

101

Top Tips for Better Mind Maps



By Phil Chambers

World Mind Mapping Champion

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About The Author



Philip Chambers
Author

Phil Chambers is twice World Mind Mapping Champion, an International Grand Master of Mind Mapping and the Grandmaster Trainer in Speed Reading for the Tony Buzan Group. Phil is a member of MENSA (the High IQ Society) and has been a Buzan Licensed Instructor since 1995.



Phil is also President of the Guild of Mind Sports Arbiters (GOMSA), senior arbiter for the World Mind Mapping Championship and Chief Arbiter of the World Memory Sports Council. He was a founder member of the Mind Sports Council and is the only person to win the Brain Trust's 'Special Services to Memory' award twice. Other awards include 'Warrior of the Mind', 'Officer's Cross – The Companionate of the White Swan' and 'World Memory Masters Club - China' medal.

Prior to entering the training profession, Phil worked as a computer programmer for a major high-street Bank and has a BSc in Physics and Chemistry from the University of Durham. Drawing on this scientific background, he is one of the few people to successfully apply Mind Mapping to mathematics.



His Mind Maps have been published in Tony Buzan's GCSE Revision and Literature Guides, "Use Your Head", "Mind Maps for Business", "The Mind Map Book" and "Mind Map Mastery".



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Tony Buzan - *For originating Mind Mapping*

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Tony Buzan



Elaine Colliar



Anne Jones



Lex McKee



Vanda North

Introduction

This book is a distillation of the knowledge and skills that I have gained in over fifteen years of Mind Mapping, ten of which were as an instructor teaching the technique. During this time I have had the privilege of working with and competing against some of the best Mind Mappers in the World. Gradually my style has developed to include some of the best ideas of a range of highly skilled individuals. This culminated in my Gold medal at the 2000 World Championships and winning again in 2004.

My hope is that this book will help you to improve the quality and effectiveness of your own Mind Maps much more rapidly than I managed to through my experiences. Many of the insights that I give are not found in any other book on the subject, making this a unique resource.

The book is organised into a number of sections, each covering a particular aspect of the Mind Mapping process or a specific application. Do not feel that you have to read it cover to cover. Dip in for a couple of tips to apply each time you create a Mind Map.

Best of luck and I hope to see you at a future World Mind Mapping Championship.

Phil Chambers



BEFORE YOU START - GATHER MATERIALS

1

Invest in a good set of pens – Whilst you can get by using a 4-colour ballpoint pen, you will produce much more aesthetically pleasing Mind Maps with quality pens. I like to use Stabilo Point 88 fine fibre tips. These come in packs of 10 or 20 colours.

2

Get some good quality A3 paper, at least 90gsm weight. Either buy a cartridge paper sketchpad or, as I prefer, bright white surfaced colour laser copier paper. (4CC or Neusiedler are good brands). A ream will last you ages!

3

Be careful with ultra-smooth paper to avoid smudging – use a separate sheet of cheap absorbent paper to cover recently drawn branches and to rest on.

4

Experiment with textured paper, especially if you intend to use coloured pencils.

5

Store your Mind Maps in a ring binder. You can buy an A3 binder but this can be a bit unwieldy. Alternatively, fold each Mind Map nearly in half so that it becomes almost A4 but with a margin of a couple of centimetres sticking out. You can then hole punch it, clip it in a standard A4 ring binder and unfold it to read.

PREPARING MENTALLY

6

Get into the right state of mind before you do a Mind Map. Known as the 'zone' by athletes, the best state for learning, and creativity is relaxed but alert. This is when alpha and theta brainwaves dominate your thought patterns. You can achieve this state by listening to relaxing music with a frequency of 1Hz (i.e. one beat per second). The mind synchronises with the music to 'take you down' into a more relaxed frame of mind. Try composers such as Bach, Corelli, Handel, Telemann & Vivaldi. If you dislike straight classical music certain tracks by Enya and Jacques Loussier have the same effect. Lex McKee is a composer working on the effect of music on mental states. (See www.lexstudios.com)

7

Anchor resourceful states – Anchoring is a technique used in Neurolinguistic Programming (NLP). This is a way of accessing the best state of mind very rapidly. Simply perform a physical movement (such as touching your earlobe) whenever you are in a relaxed state. After a while the brain will associate (or anchor) the movement with the state. To return to that state just repeat the movement.

8

Generate ideas with a brain storm (also known as a brain bloom'). Write the title in the centre of the paper, and write a word or phrase on each. Do not judge the quality of these – All thoughts are equally valid. If you do this in a group ask each person to do the exercise individually before collecting in responses. This gives a much wider range of ideas. draw lots of lines radiating out

9

Cluster the ideas – By this I mean come up with categories into which you can group similar or related ideas. Try to come up with no more than 9 categories or clusters. These can become the main branches on your Mind Map.



10

Highlight key words before you start your Mind Map if you are making notes from a text. Key words are usually nouns and account for about 10% of the words in a standard piece of prose. These act as triggers to bring the meaning back to mind so you shouldn't worry if you think that these are insufficient to convey the meaning.

11

Allow a gestation period for ideas to mature in your subconscious if you are problem-solving with a Mind Map. Use a Mind Map to gather and organise the facts, define the problem and, if possible, the ideal outcome. Then switch off: have a bath, go for a long walk, sleep on it. The subconscious will be working on the problem the whole time and will alert the conscious mind when it has a solution. An idea will 'pop into your head'!

12

Keep a scrapbook of ideas, inspirational quotes, articles and anything else that may be useful later. This allows you to capture thoughts when they happen but when you

don't have time to follow up or develop them. When you need inspiration you can go to your scrapbook and pick up one of these stored ideas.

THE CENTRAL IMAGE

13

Make sure you orientate your paper and scape way round (i.e. long edge at the top) – This gives you 're space to spread out horizontally. It's much easier to read horizontal text than vertical.

14

Size your central image appropriately. It needs to be big enough to stand out and be the largest image on the page, but small enough to allow plenty of room to develop your ideas. As rough guide, if you're using A3 paper make The central image between 6 and 10 centimetres square. On A4 paper, about 4 centimetres square.

15

Find the middle of the page before you start. A really good tip is to move your finger diagonally across the paper from corner to corner. Do this for both diagonals making an imaginary 'x' shape. Notice where the diagonals cross – this is your centre.

16

Remember that you should always try to draw a central image rather than write a word. Images add visual variety to your Mind Maps. If each Mind Map has a word in the middle they become very similar in appearance and can be confused in your memory. If you absolutely have to use a word, make it as visually interesting as possible by using unusual lettering, colours, patterns, etc.

17

Make your image unique – Once again, this aids clarity of memory.

18

Use at least three colours for your central image. This draws attention to it and aids recall and creativity.

19

Leave your image open. Do not draw a frame or box around it. The brain sees a box as finalised or finished, whereas the purpose for the image in the centre of a Mind Map is to stimulate the growth of ideas from it. The unique outline of the central image is yet another example of visual variety.

20

Try using photographs as central images. A digital camera or Polaroid gives you an instant image. You could use royalty free or stock photographs available on the internet, in books and on CD-ROM.

You could even cut out pictures from magazines but make sure you don't infringe copyright if you intend to distribute copies of your Mind Map.

21

Buy a clip art collection – It's best to invest in one with a printed book of images accompanying the disc. That way you can copy images by hand without having to use the computer to find and print an image.

22

Search the internet for sources of images – Google has an excellent image search facility. Again, be careful of copyright issues.

