

## Appendix D: Graphic Organizers

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# Gruppenarbeit



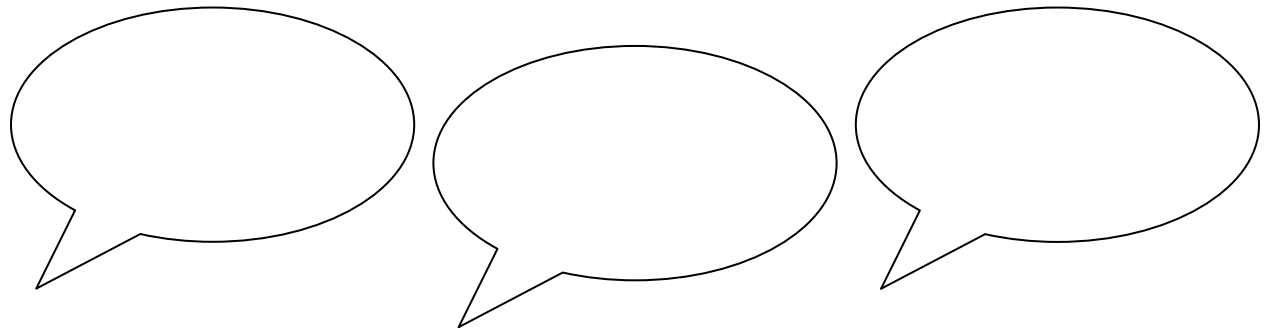
Meine Rolle in der Gruppe: \_\_\_\_\_

\_\_\_\_\_.

Was ich machen muss:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Ich sage dabei:



Was schwierig sein kann: \_\_\_\_\_.

Was Spaß macht: \_\_\_\_\_.

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Reproduced from Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.31.

# Wie ich meiner Gruppe helfen kann



Name: \_\_\_\_\_ Datum: \_\_\_\_\_

Wenn wir Gruppenarbeit machen, und jemand:

☆ die ganze Zeit den Sprecher unterbricht, bin ich \_\_\_\_\_

Was kann ich dagegen machen? Ich kann \_\_\_\_\_

☆ streitet, bin ich \_\_\_\_\_

Was kann ich dagegen machen? Ich kann \_\_\_\_\_

☆ andere beleidigt, bin ich \_\_\_\_\_

Was kann ich dagegen machen? Ich kann \_\_\_\_\_

☆ sich die ganze Zeit beschwert, bin ich \_\_\_\_\_

Was kann ich dagegen machen? Ich kann \_\_\_\_\_

☆ nur Dummheiten macht, bin ich \_\_\_\_\_

Was kann ich dagegen machen? Ich kann \_\_\_\_\_

☆ immer alles vorsagt, bin ich \_\_\_\_\_

Was kann ich dagegen machen? Ich kann \_\_\_\_\_

☆ nicht auf andere hört \_\_\_\_\_

Was kann ich dagegen machen? Ich kann \_\_\_\_\_

☆ nicht beim Thema bleibt, bin ich \_\_\_\_\_

Was kann ich dagegen machen? Ich kann \_\_\_\_\_

☆ fast nichts sagt, bin ich \_\_\_\_\_

Was kann ich dagegen machen? Ich kann \_\_\_\_\_

Adapted from Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.33.

# Wir denken nach



Name: \_\_\_\_\_

Datum: \_\_\_\_\_

Thema: \_\_\_\_\_

Was habe ich (haben wir) gemacht?	Was haben wir erreicht?
Was könnten wir jetzt machen?	
Was habe ich gelernt?	
Wie kann ich das Gelernte in der Zukunft anwenden?	

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), pp. 74, 75.

# Meine Gedanken zum Thema



Name: \_\_\_\_\_ Datum: \_\_\_\_\_

Was ich über das Thema weiß: \_\_\_\_\_

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Das sind einige Zeichnungen über \_\_\_\_\_

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Das sind meine Fragen: \_\_\_\_\_

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# How to Use KWL Charts



**Step 1** Think about what you already **KNOW** about your topic. List those facts in the first column.

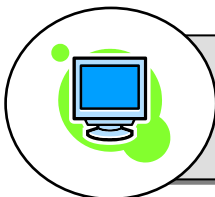
For example, if your topic is “How I Talk to Others in a New Language,” you may come up with these ideas.

What I know	What I want to find out	What I have learned
<ul style="list-style-type: none"><li>• Can use hand gestures and facial expressions to help the other person understand</li><li>• Don't be afraid to make mistakes!</li></ul>		

**Step 2** Think of the kinds of information you **WANT** to find out. List specific questions in the second column.

What I know	What I want to find out	What I have learned
<ul style="list-style-type: none"><li>• Can use hand gestures and facial expressions to help the other person understand</li><li>• Don't be afraid to make mistakes!</li></ul>	<ul style="list-style-type: none"><li>• What to do if I don't know how to say a word</li><li>• What to do if I don't understand what the other person is saying</li></ul>	

**Step 3** **LEARN** the answers to your questions. List that information, and anything else that you learn about your topic, in the third column.



Microsoft Word allows you to create your own chart electronically using the options in the **Table** menu.

