



SECOND LEVEL
SUPPORT SERVICE

SEIRBHÍS TACAÍOCHTA
DARA LEIBHÉAL

Using Graphic Organisers in Teaching and Learning



Acknowledgements

This resource has been made possible by the generosity of practising teachers working at CPD days facilitated by the SLSS. It is a admirable example of the generosity of teachers willing to share their expertise and ideas with colleagues across the teaching community.

This resource was produced by members of the
Second Level Support Service (SLSS) Team

- Project Leader: Maria Garvey
- Design: Gabrielle Moran

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Introduction

What are Graphic Organisers?

Graphic Organisers provide a visual method of organising and summarising learning, allowing students to lay out disjointed information in a structured way. They help the learning process by facilitating the generation and development of ideas and the construction of knowledge. They also actively engage, visual, auditory and kinaesthetic (VAK) learners . This approach is especially effective in providing high quality teaching and learning in mixed ability classrooms.

The resource produces highest quality results when a single Graphic Organiser is shared among a small group (2/3 students) of diverse abilities and differing learning styles. Leadership is distributed in the group and each student has a specific role to fulfil e.g. Recorder, , Timekeeper, Clarifier, Turn taker (ensuring that all are given the opportunity to participate), Summariser, Reporter etc. The resource needs nothing more than a pen and paper.

Different organisers facilitate students when undertaking tasks such as: collecting information, comparing and contrasting, developing ideas, sequencing information. Some Graphic Organisers therefore are more suited to some topics than others. Different stages of the learning process can be assisted by the use of these Graphic Organisers, e.g.,

Explanations are provided throughout the pack on how to facilitate these stages of learning.

Contents of Pack:

Fourteen graphic organisers, divided into two sections.

Section 1

Guidelines on the use of each Graphic Organiser may be used at various stages of learning.

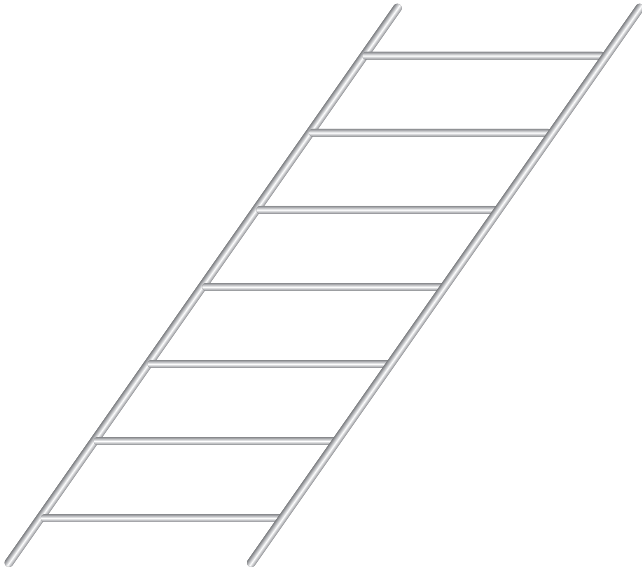
A list of suggestions that teachers have shared at CPB days of possible uses for each Graphic Organiser.

Completed in some cases adapted Graphic Organisers shared by practising teachers.

Section 2

A set of blank Graphic Organisers (which may be photocopied) for use in the classroom.

Step Ladder



This can be used to prioritise or rank ideas and/or information. It can also be used for topics with a series of stages or steps. It is suitable for topics with a definite beginning and end.

At the pre-teaching stage the teacher can have pairs/triads of students fill in any information they know about the topic on the correct step. Teacher can monitor the results and then focus the teaching more accurately on the needs of the class.

Active learning can be facilitated if the teacher then provides the information in jumbled form. Students work together to rank the information correctly.

Suggestions for use in some subjects

History

- Becoming a Knight
- Pizarro and the Incas
- Cortés and the Aztecs
- Life of George Washington

Business

- Writing a letter
- A business transaction
- Making a complaint
- Recruitment
- New product development
- Calculate net pay

Home Economics

- Digestion of proteins
- Production of cheese
- Milling flour
- 10 steps of HACCP
- Making Christmas wreath

Music

- Answering an examination question on harmony
- Writing a melody

Mathematics

- Order of operations
- Solving a triangle
- Proving a theorem
- Difference Equations

Geography

- Cloud formation
- Formation of an ox-bow lake
- Volcanic eruption

English

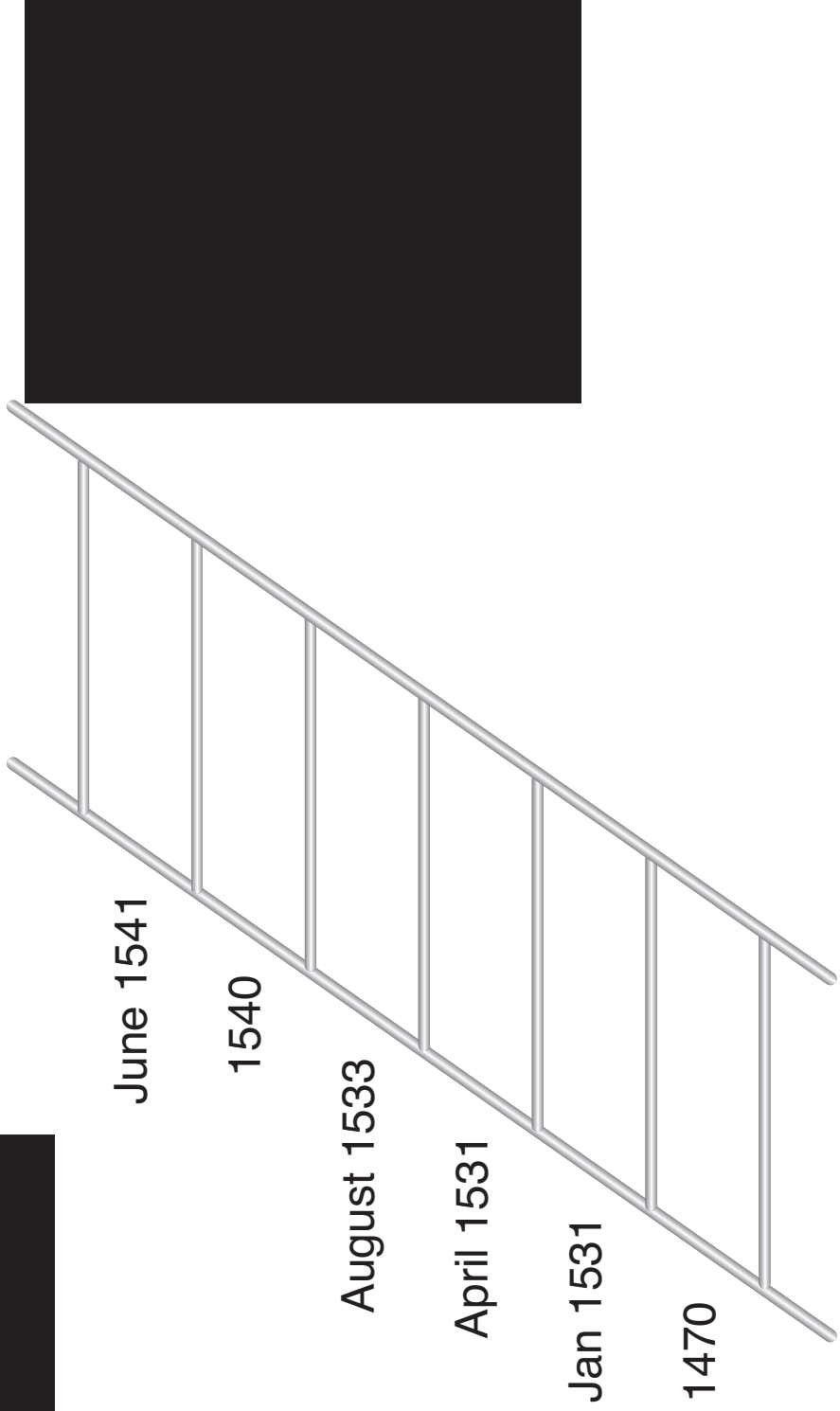
- Descent of a tragic hero into calamity, e.g. Macbeth's descent into evil
- Trace the theme of a poem — thread of thought, main idea

Religion

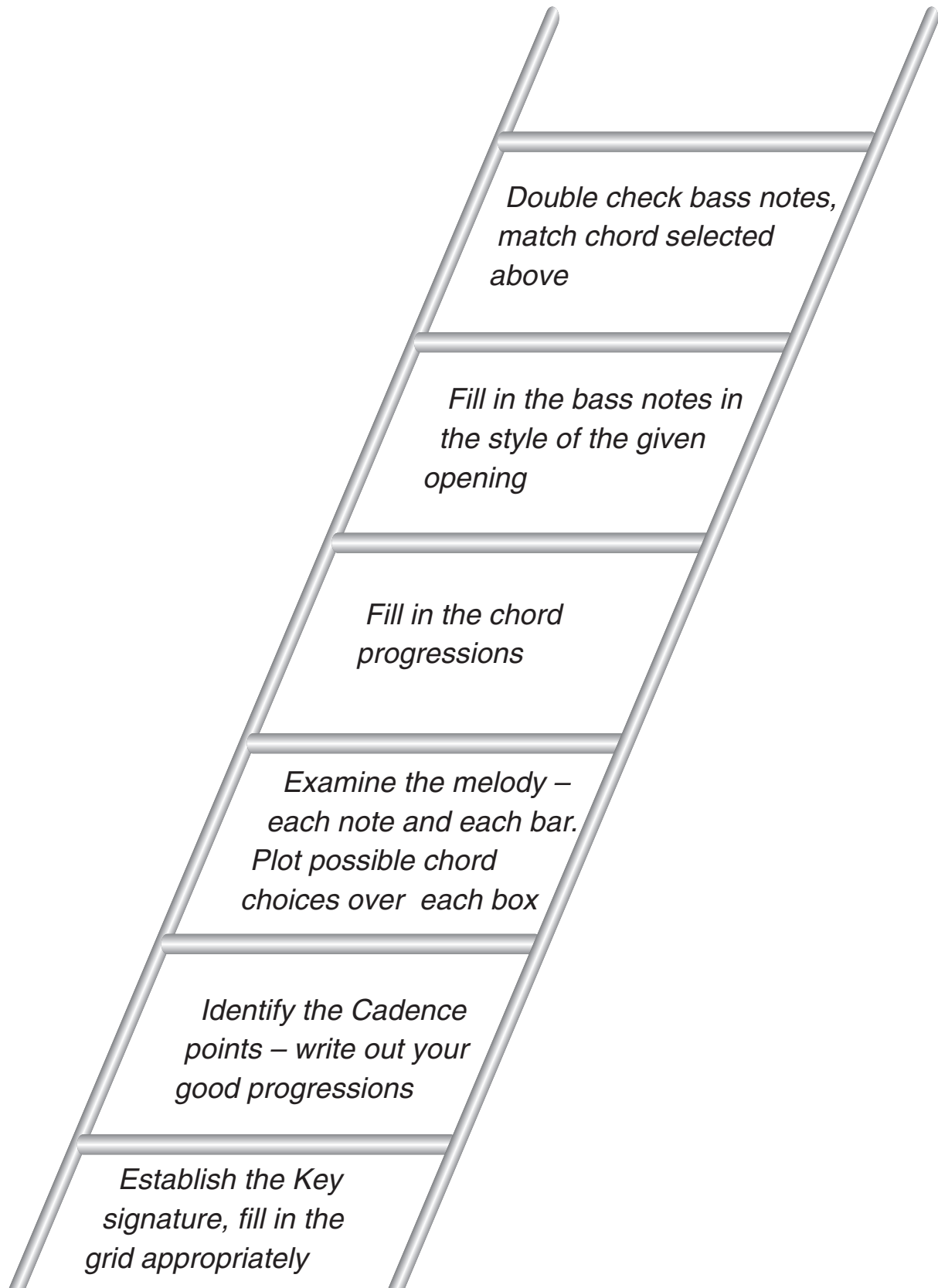
- Stages from slavery to Passover
- The development of Islam
- From the Passion to Pentecost



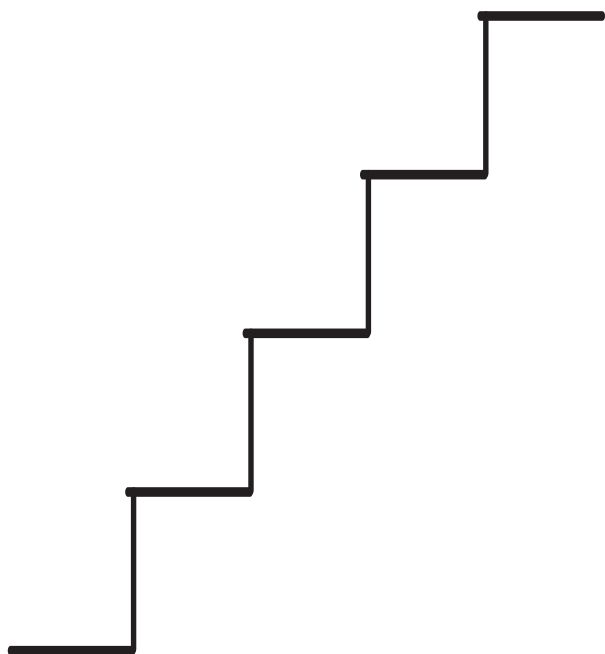
The desire for gold led Francisco Pizarro to explore and conquer the Inca empire of South America. However, his conquest of the Incas was a bloody one, filled with violence and double-crossing treachery. After years of intense fighting and explorations, Pizarro was murdered over the land he had conquered.



Approach to Harmony Question



Stair Steps



Stair steps can be used when a topic involves a step by step process or for plotting a course of action. It can sometimes be used interchangeably with the step ladder. Pupils can show preferences for particular models depending on their learning style.

Learning is most effective when pupils work in small groups. They share and bounce ideas off each other. They can clarify and extend each others learning and they gain in confidence.

Pupils can practice and appreciate the interpersonal skills of listening and explaining, summarising, questioning, clarifying and extending each others ideas. They can learn to praise each others ideas and work together.

Suggestions for use in some subjects

Gaeilge

- Struchtúr a léiriú e.g. Struchtúr abairte
- Codarsnachtaí idir aidiachtaí a léiriú
- Céimeanna sa litir

Music

- Development of Western Classical Music
- Triads - backing chords

Science

- Steps in the scientific method
- Levels of organisation
- Steps in digestion
- Steps in separation of rock salt

Modern Language

- Telling the time
- Oral Project work

Business

- Formation of Private Company
- Through put in resource management
- Business Transaction
- Making a complaint
- Taking out insurance