23

Develop your drawing skills – A great way of doing this is to copy images whenever you can. It is much easier to copy something than try to reproduce the images in your head. It is a terrible shame that we are taught in schools that copying is in some way cheating. It is in fact a natural and very effective way of learning. Get ideas by copying images from other people's Mind Maps or works of art.

24

Use a light box to trace the outline of the central image. If you don't have a light box you can lean up against a window. If your 'source image' is the right size this is often easier and more accurate than copying.

25

Learn to draw cartoons – A caricature of the speaker makes an excellent central image for Mind Mapping a speech or presentation. There are many books and courses available on cartooning. Books include: ‘The Cartoonist’s Bible’ by Terry Simpson, ‘How to Draw Cartoons’ by Maddocks and ‘The Cartoonist’s Workbook’ by Robin Hall. The Cartoon Academy runs an excellent 10 module home study programme. (call 0161 3398388)

26

Experiment with different media – fibre, felt or brush tip pens, watercolour or acrylic paint, colouring pencils, gel ink pens, crayons, pastels – the list is endless.

27

Give your central image as much impact as possible – bright or fluorescent colours, especially yellow, gives the image a vibrancy that makes it a powerful focal point.

28

Draw using perspective, shading and shadows to make images look three-dimensional. This literally makes the images stand out.

29

Have fun with visual puns. Humour is one of the best ways to make things memorable. Even puns that make you groan are memorable simply because they’re so bad!

30

Leave a blank space in the middle of your Mind Map if you get 'stuck' for a central image. The brain is very good at filling in 'gaps'. You will find that as you start drawing branches and filling in details your sub-conscious will come up with an appropriate centre.

MAIN BRANCHES

31

Endeavour to limit the number of branches to nine or less if you aim to use the Mind Map as a memory aid. Research has shown that you can hold 7 ± 2 pieces of information in your short term 'working' memory concurrently. Any more than this and you tend to get overwhelmed with information. The Mind Map will also begin to look overly cluttered with more main branches. If, on the other hand, you just want to do a creative brainstorm or brain dump, don't worry about the number of main branches – you can always simplify and group data together later.

32

Choose your main branches to reflect the large-scale ideas on your Mind Map (Sometimes called Basic Ordering Ideas or BOI's). If you can group a number of ideas under a global heading then that heading

would be the main branch and the individual ideas sub-branches off that. If you are Mind Mapping a book, the title would be analogous to the central image and the sections or divisions of the book would be the main branches.

33

Order your branches so that when reading the Mind Map the first branch is at the angle of the number two on a clock face and the Mind Map is read clockwise. If your order is anything other than this convention, indicate this by numbering your branches in sequence. If you're left handed you may prefer to start at the 10 o'clock position and work anticlockwise.

34

Work according to your preferred processing style: If you are a holistic learner and like to see the big picture first, filling in the details later, begin by drawing all the main branches. If, on the other hand, you are a more sequential learner, draw the first branch and develop its sub-branches before moving onto the second. Remember you can always go back and add to a branch if you think of something that relates to it.

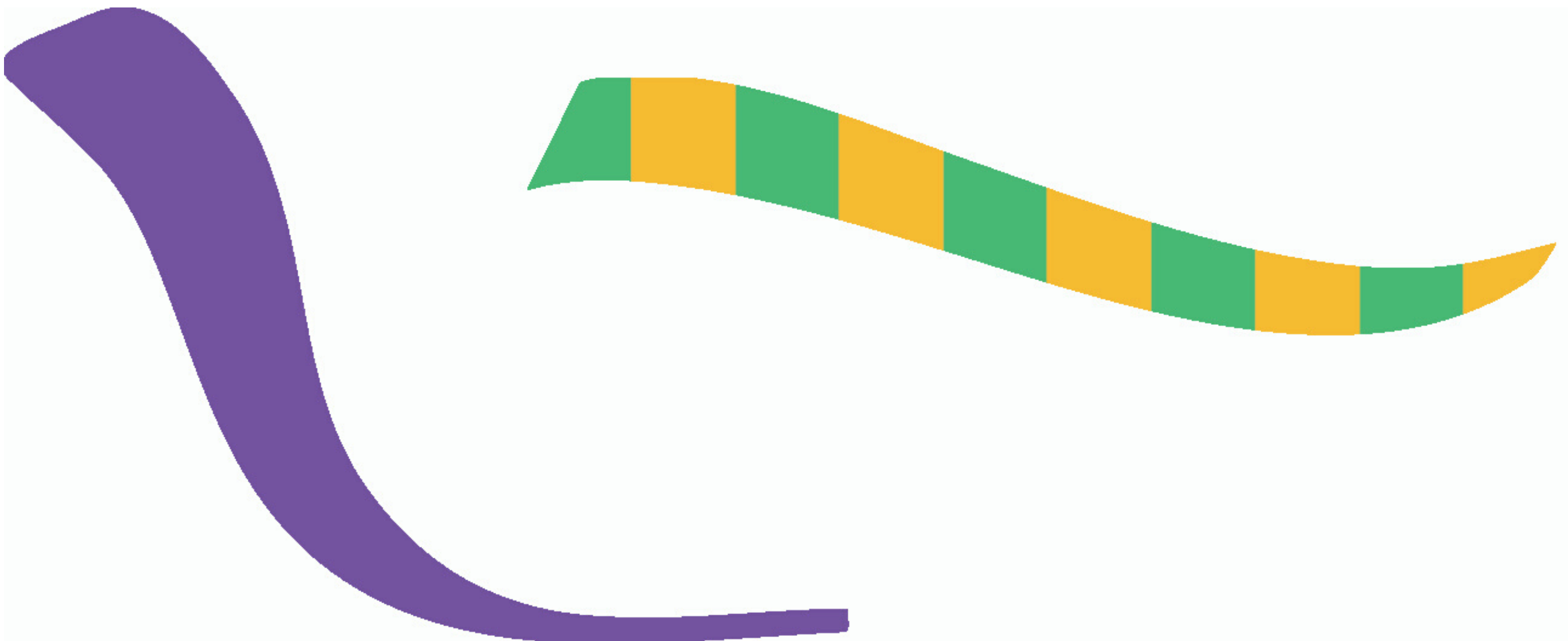
35

Draw your main branches such that they start wide and taper to a point as you move away from the centre. Starting wide indicates the greater importance of the main branches but you always

need a point to branch off from with your connected ideas. The tapering also leads your eye out from the centre.

36

Make your branches organic-looking, curving and twisting like the branches of a tree. Use flowing curves. Long elongated 'double' curves like a lazy 's' shape often look best as main branches. This is another way of adding visual variety leading to the uniqueness of each Mind Map.



37

Ensure that each main branch is a different colour. Sub-branches, however, should be the same colour as the branch that they connect to. This has a two-fold benefit. Firstly, it helps to 'chunk' or tie together each set of branches into a coherent unit. Secondly it allows you to highlight important points by using a different colour to the one predominating on that particular set of branches.

38

Connect your main branches directly to the central image. Do not leave a gap around the centre - This wastes space and disrupts the connected flow of ideas.

