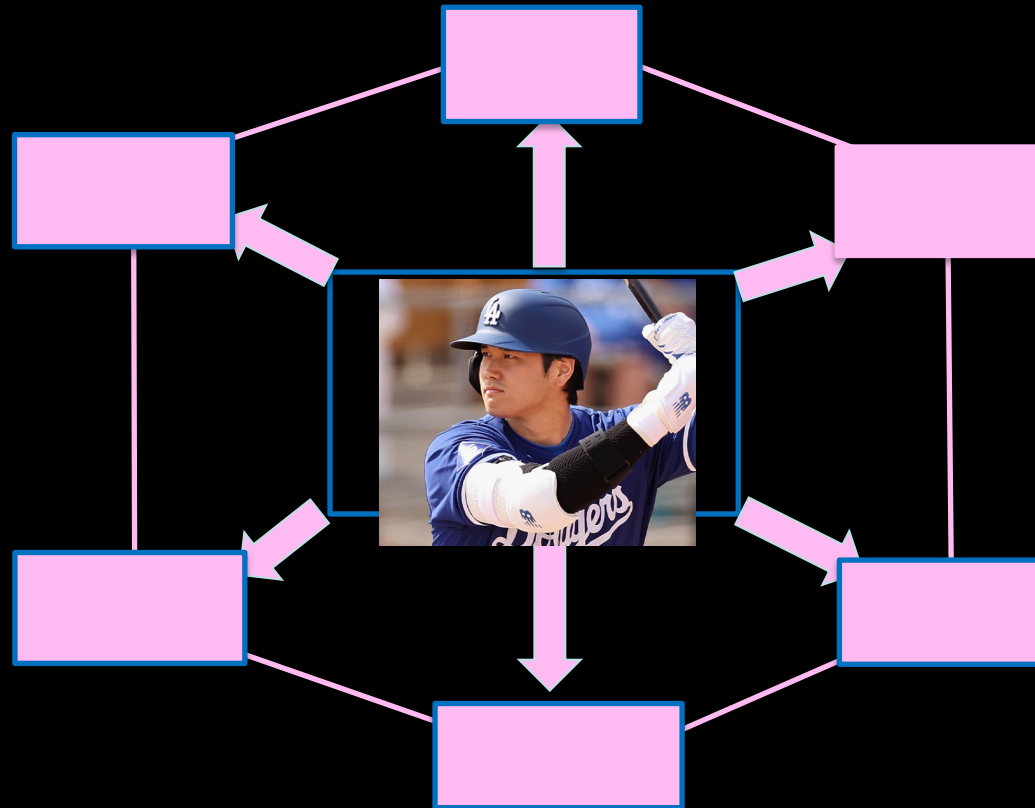
(1) To explain a person or thing or event



私が憧れている人(大谷翔平)
the person I admire - *Shohei Otani*

Why

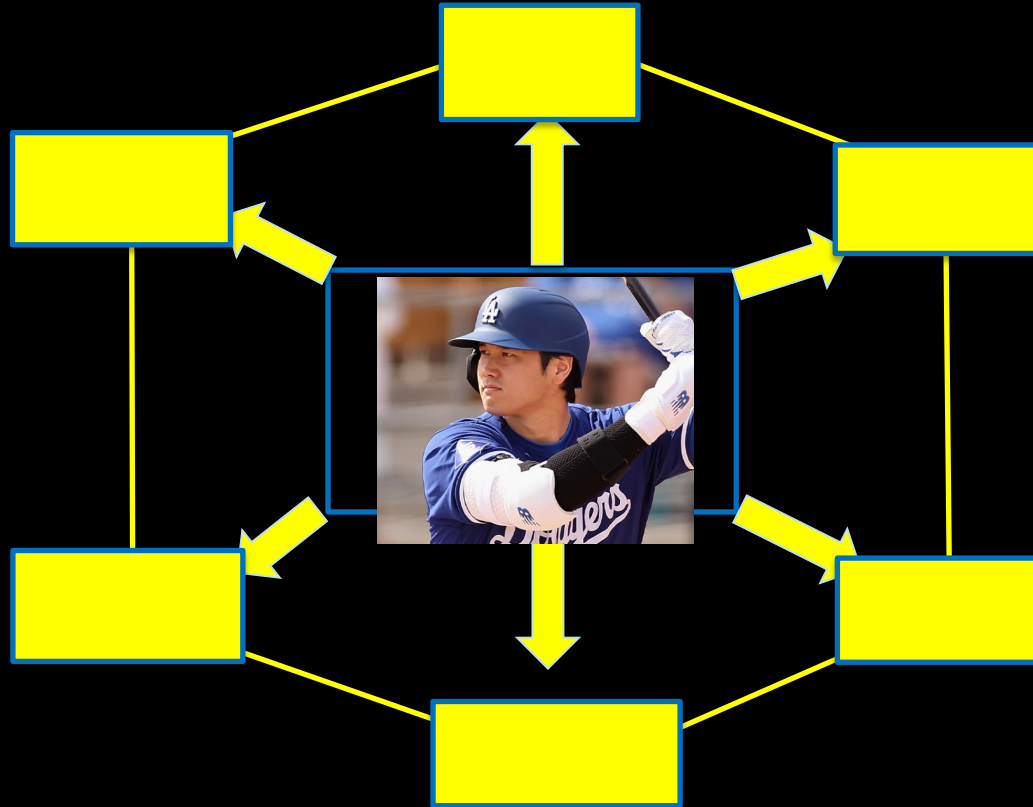
(2) To think about the reason



なぜ、私が大谷翔平に憧れるのか
Why do I admire “Shohei Ohtani”?

