



## Graphic organizers for Secondary Cycles 1 and 2

A graphic organizer is a visual learning tool that helps students and teachers organize their thoughts, either alone or in a group. A graphic organizer visually chunks a task into manageable segments or steps, guiding a student to think-through each step in the process. Graphic organizers can be content specific such as writing graphic organizers or more general such as planning or teamwork graphic organizers. The key to supporting differentiated learning processes is to purposefully select graphic organizers that meet the needs of each learner. The end goal of a graphic organizers is to work itself out of a job! Once students begin to appropriate a learning process, they no longer need the support of an organizer

These graphic organizers were adapted for the ERC program by Natalie Knott and Craig Bullett from LEARN's Focus - Secondary Cycle One print material. You can also access the graphic organizers that were developed for each of the 9 Cross-Curricular Competencies in the Focus Online section of the site.

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### NOTE:

This compilation PDF of organizers was created from the LEARN website of 2015.  
Print individual PDF graphic organizers from this document as needed.

### **An informed point of view**

Students use this tool to organize their thinking. They reflect on and record what they knew before the investigation and what they learned during the investigation and dialogue. They then record their point of view and may be invited to reflect on whether their thinking had changed. Students learn to put his/her research, knowledge, individual deliberations and exchanges with others to good use. (MELS Dossier de formation,2008)



Competency 3- Key feature: Organizes his/her thinking, Develops a substantiated point of view

Date ..... Subject .....

Name .....

# An Informed Point of View

Understanding where opinions come from  
in order to exercise critical judgment

## Questions ▶

### The issue ▼

### What I knew before ▼

### What I learned ▼

### My point of view ▼

## Analyzing a Situation with Different Points of View

In order for the student to make connections between what he/she knows and what may be new, students compare the situation with one that is similar. Students use this resource to record the references, their meaning and their influences on the points of view present.



Competency 1 - Key feature: Analyzes a situation from an ethical point of view.

# Analyzing a Situation With Different Points of View

Defining a situation and examining points of view

Date \_\_\_\_\_ Subject \_\_\_\_\_

Name \_\_\_\_\_

**The situation is ... ▶**

**This situation reminds me of ... ▶**

**The references present in these points of view are ... ▼**

**One point of view is ... ▶**

**Another point of view is ... ▶**

## Analyzing an Ethical Situation

This tool is to help students analyze a situation from an ethical point of view. It allows students to put a situation into context, formulate ethical questions, and compare a situation to similar others.

A color code is provided to help the student keep traces of the dialogue.



Competency 1- Key Feature: Analyzes a situation from an ethical point of view

Date ..... Subject .....

Name .....

# Analyzing an Ethical Situation

Colour Key (Use two different coloured pens)

my analysis

my classmates' analysis

## The Situation ▶

### The ethical questions ▼

#### Points of view ▼

#### Tensions or conflicting values ▼

#### Similar situations ▼

## Communication: Peer Feedback

The ERC competency Engages in dialogue is closely related to the Communications Cross-Curricular competencies.

This cross-curricular competency, however, is more oriented to the transmission of information in a linear fashion from a sender to a recipient while dialogue involves.

Dialogue can take the form of, for example:

- an oral discussion in pairs, groups of three or with the group as a whole (discussion, debate, deliberation, etc.)
- a written exchange (discussion forum, e-mail, letter, etc.)
- texts written by classmates, specialists, editorialists, etc. (MELS Dossier de formation, 2008) This tool allows students to provide feedback to their peers. takes in to consideration Students are asked to consider the audience, the intention, the effectiveness and the strategies used to communicate the information found or the debate or panel used to help develop and substantiate a point of view. \*EVALUATION TOOL\*



Competency 3 - Key Features: Develops a substantiated point of view.



Date ..... Form of Dialogue .....

Name .....