39

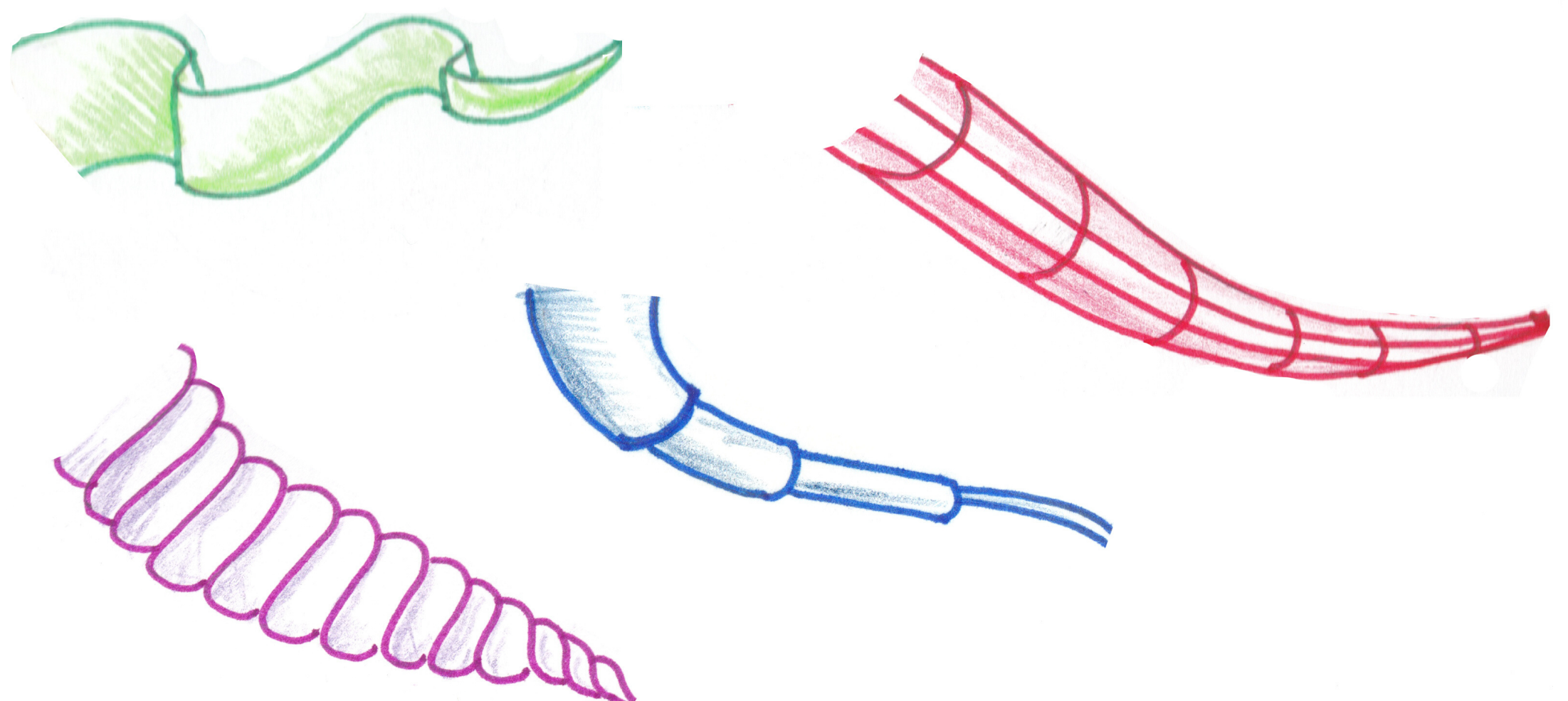
Write the text on your main branches in large, bold capitals. As you move outwards from the centre you move down the hierarchy of ideas. Reduce the text size accordingly. Big letters near the middle - smaller nearer the edge.

40

Experiment with different patterns filling your main branches: Checks, stripes, spots, waves, chevrons – Be creative. You can even use a pattern in the branch that relates to the word placed on it. For example on a Christmas card I used a wishbone pattern for the ‘WISHES’ branch and a collage of Brussels sprouts on the FOOD’ branch.

41

Make your branches look three- dimensional. You can use spirals (like the horn of an oryx, narwhal or unicorn); make your branch look like a pipe, or a flowing pennant, ribbon or banner.



42

Try to make the branch length equal to the image or word that is placed on it. It can be tricky to estimate the correct length of branch, especially on the left hand side of a Mind Map where you can't extend a branch to accommodate a longer word. As you become more experienced you will get better at judging the optimal length of branches.

LINES

43

Try varying your lines to reflect the meaning of the word placed on them. For example a 'wavy' line for water, a jagged line for breaks, etc.

44

Connect lines to the end of lines – this gives a much clearer and more logical structure than joining part way along a line. Connected lines reflect connected concepts.

45

Remember that each line should only have a single word or image on it. Phrases destroy the structure of a Mind Map. The single key words that you use are only meant to act as triggers to recall concepts and information. Breaking up a phrase into its constituent words allows each to be expanded upon. If the purpose of your Mind Map is for creative thought then single words will stimulate many more ideas.

46

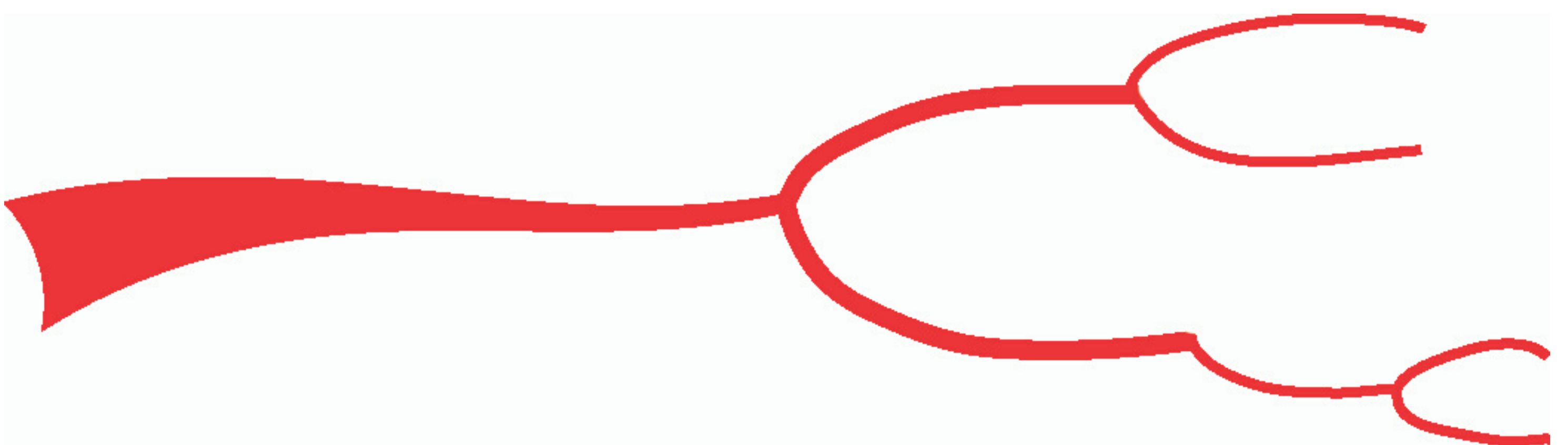
Use curved lines as these make much better use of space. By curving a line towards the horizontal the text placed on it becomes much easier to read. If you look at the branches of a tree, a structure that has evolved over millions of years to make the best use of space (allowing each leaf to receive the most light), you will never see a totally straight branch or twig.

47

Avoid overly 'wiggly' lines. For second level branches and above, single pen strokes forming a simple arching curve will make your Mind Map much clearer and easy to read.

48

Mix convex and concave curves. If all your lines curve the same way (for example they are all 'u' shaped) then they will tend to spiral into the centre of the Mind Map. Use 'u' and 'n' shaped curves in pairs to ensure that you are always radiating outwards and making the best use of space.