How

(3) To think about the purpose



大谷翔平のような人になるために
To become a person like *Shohei Otani*

What

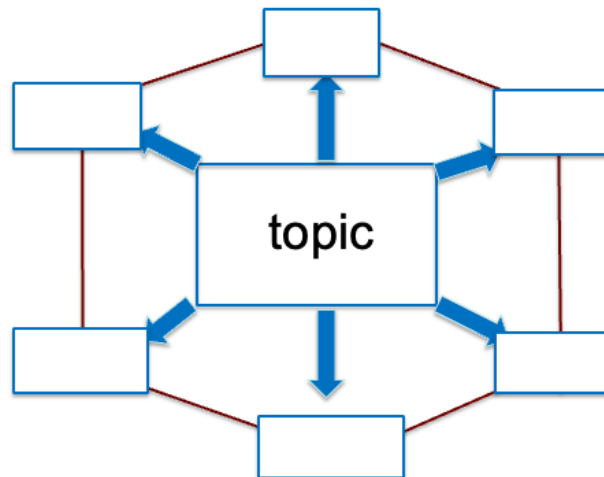
① 私が憧れている人(大谷翔平)
the person I admire - *Shohei Otani*

Why

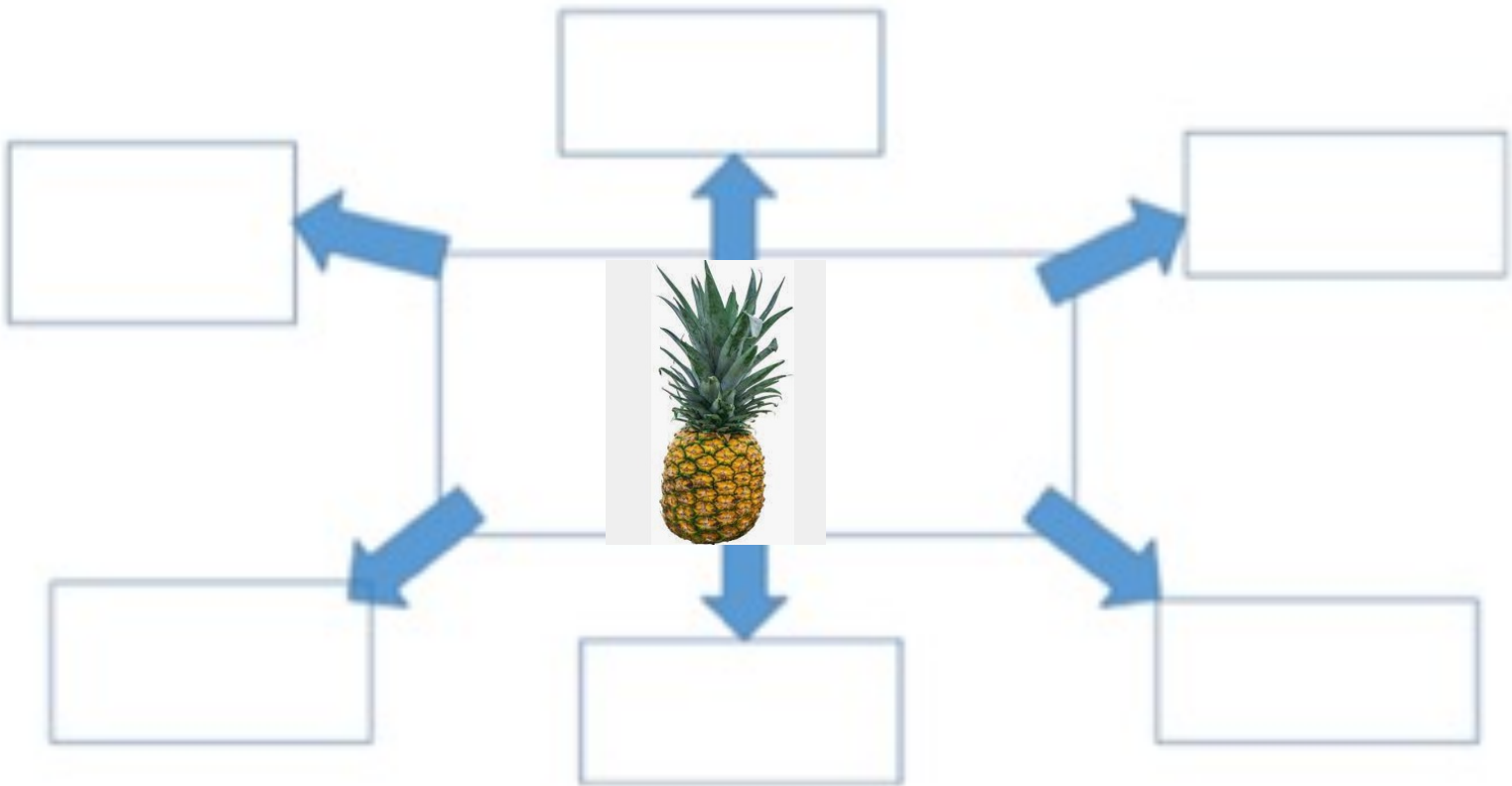
② なぜ、私が大谷翔平に憧れるのか
Why do I admire "*Shohei Otani*"?