PE

- Free throw in basketball
- Forward roll

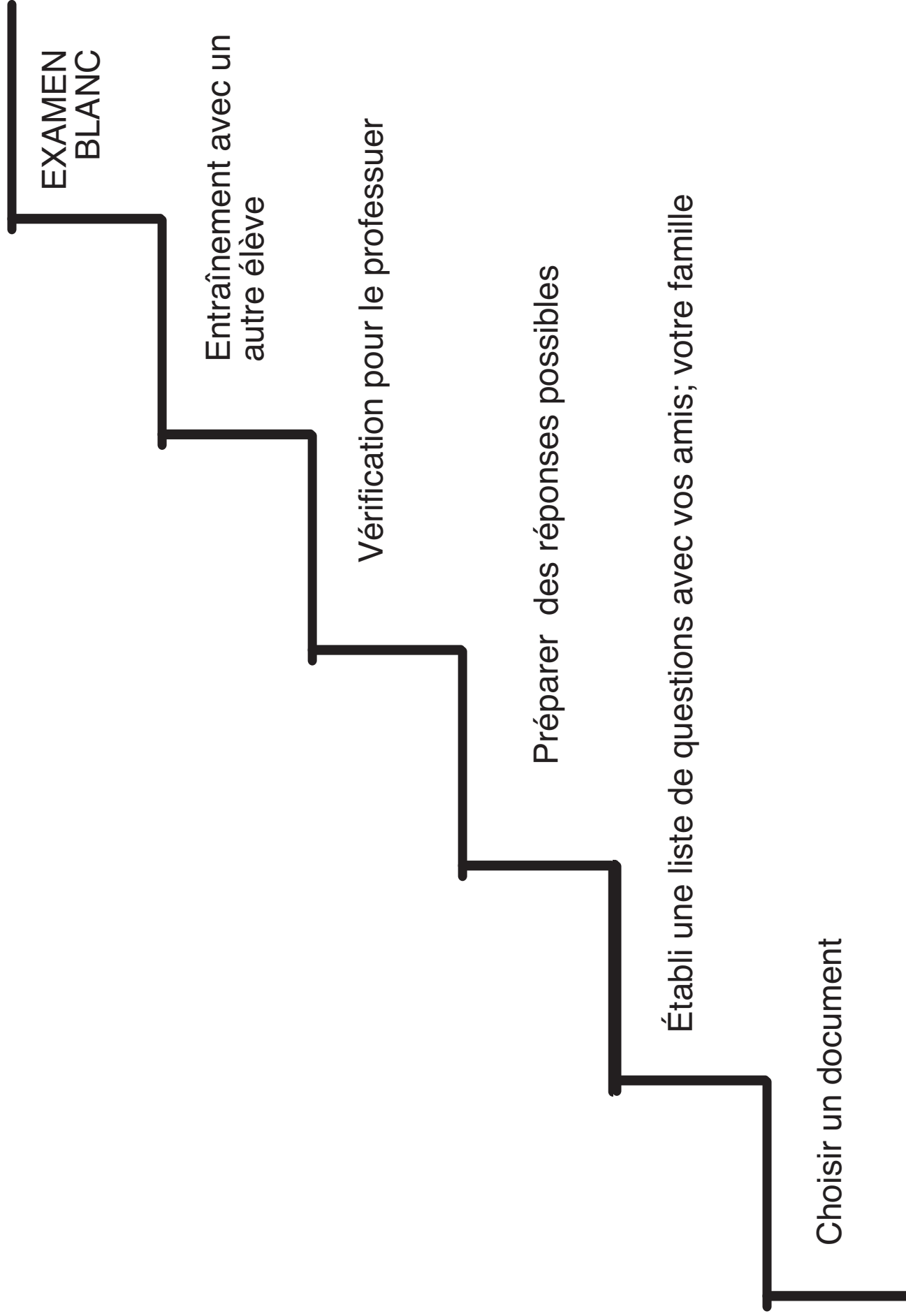
Mathematics

- Linear Programming
- Differentiate from first principles

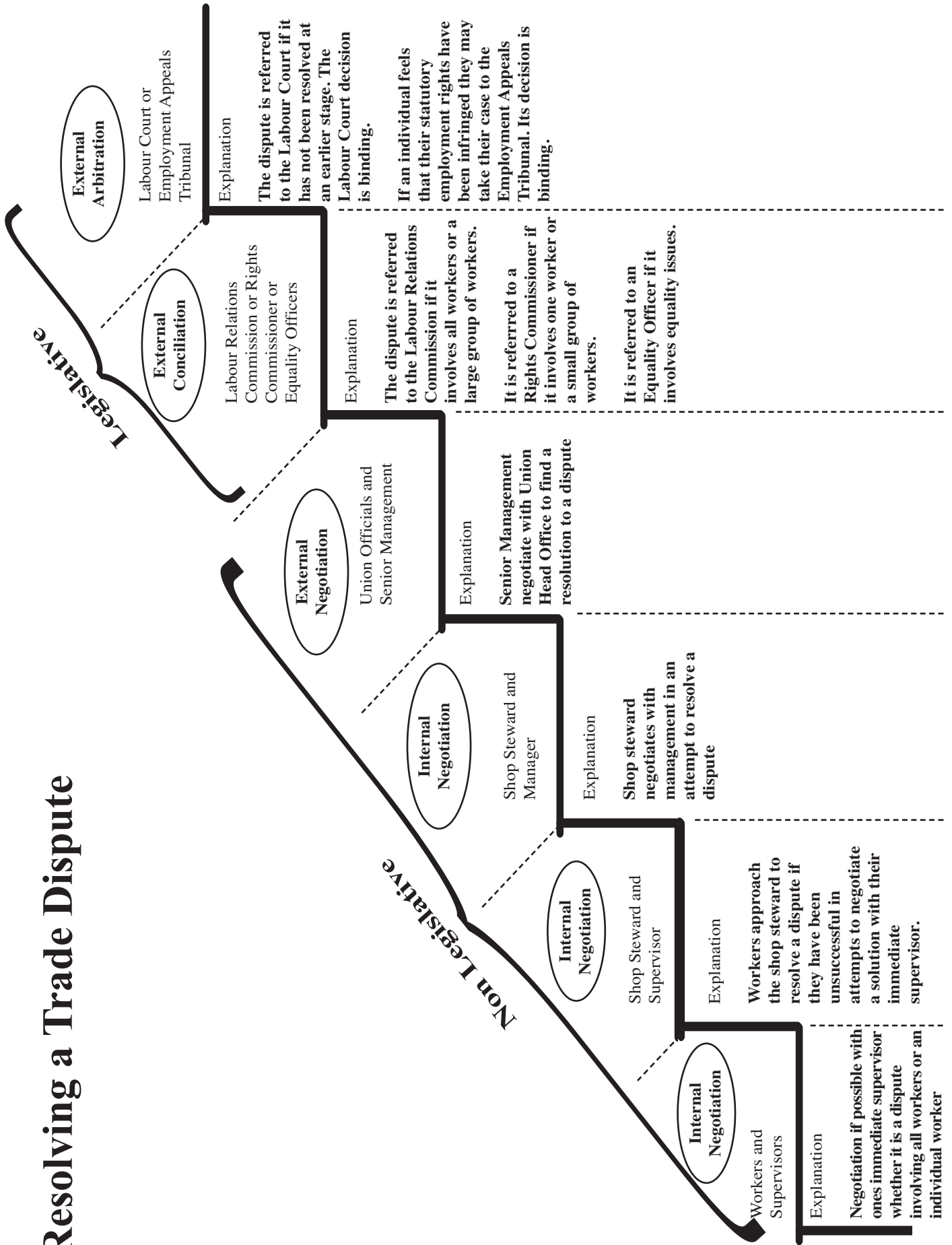
Art

- Movements in Art

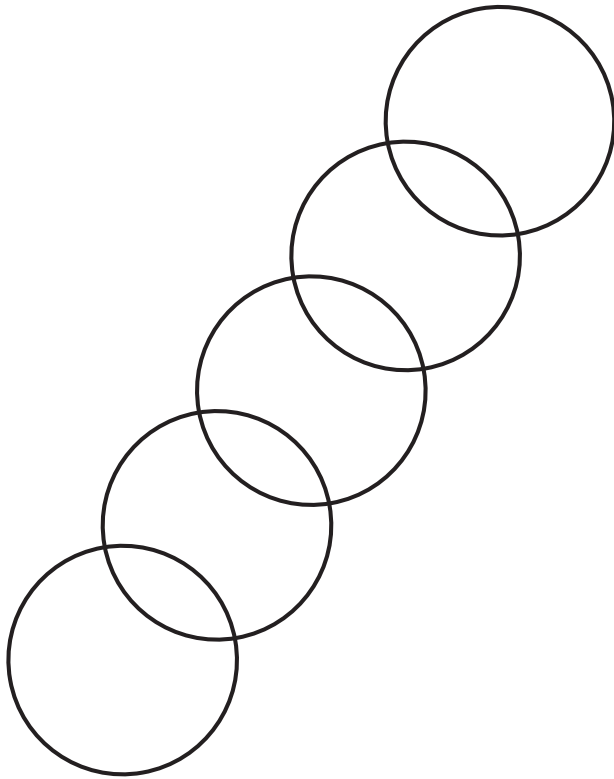
Preparer le Document Oral



Resolving a Trade Dispute



Chain of Linked Events



When a teacher wishes to build links between events or when the topic involves a series of interlinked events, this model can be used. This visual method assists students who find it difficult to memorise from notes. It can help to bring coherence to a large quantity of information and to establish or clarify the links in the pupil's mind.

As with previous organisers it can be used for pre-teaching i.e. identify what pupils know about the topic so teaching can be accurately focused at the level of students knowledge. It can be used for teaching a topic where information is provided in disjointed form and pupils have to link it correctly.

It works best when a small group (2/3) students work together. One *records* agreed information on the model, one *researches*, one *ensures* that all contribute ideas and reach consensus or *checks* that all understand the material.

Suggestions for use in some subjects

Gaeilge

- Scéal a chumadh má thugtar an chéad abairt
- Aiste a scríobh – na tuairimí a bhailiú le chéile in altanna
- Aiste don Árdteist — Sláinte

History

- Plantations
- Formation of new State

Science

- Digestion “MITCH”
- Microscopic study of plant cells
- History of the atom

Technology

- Trees — seeds to recycling

Art

- Art movements early 20th Century

Geography

- Economic/Social effects of natural disasters

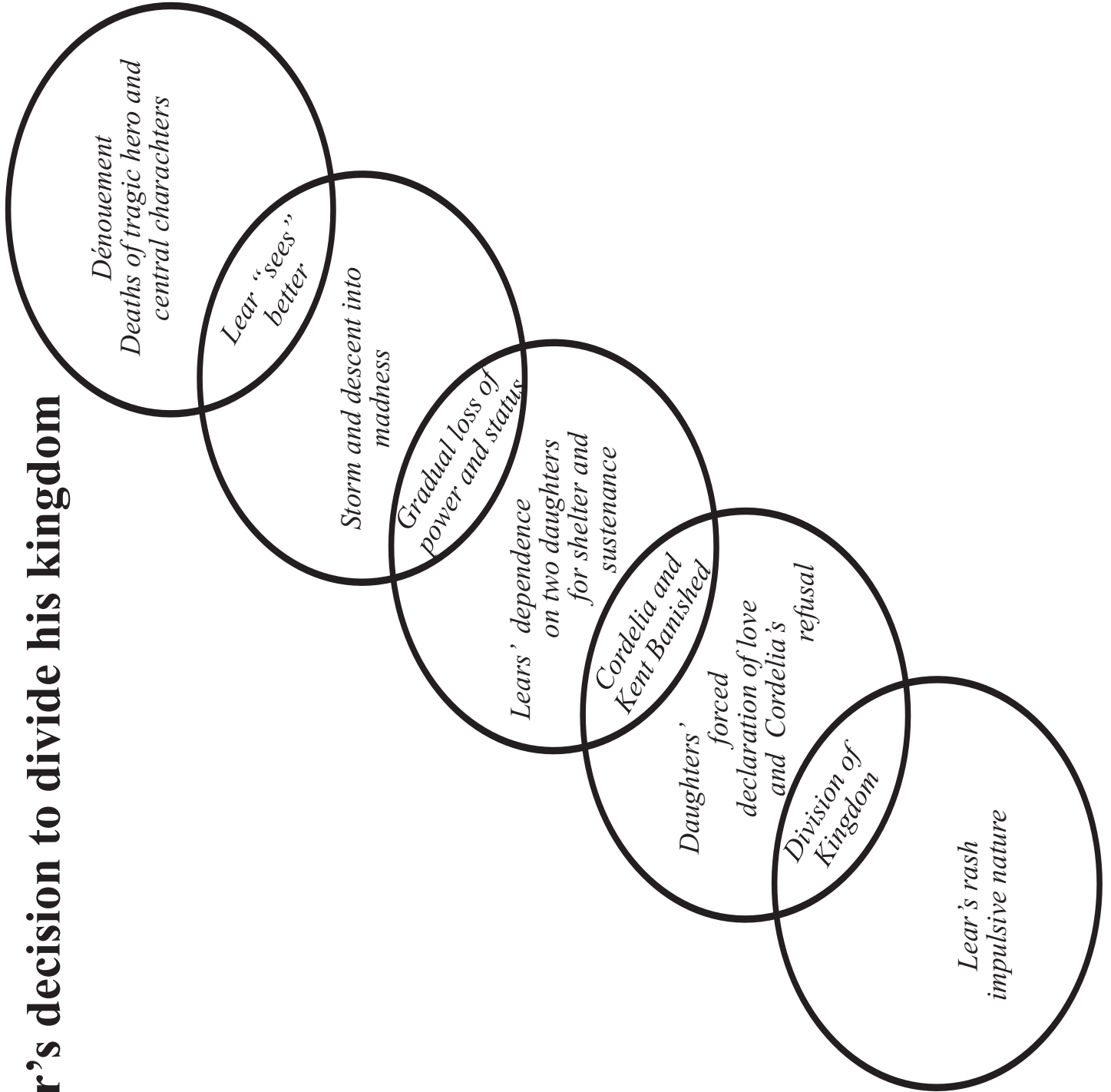
Home Economics

- Making cheese
- Digestion of proteins
- Development of family in Ireland

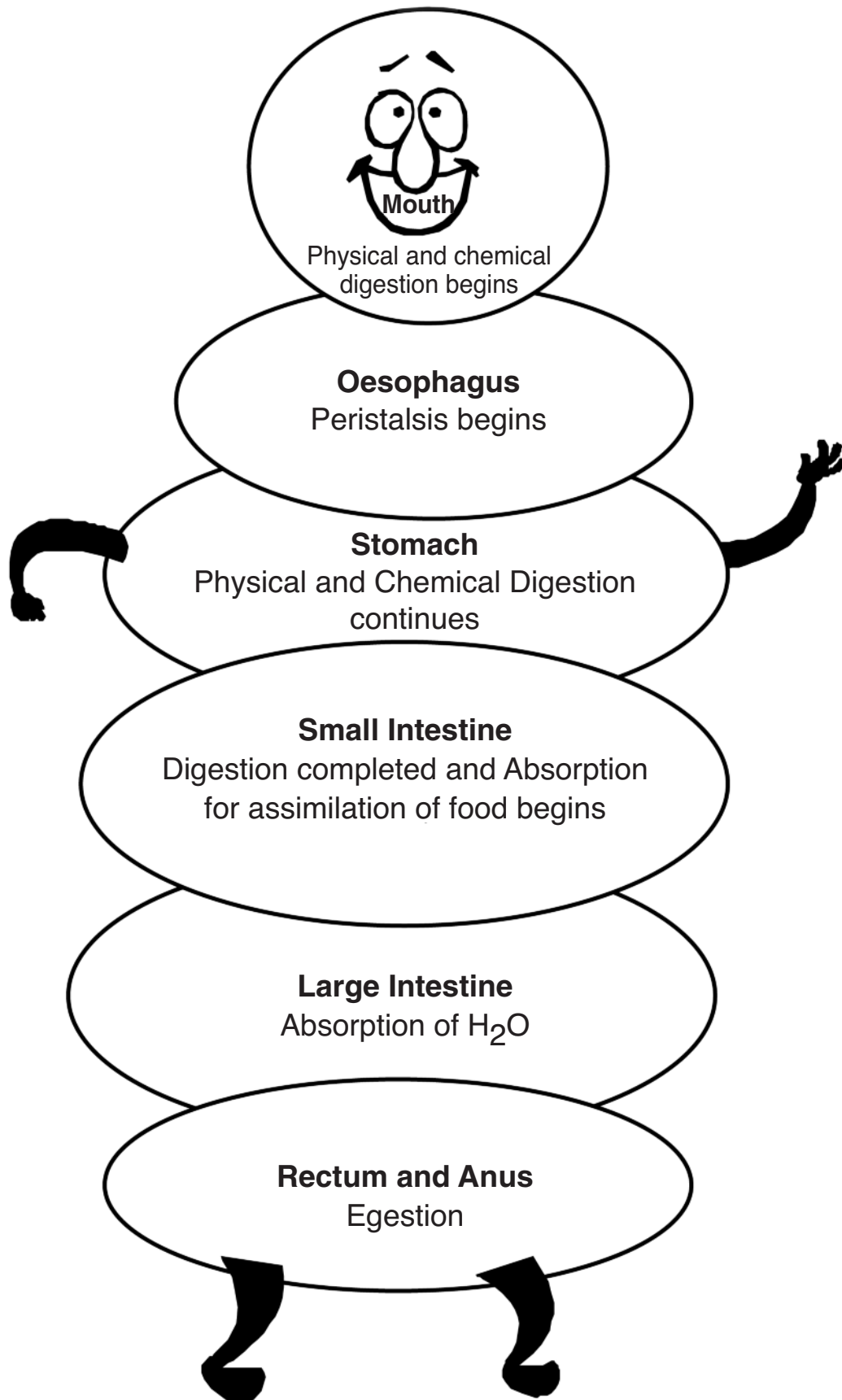
Business

- Introducing new product to the market
- Solving a Trade Dispute
- Product Life Cycle

King Lear's decision to divide his kingdom

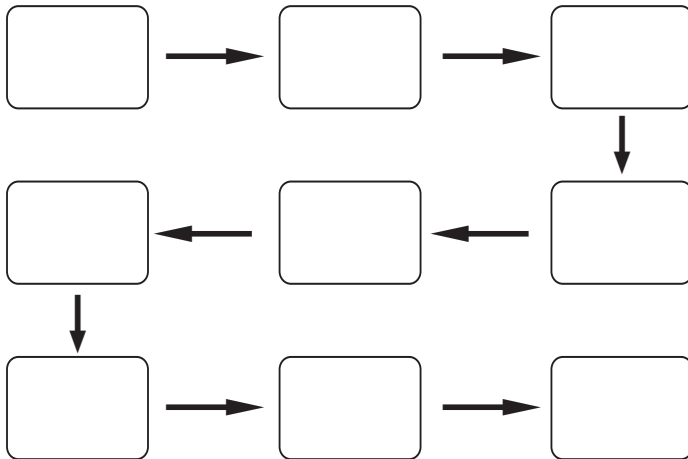


Digestion (Mitch*)



* Mitch was designed and named by an imaginative colleague!

Sequence Chart



When a topic involves a sequence of events this organiser can be helpful. It is particularly useful when multiple or sequential factors need to be put in order and remembered.

It is effective for pre-teaching and teaching the causes of an event. Pupils can work together to correctly sequence disordered information. They are actively engaged in constructing the learning. They need to discuss and agree on the correct answer(s).

A group can consult with another group if unsure of their answers. The teacher can have a rule that s/he can only be asked for clarification after another group has been unable to help.

For some students the teacher may provide information in jumbled form to be correctly sequenced.