49

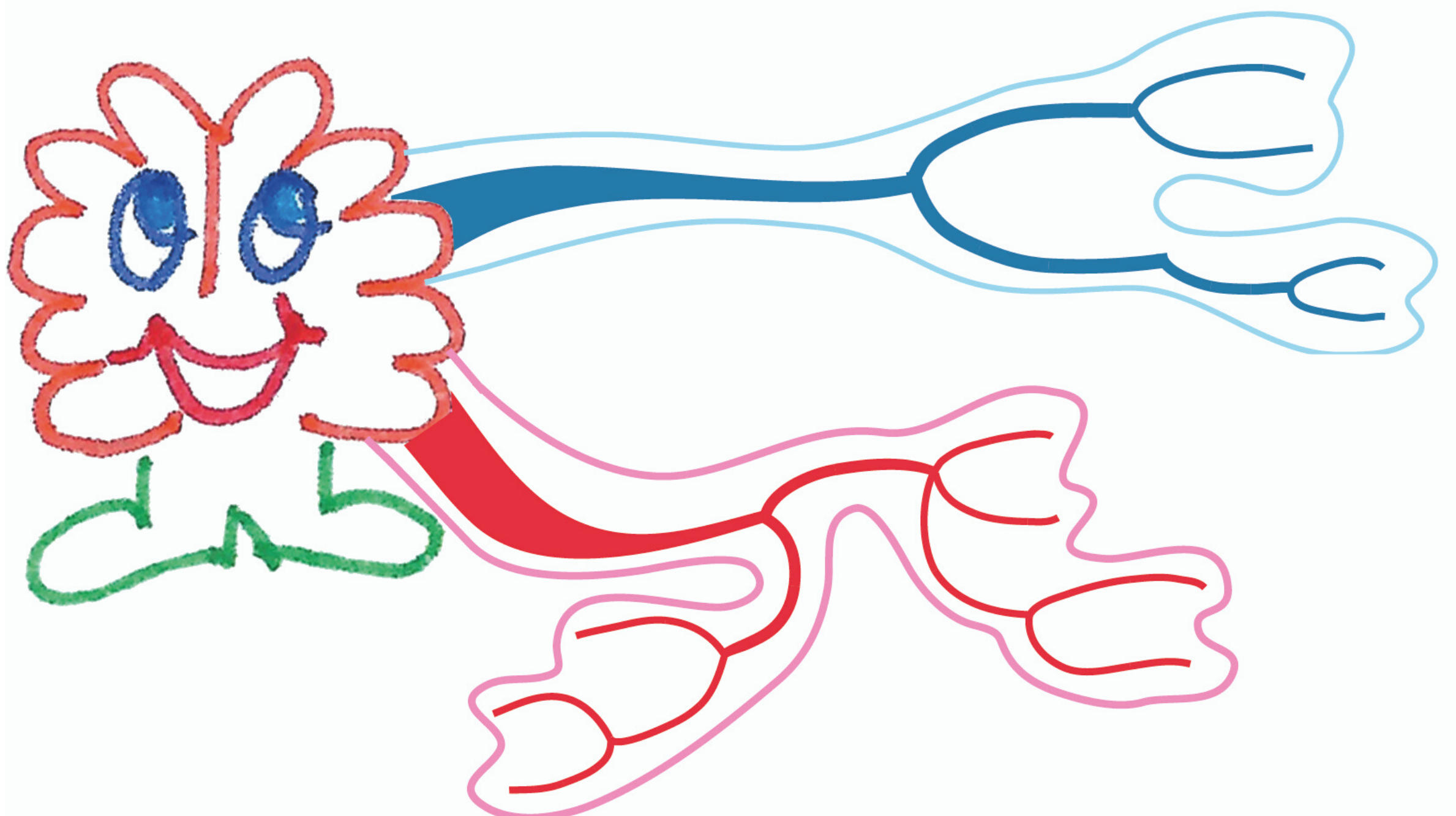
Leave sufficient space between sets of branches – This is what five times World Mind Mapping Champion, Elaine Colliar calls the ‘Feng Shui of Mind Mapping’. Tony Buzan says, “Taken to its logical conclusion, the space between items can be as important as the items themselves”.

50

Add some empty branches if you find yourself stuck’. The brain will naturally try to fill gaps and you will come up with as many ideas as there are empty branches.

51

Enclose the branches of a ‘finished’ Mind Map with an outline that closely hugs the shape of each branch. This unique shape ‘chunks’ the information together making it easier to recall. However, it does tend to restrict the further growth of the Mind Map and has largely ‘gone out of fashion’ amongst the World’s top Mind Mappers. The use of a predominating colour for each set of branches as a chunking device tends to be favoured.



WORDS

52

Print the words that you write on a Mind Map. Printed lettering is much easier to read than cursive 'joined up' handwriting. The brain can instantly recognise and 'photograph' the clearly printed lettering on a Mind Map.

53

Use words that evoke your senses. Descriptions of smells, tastes and touch add more scope for connections. Memory is an associative process, so the more connections, the easier something is to recall.

54

Experiment with different styles of lettering: 'Times' font with serifs is a good strong style for main branches, helping them to stand out. However, lettering style should not be such that it reduces clarity or makes it hard to read the words. You could take a course in calligraphy!

55

Try making the style of words reflect their meaning. For example, you could use shaky writing for the word 'fear'. Accelerated learning expert, Lex McKee often writes the word 'Review' in mirror writing to emphasise that it is looking back at something.

56

Combine words and images. For example the 'oo' in the word 'look' could be a pair of eyes or the 'O' in the word 'world' could be a globe. You can also use other symbols in words like 'MON[¥]' or '\$AL[¥]'. Play with rebuses (puzzles in which words are represented by combinations of pictures and individual letters).

57

Write direct quotes in speech bubbles connected to a branch. You should try to avoid too many phrases but sometimes they are unavoidable, for example, when studying English Literature. This is a modification to the laws of Mind Mapping to get round the problem of phrases.



58

Size your lettering appropriately for its level in the hierarchy of a Mind Map. Main branches have larger lettering than second level branches and so on, decreasing as you move out from the centre.

CODES

59

Link related ideas in different parts of your Mind Map using simple symbols, like stars, triangles, squares or circles. Simply put the star (or whatever) next to each occurrence of the idea or word. This has the benefit that you can show links on opposite sides of the Mind Map without having to draw long arrows.