How

③ 大谷翔平のような人になるために
To become a person like *Shohei Otani*



Associate six key-words to describe “pineapple”.



Example (3rd grader of JHS.)

It's a tropical fruit.

Its shape is oval.

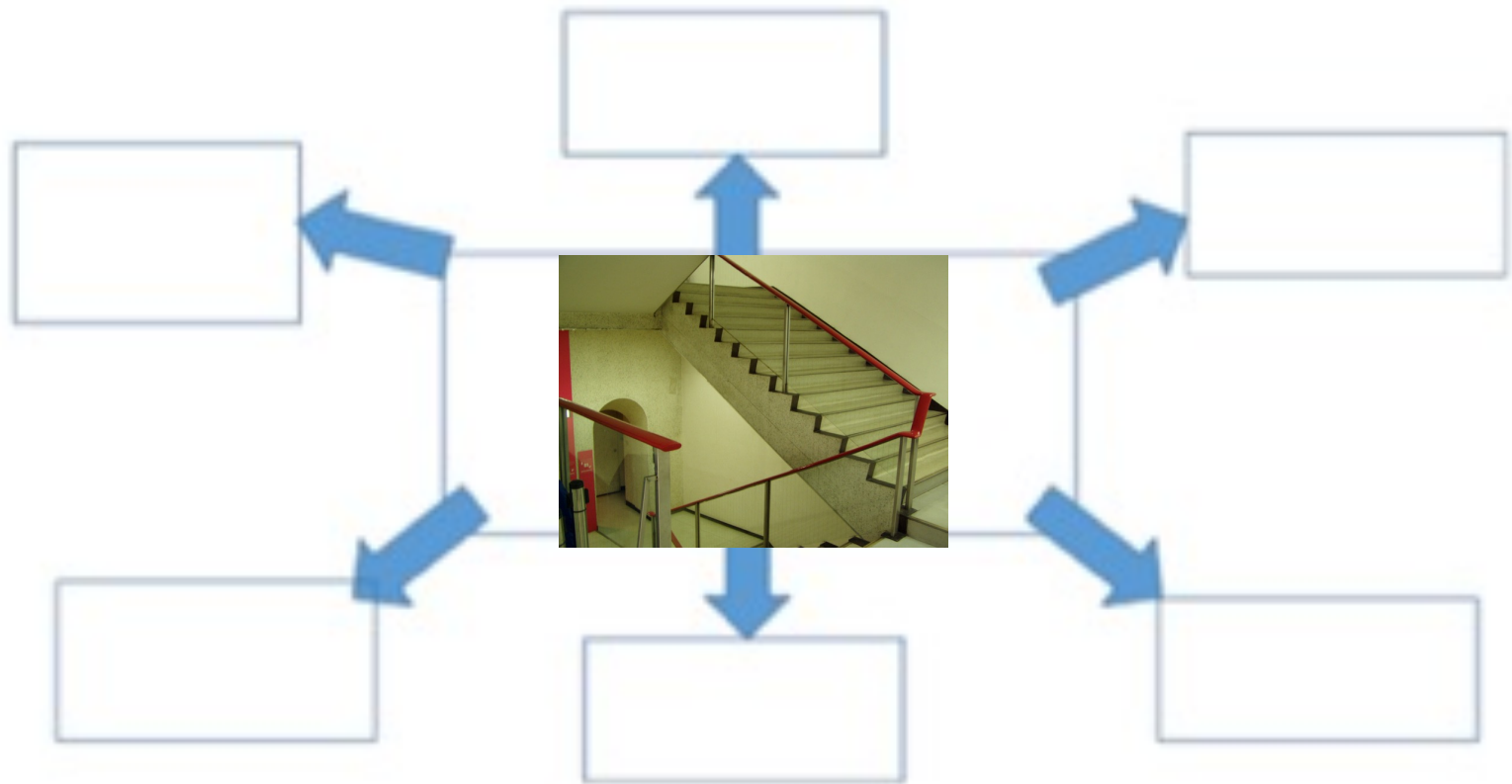
The color of inside is yellow and outside is brown.

It grows on the ground.

We sometimes use it in Subuta.



Associate six key-words to describe “stairs”.





Example (3rd grader of JHS.)

We see this at school.

We use it when we go from one floor to another floor.

It has many steps, but it doesn't move.

When there's a fire, we go outside of the building
and use this to escape.

On End-term test
“Describe the two things in three sentences.”

1) バイキング朝食 – buffet breakfast

You can eat any food.

You can choose Japanese style or western style.

There's no time limit.

2) たこ焼き - Takoyaki

It's a small ball-shaped pancake.

A small piece of octopus is inside.

You eat it with your favorite sauce or mayonnaise.

