



# Coloured circles

## Level

Intermediate-advanced

## Time

60-90 minutes

## Outline

Brainstorming/  
Revision  
Negotiating  
Comparing and  
contrasting  
Presenting

## Focus

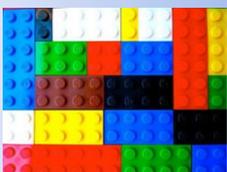
Speaking  
Reading  
Writing

## Material

A3 sheets  
with topics  
Coloured pens

## Thinking skills

HOTS and LOTS



## Procedure

### Before class

1. Prepare 5 A3 sheets. Write one different subject-related topic you want your learners to collect information on in the form of a mind-map on each A3 sheet. Use different colours and bring in the corresponding coloured pens.
2. Prepare 5 islands (of desks) in your classroom.

### In class

3. Ask your learners to count as far as 5 (if you want 5 groups of 4 members, and your class consists of 20 learners). Adapt the above to your numbers if necessary.
4. Ask all 1s/2s/3s/ etc. to sit at one empty desk. In their groups, ask them to count as far as 4 and to remember their numbers. Tell them that they will create mind-maps in their group, that all 1s are scribes and all 2s (or any other number) are messengers.
5. Scribes get the coloured pen. Only they will write what their group members suggest to them.
6. Hand out the 5 A3 topic sheets. Make sure every group gets the “right” colour according to their pen. There will be a “red”, “blue”, “green” etc. group.
7. Tell groups to collect everything they know about their topic in their mind-map. Remind them that only the scribe writes. Remind them that their discussion has to take place in English. (Scaffold “negotiating language” beforehand if necessary. See “Functional language”)
8. Give them a time limit (e.g. 5 mins).
9. Stop them. Tell them to pass on their mind-map to the next group. All members stay put, so does the scribe and the coloured group pen.
10. Tell your groups to read what their predecessors have written, to add any new ideas, or to delete any wrong information. Set a time limit.
11. Remind them that only messengers are allowed to go to another group if they need information on what was previously written on the mind-map, or if they want to get help from the teacher.
12. Repeat steps 10-11 till each group has seen each mind-map, and the mind-map has reached the original group again.
13. Tell each group to read the full mind-map, which they started off.
14. Tell them that they are going to present the class’ findings on the topic. Ask them to link/cluster related ideas, delete wrong information, agree on which idea(s) are going to be presented by which group member, and to briefly rehearse their presentation. Give them a time limit.
15. Walk round, help, add and correct if necessary. Have each messenger draw lots as to the order of their group’s performance or establish the order of performance.
16. All groups report on the findings on their mind-map.
17. “Publish” the mind-maps in a poster gallery on the classroom walls.

**Tip** This task is suitable for **brainstorming** to find out about your learners’ prior knowledge on a topic you want to deal with. It is especially powerful for **revision** purposes (e.g. before a test).