60

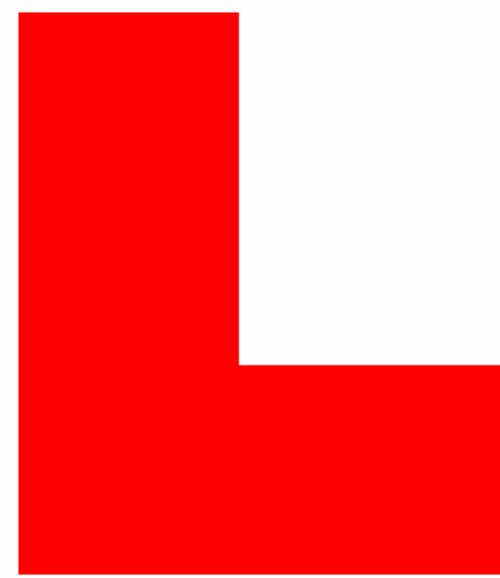
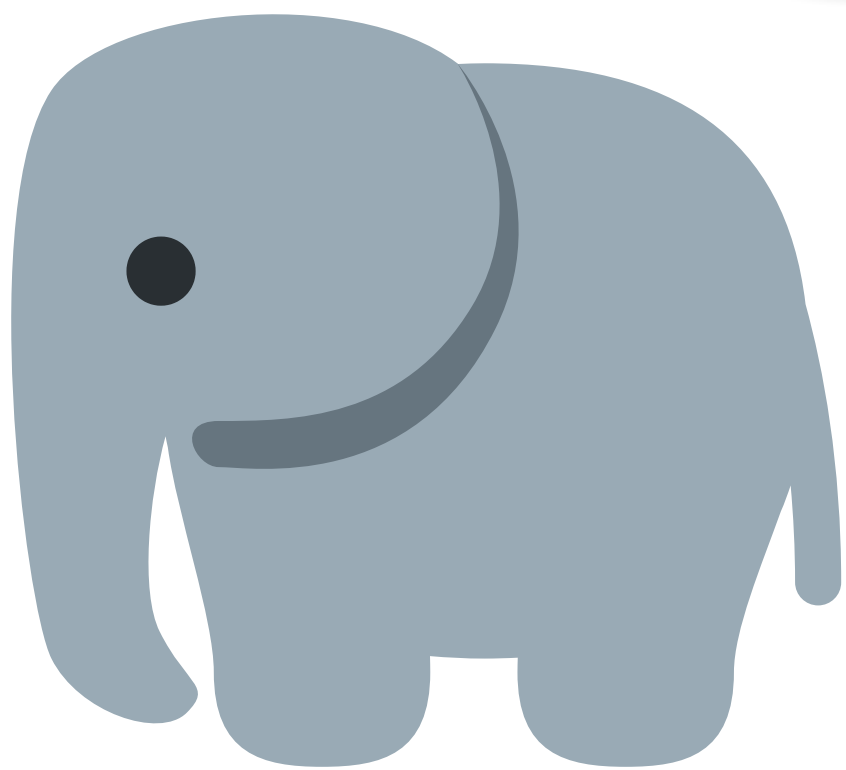
Develop a system of colour codes: This can be used in many different ways. For example, on a decision making Mind Map – everything that indicates one alternative could be in green, everything that indicates the other in red and information relating to both in blue. In Mind Mapped meeting minutes – each attendee could have their action points a different colour.

61

Use a highlighter pen to indicate tasks that have been completed on a to-do Mind Map. As soon as something has been completed just go over the relevant branch with the highlighter. This gives a very clear picture of progress and remaining work.

62

Invent your own vocabulary of code symbols that you can quickly draw – For example an ‘i’ in a circle is much quicker for me to draw than write the word ‘information’. An ‘L’ plate represents ‘learning’, a simple drawing of an elephant represents memory’ and a telephone represents calls that I need to make.



63

Copy the icons used in computer programmes for the various functions. They are usually quite simple to draw and can form a good starting point in building up a vocabulary of codes.

64

Find any symbol fonts on your computer. Zapf Dingbats, Wingdings and Webdings are fairly common ones and are a fantastic source of potential codes.

65

Look through the Highway Code for inspiration. Road signs are excellent examples of relatively simple pictures that sum up information quickly and elegantly. You can of course invent your own meaning for the signs. I use the 'road works' sign to represent work or tasks that are assigned in a meeting. A really good symbol is the circle with a diagonal line through it (as used in no smoking signs). Use this in a Mind Map to represent things that are not true or not allowed. This saves writing the word 'not' that could easily be missed as a keyword.



66

Be creative with your codes and make use of silly puns. In Mathematics, an empty cage represents a polygon (i.e. missing parrot!). In Linguistics, subordinate clauses are represented by trainee Santas.

67

Keep personal information secret by using or devising a code. Lex McKee substitutes English letters with their Greek equivalents. Leonardo da Vinci famously used mirror writing to keep his notebooks secret. You could even use Morse code or a visual representation of Braille but it may be a little time consuming drawing all the dots or dashes.

ARROWS

68

Link repeated words, related ideas, synonyms and even antonyms in some cases by drawing an arrow between them.

69

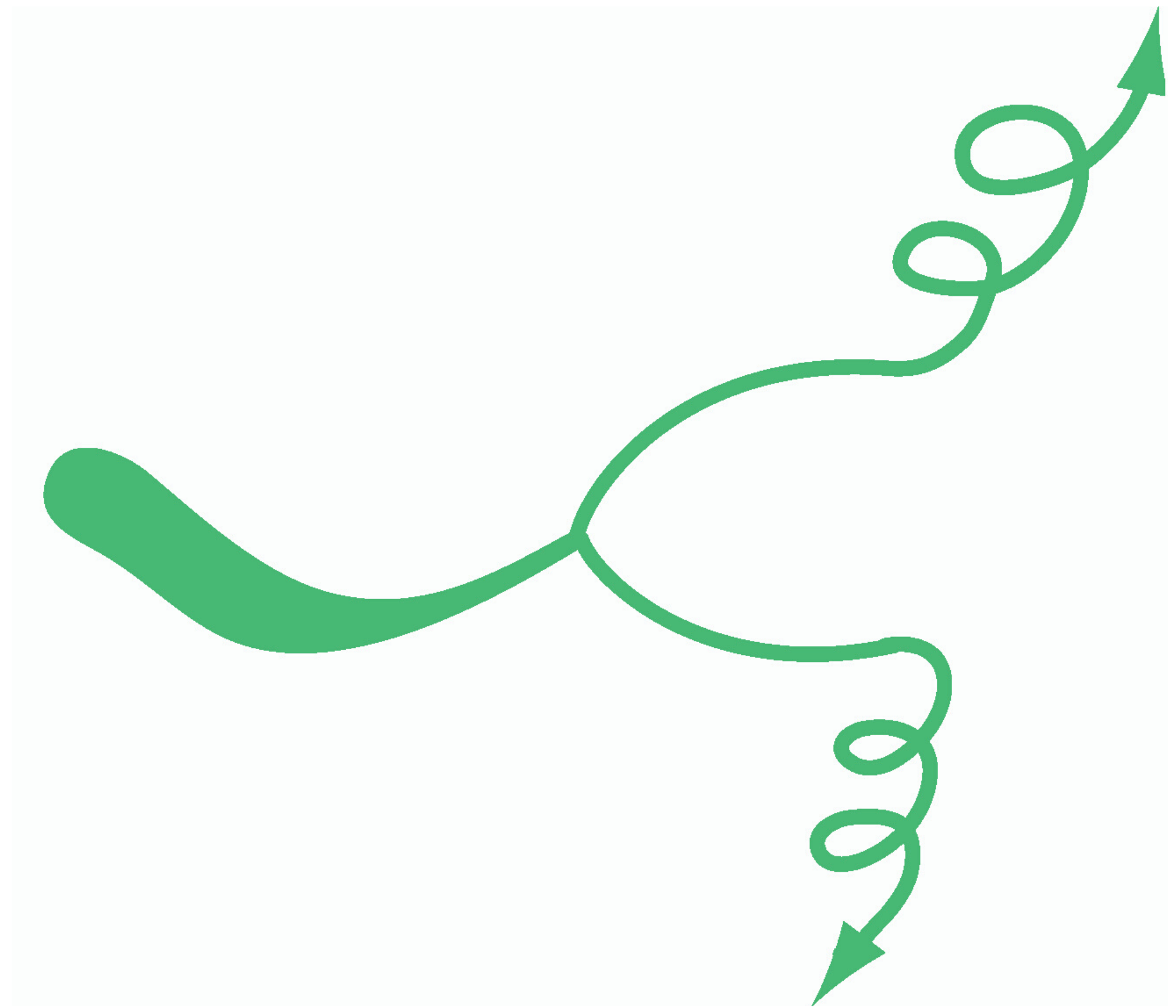
Take care that arrows don't restrict the development of other branches. You can avoid this either by adding the arrows as the last thing you do on your Mind Map or make sure that they go out to near the edge of the paper. (Or use a code instead – see above)

70

If you have a long quote that is relevant to a link between ideas, you can write it along the line of an arrow.