Hierarchical Mapping, not by Tony Buzan Map (階層式マッピング)

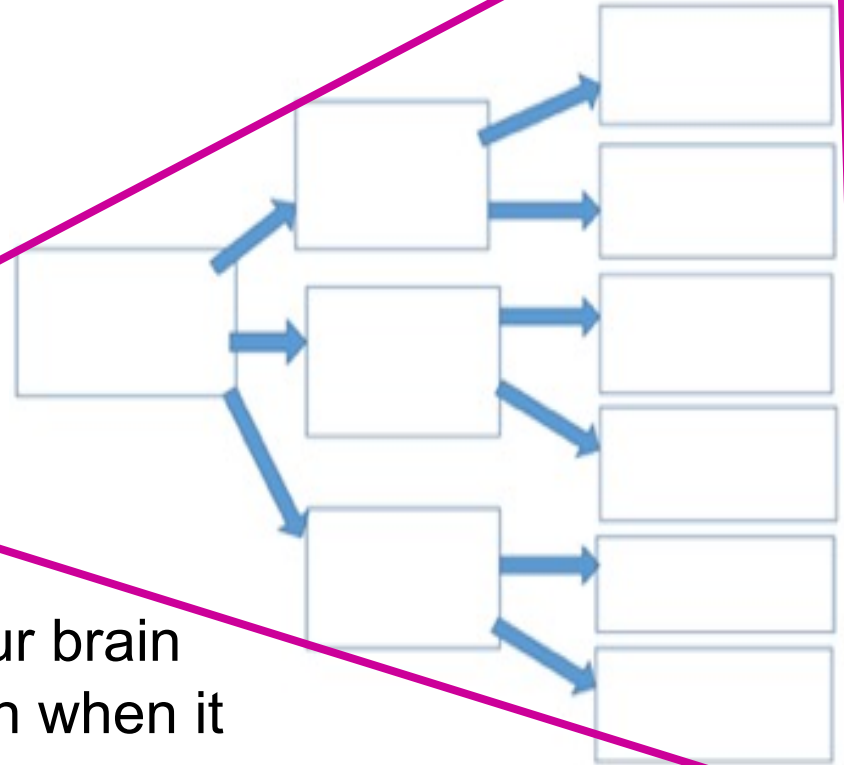
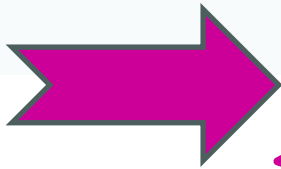
In Finland, where the OECD says that academic performance is the highest in the world, hierarchical mapping (Ayatus Karta) is taught from the first grade.



Strengthen your ability to connect ideas.

Hierarchical Mapping

(The key is to connect information from left to right.)



A mapping is like a “map,” and our brain can easily understand information when it is grouped and connected.

So after making a mapping, it is important to do image training so you can keep the whole picture in your mind.

Underline the keywords, and draw about three lines toward the right margin of your notebook.

Then, think on your own about any information you can add by using connecting words like the ones on the right.

I like Korea.

so _____

because _____

for example (たとえば) _____

but _____

I (sometimes/always/never) _____

I like K-pops.

