The 5C Model Mapping Method

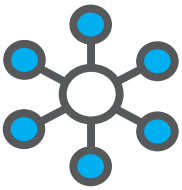
WORKING MORE *UPSTREAM*

This process extracts what normally happens inside the head. By breaking down the thinking process, it puts it into *slowmo*. And helps teachers work more *upstream* — getting to students' thinking before the end result.

Combining Graphic Organisers gives students a method to follow. This gives them a new–found control over their learning which boosts their self confidence. It also means teachers can model their own thinking in *real time*.

1 COLLECT

SINGLE BUBBLE



the problem

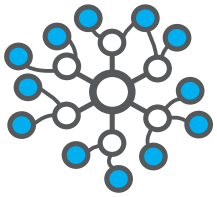
Teachers say "*What is...?*" Not all students know how to start thinking about an area of work.

the solution

A Single Bubble helps students gather ideas without having to organise them at the same time.

2 CONNECT

CLUSTER



the problem

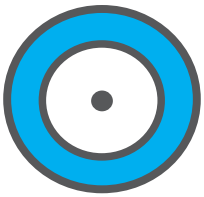
Teachers say "*You need more on...*" Students can struggle in developing initial ideas or may stop their explorations too early before all areas have been explored.

the solution

A Cluster helps students develop existing ideas, and add new ones. And to make links and connections prior to organising

3 CULL

TARGET MAP



the problem

Teachers say "*This is irrelevant...*" Students often include irrelevant or unimportant ideas in their work.

the solution

A target map helps students to reason and debate which ideas are relevant or irrelevant, important or unimportant before organising them.

4 CHUNK

AFFINITY DIAGRAM

the problem

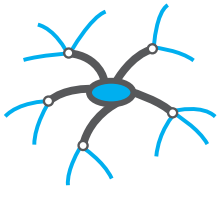
Teachers say "*This is not organised...*" The major themes aren't identified. As a result the narrative is disjointed and rambling. Disorganised work is not given high grades.

the solution

By helping students to group (categorise) and label (title) their ideas, Affinity Diagrams help them create order and meaning.

5 CATEGORISE

MODEL MAP



the solution

The category titles of the Affinity Diagram become the main branches of the Model Map. The words within each category need to be broken down into different levels. Much as we do when organising a cupboard.