# Communication: Peer Feedback



**This is feedback for** (name) .....

**On** (project, presentation, etc.) .....

Criteria	Comments and/Suggestions
<b>Clarity of the communication</b> Was the communication clear and easy to understand?	
<b>Audience fit</b> Was the communication right for the audience? (Describe the intended audience)	
<b>Clarity of the intention</b> What did the communication try to do? Was it clear? (Did it want to inform you, make you laugh ...)	
<b>Effectiveness</b> Did the communication do what it wanted to do? (Did it inform you, change your mind about something, make you laugh?)	
<b>Strategies used</b> How did the person/people get their message across?	

**Suggestions for next time** ▶



## **Compare and Contrast: Points of View**

This tool allows students to compare their point of view with that of another. It also requires students to identify references in each point and to synthesize commonalities found in the views.



Competency 1 - Key Feature: Develops a substantiated point of view, Interacts with others

Date ..... Subject .....

Name .....

# Compare and Contrast: Point of View

Comparing a point of view with those of others in order to more effectively analyze a situation from an ethical point of view

## Situation/Ethical Question ▶

<p><b>My point of view ▼</b></p>	<p><b>Our shared points of view ▼</b></p>	<p><b>Someone else's point of view ▼</b></p>
<p><b>References present ▼</b></p>		<p><b>References present ▼</b></p>

E  
 R  
 D

## Dialogue Evaluation

This tool may be used to evaluate various forms of dialogue and the conditions that are conducive to their practice.



Competency 3 - Key Feature: Interacts with others

Date ..... Form of Dialogue .....

Name .....

My Teammate's Name .....

# Dialogue: Evaluation

Analyzing the conditions  
that foster dialogue



## Assignment ▶

**My teammate's strengths were ▶**

**My strengths were ▶**

**During our dialogue, we experienced these obstacles (stated judgments or processes which hinder dialogue) ... ▶**

**Our team used our strengths to overcome these obstacles by ... ▶**

**In the future, which rules or means can our team propose for overcoming obstacles? ▶**



## Evaluating possible options or actions

When considering different options and actions, students are required to examine the effects these choices may have on themselves, others and on the situation itself. Often there is no one right answer and students may reflect on this when describing their decision or choice.



Competency 1 - Key Feature: Evaluates options or possible actions

Date ..... Subject .....

Name .....

# Evaluating Possible Options or Actions

## Situation ▶

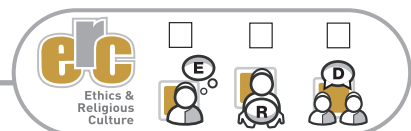
Options or Actions	How does it measure up? (The effect on oneself, others or situation)

## Our decision or choice ▶

(Choose one option or action which fosters community life)

## Why? (rationale) ▶

(What factors influenced your choices)



## **Examining ways of thinking, being and acting**

In this program, the expression “religious traditions” refers to the major religions covered by the Ethics and Religious Culture program, i.e. Christianity (Catholicism, Protestantism and Orthodoxy), Judaism, Native spirituality, Islam, Buddhism and Hinduism.

In this program, the expression “social and cultural environment” refers to the environment in which students—or people in general—live. This may involve, for example, lifestyles, habits and customs, societal values, institutions or scientific, philosophical, religious or artistic works. (MELS Dossier de formation, 2008, [www.mels.gouv.qc.ca](http://www.mels.gouv.qc.ca))

Students are asked to examine the connection between forms of religious expressions and a religious tradition in order to further understand the various ways of thinking, acting and being in today’s society.



Competency 2 - Key feature: Examines various ways of thinking, being and acting.



Date \_\_\_\_\_ Subject \_\_\_\_\_

Name \_\_\_\_\_

# Examining Ways of Thinking, Being and Acting

Religious Tradition ...

**How does the above influence life within  
Quebec society?**

## Exploring Types of References

This tool helps students to consider several points of view by exploring a variety of references. It also invites students to question the role and meaning of these references.

References are defined as: Resource within the social and cultural environment to which a person refers to sustain and inform ethical reflection. References can be moral, religious, scientific, legal, institutional, literary or artistic in nature.