so _____

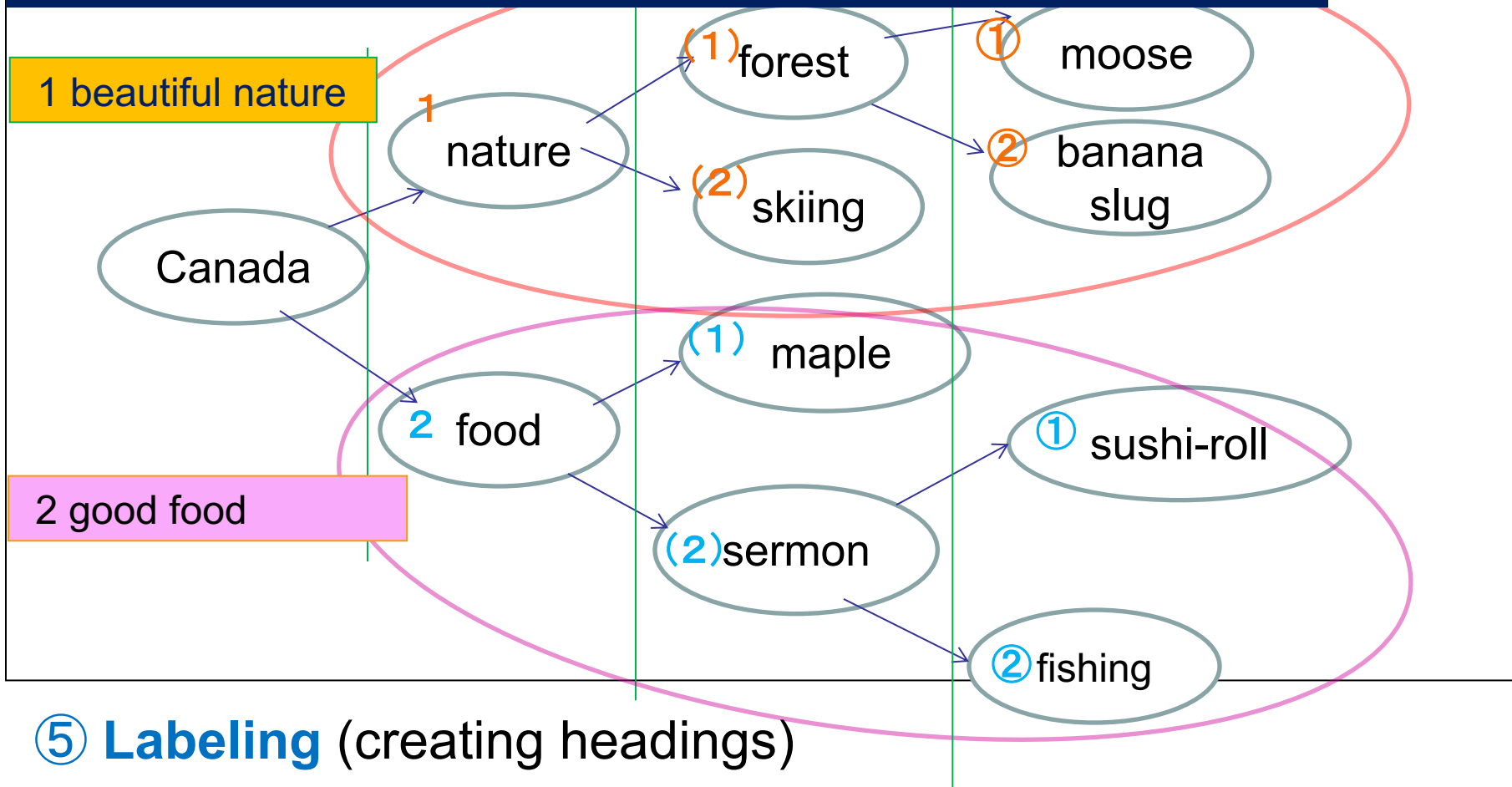
because _____

for example (たとえば) _____

but _____

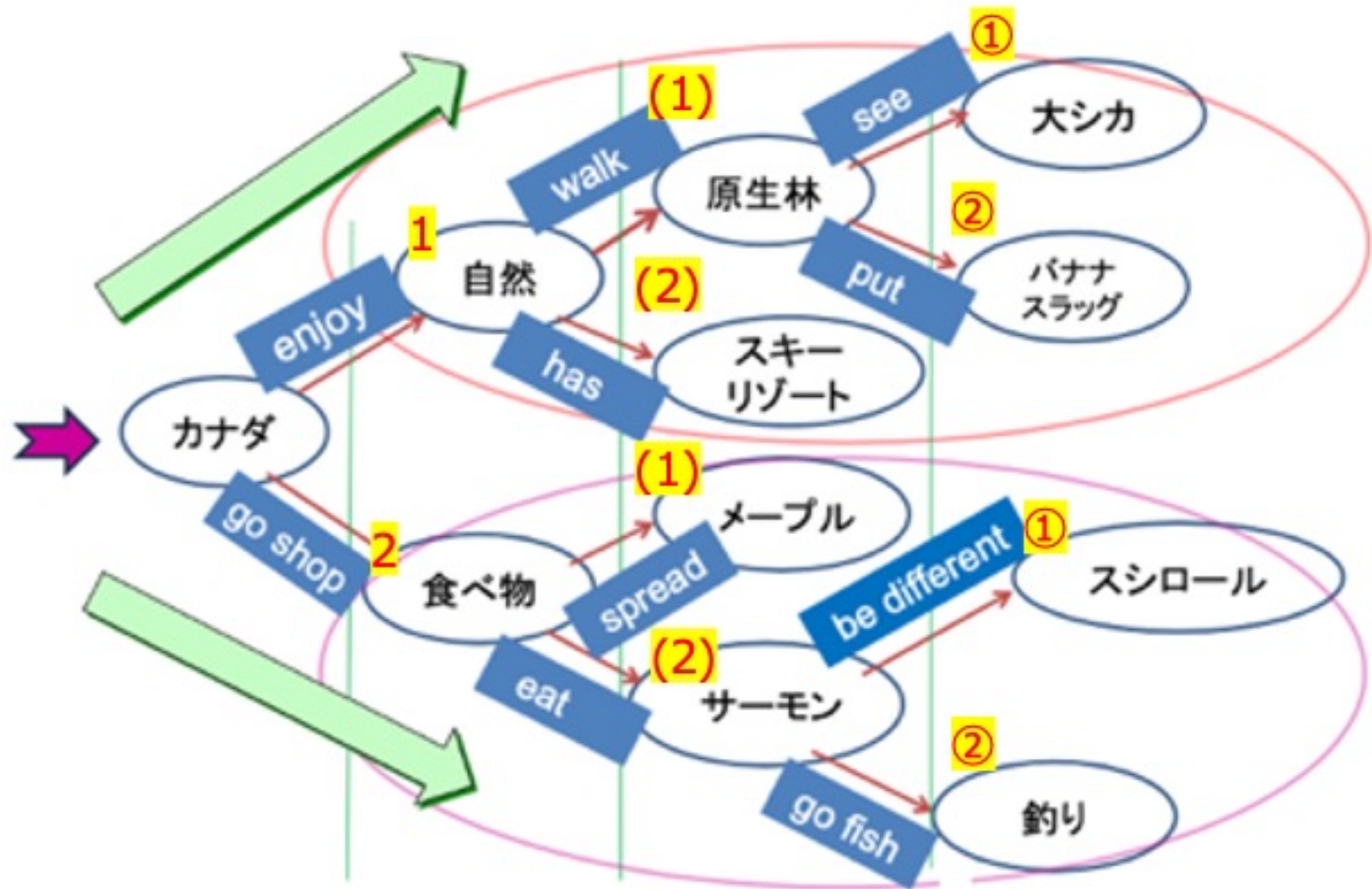
I (sometimes/always/never) _____

- ① Inside each node, **write nouns**. (Up to junior high school, students should write them in Japanese to visualize.)
- ② **Grouping** (organizing information)
- ③ **Numbering** (deciding the order for speaking or writing)
- ④ Verb Hunting (thinking of verbs to put on the lines)