Suggestions for use in some subjects

Gaeilge

- Scéal a chumadh má thugtar an chéad abairt
- Aiste a scríobh – na tuairimí a bhailiú le chéile in altanna
- Aiste don Árdteist – Sláinte

English

- Trace sequence of events in plot of a text (novel, play, film, etc.)
- Outline progress of thought in a poem

History

- Rise of Hitler
- Downfall of Parnell
- Renaissance-Astronomy
- Magellan's Journey
- Life on Medieval Manor
- Feudal System

Art

- Lino Printing Process
- Irish Art Time Line
- Colour Wheel
- Any craft at Junior Certificate

Home Economics

- Procedure for cookery class
- Design & craftwork brief
- Any recipe

Geography

- Rock Cycle
- Water Cycle
- Formation of a river feature

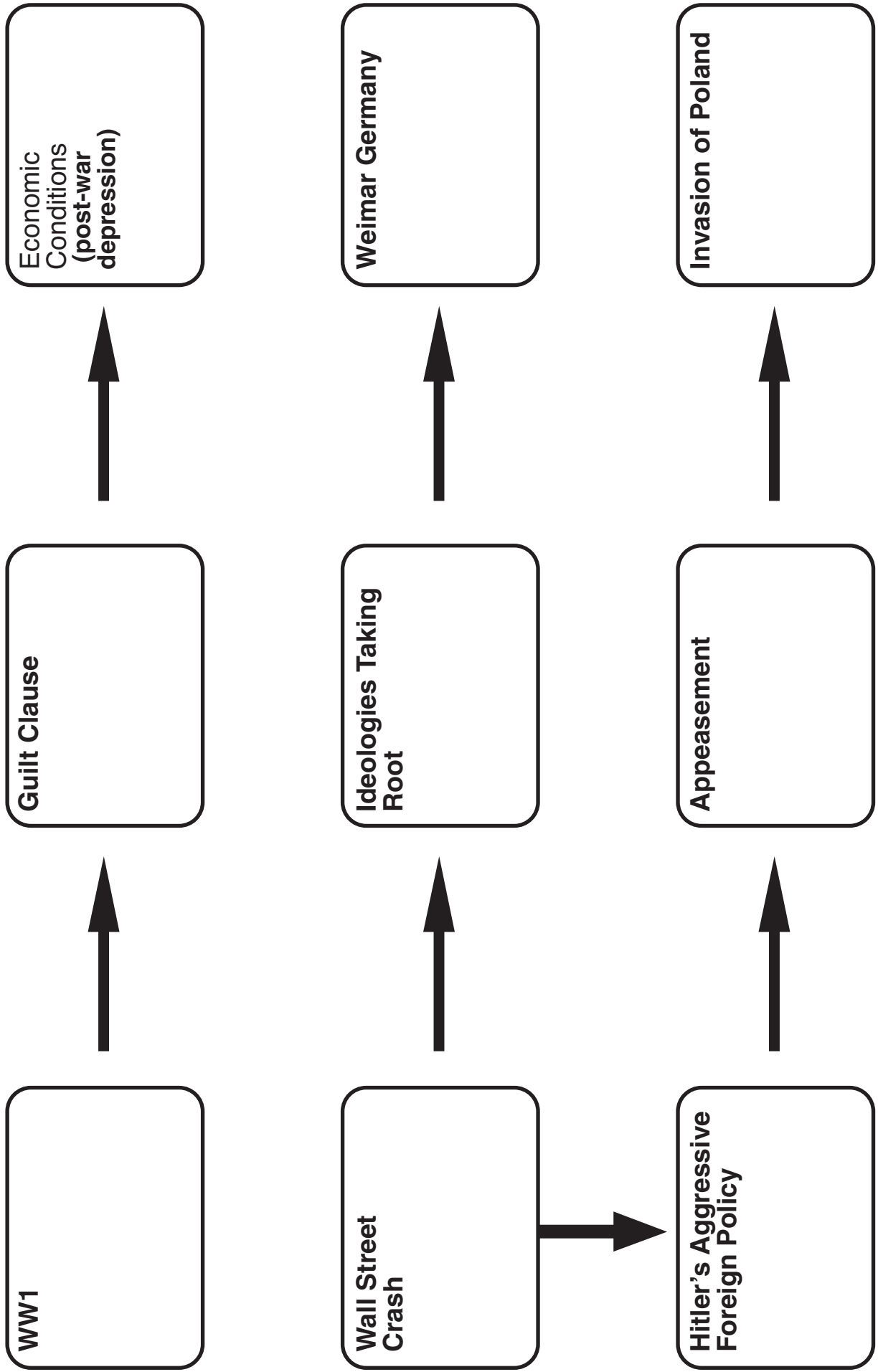
Music

- Any Symphony
- Melody Writing
- Writing 16 bar melody

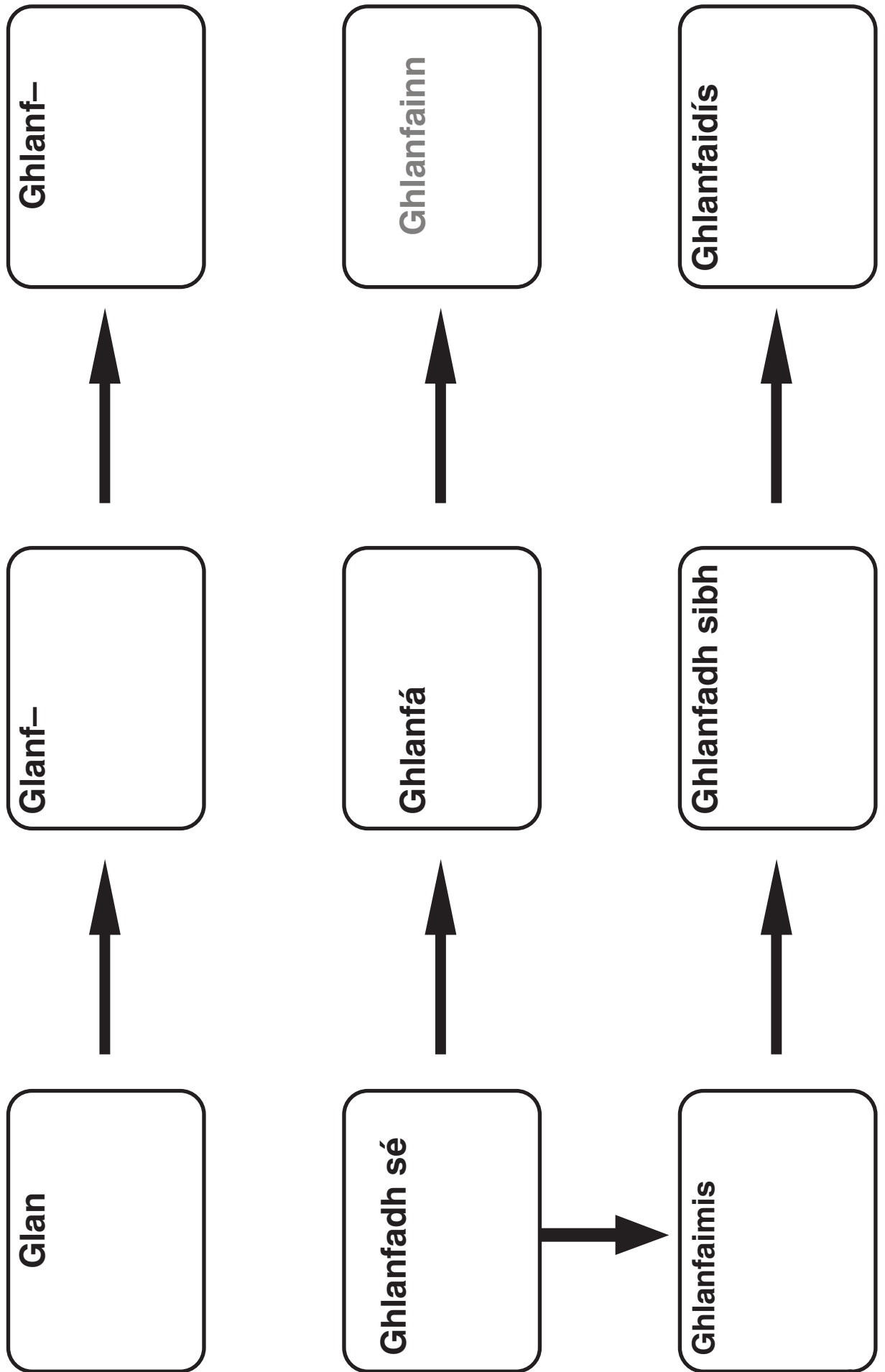
Technical Subjects

- Design Brief

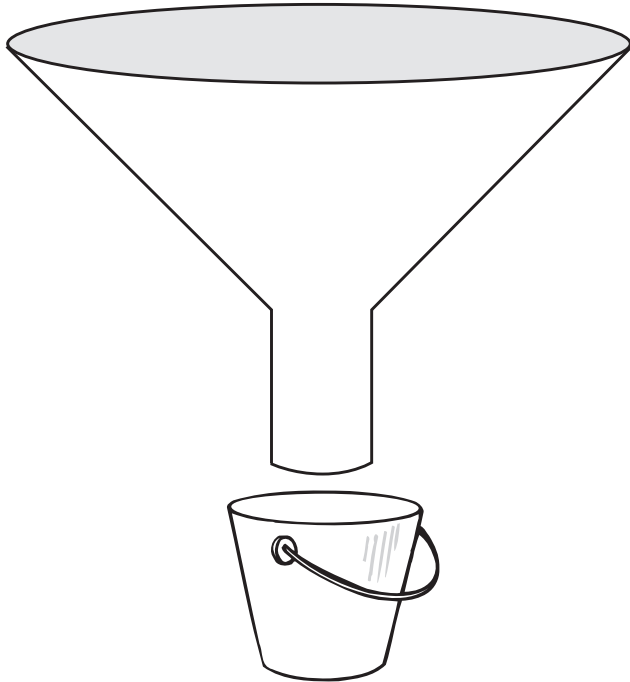
Causes of Second World War



Modh Cóinníolach



Funnel



When synthesising ideas, drawing conclusions, reducing a body of information to its core e.g. creating a definition, this model is useful. All details, components or parts of the information or picture are placed inside the funnel. They emerge as a conclusion, definition or synthesis.

It can also be used to challenge or test pupils e.g. find the elements that are missing from the funnel.

Like other models it can prove a very potent tool for visual and kinaesthetic learners. It facilitates active experiential learning. Roles of *researcher*, *recorder* and *tester* may be assigned to students. The *tester* ensures that all will be able to answer questions posed by teacher.

Suggestions for use in some subjects

Science

- Rates of reaction
- Prep oxygen gas
- 7 characteristics of living things
- Photosynthesis
- Magnetic force
- urine

History

- Causes of 1916 Rising
- Source of US economic Boom 1945-69

Geography

- Traffic Management
- The Burren

Home Economics

- Craft project plan
- Healthy lifestyle
- Design brief

Business

- Wage Negotiation
- Sale of Goods and Supply of Services Act 1980

Gaeilge

- Foclóir a bhailiú faoi topaic ar bith.
- Tuairimí a bhailiú d'aiste.