Examples of references: a message conveyed by the media, a key figure (either from a historical standpoint or to someone referring to that individual), a work of art, a film, a news report, a public holiday, a dictum, a proverb, a maxim, a family member, a religious leader, charters of rights and freedoms, regulations, a code of conduct, scientific theories, an encyclopedia article, a sacred text, a specialist, a school resource person, a value, a norm, etc.(MELS Dossier de formation, 2008, [www.mels.gouv.qc.ca/ecr](http://www.mels.gouv.qc.ca/ecr))



Competency 1 - Key Feature: Examines a variety of cultural, moral, religious, scientific or social references.

# Exploring Types of References

Date \_\_\_\_\_ Subject \_\_\_\_\_

Name \_\_\_\_\_

**Moral Reference ▶**

**Literary Reference ▶**

**Point of View ▼**

**Scientific Reference ▶**

**Artistic Reference ▶**

**Religious Reference ▶**

**Other References ▶**



**What are the main references** present in this point of view? What is the role and meaning of these references? ▶

## Finding References in a Point of View

This tool may be used to help students examine a variety of cultural, moral, religious, scientific or social references found in various points of view. Finding and examining these references help a student understand a person's particular way of considering a situation, ethical question or reality.



Competency 1 - Key Feature: Examines a variety of cultural, moral, religious, scientific or social references.

## Situation ▶

- ▶ Have each student **brainstorm** his/her ideas and points of view about a situation.
- ▶ As a group, **identify** the various references present in the points of view.

**Point of View ▶**

**Point of View ▶**

**References Involved in  
Point of View ▼**

**Point of View ▶**

**Point of View ▶**

## Formulating Ethical Questions

This tool allows students to formulate ethical questions based on a situation and its context.



Competency 1 - Key Feature: Analyzes a situation from an ethical point of view.

Date \_\_\_\_\_ Subject \_\_\_\_\_

# Formulating Ethical Questions

Name \_\_\_\_\_

Describing a situation and putting it into context

**Describe the situation** you are investigating and then put it into context. Brainstorm the ethical questions related to this situation. ▼

## Situation



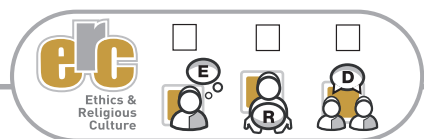
## Context

The context includes the elements that define the situation.  
(place, people, actions, historical context, motivations, etc.)



## Questions

What are some of the ethical question(s) you have about this situation?



## **Gathering References & Points of View**

This tool helps students to compare the meaning of certain references and points of view within an ethical situation.



Competency 1 - Key Features: Examines a variety of cultural, moral, religious, scientific or social references.



