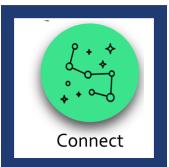
# MudMapping

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#### Sequence of activity

#### Prepare

Collect craft materials and tools including sticky tape and glue. Collect small toys like little people and other items that could be used for representation.

Have one piece of large chart paper per goup.

Create groups - 3 or 4 is ideal.

#### Reinforce Concepts

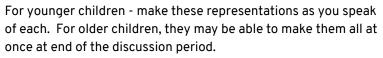
Reinforce the key concepts learnt and revise the 'HMW...?' auestion.

Discuss each of the concepts in turn including examples.



Ask each group to make one representation of each concept. eg a small tree could be made to represent nature.

These should be placed on the chart paper.





Add any notes about the data collected to gain empathy. This may includes images of graphs.

#### Add key words

If there is a concept that lends itself to key vocabulary - add each of these words on a separate post-it note.

### Demonstrating of connection making

The teacher should then demonstrate the process using all the representations and sticky notes.

He/she should use pens to draw connecting lines and to add details in text to any of the areas.

Discussion should be encouraged and group skills should be a focus.

#### **Group MudMapping**

Each group should then use a similar process to explore connections and to articulate their understandings.

#### **Present and Share**

Each group should discuss/share their work.

#### Record and/or photograph

Each group should have a photograph of their final mudmap taken and/or a recording taken of their group presentation.

Revise the 'HMW...?' question to cater for the ideas and connections that emerged during this session. Consider this a 'fine-tuning' of the question so it is more responsive to the student line of inquiry.



## ABOUT the activity

Activity to deeply explore discoveries (user, context, tools) and to make connections.

There are often assessment opportunities



#### CONTACT

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