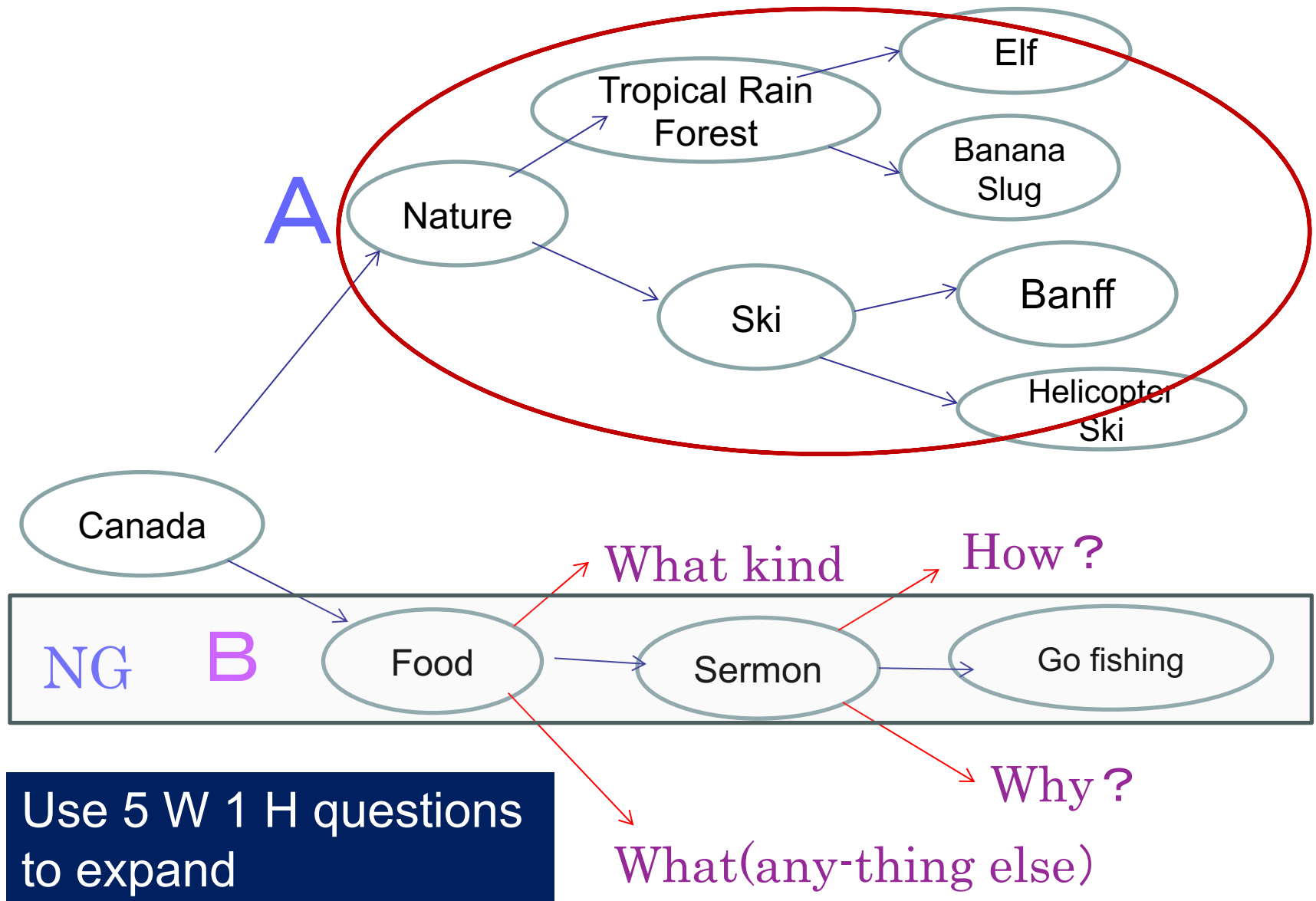


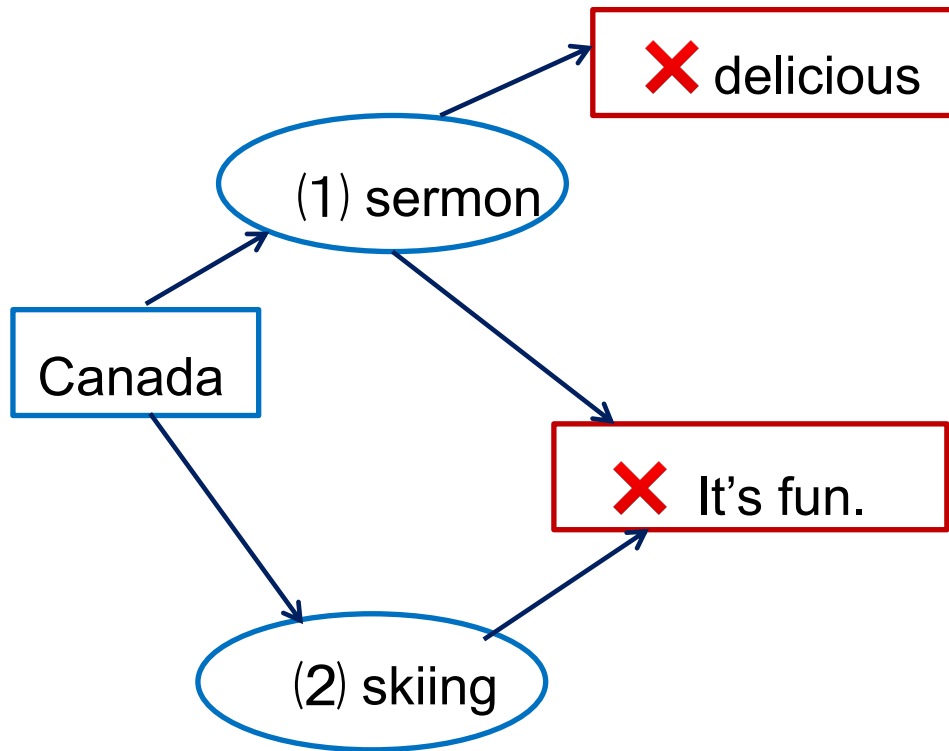
- ⑤ **Labeling** (creating headings)

④ Verb Hunting (thinking of verbs to put on the lines)



Why is the mapping not spread out?





Rule:

When you use *an adjective* or *a full sentence*, you must stop there and not connect anything after it.

Adjectives", "verbs" or "sentences" in a node can take you in a completely different direction.

Choose “one” out of these 12 topics for your Interview Mapping

1. A time in the past I want to visit with a time machine
2. A person I respect
3. What I want to be if I could be reborn
4. Which I want to live in: the countryside or the city
5. A place full of memories
6. A famous person who has passed away that I want to meet
7. What I would do if school were off tomorrow
8. A person who influenced my life
9. A Doraemon gadget I want to use
10. If I could go to the future, what age I would like to be
11. If I could be the opposite sex for one day, what I would do
12. Which I would choose for fun: Tokyo or Osaka

マンダラートと階層式マッピングを組み合わせると協働的な学びをベースにした「探求コーラル・マップ」になる



Exploratory Coral-map © Y.Nakashima2024

You can organize information and formulate thoughts with 'Inquiry Coral Map'.