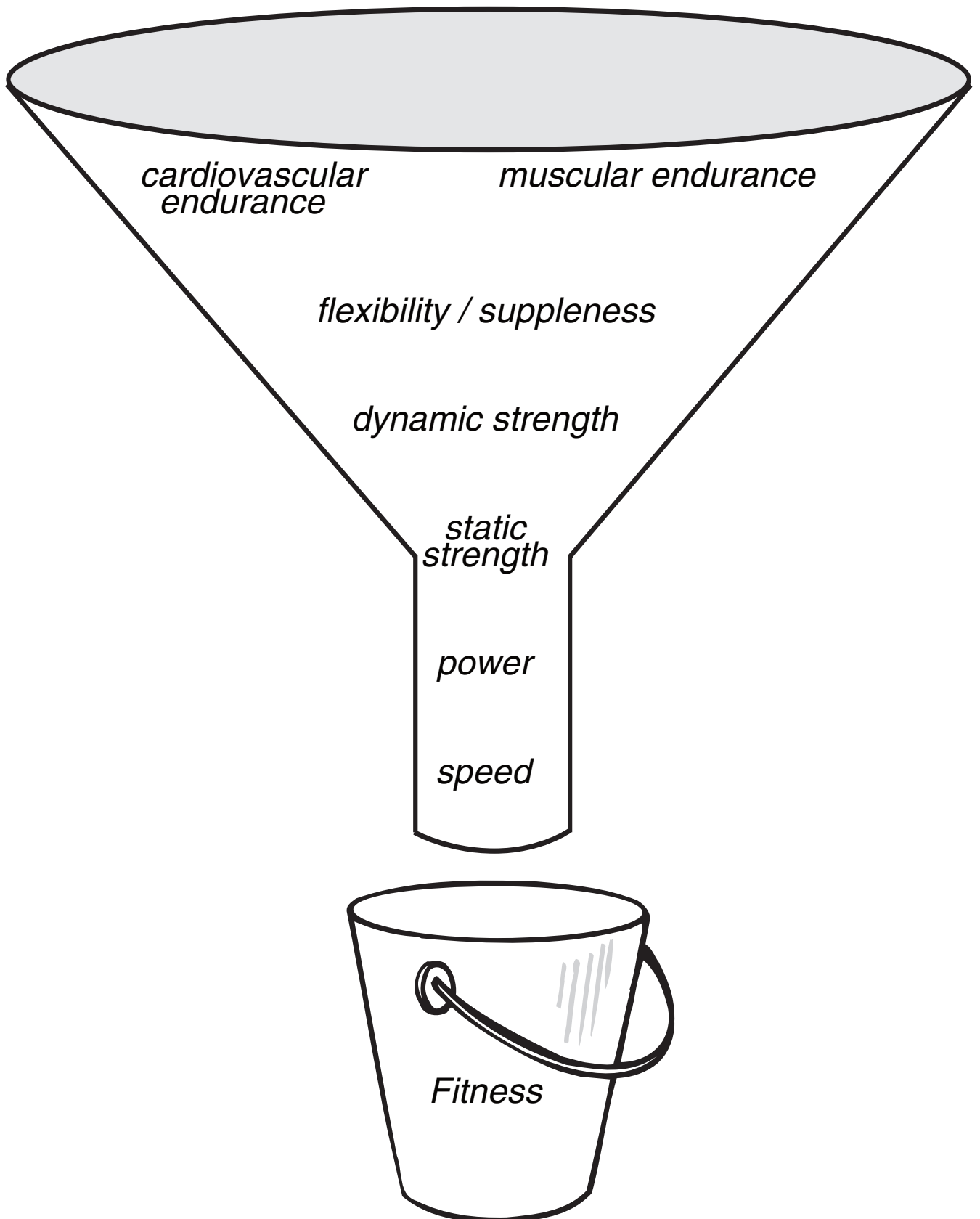
Music

- Jazz
- Dance

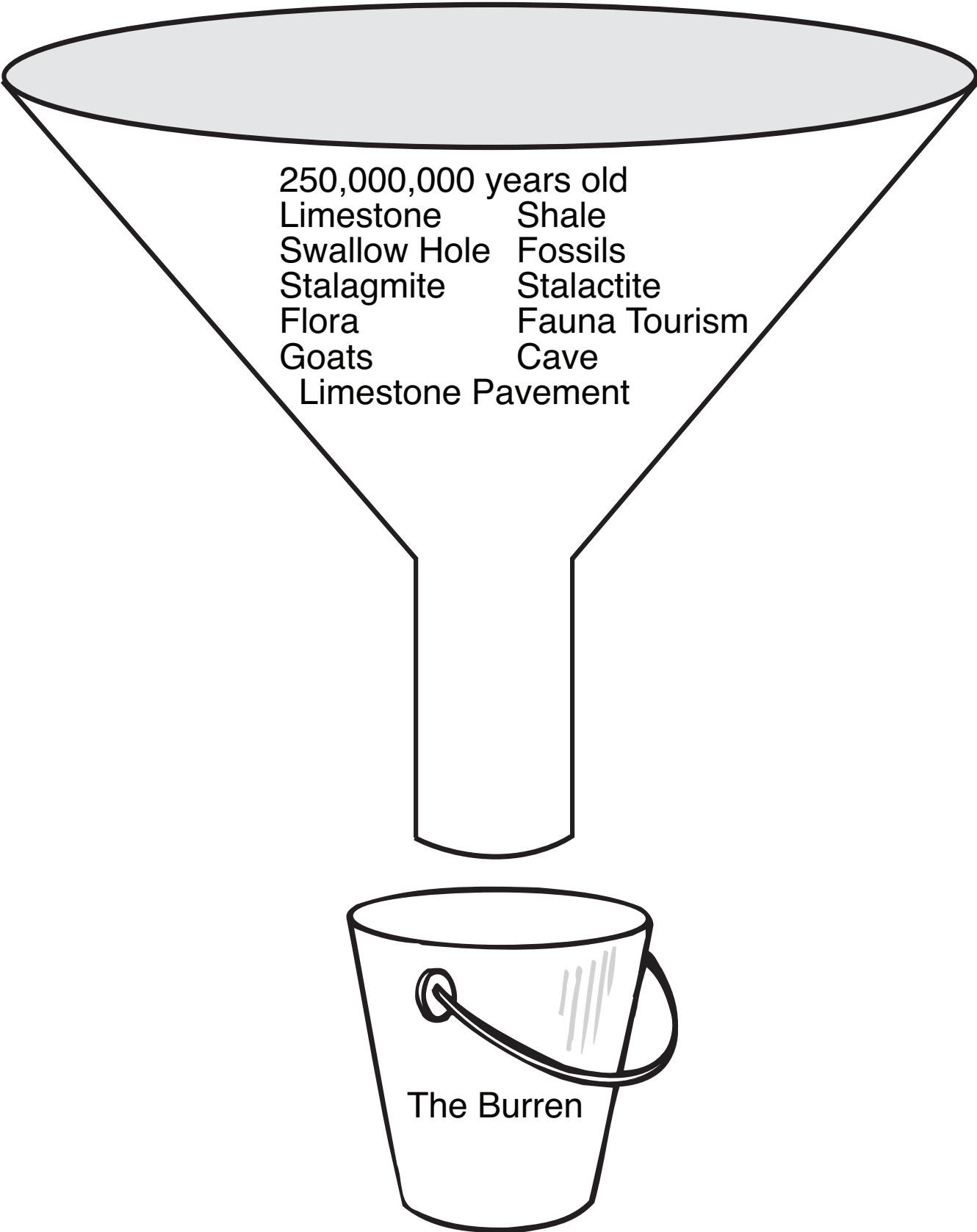
English

- Essay preparation

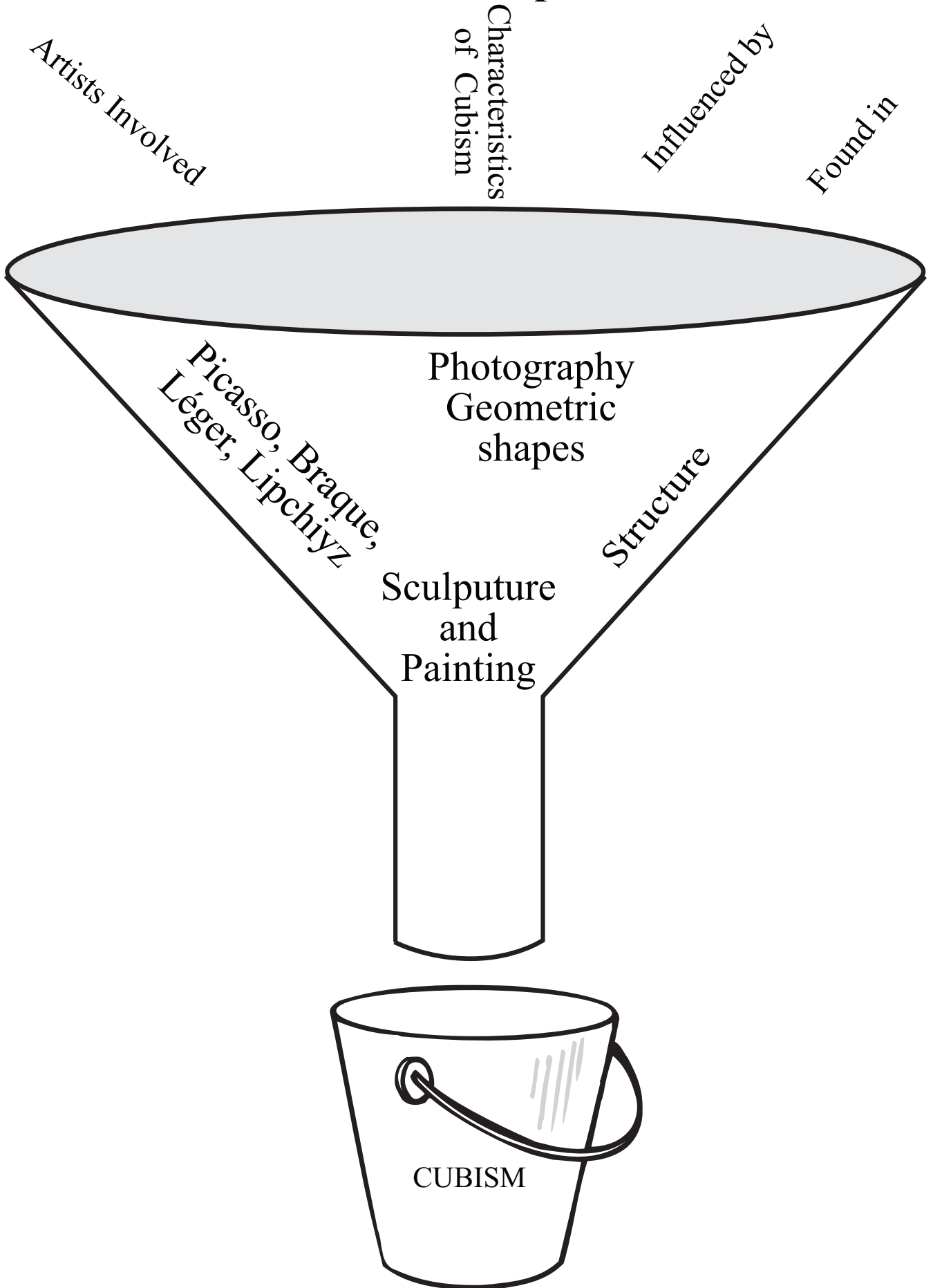
Components of fitness



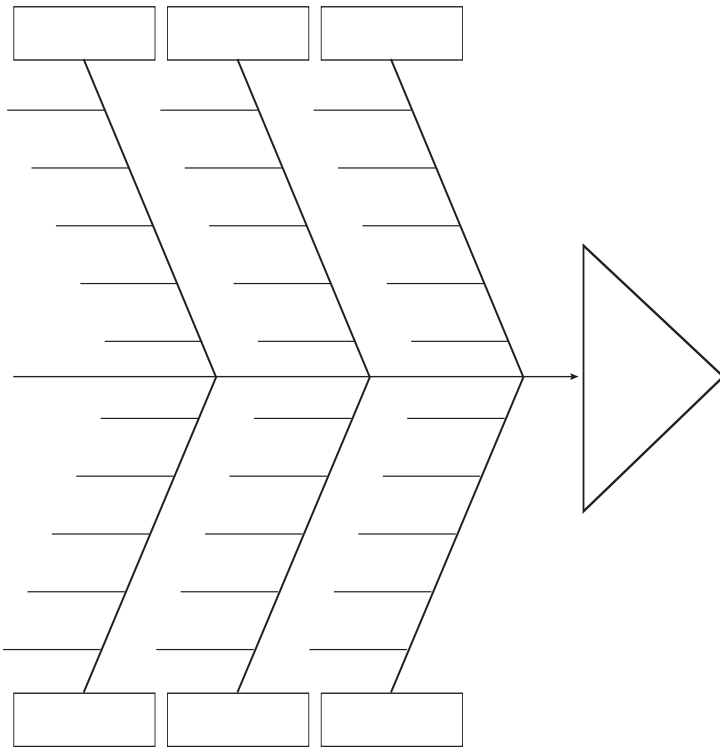
Elements of The Burren



Influences on the development of cubism



Fish Bone



A whole topic can be summarised in one coherent space. Many students find that information summarised in this way can be easier to remember than pages of text. It helps to organise and structure the information into a comprehensible form. It can help to collate factors associated with a complex topic and show how they interrelate.

Each fishbone is built by a small team (2/3). Teacher can supply the headings and pupils fill in the details. As with other models it is suitable for use in mixed ability groups and students can contribute according to their ability, perception and interest.

Intergroup cooperation is encouraged— one member may become *the scout* and seek out ideas from other groups.

Suggestions for use in some subjects

Maths

- Statistics
- Revision of formulae

Modern Language

- The Family
- Topics for oral
- La Journée Scolaire
- La maison

History

- Ancient Ireland
- Reformation

Art

- Poster Design
- What is needed to learn to draw

Science

- Organic chemicals
- Human systems
- Ecology
- Radioactivity
- 7 characteristics of living things
- Systems & organs of the human
- Water treatment

Business

- Forms of taxation
- Marketing Mix
- Law of Contract
- Consumer Law
- Marketing
- Insurance
- National Budget

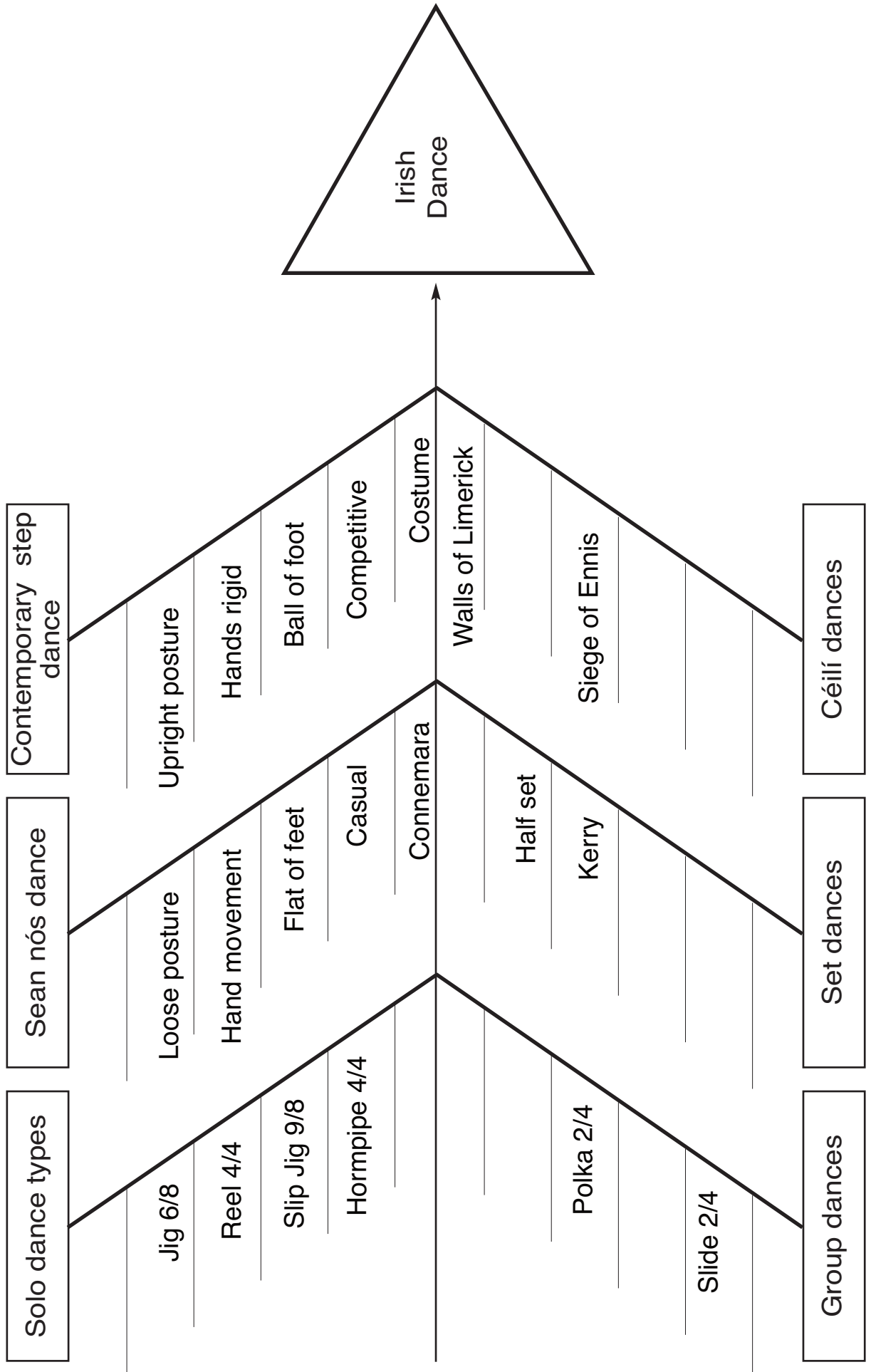
Home Economics

- Balanced diet
- Fats
- Proteins
- Classify foods

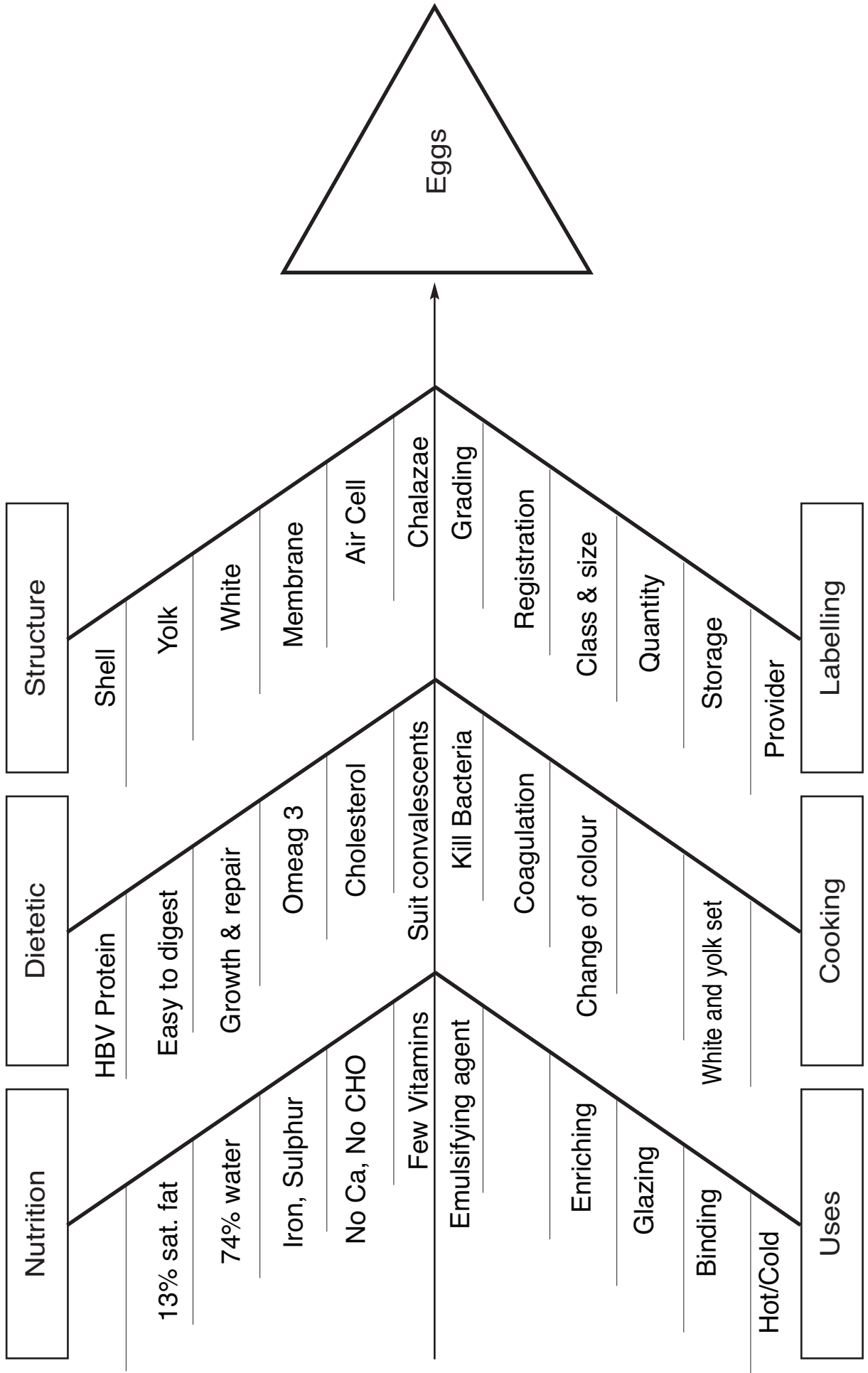
PE

- Physical fitness
- Dance
- PE variety of activities

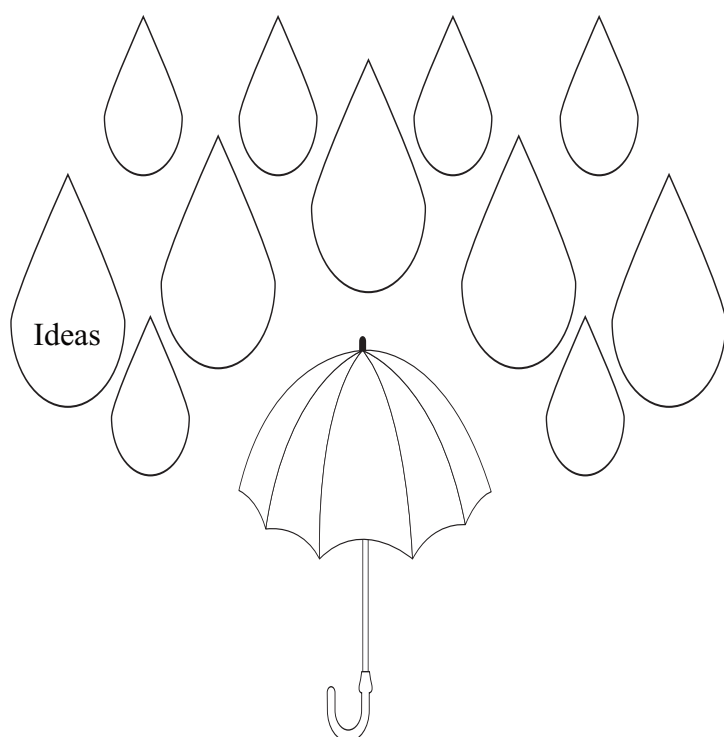
PE - Dance



Eggs



Brain Drops



This can be used for brainstorming in any context or for generation of ideas— ideas for essays, exam questions, compositions in any subject.

Teachers frequently brainstorm at the beginning of a new topic. Usually this is done in a whole class context. When pupils brainstorm in small groups using an organiser to give focus to the work, the quality and quantity of ideas increases significantly.

The dynamic of the small group means that every one is motivated to contribute to the group goal. The small group makes it safer for individuals to contribute ideas than the whole class. Ideas may be shared with other groups so the entire class benefits from all ideas generated.

Suggestions for use in some subjects

Gaeilge

- Foclóir a bhailiú.
- Tuairimí a bhailiú d'aiste.
- Tuiarimí a lorg faoi ghné ar bith den liríocht.