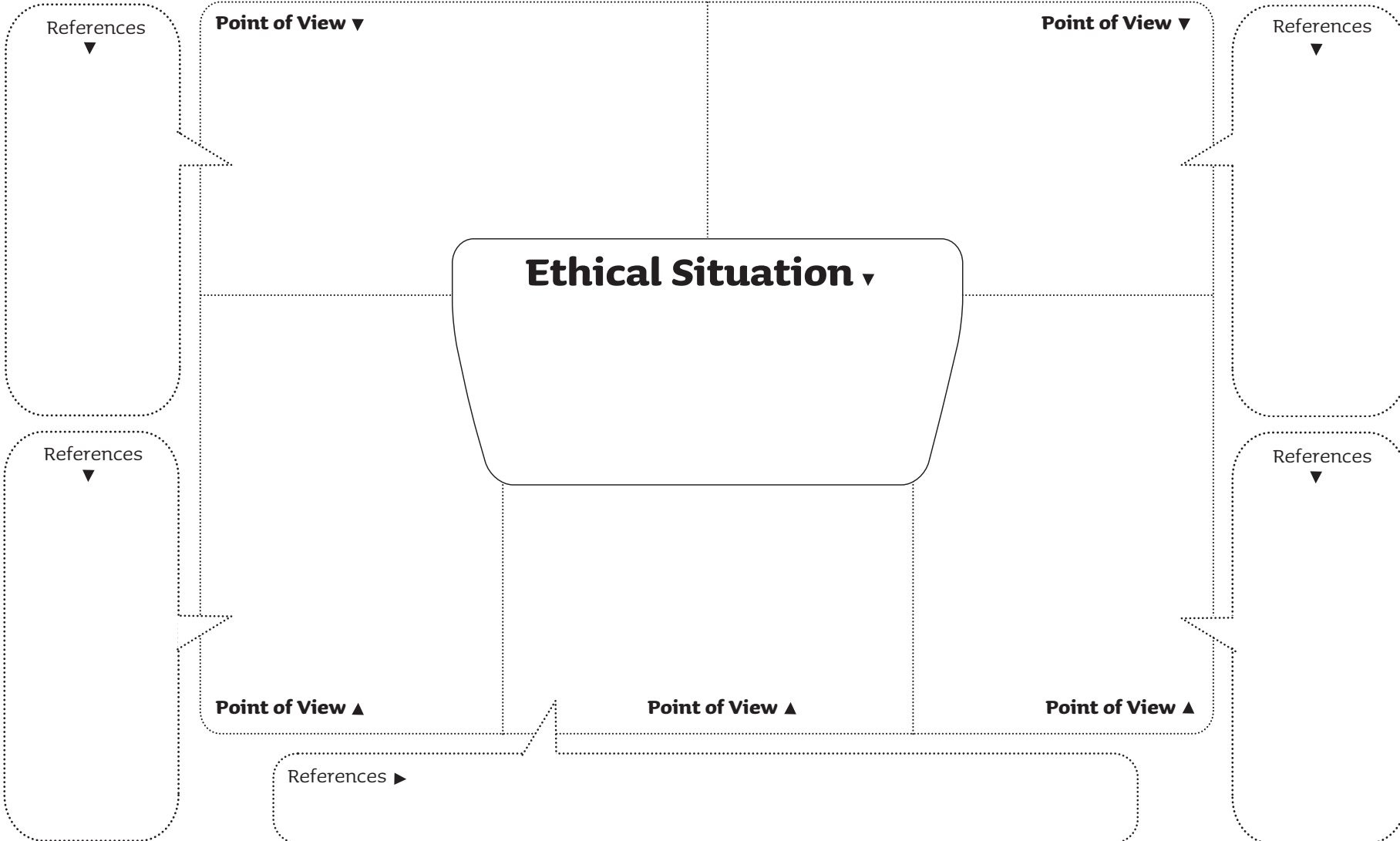
# Gathering References and Points of View

Gathering and comparing references involved in different points of view

Date \_\_\_\_\_ Subject \_\_\_\_\_

Name \_\_\_\_\_

**Gather information** from different sources and then identify the common threads or shared information between the sources ▼



## How does it measure up?

This tool allows students to exercise critical judgment by encouraging them to evaluate the effectiveness of options or actions and then choosing the one which best fosters community life. The students also reflect on factors that influenced their decision by justifying their choice.



Competency 1 - Key Features: Evaluates options or possible actions.

# How does it measure up?

Using criteria to exercise  
critical judgment

Date ..... Subject .....

Name .....

## The Situation ▶

Options or Actions	How does it measure up? (me)	How does it measure up? (others)

## Our choice or final decision ▶

## Based on (rationale) ▶

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## **Making Connections**

This is a planning tool used to help students outline the information they already know and to plan the information they need to find out. They record the sources they want to investigate and include the resulting information. They are then asked to synthesize their prior and new knowledge.



Competency 2 - Key Features: Analyzes forms of religious expression.

Date ..... Subject .....

Name .....

## Forms of Religious Expressions and Religious Traditions ▶

### Planning

**What do I already understand?**

**What more do I need to find out?**

**What sources can I use to find the information?**

### Follow-up

**What information did I find from my sources?**



**Synthesis:** Make the connection between what you knew and what you know! ▶

## **My Progress in Understanding the Phenomenon of Religion**

This tool is to help students reflect on their progress, experiences, and learning in understanding forms of religious expression and the phenomenon of religion.