71

Use an upward spiral with an arrow on the end of it as a representation of continuous improvement (or Kaizen). Likewise, a spiral pointing down with an arrow at the end can represent continuous decline.



APPLICATIONS & PRACTICE

72

Practice Mind Mapping Lectures in a low risk situation. A good example of this is the television news. News programmes are structured like an ideal lecture as they start with the headlines (your main branches) and then move on to reports and details about each story (your sub-branches). Finally, they give you the headlines again (a useful first review). Of course, if you miss something off your Mind Map it's not a problem, unlike a missing part of an important college lecture.

73

Try Mind Mapping a phone call. Before making the call, draw a central image, main branches and possibly some sub-branches if there are specific things that you want to raise. These can then easily be added to during your conversation. A typical set of branches could include: a record of general points; actions to be followed up after the call by each person; good ideas; issues to flag up.



74

Mind Mapping a textbook or lengthy report can be made easy if you work with the way it is constructed. The central image can be a representation of the title that could be inspired by the cover design or, if you prefer, an idiosyncratic image of your choosing.

75

Looking at the table of contents: Is the book divided into sections or chapters? If there are more than four sections but less than seven, these can be your main branches. More than seven: Can you group similar topics together? Less than four: Can you split up the material? Look at the next level of organisation in the table of contents. If there are sub-divisions these divisions can form your second level 'sub-branches'.

76

Tear up a large number of strips of scrap paper that will act as bookmarks. Then go through the book looking at each page. You shouldn't be reading at this point but looking for bold headings, summaries, tables, graphs, diagrams, etc. Place a bookmark for anything that looks like it contains a lot of information or is important. Once you've gone through the whole book (this shouldn't take more than about 15 minutes depending on the size of the book) look back at the page where you put each bookmark and add the relevant information to your Mind Map.

77

You now have a good overview of the book and can decide if you need to read it in detail. Often you will find that only certain sections are required. Start by reading the beginnings and ends of paragraphs – This is where the most information is contained – Add key words to your Mind Map.

78

A really good tip to get through a large number of books in a short time is to do this with a group of friends. Each person choose a book and go through the process of Mind Mapping it. Then photocopy everyone's Mind Maps so that you each have a copy. Each person in turn explain his or her Mind Map to the group. Colour in the photocopies and add your own images and notes to personalise them.

79

Plan the structure of any writing that you do from a business letter to a report or even a book. Just follow the process for extracting information in reverse: use a Mind Map to brain dump everything that you want to include. At this stage don't worry about order or structure. Then decide on the main themes and create a new Mind Map with these as your main branches. Add the information from the brain dump to these, this time deciding where the information fits best. You may choose to edit or reject certain ideas at this stage. Finally use your Mind Map as an outline for writing whatever it is you need.

80

Plan a presentation with a Mind Map. Start in the same way as you would when planning written work by brainstorming or brain dumping.

81

Cluster related ideas (see tip number 9). Edit, select and reject the ideas that you have generated and research areas that need more detail. Collate everything on a Mind Map using your cluster categories as the main branches.

82

Draw a storyboard to sequence the material (a series with boxes with a small picture in each representing the elements of the presentation). You can decide on the level of detail, and hence the number of boxes, depending on how confident you are about the material and your audience.

83

Create a final Mind Map of the presentation with all the elements in order. This single page acts as your notes when delivering your presentation. You can easily glance down at your Mind Map if you lose your train of thought but are free to engage with the audience without having to read a script or cue cards.

84

Prepare any visual aids or props that you will need. If you are using presentation software such as PowerPoint, avoid falling into the trap of producing a lot of bullet points that you just read off the screen. Remember the purpose is to illustrate your presentation and help convey particular points. Include lots of pictures, diagrams and animations.

85

If you want to present without notes you can use a memory system to remember the key points (see ‘A Mind to do Business’ by Phil Chambers and Elaine Colliar – full details in the further reading section at the back of this book).

86

If you are delivering a seminar away from your workplace, for example in a hotel, make a Mind Map of all the equipment and materials that you need. Highlight each item on the Mind Map as you pack your bags or load your car. This is much more effective than writing a linear list. The Mind Mapping process will generate more thoughts and hence a more complete and detailed list, thereby ensuring that you don’t forget any vital piece of kit.

87

Create a monthly to-do ‘list’. Start with a central image that represents the month that you’re planning. For example, a snowflake for January, a heart for February, a March hare, a jester (or fool) for April, a May pole, etc. Add a main branch for each project that you’re working on and perhaps one for important correspondence and telephone calls.

88

Add arrows to show links and dependencies (i.e. some things have to be done before other things can happen).

89

When a task is completed highlight or cross it off. The benefit of a Mind Map is that you can see at a glance what needs to be done and how this relates to the big picture.

90

Add new tasks as they arise during the course of the month. If you find that your Mind Map is too complex, create weekly and even daily Mind Map plans.

REVIEWING

91

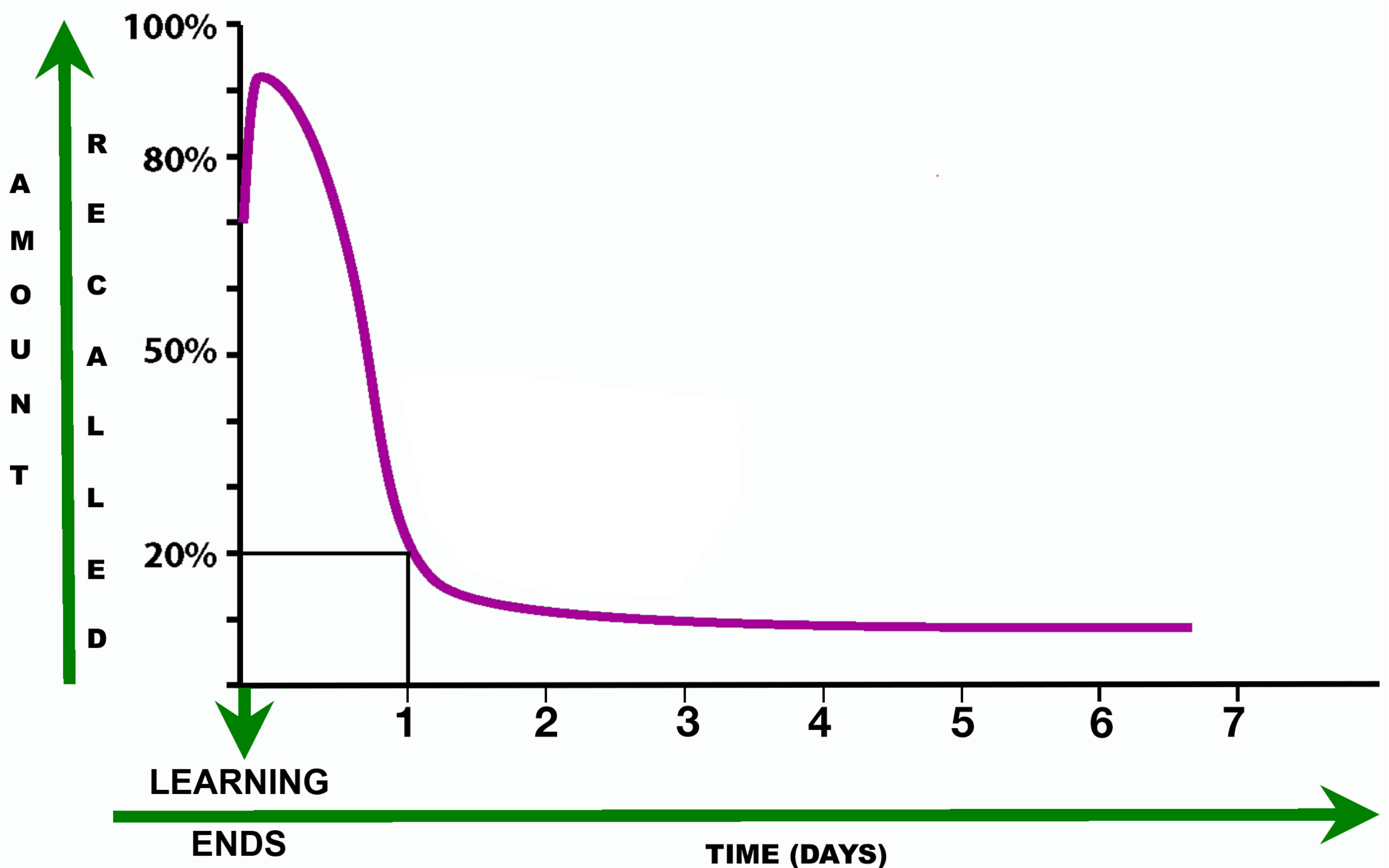
Review a Mind Map by looking at each word or image in sequence. That is, from the two o'clock position, reading outwards and then clockwise. For each word or image recall what it means. Ask yourself, what was the thought you were recording by choosing that word or image.