English

- Brainstorming ideas for compositions
- Pre-teaching -drawing out ideas at start of a topic

Music

- Listening to set work
- Essay on traditional Irish Dance

Religion

- Signs and symbols
- Kingdom of God
- Moral Issues
- Christianity

Maths

- Complex numbers

History

- Stalins Domestic Policy
- Renaissance— main points and chaaragters

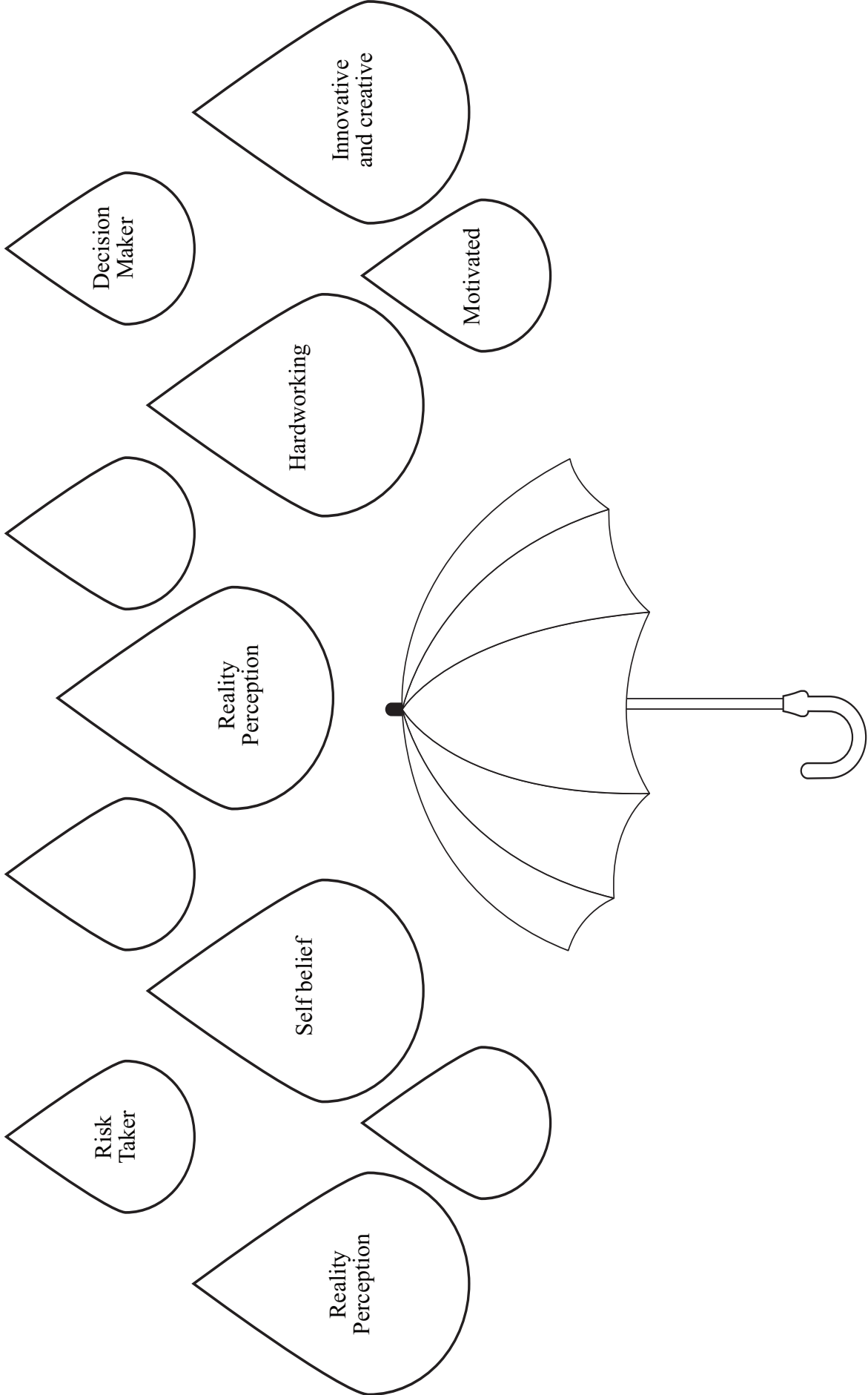
Geography

- Pollution
- Core Regions
- Earthquakes

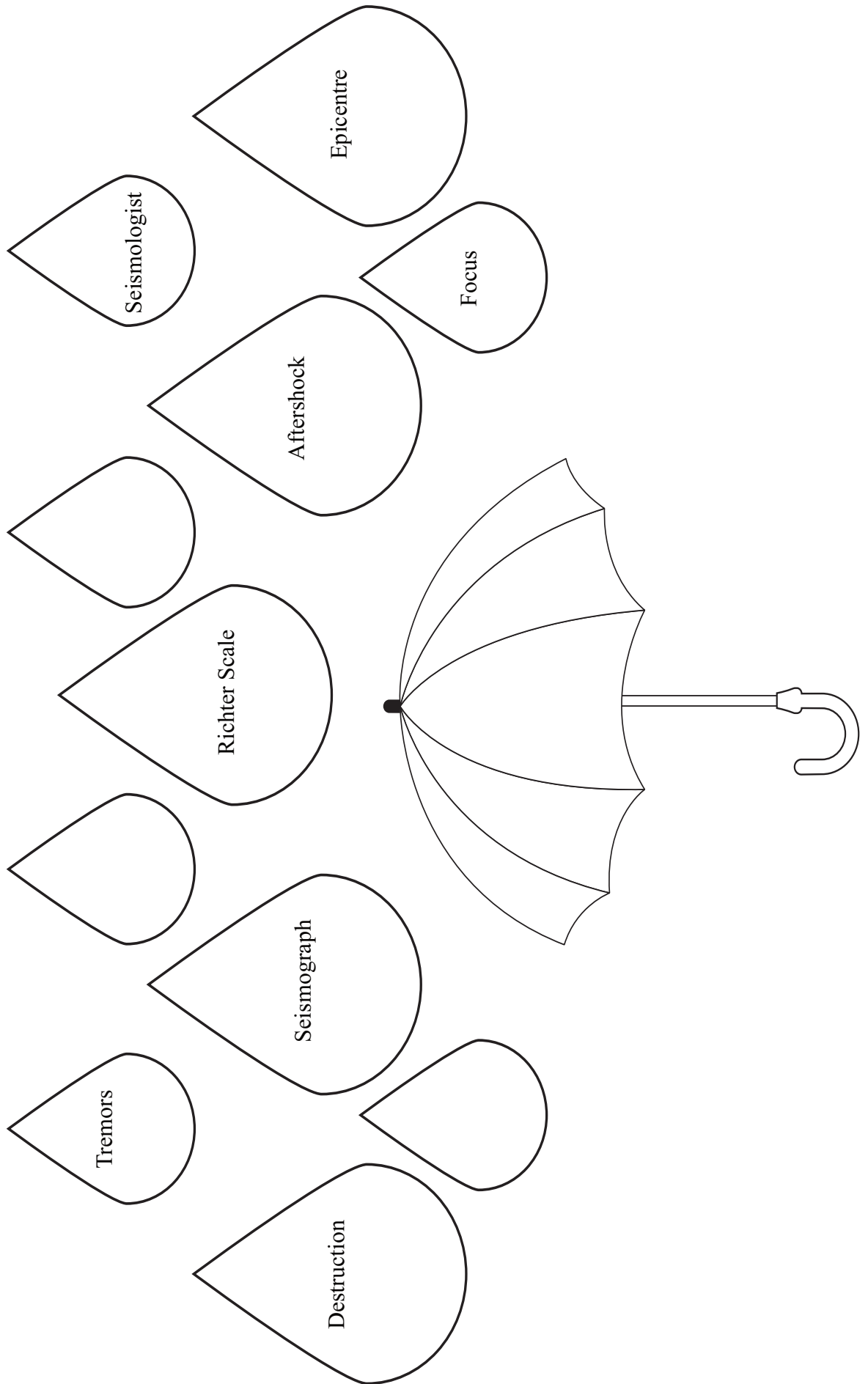
Science

- Human hormones
- Using the microscope
- Learning light
- Human defence system

Characteristics of an Entrepreneur



Earthquakes



Cross Classification Chart

Criteria Topic					

When condensing and organising comparative data according to various criteria, this chart helps to gather the data in a coherent form. It provides a structure in which to build the data.

It can be used to summarise information in an easy to remember way and has a wide variety of applications in language, science, technology, social and business subjects.

Students build up the information. Criteria are provided by the teacher. Students can be encouraged to contribute relevant criteria themselves.

Suggestions for use in some subjects

Gaeilge

- Comparáid a dhéanamh idir na dánta atá á ndéanamh don T.S. faoi cheannteidil éagsúla.
- Comparáid ar bith

History

- Stages in development of modern Ireland

Home Economics

- Food additives
- Cooking methods
- milk

Art

- Early Irish Artifacts
- Paintings

Geography

- Regions
- Growing crops

Business

- Business Ownership
- Production Methods
- Sources of Finance
- Methods of Communication
- Forms of Transport

Music

- Set Works for L. Cert

Technical Subjects

- Woods: types of finishes

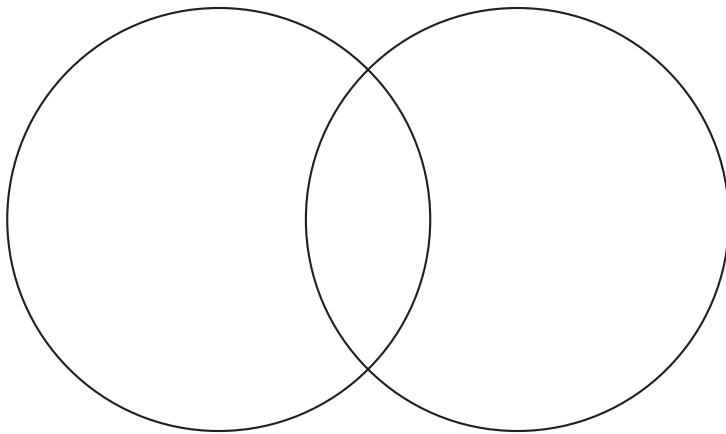
Manufactured Boards

Board	Criteria	Raw Material	Characteristics	Uses	Thickness
Plywood	Hardwood and softwood veneers.	Grain visible. Available in Large Sheets. Strong	External plywood available for Boats and flat roofs. Furniture, walls and ceilings. Thin plywood needs to be framed.	3mm to 25mm	
Strip-core board	Strips of wood and veneers	Grain visible. Available in Large Sheets. Strong. Does not warp or split.	Furniture panels, doors, framing not necessary	12mm to 25mm	
Chipboard	Wood chips and sawdust	No grain unless veneered. Available in Large Sheets. Easy to decorate.	Furniture manufacture, wall panels, edges require covering. Framing not necessary	9mm to 25mm	
Hardboard	Wood chips which have been reduced to a pulp	No grain unless veneered. Does not split. Available in large sheets. Hard, Durable, Tough Can be painted	Furniture backs, drawer bottoms, partitions and ceilings. Framing necessary	3mm to 9m	
Veneers	Thin sheets of wood	Distinct wood grain. Very thin. Weak until bonded to a base	Ornamental surfaces for artificial boards or solid wood. marquetry	1mm	

Early Irish Metalwork Artifacts

Era	Criteria	Shape	Function	Nature of Decoration	Methods of Decoration	Materials Used
Bronze Age 2000 -500BC	Sun Disc	Decorative badge or button	Abstract Geometric	Incision Repousse	Mostly flattened gold	
Iron Age 500BC – 500AD	Petrie Crown	Decorative horse trapping	Semi Abstract Organic Based on plant imagery	Incision and Repousse	Bronze	
Early Christian 500AD – C7th	Tara Brooch	Pseudo pennicular Brooch	Celtic fret work Gold filigree Enamelling	Incision Repousse Gold filigree Enamelling Soldering Gold	Silver Enamelling	
Late Christian C7th – C12th	St Patricks Bell Shrine	House St Patricks Bell	Celtic fret work Gold filigree Enamelling	Incision Engraving Repousse Gold filigree Enamelling Soldering	Gold Silver Enamelling	

Double Venn Diagram



When examining the similarities and differences between two items, this is a simple and highly effective model for comparing and contrasting. It works well with a pair or a triad.

Students of all abilities and learning styles can work together and contribute according to their interest, learning style and ability level. No student is held back and the class does not move too fast for any student.

Students are actively involved in the learning. They learn to agree, disagree, listen, explain and help each other. They orally process the learning. These soft skills need to be encouraged and actively taught in the classroom.

Suggestions for use in some subjects

English

- Two poems
- Relationships in texts
- Essay planning

Gaeilge

- Comparáid idir dhánta/scéalta./charachtéir
- Comparáid idir téamaí e.g. An saol mar atá is mar a bhí
- *Faoiseamh a Gheobhadsa* Comparáid idir saol na tuaithe agus saol na cathrach

Religion

- Two religions e.g. Judaism and Christianity

Home Economics

- Comparing ovens
- Mould reproduction
- Accommodation
- Compare nuclear with extended family

Music

- Baroque music vs. art (Hallelujah vs. St George and the Dragon)
- Set vs. Choice songs

Technical Subjects

- Metals and alloys

History

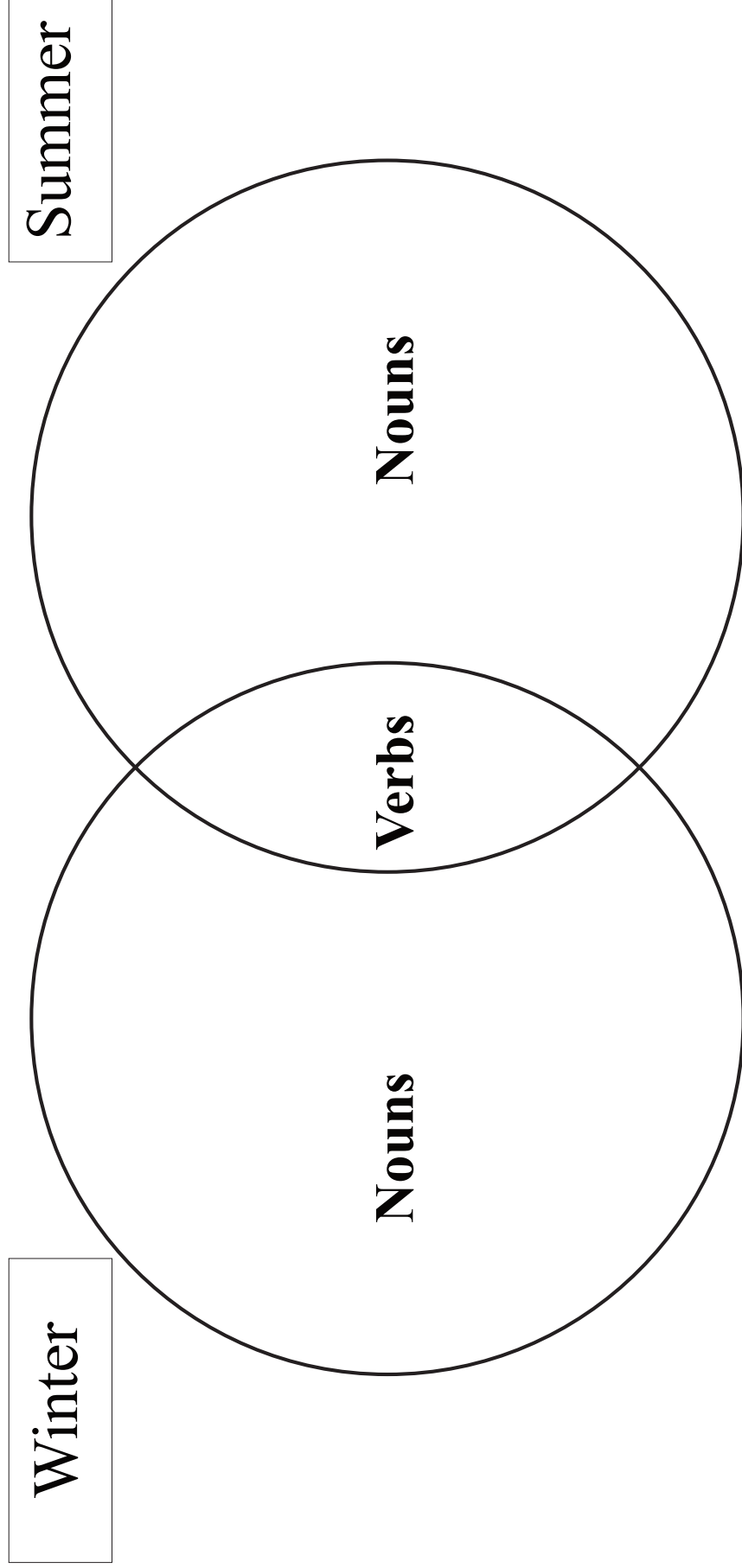
- Luther and Calvin
- Munster and Leinster Plantations
- Italian renaissance artists