In the program, religious expressions are called *phenomena*, this is not because they are foreign, strange, or rare, but because they are visible, observable and can be analyzed. The emphasis is on Québec culture and covers large established institutions and their importance in Québec culture.

(MELS Dossier de formation, 2008, [www.mels.gouv.qc.ca/ecr](http://www.mels.gouv.qc.ca/ecr))



Competency 2 - Key Features: Analyzes forms of religious expression, Makes connections between forms of religious expression and the social and cultural environment, Examines various ways of thinking, being and acting

# My Progress in Understanding the Phenomenon of Religion

Date ..... Subject .....

Name .....

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## Task ▶

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## My Accomplishments ▶

- - 
  -
- 

**When I began this project,**  
I thought ... ▼

**While I was working,**  
I experienced some successes, difficulties  
and changes such as ... ▼

**In the end,**  
I learned ... ▼



### **Options & Actions: Pros & Cons**

This tool helps students to consider 3 options or actions and their effect on themselves, others and the situation. The student then decides which action or option best fosters community life.



Competency 1 - Key Features: Evaluates options or possible action.



Date ..... Subject .....

Name .....

# Options and Actions: Pros and Cons

**What is the situation? ▶**

**Brainstorm three options or actions** that you think are most appropriate.

What is the effect on yourself, others and the situation? ▼

Option or Action 1 ▼		Option or Action 2 ▼		Option or Action 3 ▼	
Pros	Cons	Pros	Cons	Pros	Cons

**Which option or action best fosters community living? ▶**



### **Q3: The 3 Questions of Information Gathering**

This is a planning tool used to help students reflect on the information they already know and to plan what information they require. They outline the resources and sources they want to use.



Competency 3 - Key Features: Develops a substantiated point of view.

# Q3—The 3 Questions of Information Gathering

Gathering information and making connections

Date ..... Subject .....

Name .....

## Questions ▶

**What do I  
already understand? ▼**

**What more  
do I need to find out? ▼**

**What sources can I use  
to find the information? ▼**



### **Questioning an issue**

Students reflect and record questions and information essential to helping them develop a point of view. They are also asked to consider other points of views. The students begin to reflect on the references which influence them.



Competency 3- Key Features: Organizes his/her thinking.

Date ..... Subject .....

Name .....

# Questioning an Issue

Forming an informed point of view  
in order to exercise critical judgment

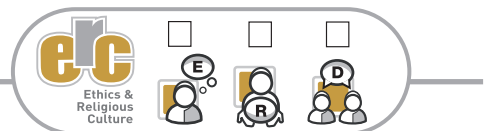
**What is the issue?** ▶

**List the big questions** that this issue raises – things you will need to investigate to help you develop your point of view. ▼

Questions I need to ask	Information I found	Someone else's point of view
<b>Who?</b>		
<b>What?</b>		
<b>Where?</b>		
<b>When?</b>		
<b>Why?</b>		
<b>How?</b>		

**Based on information gathered, what is my point of view?** ▶

**What influenced my point of view?** ▶



## **Reflecting on a Point of View**

This tool structures a student's reflection on developing a point of view.



Competency 3 - Key Features: Develops a substantiated point of view.

# Reflecting on a Point of View

Date ..... Subject .....

Name .....

### Questions

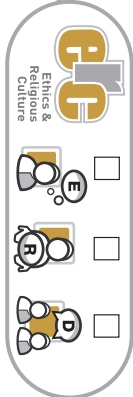
What did I ask to help me understand someone else's point of view? ▼

### Process

What information sources did I use to develop my point of view? ▼

### Strategies

How did I use other points of view to develop my own? ▼



**Some strategies that helped develop** my point of view and I'll use the next time are ... ►

**Some strategies that I would avoid** using next time are ... ►

**My future goals** are ... ►

### **Reflecting on the process**

This tool helps students reflect on the process of dialogue. The student is asked to reflect on their ability to analyze a situation, evaluate possible options and actions and on the dialogue itself. This tool can be used for an individual or group evaluation.