92

Pin or 'blu tack' Mind Maps to the walls of your bedroom or office – Wherever you will see them regularly. This is especially important for exam revision and goals Mind Maps. You can review the Mind Maps in idle moments (for example if your call is held in a queue on the phone). You can review an entire, highly detailed Mind Map in 90 seconds.

93

Make sure that you review your Mind Map 10 minutes after first creating it. Psychological research has shown that we forget 80% or the detail of anything we pay attention to (reading a book, watching a presentation, even creating a Mind Map) within 24 hours. So if you leave it a day before reviewing, you are having to re-learn most of the information and will struggle to re-create all the associations. By doing the first review while the memory is still fresh, you reinforce the mental connections and the memory takes longer to decay.



94

Review at the following intervals after the initial 10 minute review: one day, one week, one month and three months. After these five reviews the Mind Map will be in your long term memory. You will be able to access the information whenever you need to. In fact, you should be able to picture the Mind Map in your mind's eye and 'read off' the data.



95

On the bottom corner of each Mind Map write the code "10-D-W-M-3M" this stands for the five reviews: 10 minutes, Day, Week, Month, 3 Months. Each time you do a review cross off one of the code letters. This gives a really good visual record of having completed the reviews.

96

Write a creation date, a title and a number on each Mind Map. (for example if you're studying physics you could have: "25th February, Lasers course, Mind Map number 3") This will help you to keep track of your Mind Maps much more easily.

97

Buy a pocket diary or set up reminders on your computer to schedule the reviews once you have finished a Mind Map, dated, numbered and named it. Write the details in your diary one day ahead, one week ahead, etc. for the five reviews. Each day look in the diary and review the relevant Mind Maps.

98

An alternative to using a diary is to buy a ring binder with dividers labelled January to December and 1 to 31. Say you created a Mind Map on 5th February and did your 10 minute review. Fold, punch and clip it in (as described in tip 5) but put it in the section labelled 6 (because your second review is due on 6th). On 6th open your ring binder at the relevant section, review the Mind Map you find there and unclip it, moving it to the section labelled 12 (one week later). On 12th February do your third review and move the Mind Map to the March section. On the first of each month take all the Mind Maps out of that

month's section and arrange them in the numbers section according to their dates. So our example Mind Map is clipped into section 5. On the 5th March do your fourth review and move the Mind Map to May. So your final review is on May 5th, after which you can move the Mind Map to a binder labelled by subject in case you ever need to refer back to it. This process requires discipline to do it every day. The big advantage is that the Mind Maps are right there when you open the file. You don't have to search through multiple binders to find them.

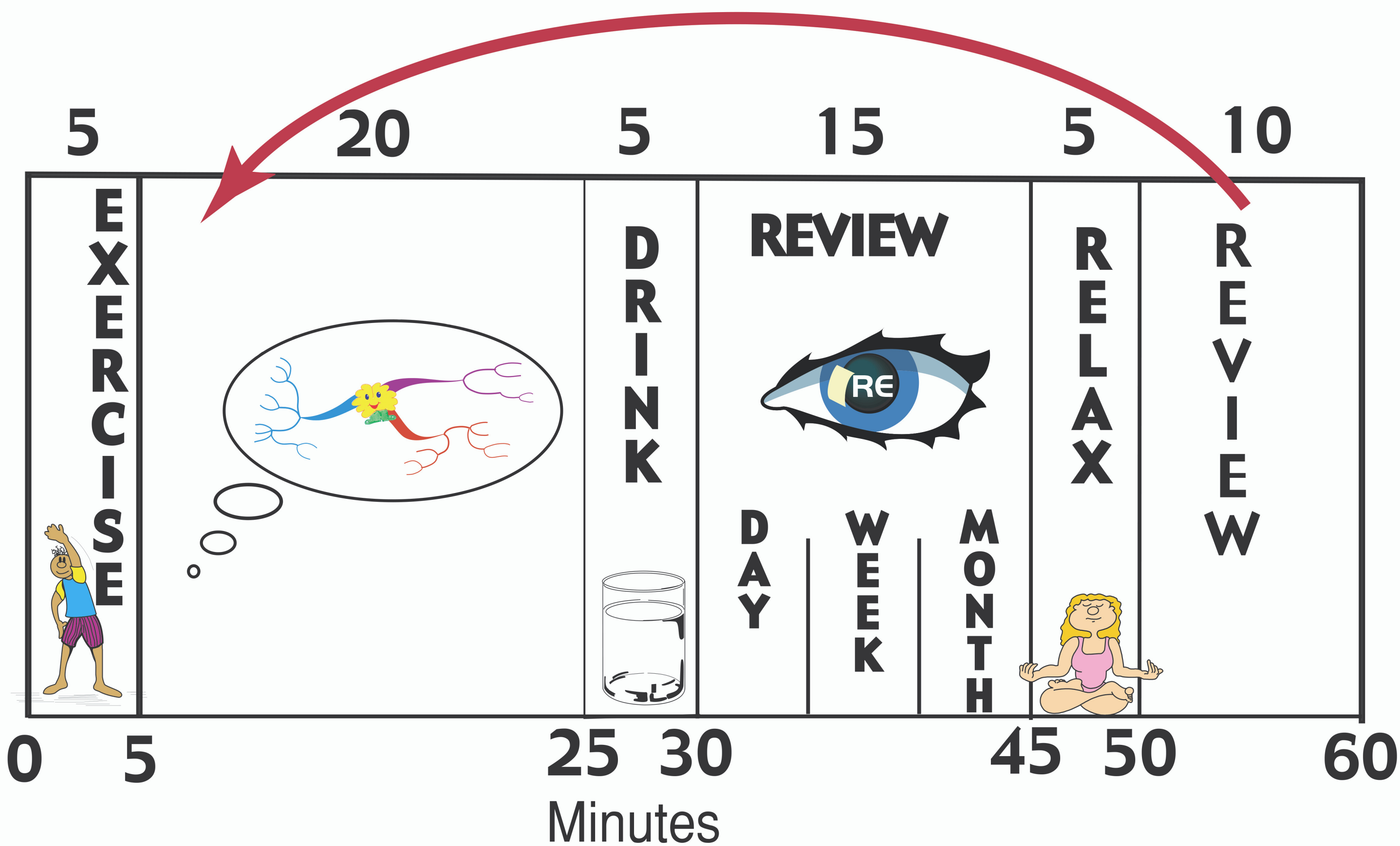
THE IDEAL STUDY HOUR

99

Take regular breaks to keep your recall high. We remember most from the beginning and end of any learning or working period. If you have three hour meetings without a break, as so many companies do, you will come out having almost completely forgotten what was discussed in the middle hour. If instead you work for no more than 45 minutes in one go you will remember more and be much more productive.