Hierarchical Mapping

Hierarchical Mapping

Four-sided Mandala Chart

A

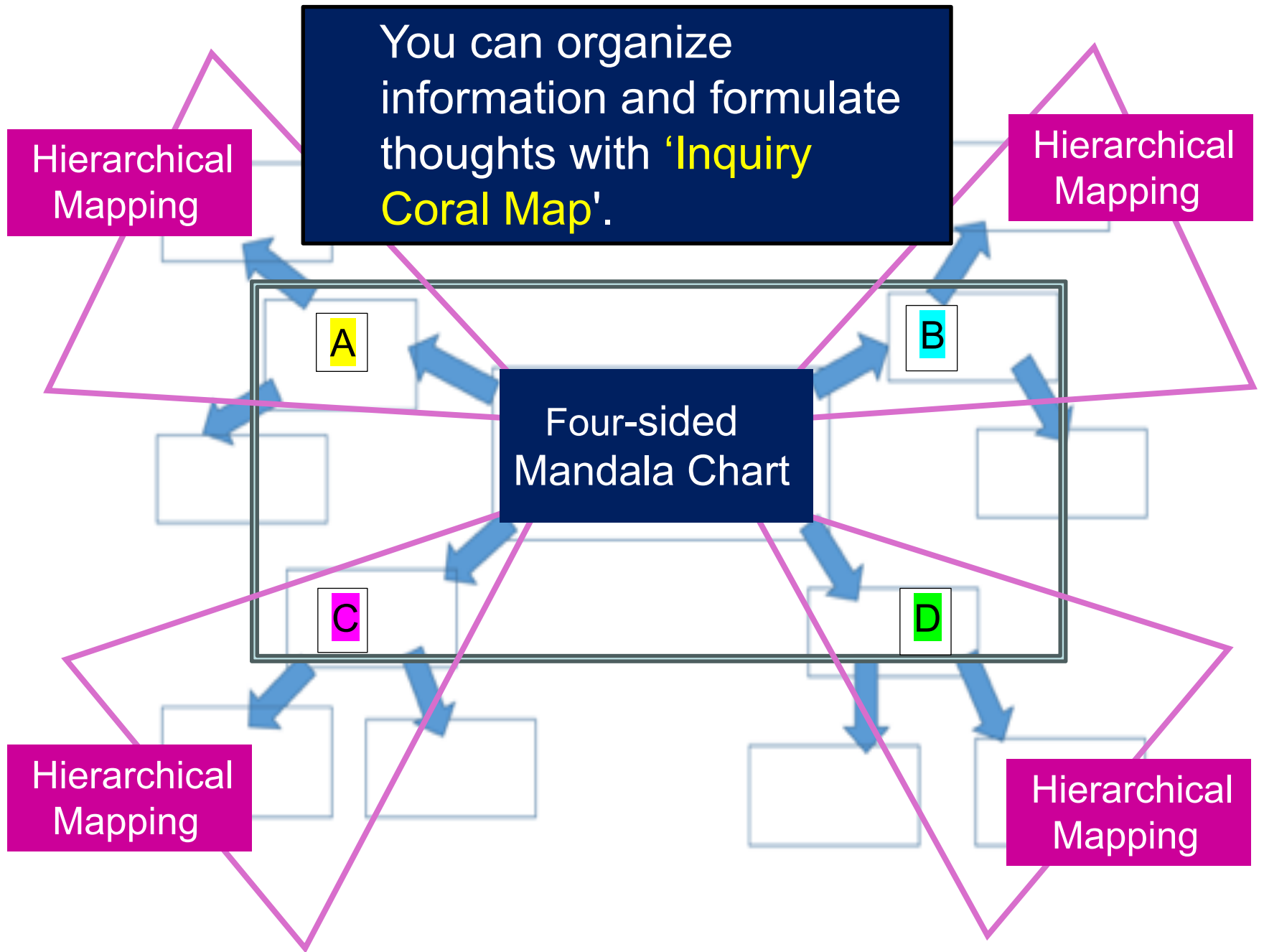
B

C

D

Hierarchical Mapping

Hierarchical Mapping



Inquiry Coral Map

Lack of information

Why are environmental problems so hard to solve?

Still think it is a long way to go

Not concrete solutions

Lack of correct knowledge

1st Mandala Chart (to expand)

2nd Hierarchical Mapping (to connect)

SDGs feel difficult when we talk about things that are not close to our lives or things we have never experienced.

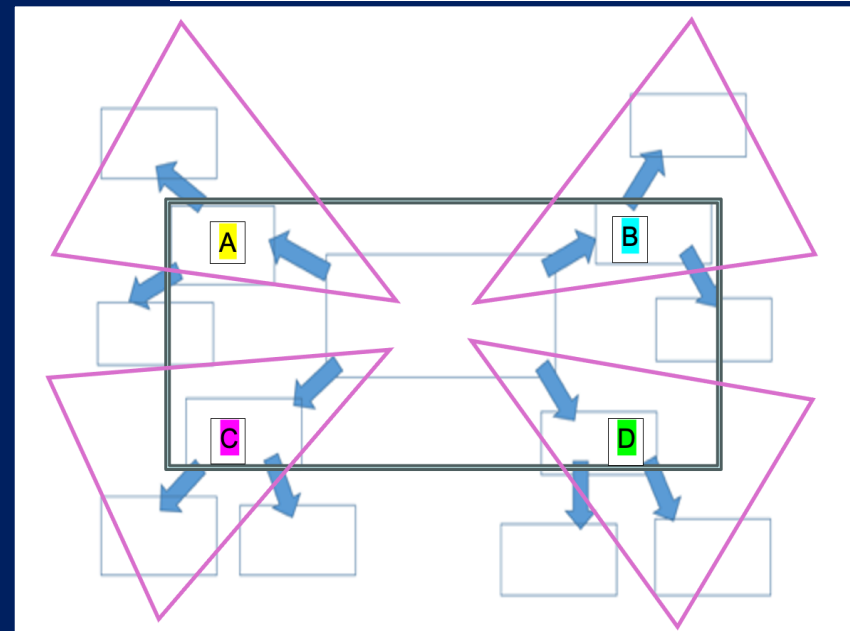
So, instead of putting “**endangered species**” in the center of a *Mandala Chart*, try using questions like:
“*Why did we stop caring about endangered species?*”
“*How can we help senior high students care more about them?*”

When we start with these questions, the topic becomes *our own problem*. Then we can think, explore, and work together as a team. New ideas also start to come out. The important thing is to put “**Why?**” or “**How?**” matter in the center box.

Theme: What Can We Do to Sustain Multicultural Society?

This is it, our Actions!

- ① Teams use mandala Chart to think about the elements they need.
- ② One or more people take charge of one element and dig deeper with mapping.
- ③ Practice the presentation with the whole team. No drafting. No notes are looked at.
- ④ When finished, ask impromptu questions from the rest of the groups.
- ⑤ Vote for the best team at the end.
- ⑥ Write a report later and send it to BOE.



Try to find out the elements between four and six in a group.

Everybody has to be in charge of presentation about each element **not by memorizing the content but by practicing it many times until visualizing**. So, pictures become useful.

Exchange student will be a leader of each group. Leader raises issues first and summarizes at the end.

Time management

- (1) *Mandala Chart* / each person – team (10 min.)
- (2) *Hierarchical Mapping* / each person (5 min.)
- (3) *Building up the presentation content* / team (10 min.)
- (4) *Practice* / team (10 min.)
- (5) *Presentation* / team (one team 6 min.)
- (6) *Consolidation*