

# IDEAGRAMS

LESSON FOUR

LOGIC DIAGRAM  
EXERCISE

- IDEAGRAMS:
- THINK VISUALLY
- CONCENTRATE
- ANALYSE CONTENT

## LESSON FOUR

In 2016 I presented a series of lessons to an 8<sup>th</sup> grade class during their summer school session. It was an elective (and not nearly as popular as playing soccer, cooking, doing music, etc.).

Preparing the lessons required me to remember some of the strategies and exercises that I used to learn the process.

This exercise was an early example and effective in just organizing logic sequences without thinking about content.

Draw a logic diagram for the following operations:

- 1 P precedes M
- 2 C, N, A are in parallel (concurrent) and are the initial activities
- 3 Operation E follows N
- 4 C restrains the start of W, P, T
- 5 Activity J can start after activity A is completed
- 6 W follows J
- 7 Function T occurs after E
- 8 M, W and S must all be completed before X, the last operation, can be executed
- 9 T has to be done before S

## LESSON FOUR

**EXERCISE:** Arrange logic diagram (letters) in sequence as defined by the numbered instructions.

**METHODOLOGY:** Use any method to show these letters and their relationship on a piece of paper.

**HINT:** Don't over-think it...just put the letters on paper and draw a connection between them as indicated.

**ADDITIONAL HINT:** The next lesson (Lesson Five) starts to identify some of the symbols and their meanings that are used in this process. Knowing these would be helpful in doing this exercise. Nevertheless there is a significant value in just letting your rational and imaginative mental processes work together to create a diagram.

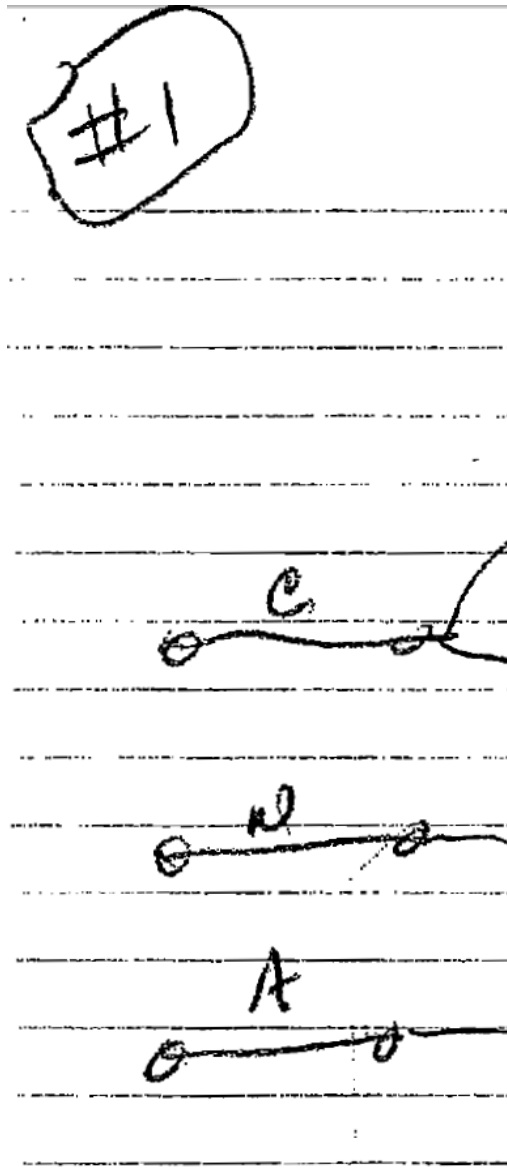
**COMMENT:** Occasionally people will tell me "Oh, I don't think that way." While that may be true (in a sense) I think they underestimate the extent to which both the rational and creative sides of the brain / mind contribute to the analysis of content and the ability to construct an IdeaGram.

## HOW TO START

THE SECOND ITEM (#2) STATES THAT “C, N AND A ARE IN PARALLEL (CONCURRENT) AND ARE THE INITIAL ACTIVITIES”

(SO THAT IS A GOOD PLACE TO START !!! )

THE ONLY OTHER HINT IS TO USE A LARGE PIECE OF PAPER AND JUST PUT THE LETTERS IN ORDER (AS INDICATED) – USING DOTTED LINES TO CONNECT THEM



## SOLUTION ?

- \*\*\*\*\* **NO, NOT YET** \*\*\*\*\*
- STOP HERE AND CREATE YOUR OWN SOLUTION
- SPEND FIVE OR TEN MINUTES ON IT
- IF YOU DON'T GET IT TAKE A BREAK
- IT COMES EASIER TO SOME PEOPLE THAN OTHERS
- TRY TO UNDERSTAND HOW YOU THINK AND WHY IT IS OR ISN'T EASY

