Teachers’ Notes – Session 3

Joined-up thinking
Task 1 – Concept mapping

Up to this point the students have gathered a significant amount of information but have not had a real opportunity to explore the links and see the interdependent nature of the important issues in running BDCH. This ‘big picture’ thinking is supported by using a concept map (an advance organiser). This encourages students to simplify the mass of seemingly unrelated information by selecting what they think are the 4–8 important issues/concepts to think about when considering how a large animal welfare centre works. They are then required to think about how these different factors are linked. By thinking through the links, students are not only employing higher-order thinking and recognising the connections of the key factors; they are also testing their current understanding and modifying it in light of how the big picture is evolving. For visual learners this is a great way of getting their ideas down in an organised manner. For many students, the links become a scaffold for more extended writing, as they use this very visual process as a framework for then extending their ideas.

1. Hand out one A3 sheet and an instruction sheet per group.
2. Time permitting you could use the cut outs for the Big Concept Map and string/wool to allow students to discuss options and try them out.
3. Ask them to think, pair and share their possible links and the reasons they think they are important; make sure each pair adds at least one link.
4. Once they have decided on the best links through trial and error the team leader can write them up neatly on the Big Concept Map.
5. Limit the number of key concepts to a maximum of eight (five or six is fine).
6. Make sure they write quite small and make good use of the available space.

Students may need a little prompting to draw links between their concepts:
- some links may be about how concepts work together/relate to each other
- some links may be about how one issue would be affected if the connected one changed in some way
- some connections may have two links e.g. ‘The Animal Welfare Assistants can only work with dogs that the Vets have passed as reasonably healthy’ OR ‘The Vets often find out if a dog is unhealthy from the Animal Welfare Assistants’ – these can be written on arrows between the two issues showing different directions.

As they think through the links and start to write them down on the sheet they need to remember they will be adding more later so they must not use up all the space too early.

They can write along the connecting arrows or in ‘bubble’ boxes next to them – but make sure it’s clear which link the comments refer to.

They can use different colours to help distinguish between the different links.
Student Sheet – Session 3

Joined-up thinking
Task 1 – Big Concept Map cut outs
You will need: a copy of the Big Concept Map.

Concept maps help you see how things are connected – you have already gathered a lot of information but how does it all fit together into the big picture?

Before we make rash decisions about what we think we need or can do without we need to consider how things are linked – and a concept map is a great way to organise our thoughts visually.

1. Make sure you have a copy of the Big Concept Map.
2. On the partially completed example below some possible big issues to do with running a new BDCH have been singled out as a series of key words or phrases and written in the oval shapes. This is an example only, with five ovals for five key concepts. Additional ovals can be added up to a maximum of eight.
3. As a group think about what you consider to be the most important issues and work out five or six headings you would like to include on your bigger blank version of the diagram. THINK if any have been missed by the example. REMEMBER you can use a mixture of the headings provided and your own. If you want to add even more then you can but the total should not exceed eight.
4. When you have written in your big concepts as titles, think about what you have found out about in the earlier exercises and try to think of how your concepts are linked to each other.
This strategy moves the students on from the first task (concept mapping) in this session by asking them to think about what will be the most important components in running their own BDCH. These will include staff, building structures and other resources.

1. Give each group an instructions sheet and a set of cards (including some blanks for additional ideas they come up with) to sort out in terms of perceived priority. All the factors given are ‘important’ to some degree, but arranging them in order of importance encourages students to justify their choices and reflect on their understanding.

2. A rough diamond shape is the aim but it does not have to be perfect, especially if extra cards are added!

3. By having only a few top priorities students are able to consider what they think is most important to the new centre. It also helps students to begin to ask questions about the use of relatively limited resources:
   - Which components of the set-up do we need to spend most on and why?
   - What do we think is of a lower priority and why?
   - What roles/factors should be added (if any)?

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**Organisation**

**Group size:** 6 – Team leader is appointed/chosen

**Resources:** One set of cards per group
One copy of
Diamond 9
instructions per group

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**Name:** Skippy

**Story:** Skippy’s owners felt they could no longer look after her. They brought her in to BDCH and within a few weeks she had found a nice new home.
Student Sheet – Session 3

Joined-up thinking
Task 2 – Diamond 9 – Setting priorities

<table>
<thead>
<tr>
<th>MEDICINES</th>
<th>ANIMAL WELFARE ASSISTANTS</th>
<th>VETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOOD</td>
<td>VOLUNTEER RECRUITMENT</td>
<td></td>
</tr>
<tr>
<td>FUNDRAISING</td>
<td>TRANSPORT</td>
<td>STAFF TRAINING</td>
</tr>
</tbody>
</table>
### Task 2 – Diamond 9 – Setting priorities

<table>
<thead>
<tr>
<th>CENTRE ADMINISTRATION</th>
<th>BUILDINGS</th>
<th>UTILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>YOUR IDEA</td>
<td>YOUR IDEA</td>
<td>YOUR IDEA</td>
</tr>
</tbody>
</table>
This exercise will help you to prioritise your needs for the new BDCH centre.

1. Cut up and distribute the Diamond 9 cards so that each member of the group has at least one card. Blanks are included for any ideas you want to add.
2. Each person in the group should read out their card(s’) title(s) and briefly explain to each other if and why they think that role/factor is significant.
3. As a group you should then sort the cards (including the blanks for additional ideas you come up with) in terms of their relative importance.
4. N.B. All the factors given are ‘important’ to some degree, but you need to arrange them according to which ones the group sees as important and relatively less important.
5. A rough diamond shape is the aim but it does not have to be perfect, especially if extra cards are added!
6. When you have agreed an order be ready to justify your choices when asked.
   Remember – you will soon need to know the answers to the following questions:
   • Which components of the set-up do we need to spend most on and why?
   • What do we think is of a lower priority and why?
   • What roles/factors should be added (if any)?