Science

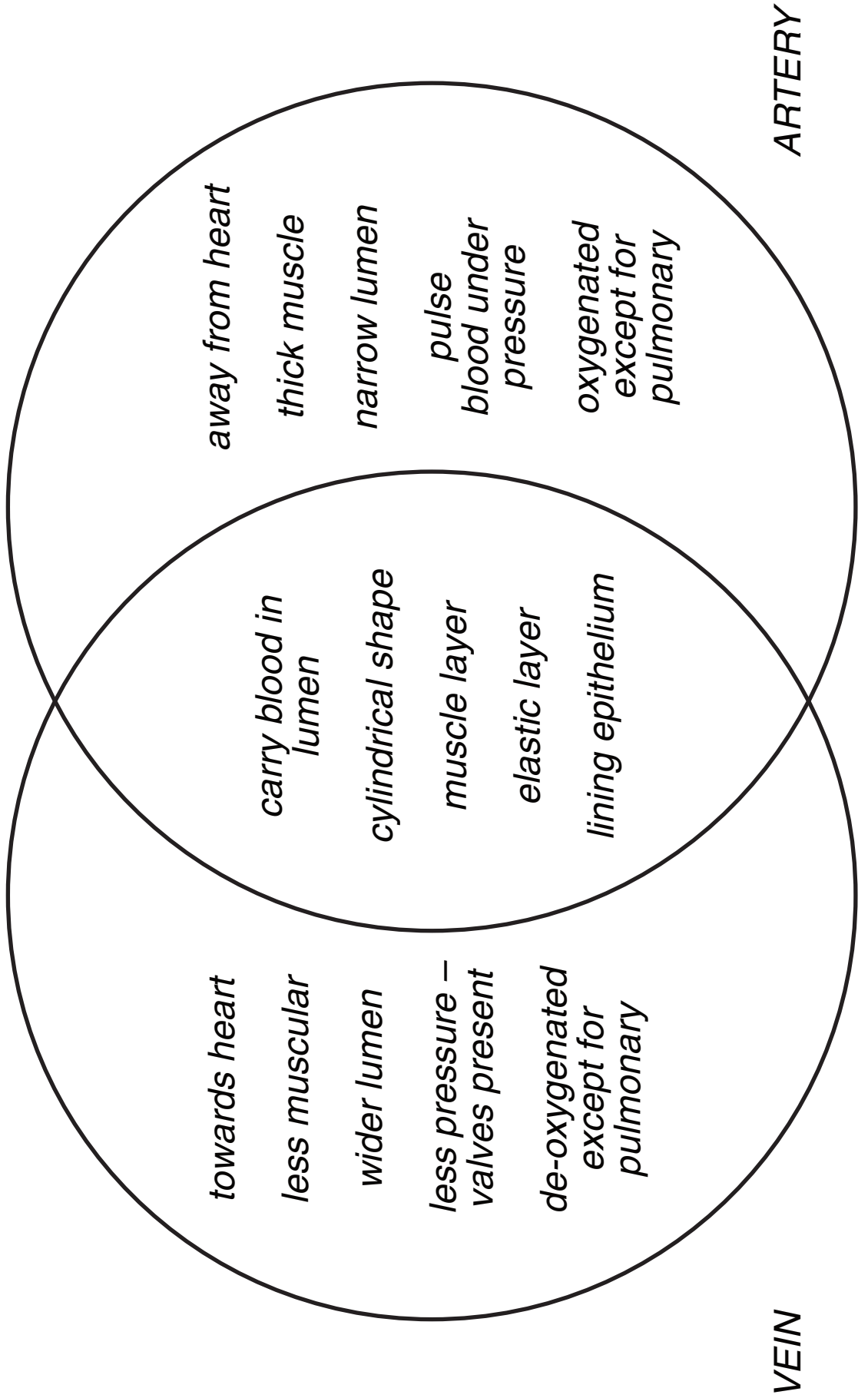
- RNA v DNA
- O₂ v CO₂
- Photosynthesis v respiration
- Artery v vein
- Plant cell v animal cell
- Male v female endocrine system
- Mitosis v meiosis
- Endocrine v nervous control

Preparing an essay on holidays

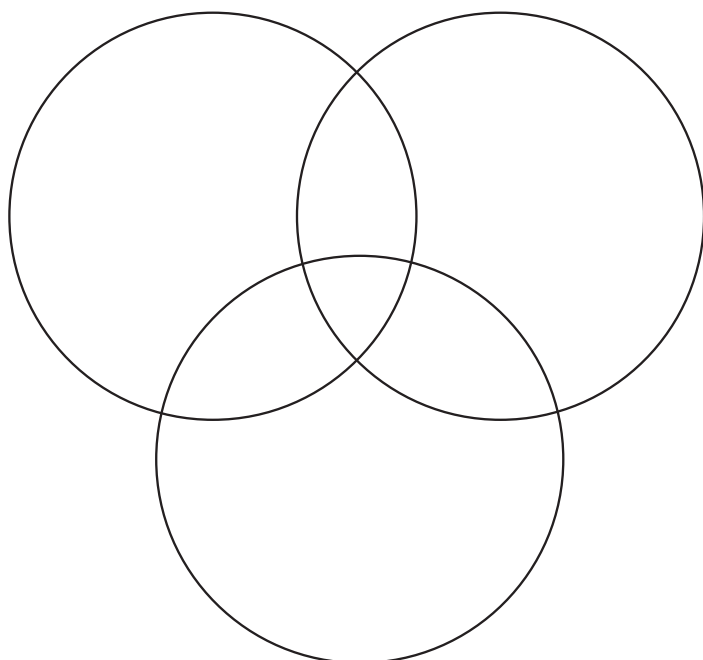
verbs are common to both holidays—nouns are different for each



Vein v. Artery



Triple Venn Diagram



This is a very powerful tool for answering higher level questions that require three items (books, texts, characters, regions etc.) to be compared and contrasted.

Exam questions prepared in class as a group can be attempted alone for homework.

The purpose of the team is to build stronger individuals — “What we can do together today we can do alone tomorrow”.

Formative assessment is facilitated as students can clearly see how much they know about a topic by the time they have finished the work. It may be used to develop the ability — ‘attack skills’ - to tackle questions students find challenging.

Suggestions for use in some subjects

English

- The comparative question (comparing three texts) for higher level Leaving Certificate
- Main concerns of a body of a poet’s work (Higher Level)

Religion

- Main religions
- Forms of Christianity

Home Economics

- Food types
- Effects of alcohol abuse
- Compare dairy, meat and vegetable
- Compare protein, fats, carbohydrates
- Special diets

Technical Subjects

- Technical drawing - types of projections / views
- Joining different materials
- Types of energy

History

- Three leaders e.g. Hitler, Stalin & Mussolini

Art

- Colour Mixing

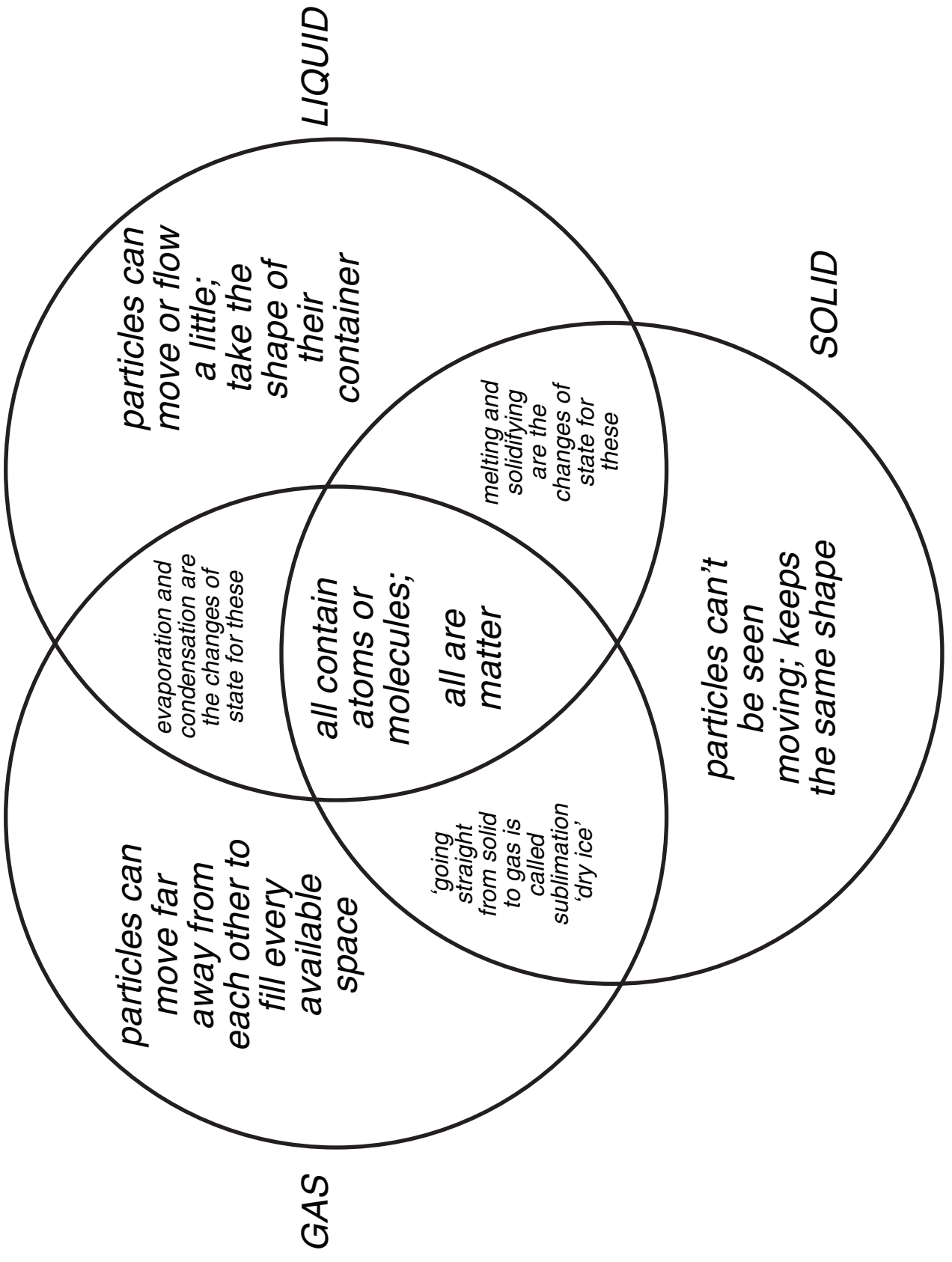
Science

- Solids, liquids, gasses
- Organs of excretion
- 1st year science pre-learning
- Compare protons, electrons, neutrons
- Conduction, convection and radiation

Gaeilge

- Comparáid idir scéalta/danta/ carachtéir.

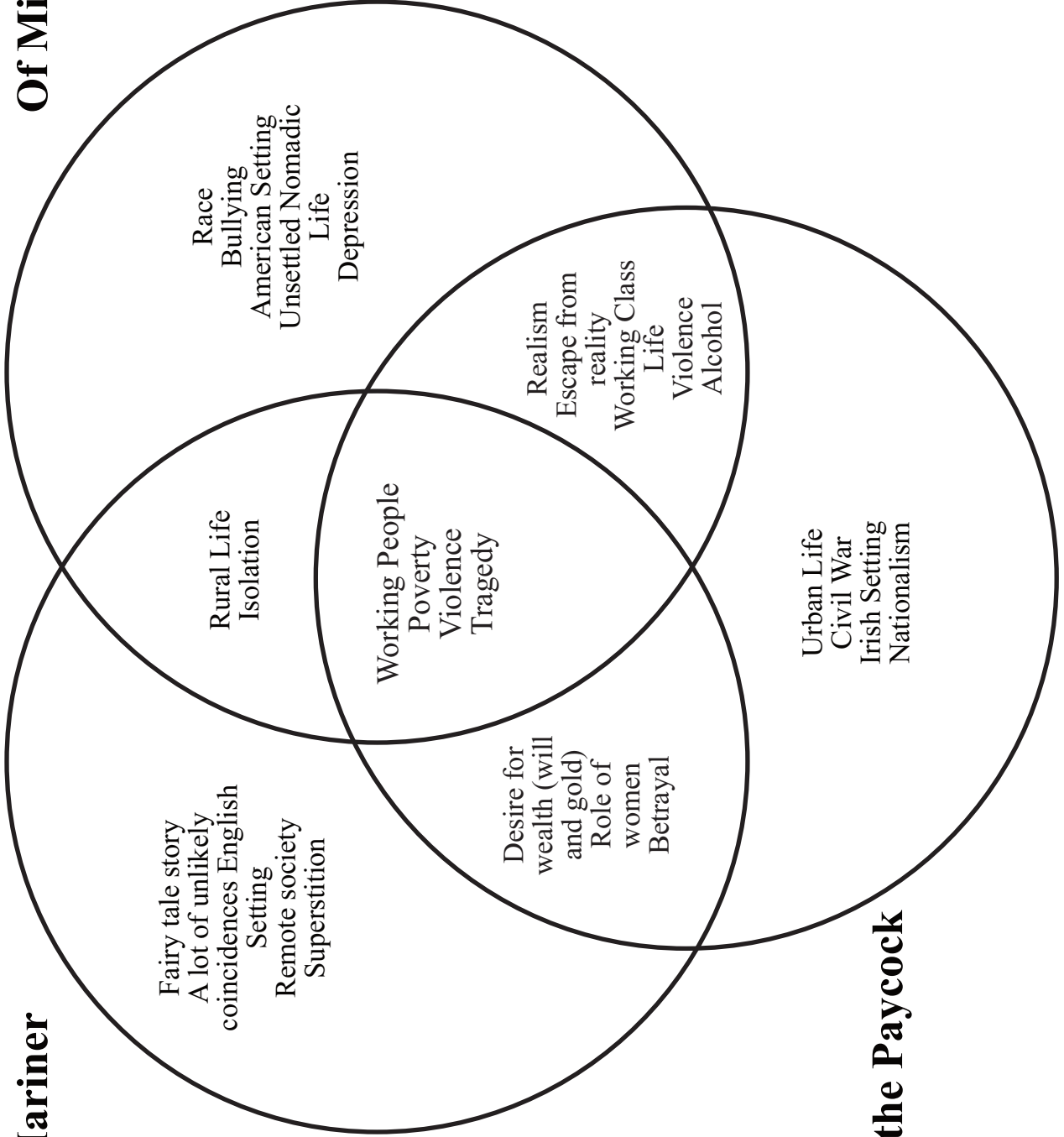
Solids, Liquids, Gasses



Comparative Question

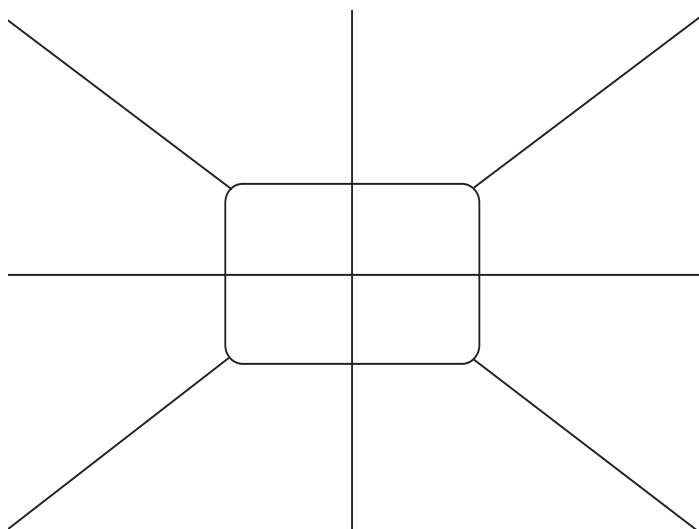
Silas Mariner

Of Mice and Men



Juno and the Paycock

Four Corner Organiser



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When characteristics of four related concepts/topics/people are being explored, the four are placed in the centre of the organiser and two criteria are placed on the outside.

Examples of criteria are route and accomplishments of explorers, rights and responsibilities of stakeholders, formulae for and examples of how to solve equations, sources and uses of vitamins, examples and evidence for physics laws, characteristics and actions of characters.

This is a very powerful tool when used by small groups to actively construct and organise knowledge. It is suitable for higher level thinking.

Suggestions for use in some subjects

Maths

- Factorising
- Differentiation by rule
- Coordinate geometry of the line
- Area and Volume
- Numbers
- Number sets

Science

- Trends in the periodic table
- Genetics
- History of the atom
- Food tests
- Le Chatelier's principle
- Separation techniques
- Four physics laws—examples and evidence

Home Economics

- Nutrients
- Food constituents
- Food types

Art

- Analysing a painting
- Art Movements

Geography

- Erosion/Deposition (2 corner organiser)

Music

- Periods - Composers - Works

Business

- Community Development Partners
- Stakeholders in Business
- Financial Institutions
- Marketing Mix
- Statistics Charts