100

Structure your time to include breaks and reviews using the Ideal Study Hour. The diagram on the following page shows an hour block of time with various tasks scheduled within it. Notice we have three 5 minute breaks – at the beginning, after 25 minutes and after 45 minutes with suggested activities in each. In the first 20 minute block we spend our time studying by creating a Mind Map. The block of 15 minutes is used to review our Mind Maps of one day, one week and one month ago. Then in the final 10 minutes of the hour go back and review and add to the studying done in the 20 minute block.





101

JUST DO IT!

This is the most important tip in this book. You learn best by trying the technique and making some mistakes. Maybe even compete in the World Mind Mapping Championships! I look forward to meeting you.

Further Reading

The Mind Map Book – Tony Buzan with Barry Buzan

ISBN: 978-1406647167

Mind Map Mastery – Tony Buzan

ISBN: 978-1786781413

Use Your Head – Tony Buzan

ISBN: 978-1406644272

**Mind Maps for Business – Tony Buzan with Chris
Griffiths**

ISBN: 978-0273784357

Mind Maps for Kids – An Introduction

ISBN: 978-0007151332

Mind Maps for Kids – Rev Up for Revision

ISBN: 978-0007177028

Get Ahead – Vanda North with Tony Buzan

ISBN: 978-1874374008 Recommended

Recommended Websites

Additional Training

www.learning-tech.co.uk

www.tonybuzan.com

Mind Sports

www.msoworld.comwww.gomsa.global

www.worldmemorychampionships.com

Also by the Author

The Student Survival Guide

ISBN 1-904906-01-X

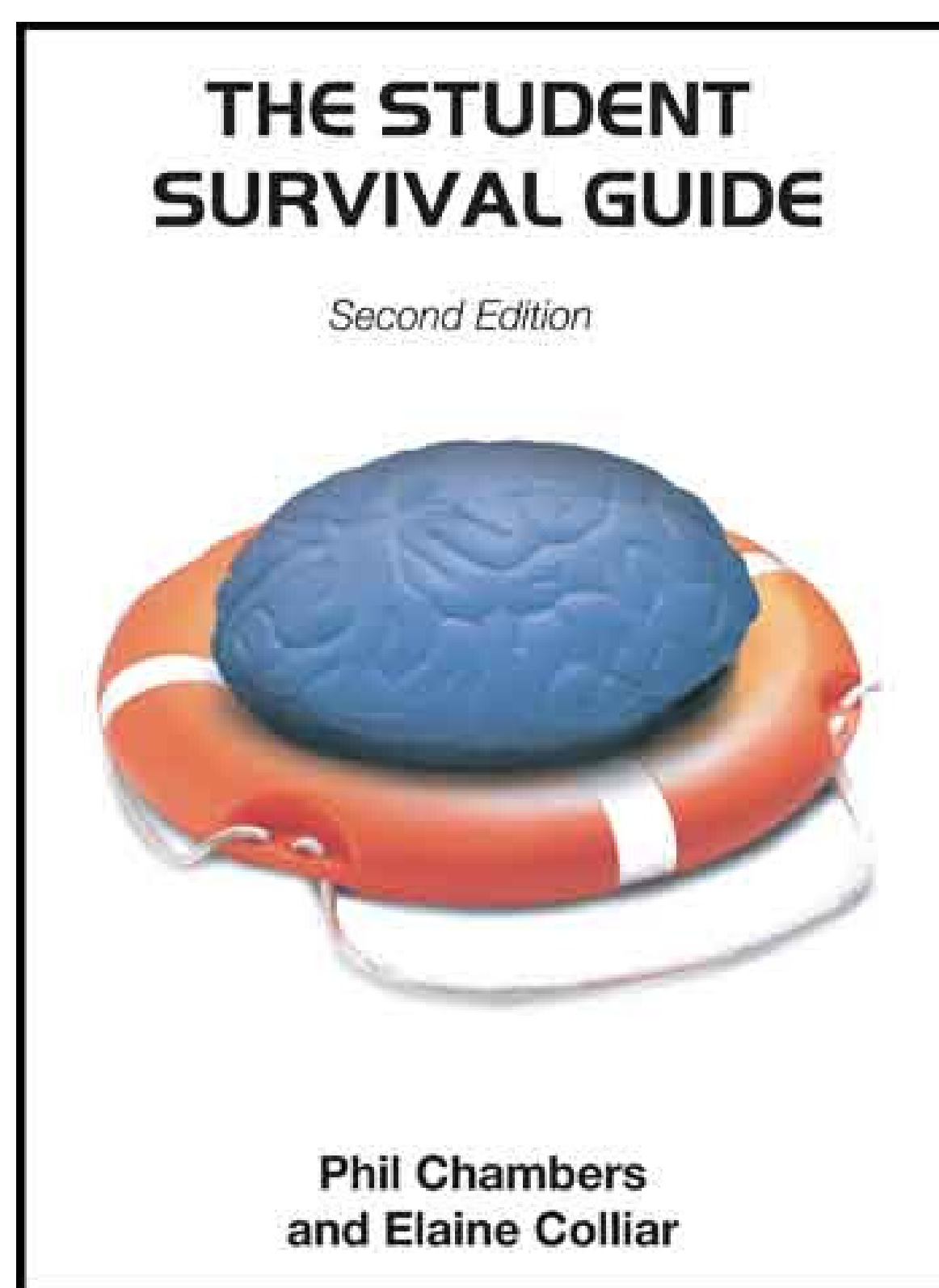
(Written with Elaine Colliar)

Aimed at students of all ages, this book will show you the secrets of how to pass GCSEs, A-Levels and University courses with excellent grades but without spending more time studying. Imagine that, pass with straight A's and STILL have a social life!

Fourteen students from four South London schools approached us with a single burning ambition: “Show us what we need to get A's in our A-levels and we will do it” - and they did!

Despite three having dyslexia and one having cerebral palsy, ALL passed their exams with flying colours - An amazing 42 'A' grades between them. Even more fantastic, one young lady decided to study for A-level Spanish with only six months to go before the exams “Because learning was now so easy - I wanted a new challenge”

See how you too can achieve similar success.



A Mind to do Business

ISBN 1-904906-00-1

(Written with Elaine Colliar)

The face of business is changing so rapidly that life-long learning has become essential. Our new portfolio careers bring the additional stress of having to continually update our skill-sets to keep our future employment prospects high. The necessity of juggling a full-time job and training requirements with family and home life can push some of us to breaking point.

This book gives you the necessary tools to take control of the information that bombards you on a daily basis; To manage your time; To remember, think and learn more effectively.

Presented in a highly visual and yet structured format with numerous business examples, it allows the reader to quickly grasp and begin to apply the techniques.

A MIND TO DO BUSINESS



**Phil Chambers
and Elaine Colliar**

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