# Die WML Karte



Name: \_\_\_\_\_

Datum: \_\_\_\_\_

**Schritt 1**

Was ich weiß

**Schritt 2**

Was ich wissen möchte

**Schritt 3**

Was ich gelernt habe

# How to Use a Brainstorming Web



## Step 1

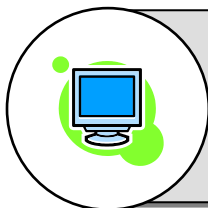
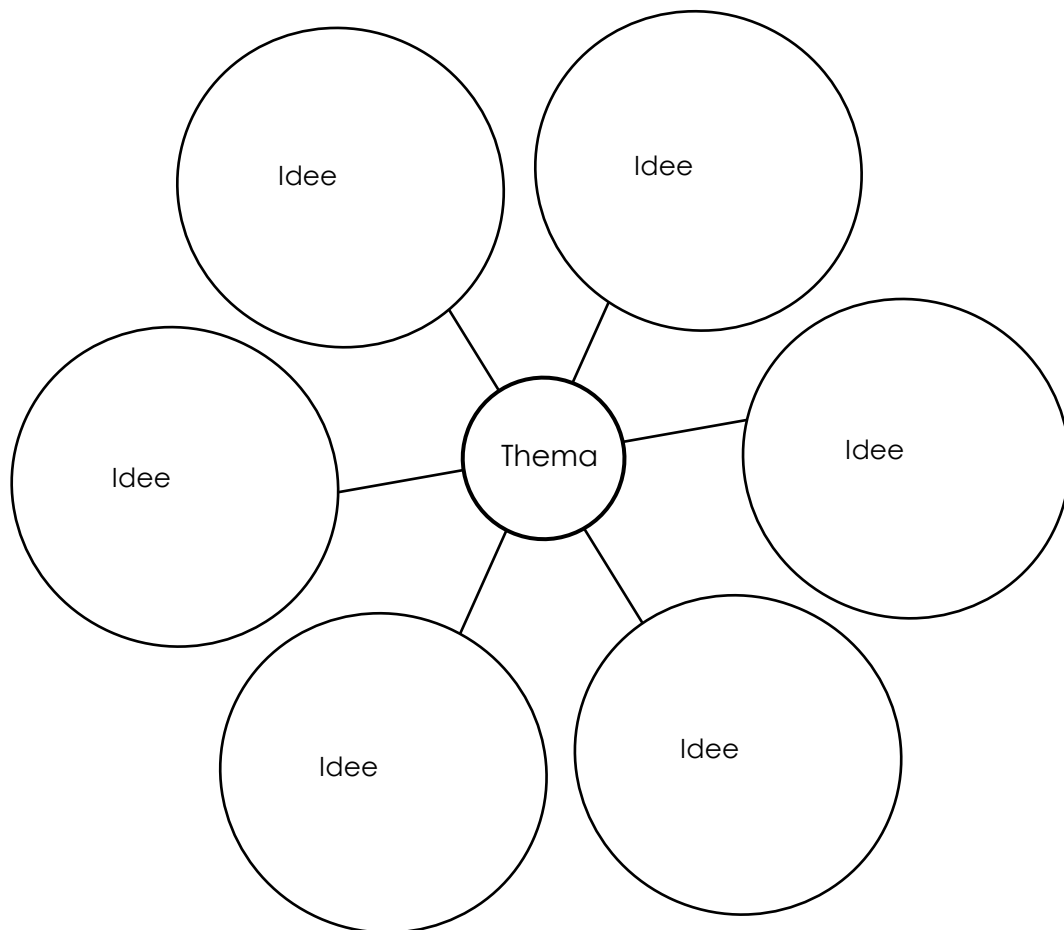
Identify your topic and use it as the title. Write it in the centre of your web.

## Step 2

Identify categories of information and label each of the outer bubbles.

## Step 3

Brainstorm and jot down ideas in each category.



Newer versions of Microsoft Word have a web-building option listed under **Diagram** on the **Insert** menu that lets you create your own web electronically.

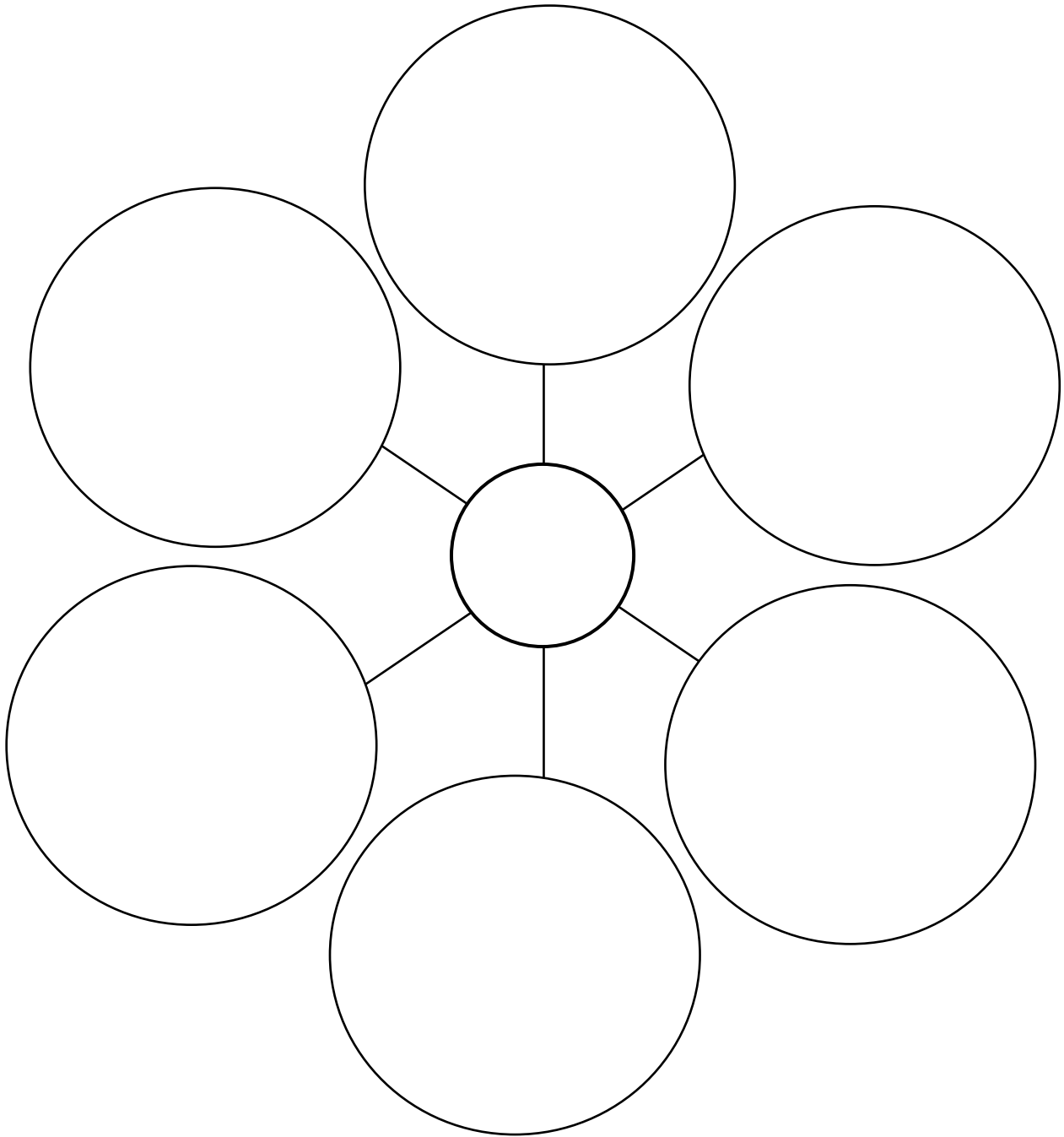


# Ideensammlung



Name: \_\_\_\_\_

Datum: \_\_\_\_\_



# Ich denke nach



1. Hauptidee

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2. Zeichnung

3. Tatsachen

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4. Beispielsatz

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5. Beispiele

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6. Andere Informationen

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7. Definition

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Reproduced with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 178.