Competency 1 - Key Features: Interacts with others



Date \_\_\_\_\_ Subject \_\_\_\_\_

Name \_\_\_\_\_

## The subject of our dialogue ... ▶

### Evaluation ▼

- I/we successfully dialogued
- I/we are still in progress of dialoguing
- I/we were unable to dialogue appropriately

### I learned that ... ▼

### My future goal ... ▼

### Feedback from ▼

- Teacher
- Peer
- Other

### Step 1 ▼

I/we **analyzed** the situation ...

- Successfully
- With Some Challenges
- With Difficulty

For Example ▶

### Step 2 ▼

I/we **tested** possible options and actions ...

- Successfully
- With Some Challenges
- With Difficulty

For Example ▶

### Step 3 ▼

I/we **adjusted** the process of the dialogue ...

- Successfully
- With Some Challenges
- With Difficulty

For Example ▶



**Taking Notes**

This tool provides a framework for students to record information and ideas developed in various situations.

All competencies

Date ..... Form of Dialogue .....

Name .....

# Taking Notes

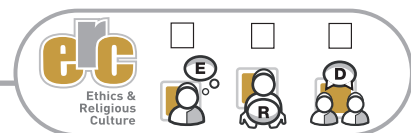
A framework for efficient notetaking

**Notes on** ▶ .....

**Outline** ▼

**Webbing or Diagrams** ▼

**Summary or Key Points** ▼



## **Taking Stock**

Students use this tool to stop and take stock of how their investigation or dialogue is proceeding.



Competency 3 - Key Features: Organizes his/her thinking

Date ..... Subject of Dialogue .....

Name .....

## Progress

How are you contributing to the team? ▼

List what has been accomplished so far. ►

## Revising the Plan

Are you proceeding according to the plan?

Does the plan need to be revised? ▼

How do you have to revise the plan to accomplish your goal? ►

## Reflection

How is it going?

What can be changed right now to make the process better? ▼



## **The Phenomenon of Religion**

This tool helps the student examine what is common and what distinguishes various forms of religious expression.



Competency 2 - Key Feature: Makes connections between forms of religious expression and the social and cultural environment

Date \_\_\_\_\_ Subject \_\_\_\_\_

Name \_\_\_\_\_

# The Phenomenon of Religion

Examining Forms of Religious Expression  
What they have in common/What distinguishes them

[Dotted box for writing]

e.g. Forms of Religious Expression

**is to ▶**

[Dotted box for writing]

e.g. Religious Tradition

**as ▶**

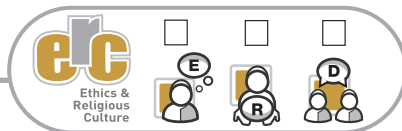
[Dotted box for writing]

**is to ▶**

[Dotted box for writing]

## What links these religious phenomena?

What makes them similar? How are they different?



## Thinking it Through

This self-evaluation tool helps students reflect on their investigation of various situations. They set goals, form action plans and reflect on their progress.



Competency 1- Key Features: Analyzes a situation from an ethical point of view.



### Setting Goals

#### I would like to work on ... ▼

- Identifying elements of this situation
- Understanding how this situation is similar or different from other situations I have encountered
- Brainstorming possible options/actions
- Adjusting steps as required in my process
- Trying various ways to gather information
- Sharing the strategies I used with others
- .....
- .....

### Action Plan

#### I will ... ►

... to meet goals.

### When I ►

### Self-Evaluation

#### During this project I ... ▼

- Identified all the elements of the situation
- Thought about how each element can affect another element in the situation
- Listed the steps for each possible option/action
- Identified which strategies were successful and where I had difficulty
- Was able to explain the steps I used and how I analyzed the situation
- .....