Technical Subjects

- Production of steel from Iron Ore

Embroidery stitches

Use
to form a border or
fill in an area i.e.
centre of a flower

French
Knots

Satin
Stitch

Use
to
fill in
an area
outline

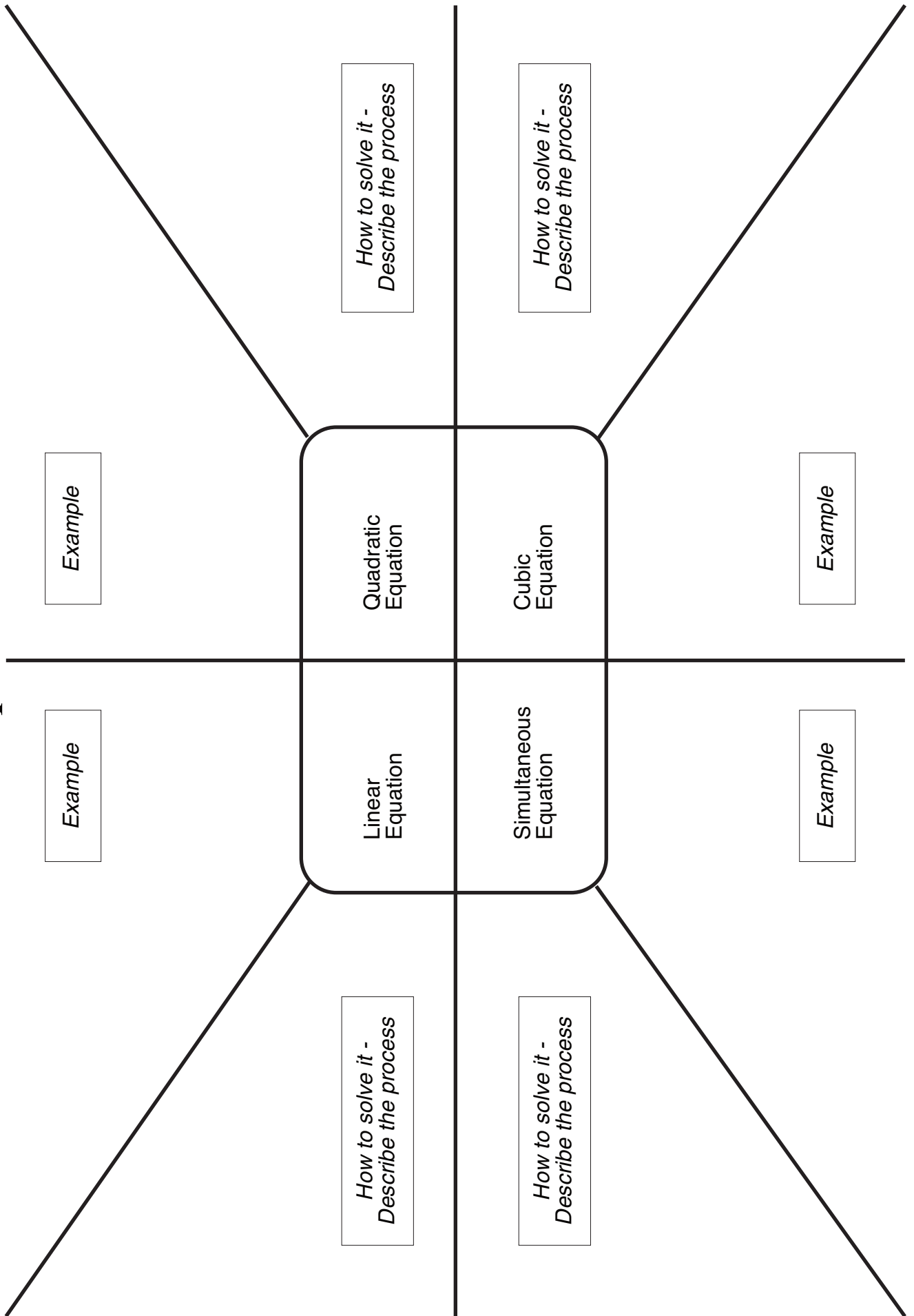
Stem
Stitch

Lazy
Daisy

Use
for
hand-stitched
flowers

Use
to form an
outline

Equations



How to solve it -
Describe the process

How to solve it -
Describe the process

Example

Example

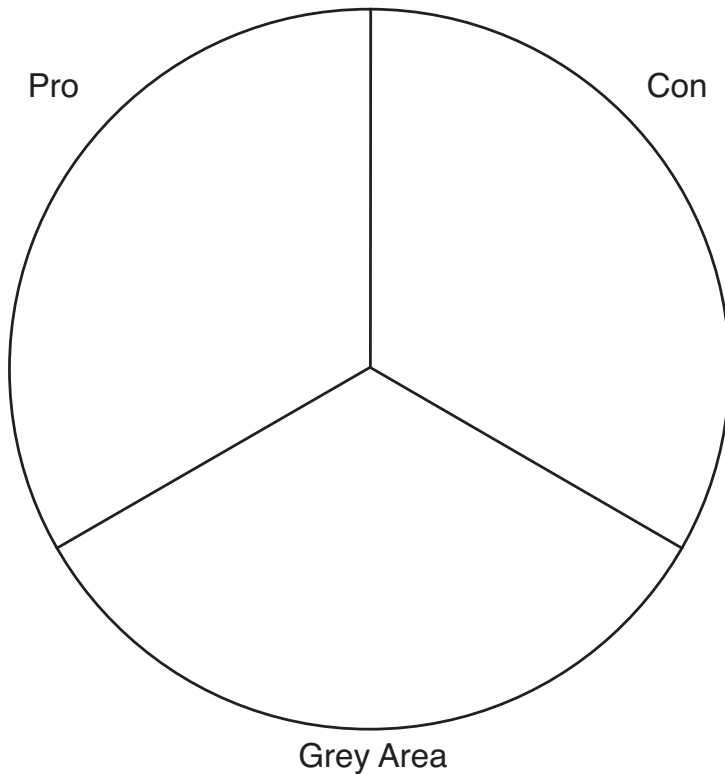
Example

Example

How to solve it -
Describe the process

How to solve it -
Describe the process

Tri Pie



This organiser is suitable for Leaving Certificate higher level questions/topics. It requires very high level thinking to hold two opposing viewpoints in the mind at the same time. To hold two opposing viewpoints and consider areas of uncertainty requires particularly high levels of maturity in thinking. Students sometimes tend to be black or white in their views and indeed often only see one point of view.

This model helps them to expand thinking to examine all aspects of a problem / issue. Students are required to place some information in each section.

Small groups are particularly effective in providing the breadth of viewpoints needed to give high quality answers in this context.

Suggestions for use in some subjects

Gaeilge

- Díospóireacht a ullmhú.
- Tuairimí a bhailiú faoi théama/carachtar i scéal e.g. Clare sa Spéir

English

- Debate style compositions
- Discuss a statement on a literary text/or a character
- Advantages/ disadvantages type questions

Science

- Should all cars run on biofuel?
- Should genetic engineering be banned?

Religion

- Moral Dilemmas

History

- Was the ratification of the Anglo-Irish Treaty the only cause of the Irish Civil War?

Business

- Social and Ethical responsibilities of a business

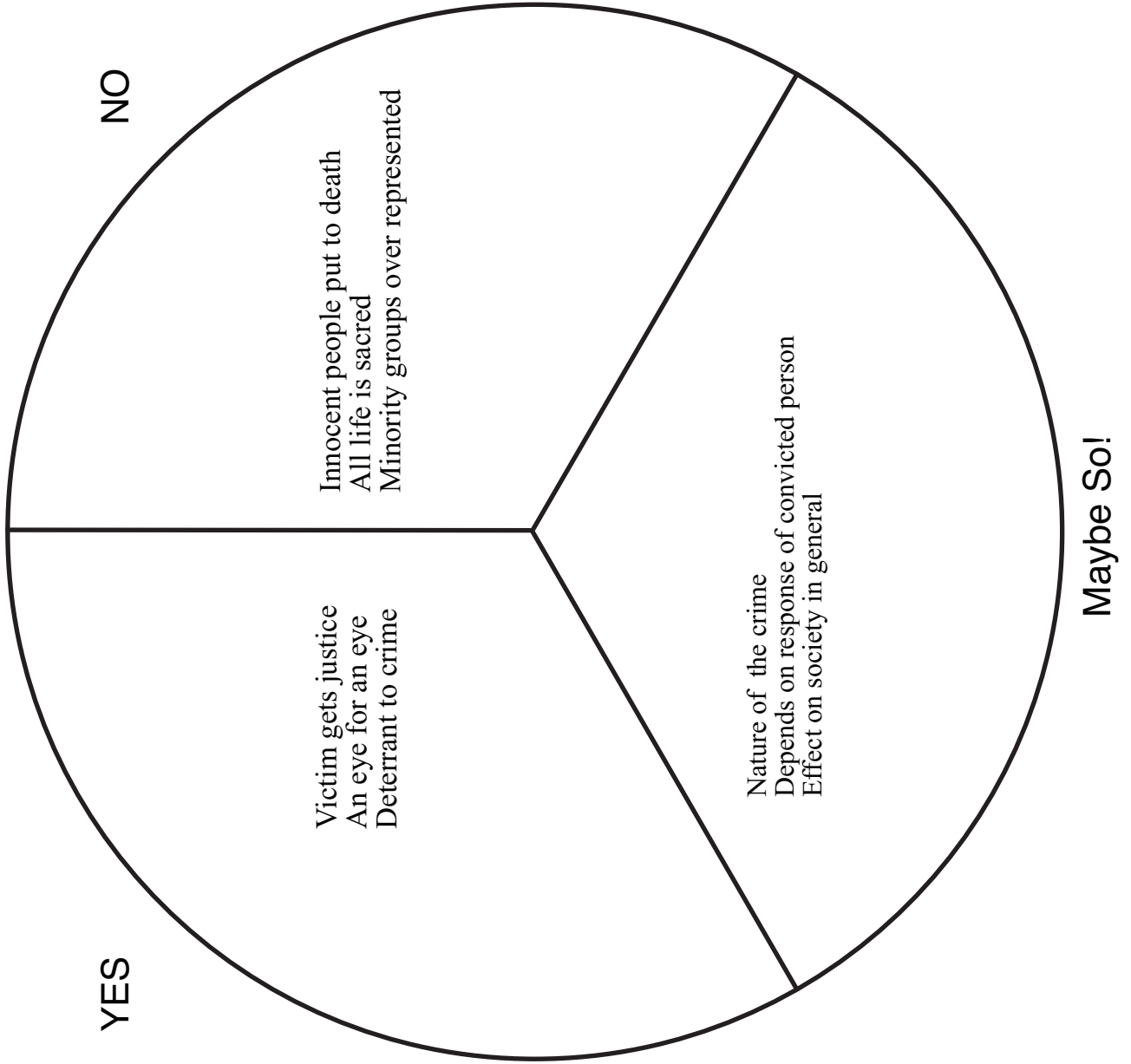
Geography

- Planning issues

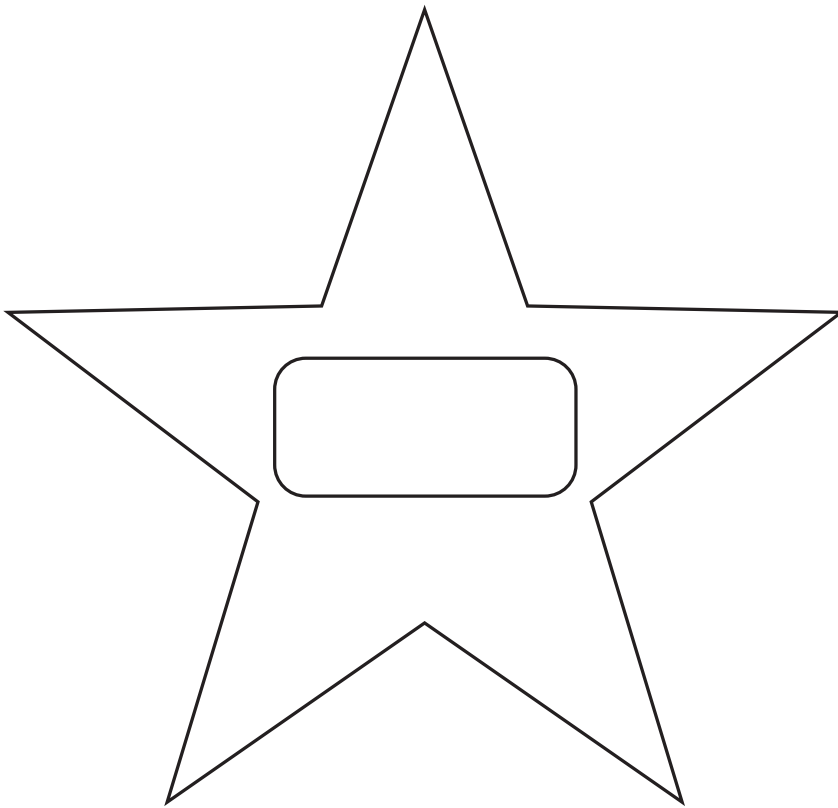
Is Macbeth responsible for Duncan's Death?



Should the death penalty be imposed?



Starburst (*all points covered*)



Many examination questions require 5 points in the answer. This organiser assists the visual learner to remember the points more easily. Agreeing the points in a small group aids long term memory retention.

Approximately 10 to 15% of students prefer to learn from lists of notes in text form that they can memorise text more easily.

Suggestions for use in some subjects

Gaeilge

- Céimeanna i scríobh litreach/nóta.
- Achoimre ar dhán e.g. téama, mothúcháin, íomhanna etc

Maths

- Order of operations
- Coordinate geometry of Line

Business

- Forming a company
- TQM
- Marketing Mix
- Elements of Business Letter
- Sale of Goods and Supply of Services Act 1980
- Budgeting

Science

- Particle physics
- Bacteria
- Periodic table
- Light
- Ag. Science—coniferous trees

Music

- Characteristics of Irish Music
- Sean Nós Singing

Home Economics

- Food types
- Cheese

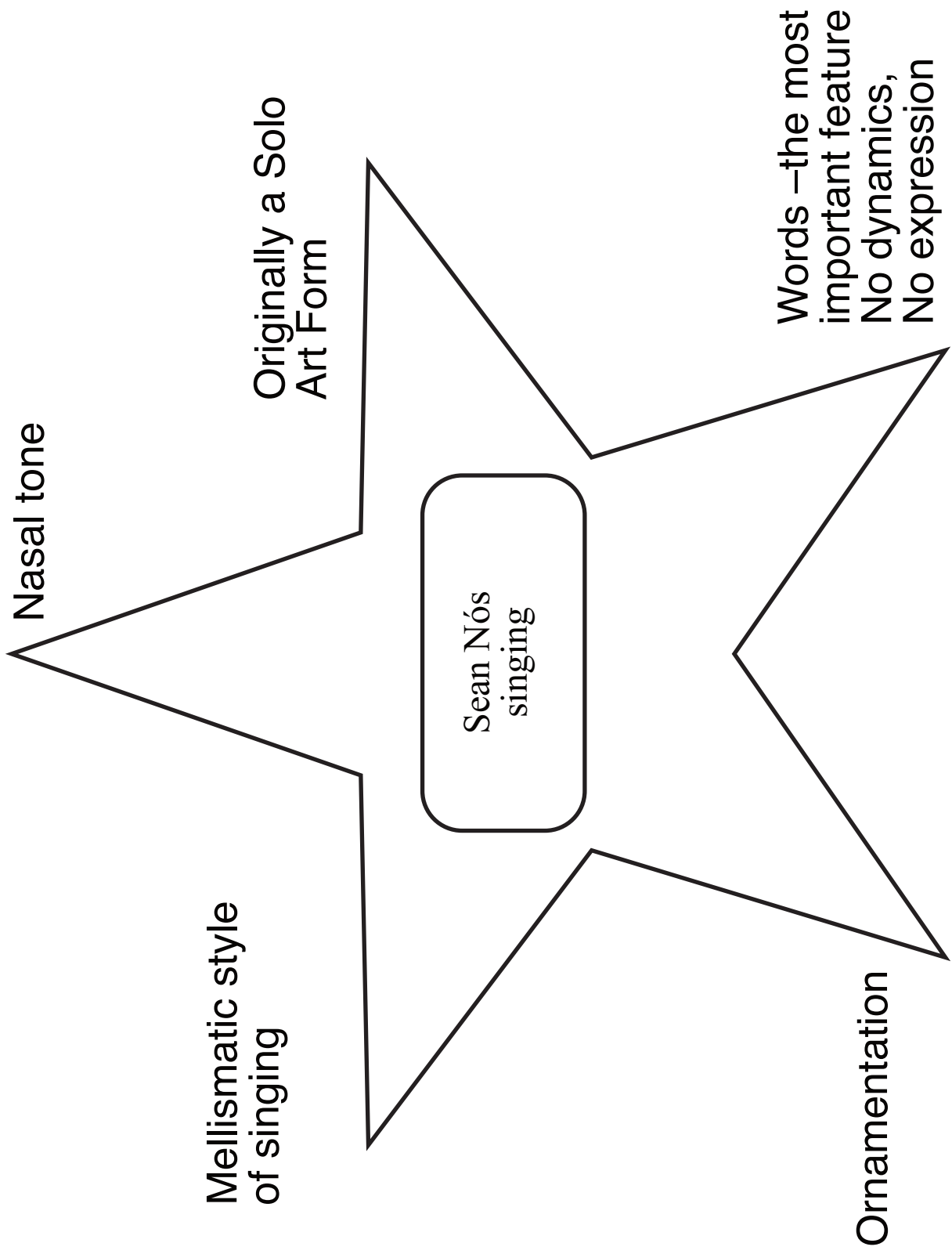
History

- Parnell and the Land League

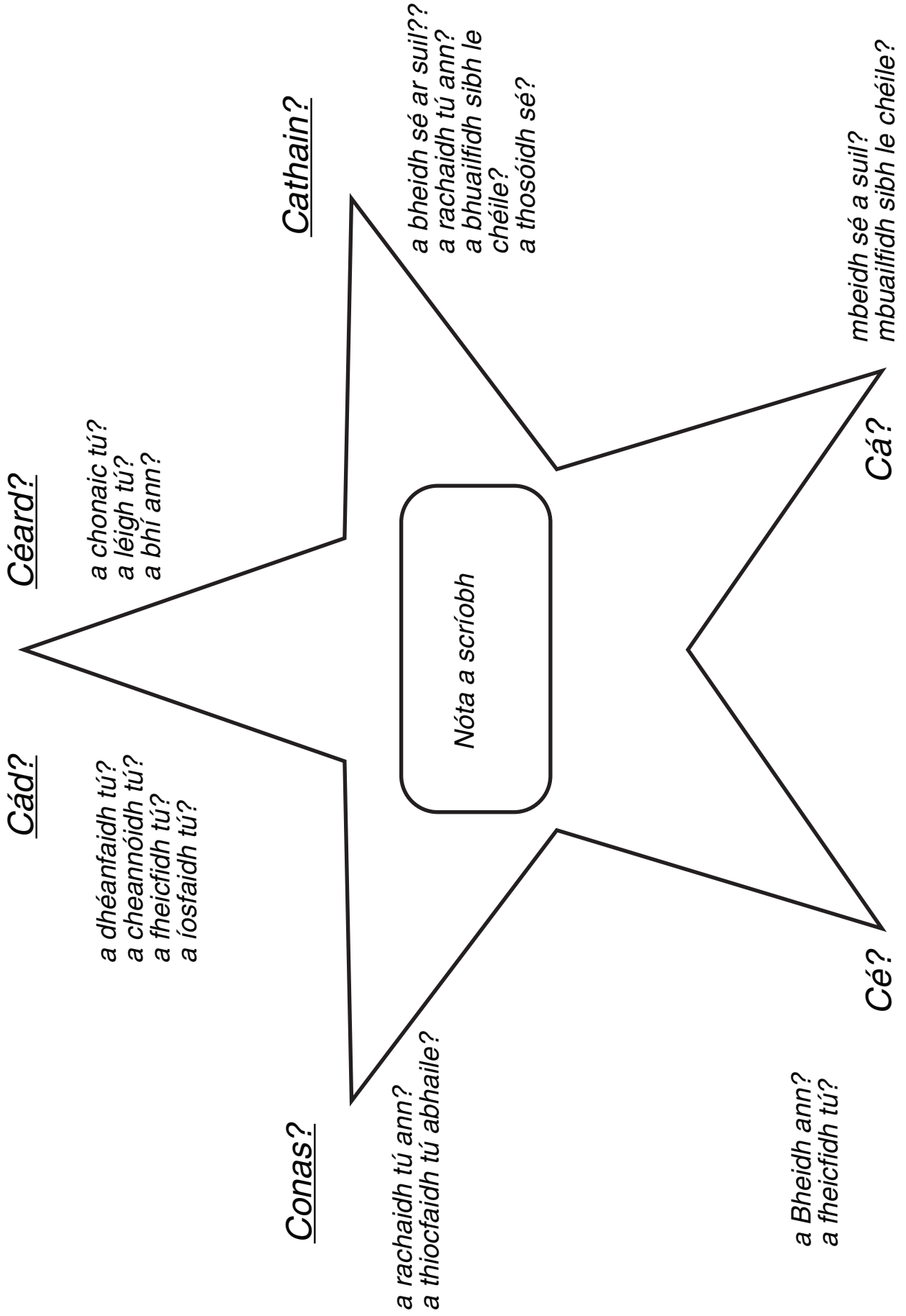
Art

- Impressionism

Music Style



Nóta a scríobh



Research Grid

Q1	Q2
Answer	Answer
Q3	Q4
Answer	Answer
Q5	Q6
Answer	Answer

This is a question and answer learning methodology. It is particularly suitable for independent learning in small groups. Questions are written by the teacher and students research the answers and write them in.