# How to Use a Mind Map



## Step 1

Identify a topic and use it as the title. Write the word or draw a picture in the centre of your mind map.

## Step 2

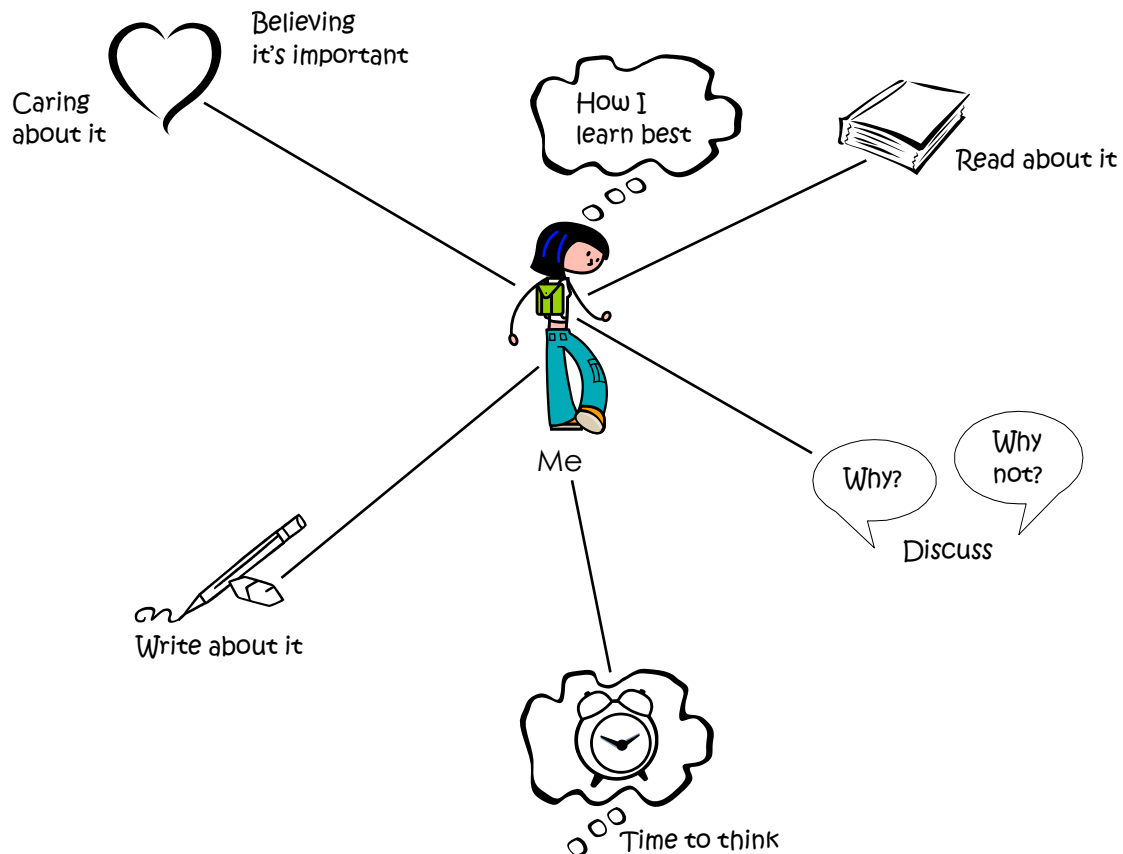
Identify categories of information and label or draw a picture in each of the outer bubbles.

## Step 3

Create subcategories of information to expand on your mind map.

## Step 4

Use as many pictures, colours, imagery, and key words as you can to create your mind map.



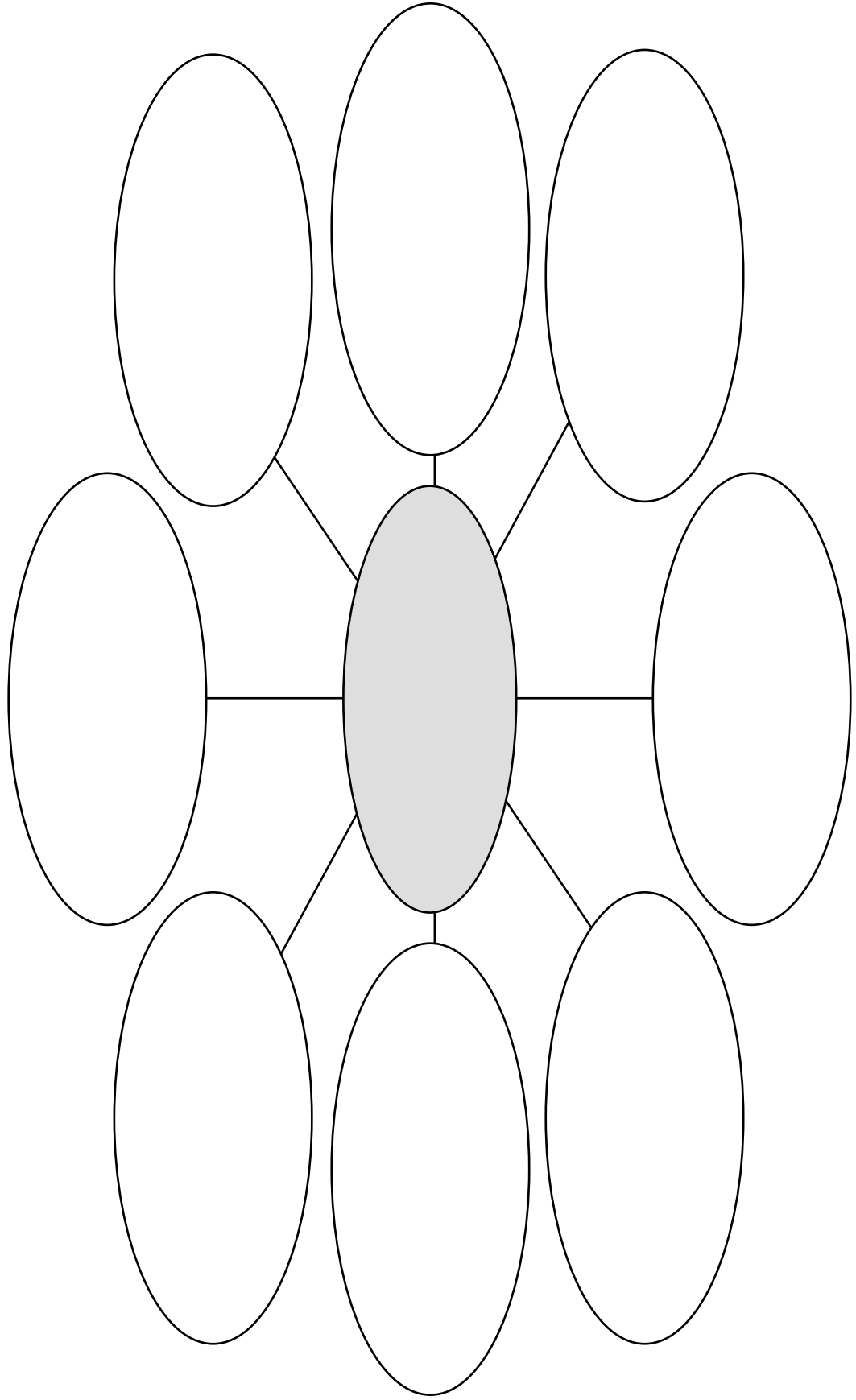
From Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. 93.



