

# Development of a *Talking Tub™* and 3-D Mind Map

*Talking Tubs™* are a strategy central to the *Floorbook Approach™* (Warden, 2012) and are used in combination with 3-D mind maps (Buzan in Warden 2012). *Talking Tubs™* are a collection of materials that are designed to stimulate talking and thinking with children. 2-D and 3-D artefacts are collected and presented in a black tub so the children cannot see the contents. Warden's *Talking Tubs™* have question marks on the box to signify the questioning that will come from the contents of the box. In this case, the items that are in the tub will lead to questions and the thinking about the concept of time and related ideas such as the passing of time. Further information about online training in *Talking Tubs™* with Claire Warden can be found at [Floorbooks and Talk Online Training](#).

Mind Maps (Buzan) are used to show the links in children's thinking and learning. They allow children to make connections between pieces of knowledge and ideas as they support whole brain learning. As children think out loud, their thoughts are connected to and expanded on by the thinking of the other children. Key ideas are identified and recorded, and along with the objects from the *Talking Tub™*, are used to create a 3-D mind map of the topic.

## Suggested items to collect for your 'Time' *Talking Tub™*.

Think about the concept of time and personal history. This will direct the items that you collect for your *Talking Tub™* and the depth you are wanting to create in your project.

- An analogue clock
- A sand timer
- A digital clock
- A calendar
- A photo of yourself when you were a baby or small child
- A photo of yourself at another stage in your development
- A photo of a child or children in your group when they were younger
- Artefacts related to babies, for example a dummy, baby shoe, blanket or baby clothes

Additional items will add a depth and breadth to your project and can act as a springboard to link your project across disciplines, such as the inclusion of the Cross-curriculum priorities. Think about adding these items:

- An historical family photo and a modern family photo.
- Photos relating to changes in your classroom – this may be as simple as a display you had earlier in the year or could be an event the children will remember.
- Photos relating to changes in your school – this may be what the school looked like when it was first developed, changes to the playground or buildings.
- Photos or prints of art work that show the changes in Australia over time showing Indigenous people. This may facilitate thinking on the long history of Aboriginal peoples in Australia.
- Photos or artefacts that relate to your local area or region where your school is located and show your *place*.
- Photos or artefacts that relate to a *change* in a place of *significance* for your children or school. This may be a local park, beach or wetlands, prominent building or town centre. It should hold significance to *your* children.

## How to use the *Talking Tub™* and create a 3-D Mind Map

Pre-lesson preparation:

- ✓ collect the artefacts and place them in the tub
- ✓ cut strips of coloured card for recording the main ideas and linking ideas
- ✓ pre-cut cloud shaped paper (A5 size) for children to draw and/or write their own thinking

1. Seat the children in a circle on the mat. Have the *Talking Tub™* in front of you. Tell the children that the tub has a number of items in it that you are going to explore and to talk and think about. (Ideally, the teacher should also be sitting in the circle and an Education Assistant or helper records the children's thinking.)
2. Take the clock out and place it in the middle of the circle. Let the children talk about the clock. Listen for the *time-related* words they know.
3. Take out the sand-timer and see how this adds to the discussion.
4. Ask the children what they think the talking tub is about. By now the word *time* will have been mentioned several times. Write the word *time* on a strip of coloured paper and place it under the clock in the centre of the circle with the timer next to it.
5. Take out the calendar and ask the children how that relates to the clock and timer – add their key idea on paper and place it as the first branch of the 3D Mind Map – it will probably be something like, 'the passing of time' or 'marking the passing of time'.
6. Pass around the tub and ask the children to take out one item each. Give the children time to examine their artefact and talk about it. As a new key idea emerges, add another branch to the Mind Map and place the item with it.
7. Once all of the items are placed on the Mind Map there should be several key ideas represented. Your key ideas will depend on what you place in the *Talking Tub™*. For example these may be (but are in no way limited to)
  - *The passing of time*
  - *People change over time*
  - *Places change over time*
  - *We remember things that happen in the past*
  - *Our classroom changes as the year goes on*
  - *Families celebrate the passing of time in different ways*

There are no right or wrong key ideas as they have come from the children's thinking and from the items in the *Talking Tub™*. The number of branches on the 3D Mind Map will depend on what you choose to include.

8. Give the children their thinking clouds to draw or write something they know about time to add to the Mind Map. As the children are working, walk around and help them by questioning, to deepen their thinking. Scribe for children if they are unable to write all of their thoughts.





9. Allow each child time to decide where their thinking cloud could be placed on the Mind Map. You may need to support and prompt some children with questions and discussion.

10. Return to the class circle on the mat to reflect on their learning by looking at the completed Mind Map and discussing the links that the children have made.

11. Take photos of the completed 3D Mind Map to display and add to the *Floorbook™* or to a class display.