### In the future, I will work on ... ►

### Teacher Feedback ►

#### My overall assessment ►

- I met most of my goals                       I met some of my goals                       I did not meet my goals



**We disagree...Now what? (4 participants)**

This tool encourages students to reflect on the process of dialogue. They reflect on their successes and challenges faced when interacting with others. They record the manner in which their conflicts were resolved.



Competency 3- Key Features: Interacts with others.

# We disagree ... now what?

Resolving conflict in a 4-person dialogue

Date ..... Form of Dialogue .....

Name .....

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Secondary Cycles 1 & 2

**We disagree about ▼**

..... **view is ▼**

(name)

..... **view is ▼**

(name)

Did I listen to others?  
Was I listened to?

Did I listen to others?  
Was I listened to?

Did I listen to others?  
Was I listened to?

Did I listen to others?  
Was I listened to?

..... **view is ▲**

(name)

..... **view is ▲**

(name)

**Our compromise or consensus ►**

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**We disagree...Now what? (3 participants)**

This tool encourages students to reflect on the process of dialogue. They reflect on their successes and challenges faced when interacting with others. They record the manner in which their conflicts were resolved.



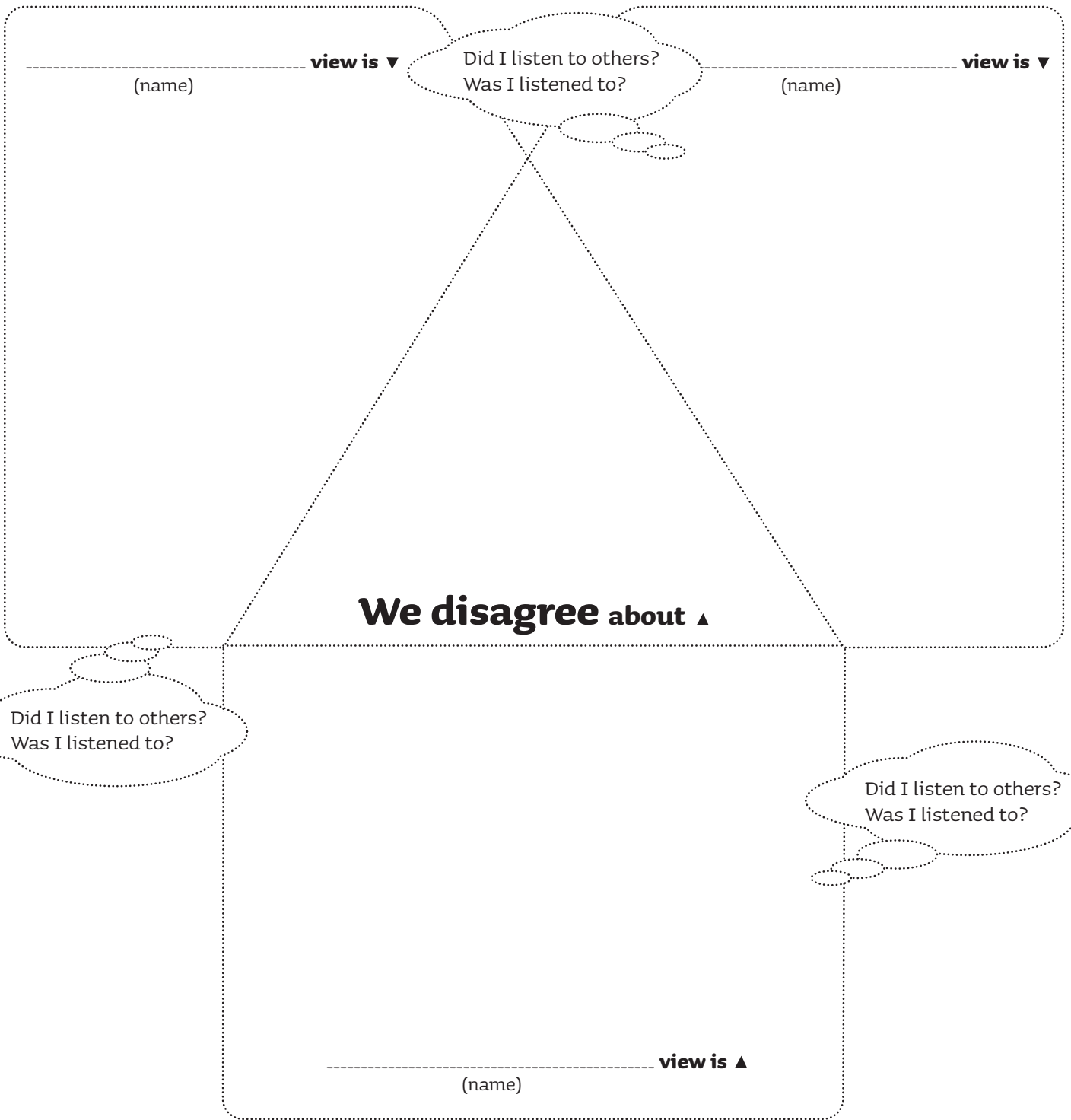
Competency 3- Key Features: Interacts with others.