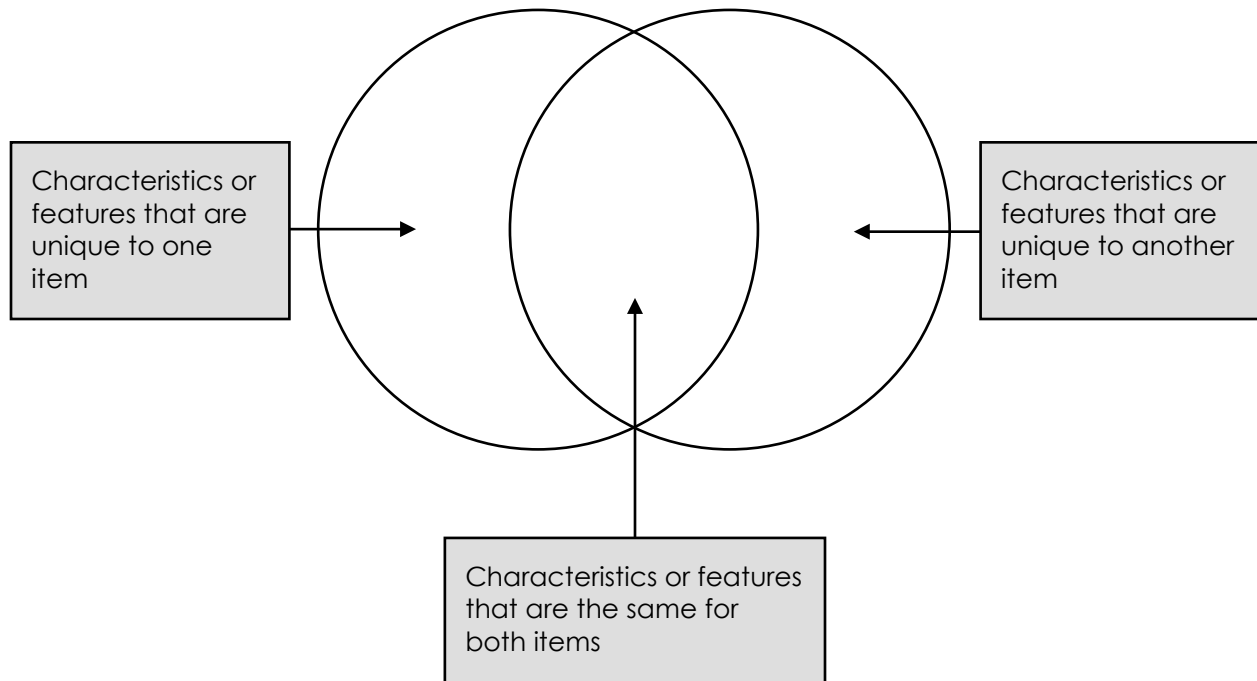
# Ideensammlung

Name: \_\_\_\_\_

Datum: \_\_\_\_\_



# How to Use Venn Diagrams



## Step 1

Label each side of the diagram with the name of each item you are comparing.

## Step 2

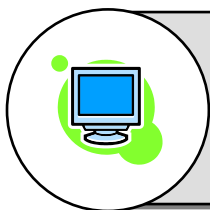
Think about all the unique features or characteristics of the first item and write your ideas in the left part of the diagram.

## Step 3

Think about all the unique features or characteristics of the second item and write your ideas in the right part of the diagram.

## Step 4

Think about all the features the items share and write your ideas in the middle of the diagram.