## A SOLUTION

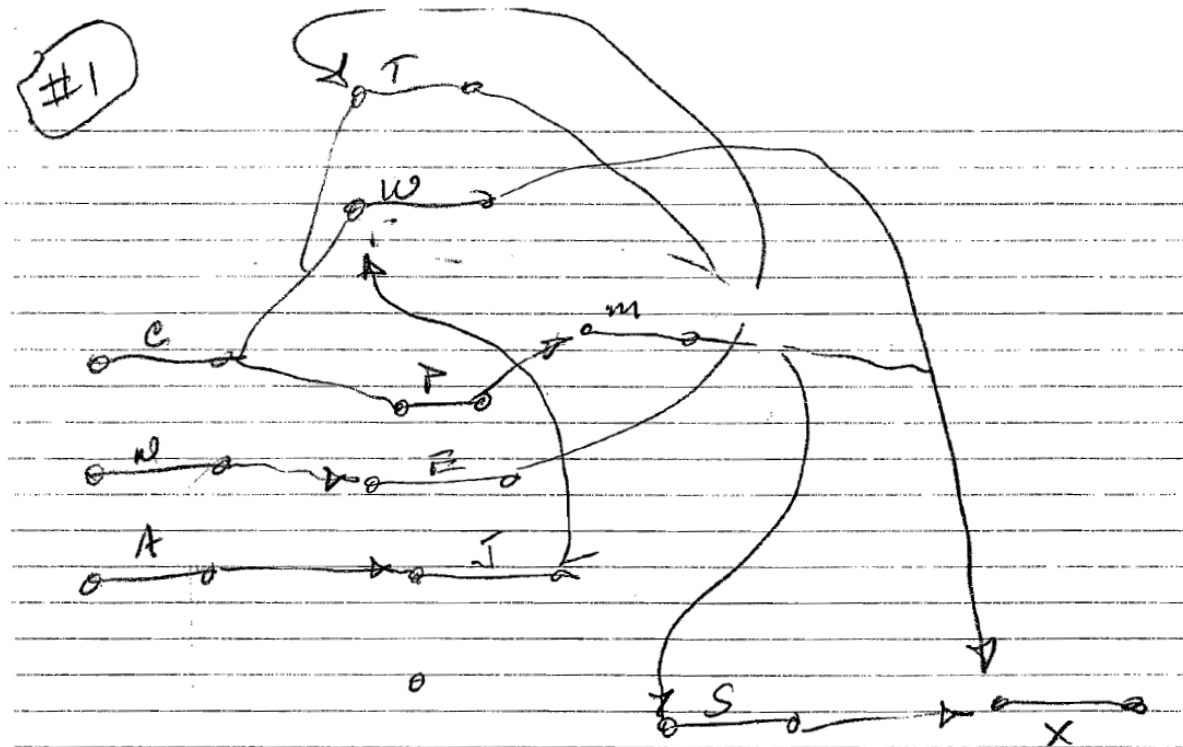
HERE'S A SOLUTION

CHECK AND MAKE SURE THAT ALL THE ITEMS ARE IN THE CORRECT ORDER

NOTE THAT I USED MY TYPICAL DIAGRAMMING TECHNIQUE

THERE ARE OTHER WAYS TO APPROACH THE EXERCISES

WHAT WAS YOURS ?

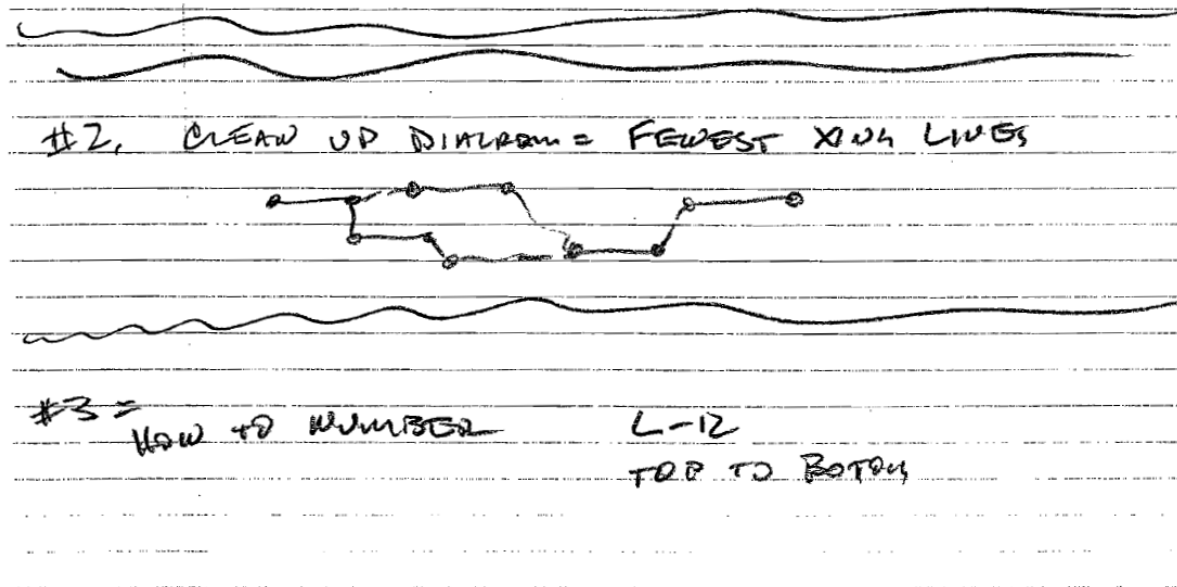


## NEXT STEP: RE-DRAW WITH FEWEST CROSSING LINES

DON'T WORRY ABOUT #3  
(HOW TO NUMBER)

NUMBERING IS  
SOMETHING THAT IS  
DONE WHEN A CHART IS  
PUT INTO A COMPUTER

(BUT IF YOU ARE  
INTERESTED, THE NOTE  
ON THE LOWER RIGHT  
MEANS LEFT TO RIGHT,  
TOP TO BOTTOM







## SUCCESS

THIS IS A GOOD SOLUTION

OF COURSE, ON THE PRECEDING CHART A LINE COULD BE DRAWN BACKWARDS AND AROUND THE REST OF THE ITEMS

BUT THAT IS NOT THE POINT

THE POINT IS TO MAKE THE CHART AS SIMPLE, CLEAR AND ELEGANT AS POSSIBLE – SO THAT IT IS EASY TO READ