Date ..... Form of Dialogue .....

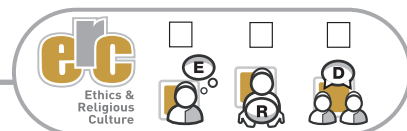
# We disagree ... now what?

Name .....

Resolving conflict in a 3-person dialogue



**Our compromise or consensus ►**



### **What are the Ethical Questions?**

This tool helps students identify the ethical questions that arise in a given situation. They will consider 4 four options or actions and reflect on which best fosters community life.



Competency 1- Key Features: Evaluates options or possible actions

## What is the situation ▶

## What are the ethical questions involved? ▼

**This situation** reminds me of ... ▼

This situation reminds me of ... ▼

**1 ▶ What options or actions** ...▶

can I use to respond to this situation?

**2 ▶ Which option or action**

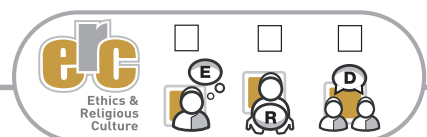
from this list will I apply and how does it best foster community life?

**A ▶** \_\_\_\_\_

**B ▶** \_\_\_\_\_

**C ▶** \_\_\_\_\_

**D ▶** \_\_\_\_\_



## **What influences you?**

This tool helps students to identify every day factors that may influence their point of view. Students are asked to consider and rate the influence of various, common sources of information.



Competency 1- Key Feature: Examines a variety of cultural, moral, religious, scientific or social references.



Competency 3- Key Feature: Organizes his/her thinking.



Date ..... Subject .....

Name .....

# What Influences You?

Understanding what influences your point of view

## What is the situation? ►

## Judge how influenced you are by different factors. ▼

Factors	What references were involved?	This influenced me...
<input type="checkbox"/> TV/Movies <input type="checkbox"/> News Story <input type="checkbox"/> Book/Magazine article <input type="checkbox"/> Personal experience	<input type="checkbox"/> Experience of a friend or family member <input type="checkbox"/> Other -----	
<input type="checkbox"/> TV/Movies <input type="checkbox"/> News Story <input type="checkbox"/> Book/Magazine article <input type="checkbox"/> Personal experience	<input type="checkbox"/> Experience of a friend or family member <input type="checkbox"/> Other -----	
<input type="checkbox"/> TV/Movies <input type="checkbox"/> News Story <input type="checkbox"/> Book/Magazine article <input type="checkbox"/> Personal experience	<input type="checkbox"/> Experience of a friend or family member <input type="checkbox"/> Other -----	
<input type="checkbox"/> TV/Movies <input type="checkbox"/> News Story <input type="checkbox"/> Book/Magazine article <input type="checkbox"/> Personal experience	<input type="checkbox"/> Experience of a friend or family member <input type="checkbox"/> Other -----	

## I am mostly influenced by ... ►

## Maybe I should consider ... ►