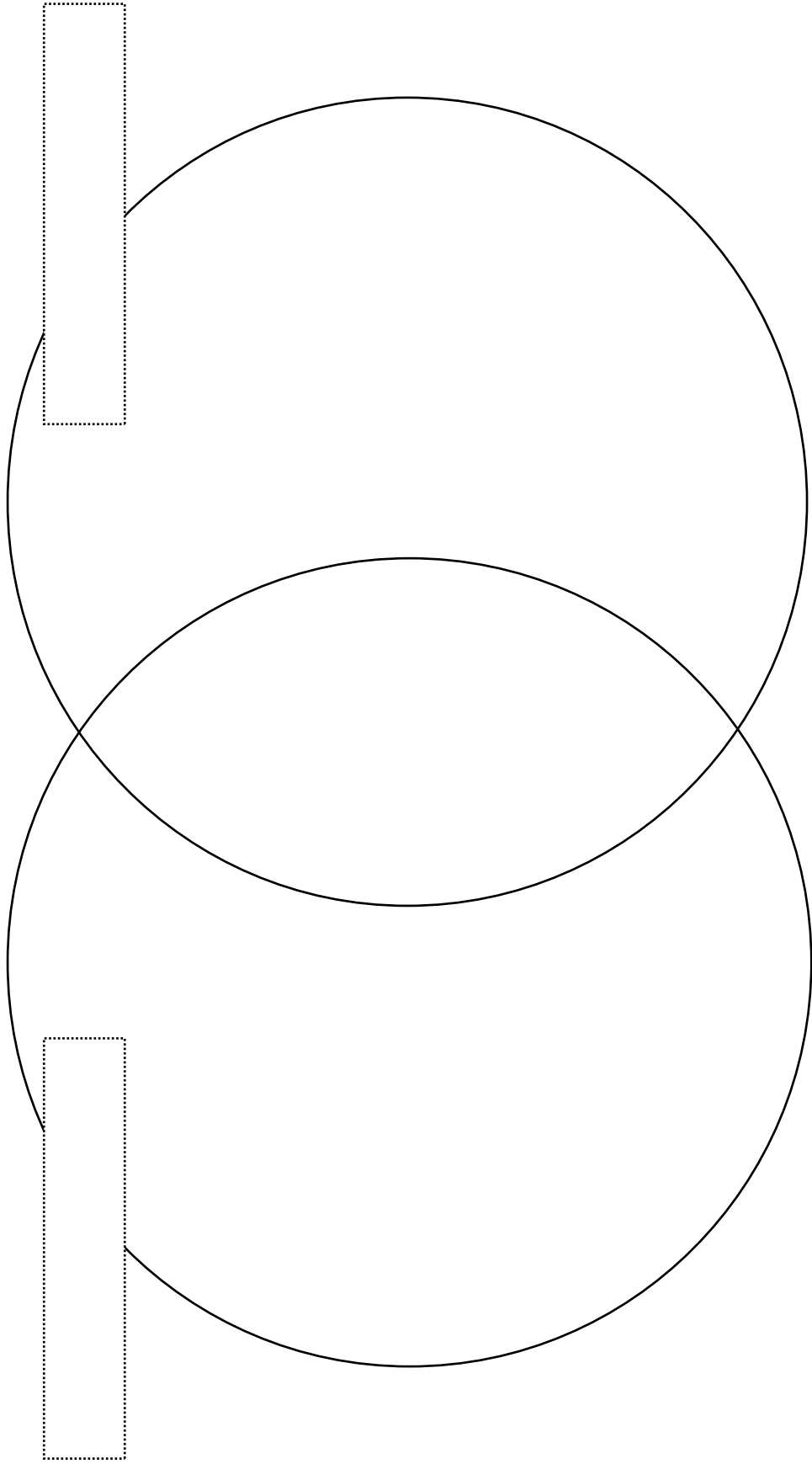
Newer versions of Microsoft Word have a Venn diagram option listed under **Diagram** on the **Insert** menu that lets you build your own Venn diagram electronically.



# Venn Diagramm

Name: \_\_\_\_\_

Datum: \_\_\_\_\_

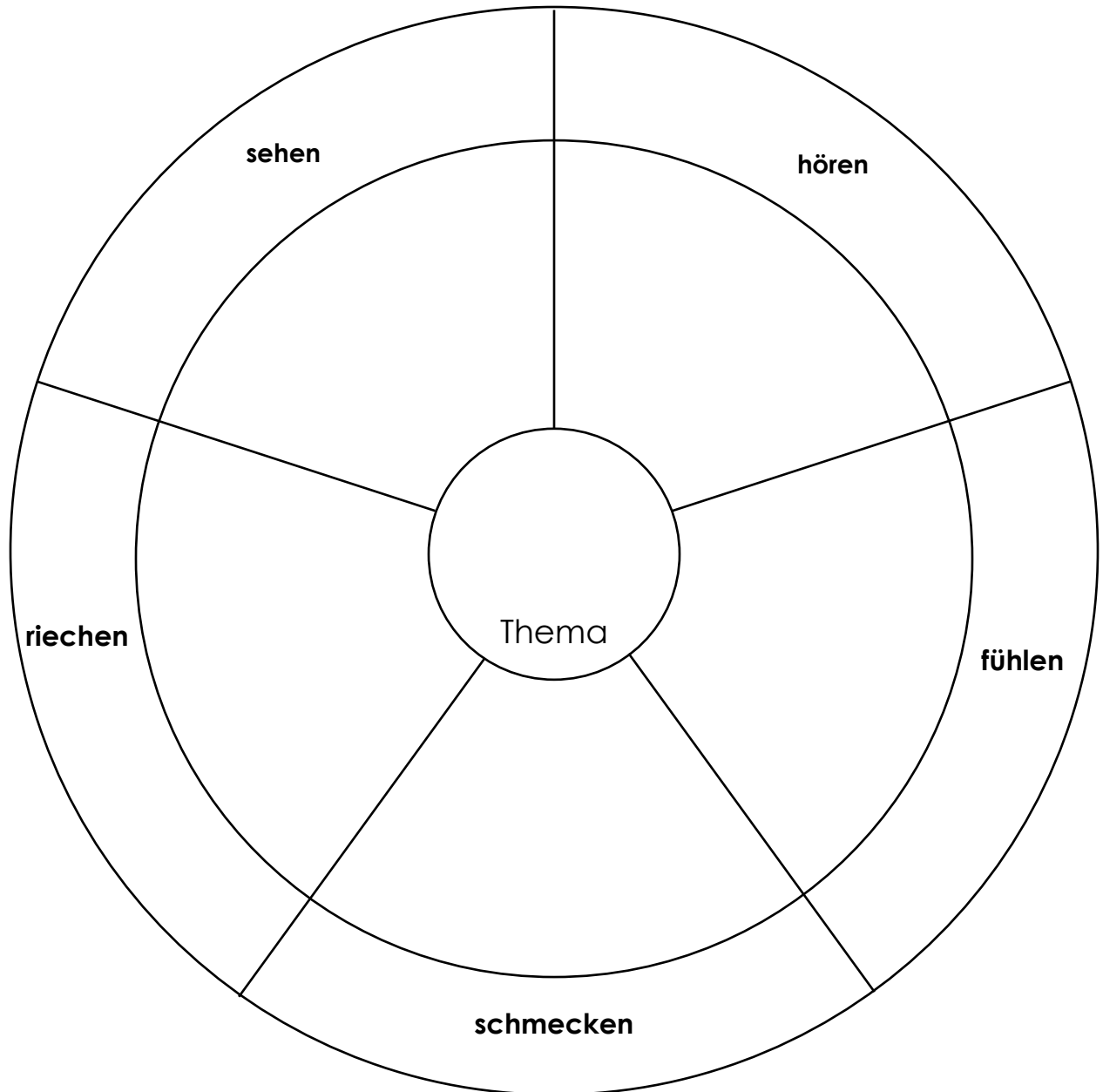


# Der Kreis der fünf Sinne



Name: \_\_\_\_\_

Datum: \_\_\_\_\_



# T-Tabelle



Name: \_\_\_\_\_ Datum: \_\_\_\_\_

Thema: \_\_\_\_\_

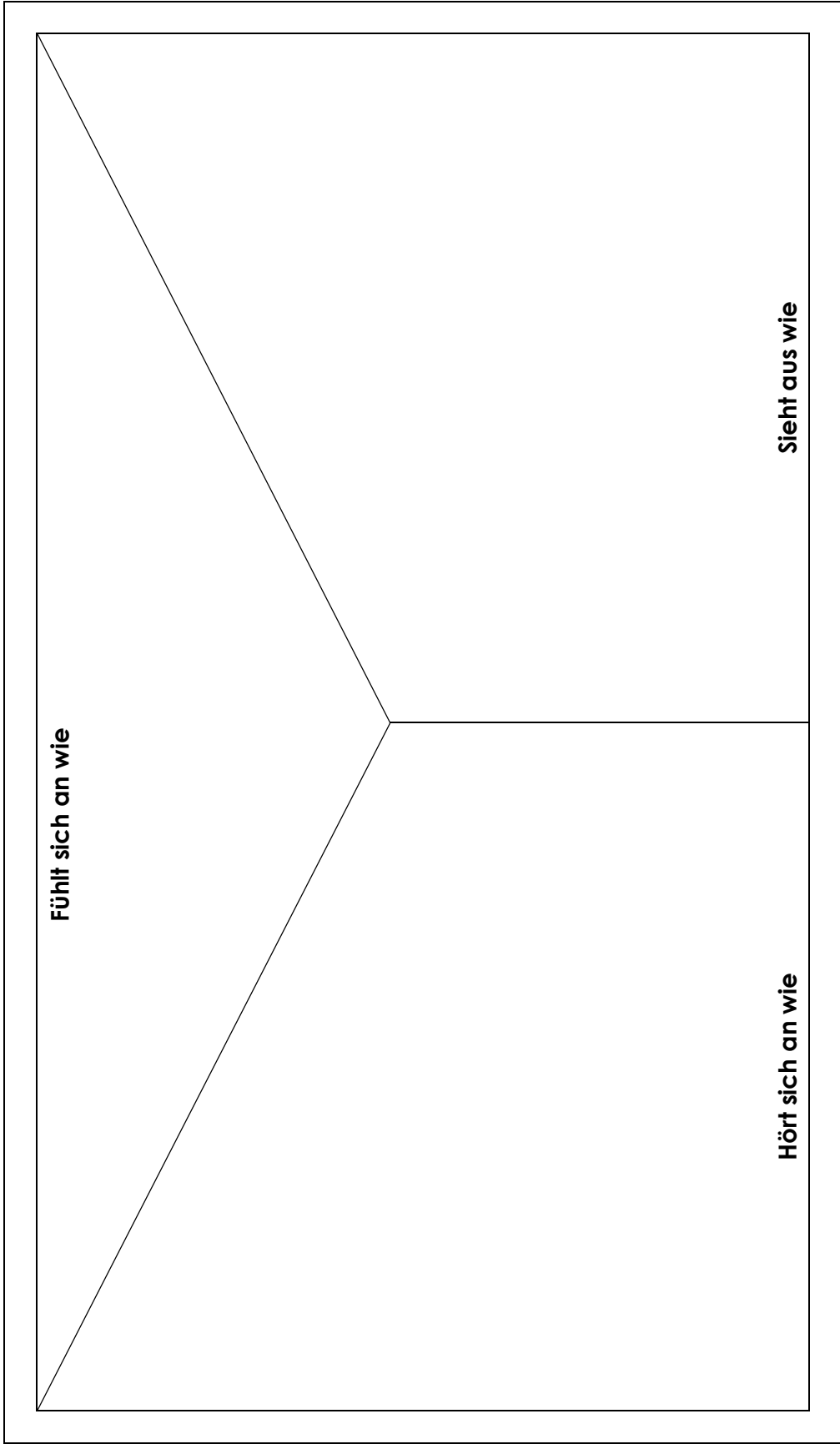


# Y-Tabelle



Name: \_\_\_\_\_

Datum: \_\_\_\_\_



# W-6 Tabelle



Name: \_\_\_\_\_

Datum: \_\_\_\_\_

Schreibe Fragen über dein Thema.

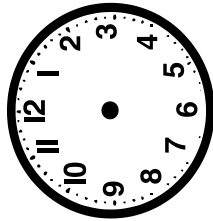
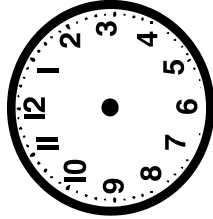
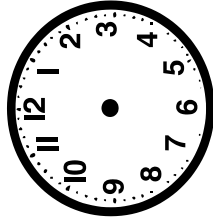
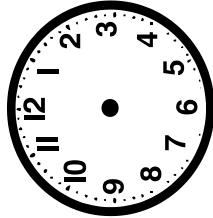
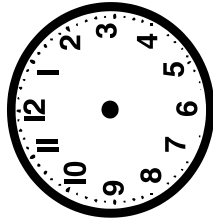
<b>Wer?</b> Frage nach den beteiligten Personen.	
<b>Was?</b> Frage nach Sachen und Ereignissen.	
<b>Wo?</b> Frage nach Orten, Stellen und Plätzen.	
<b>Wann?</b> Frage nach Daten und Uhrzeiten.	
<b>Warum?</b> Frage nach dem Grund, der Ursache oder dem Zweck.	
<b>Wie?</b> Frage nach der Art und Weise, wie etwas geschieht.	
<b>Wenn...?</b> Frage nach Folgen oder Konsequenzen.	

# Tagesablauf



Name: \_\_\_\_\_

Datum: \_\_\_\_\_




# How to Use PMI Charts

## P-M-I Karte (Plus–Minus-Interessant)



### Step 1

**P**lus: Think about all the advantages and good reasons for making the choice.

### Step 2

**M**inus: Think about all the disadvantages and the down side of making the choice.

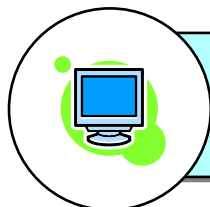
### Step 3

List any information that is neither positive nor negative as **I**nteresting.

*Example: A PMI chart that shows the advantages and disadvantages of using the Internet as a research tool*

### Using the Internet as a Research Tool

Plus	Minus	Interesting Information
<ul style="list-style-type: none"> <li>• There is a lot of information.</li> <li>• You can look at a number of different sources in a short period of time.</li> <li>• You can do your research in the comfort of your home or classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• If you do not know how to search well, it can take a long time to find what you need.</li> <li>• There is no guarantee that the information you find is accurate or of good quality.</li> <li>• The reading level of factual and historical information may be high.</li> </ul>	<ul style="list-style-type: none"> <li>• Many teenagers know more about using the Internet than adults!</li> <li>• Anybody can post information on the Internet. There are no rules to follow, no licenses, etc.</li> </ul>



Microsoft Word allows you to create your own chart electronically using the options in the **Table** menu.

# P-M-I Karte



Name: \_\_\_\_\_ Datum: \_\_\_\_\_

Meine Frage: \_\_\_\_\_

Plus	Minus	Interessante Informationen



# Ich treffe eine Entscheidung



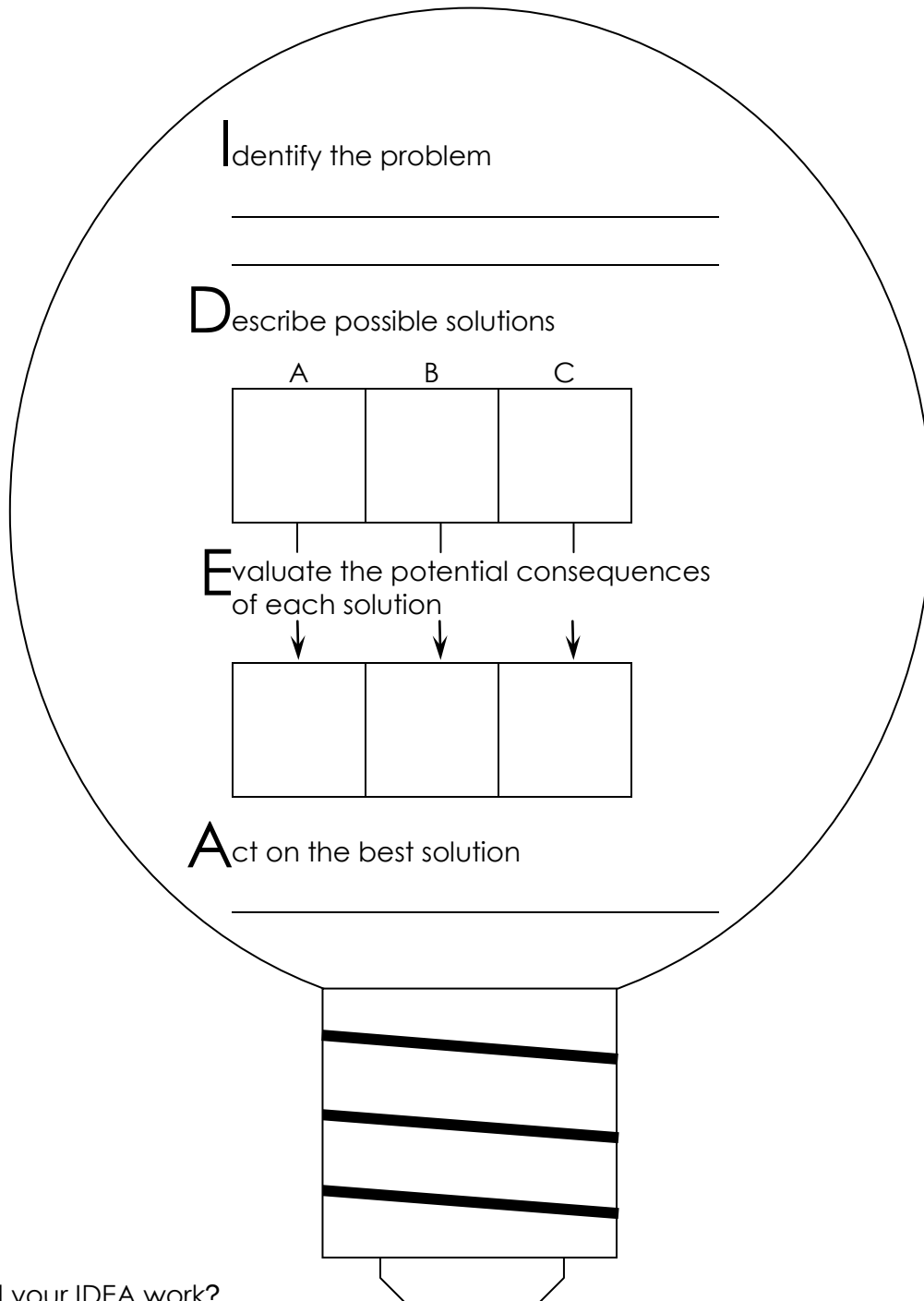
Das Problem: \_\_\_\_\_

Die Wahlmöglichkeit: \_\_\_\_\_

	Pro +	Contra -
Fakten:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Gefühle:	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Neue Ideen:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Meine Entscheidung:	<hr/> <hr/> <hr/>	
Begründung für meine Entscheidung:	<hr/> <hr/> <hr/>	

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 61.

# IDEA Decision Maker



How did your IDEA work?  
(Evaluate your results.)

\_\_\_\_\_

\_\_\_\_\_



# Welche Möglichkeiten gibt es?



Das Problem: (eine Entscheidung treffen oder einen Konflikt lösen) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**1** Option: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

➔

Mögliche Folgen: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2** Option: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

➔

Mögliche Folgen: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3** Option: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

➔

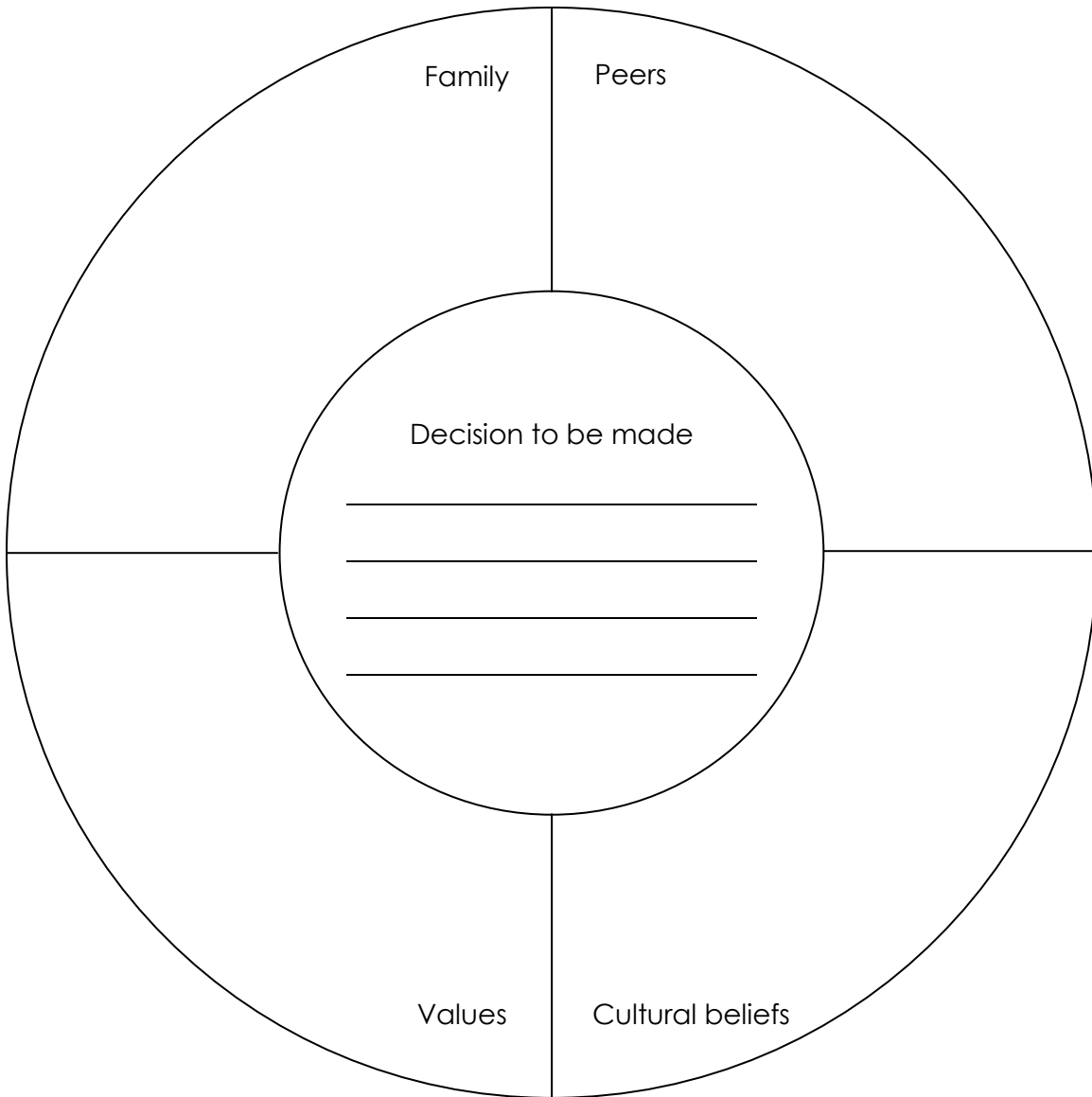
Mögliche Folgen: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4** Option: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

➔

Mögliche Folgen: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Influences on Decision Making



Questions you need to ask to help you make this decision

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# Zielsetzung Karte 1



Name: \_\_\_\_\_ Datum: \_\_\_\_\_

Mein Ziel \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Das ist mein Ziel, weil \_\_\_\_\_

\_\_\_\_\_

Um mein Ziel zu erreichen, werde ich:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Ich brauche \_\_\_\_\_Tage, um mein Ziel zu erreichen.

Habe ich mein Ziel erreicht?

Ja

Fast

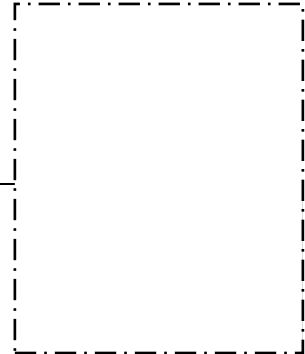
Nein

# Zielsetzung Karte 2



Datum: \_\_\_\_\_

Name: \_\_\_\_\_



<b>Ziel</b>	Mein Ziel ist es, ...
<b>Begründung</b>	Ich setze mir dieses Ziel, weil ...
<b>Mein Plan</b>	Um mein Ziel zu erreichen, werde ich ...
<b>Kontrollieren</b>	Wie kann ich feststellen, ob ich erfolgreich gewesen bin?
<b>Nachdenken</b>	Was hätte ich auch machen können?

# Zielsetzung Karte 3



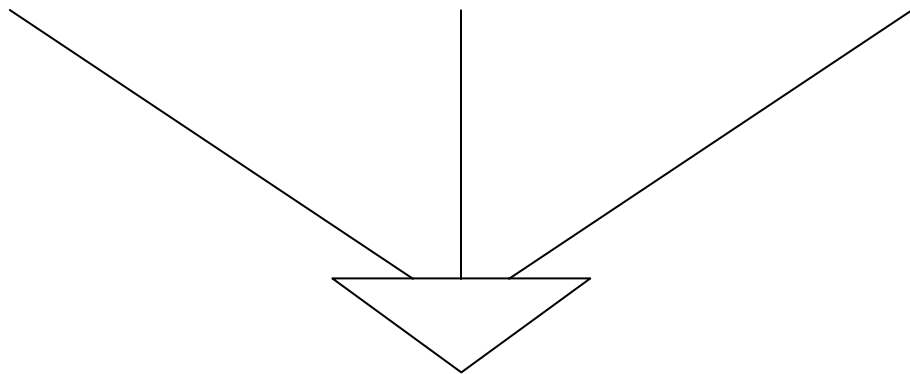
Name: \_\_\_\_\_ Datum: \_\_\_\_\_

## Zielsetzung: Klein anfangen

Mein „großes“ Ziel \_\_\_\_\_  
möchte ich am \_\_\_\_\_ (Datum) erreichen.

Schritte, die mir helfen werden, mein „großes“ Ziel zu erreichen:

Mini-Ziel A	Mini-Ziel B	Mini-Ziel C
_____	_____	_____
_____	_____	_____
Ich werde:	Ich werde:	Ich werde:
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____
Datum _____	Datum _____	Datum _____



Ich werde wissen, dass ich mein "großes" Ziel erreicht habe, wenn \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Zielsetzung Karte 4



Name: \_\_\_\_\_

Datum: \_\_\_\_\_

## Was kann deine Zielsetzung beeinflussen?

**Ziel**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_