Students take responsibility for their own learning. They can consult within the group to reach the best answer to a particular question. They help each other to build high quality answers.

A wide variety of topics in many subject areas can be taught using this method.

Suggestions for use in some subjects

Gaeilge

- Suibhé ranga a dhéanamh.
- Ceisteanna a thabhairt ar mhír scannáin/ alt léamhthuisceana

Modern Language

- Se Présenter

English

- Analysing a poem
- Recapping a text

History

- Northern Ireland 1920-49
- Themes of the Holocaust

Science

- Functions of skeleton
- Plant reproduction

Home Economics

- Marriage

Business

- Marketing
- EU Institutions
- Legislation

Character Analysis: - Write brief informative notes on the following:

Describe the character's physical appearance	Character's Background	Setting in which the character lives	The way the character behaves
The way the character speaks	Why I would/would not like to be the character	What motivates the character	What others say about the character
How others behave around the character	Important relationships for the character	The playwrights depiction of the character	The playwrights style of characterisation

Investigating a third level course

When can I apply? Answer	Closing Date? Answer
Entry Requirement? Answer	What subjects needed? Answer
What does course involve? Answer	What alternative courses? Answer

Section 2

Graphic Organisers

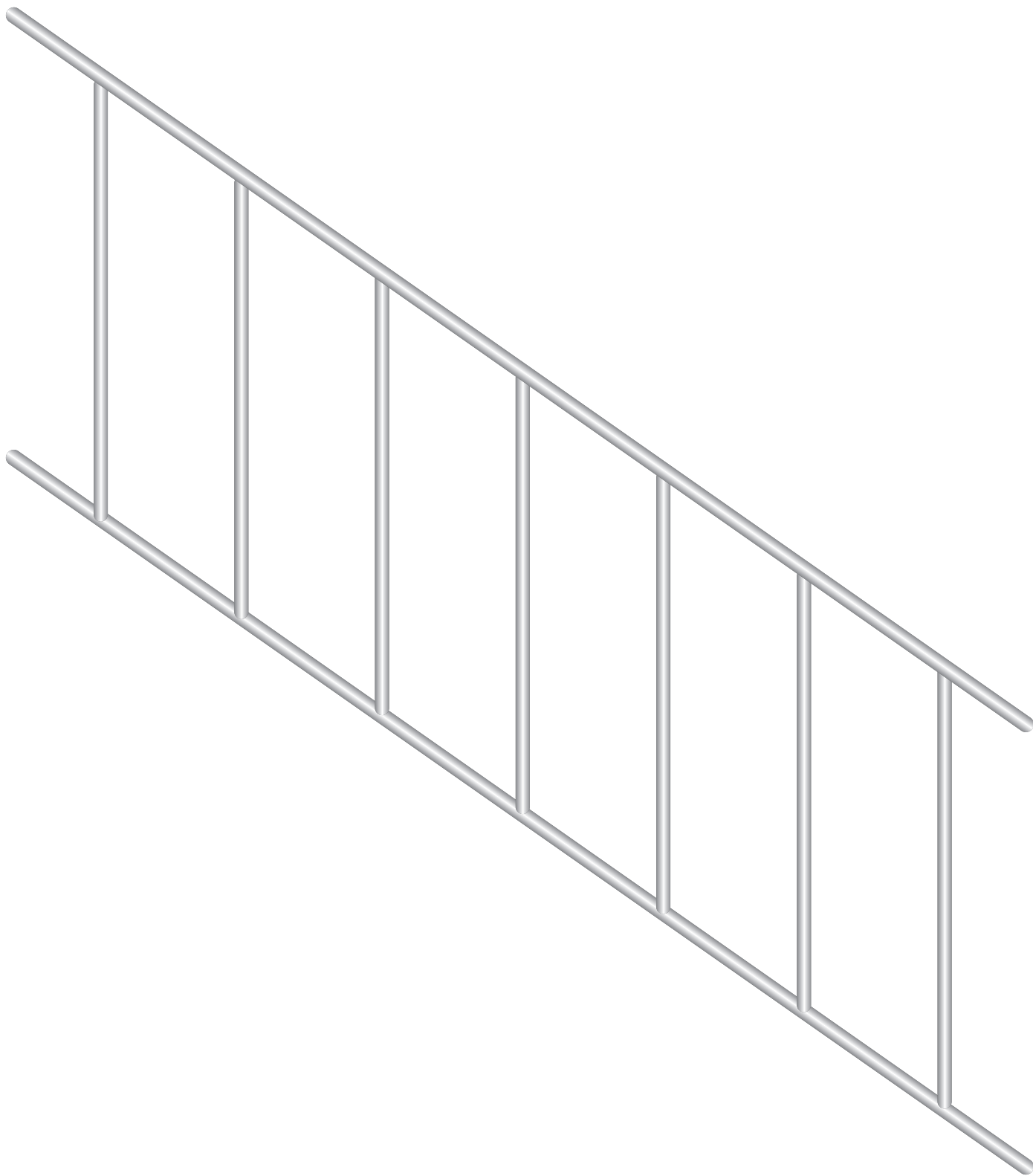
Blanks for use in the Classroom

This page should be a different colour and maybe of a higher weight

Insert blank power point slides on the following pages

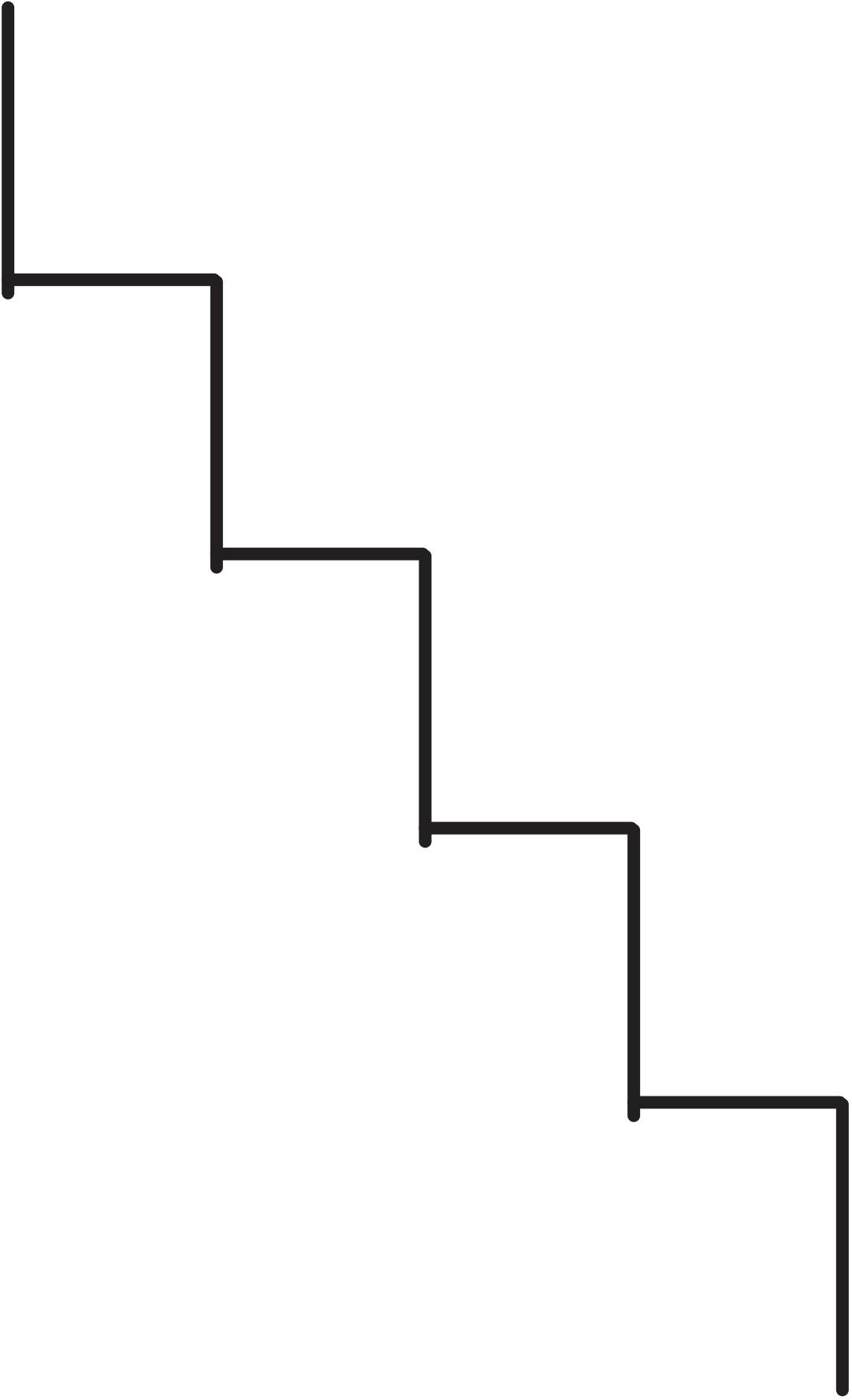


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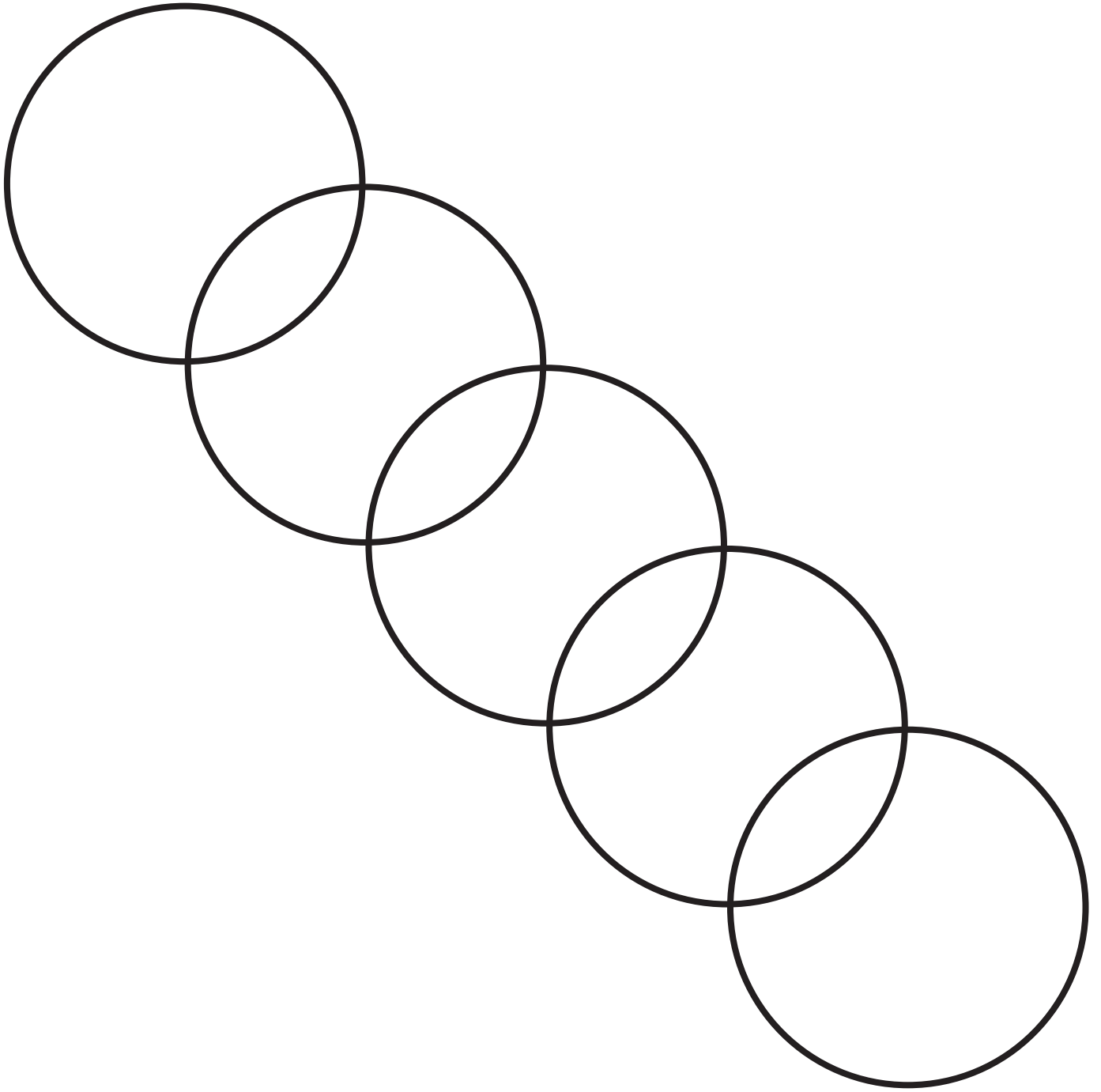


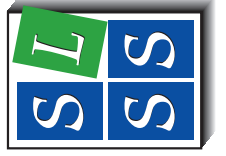
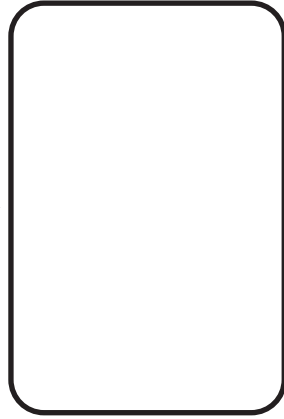
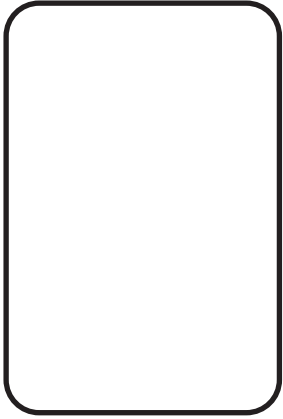
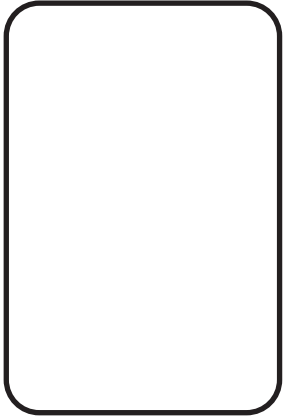
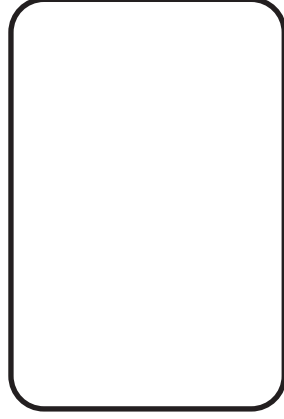
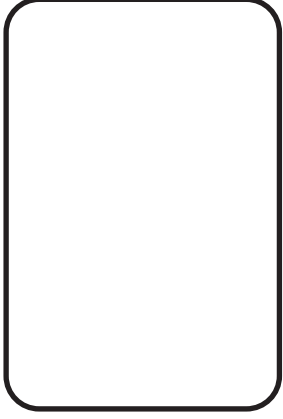
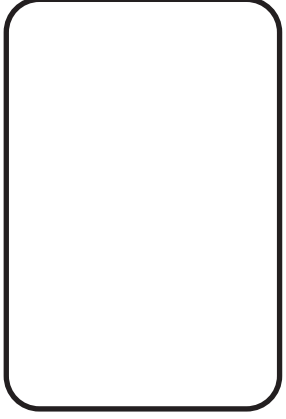
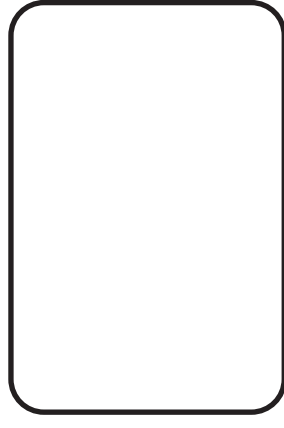
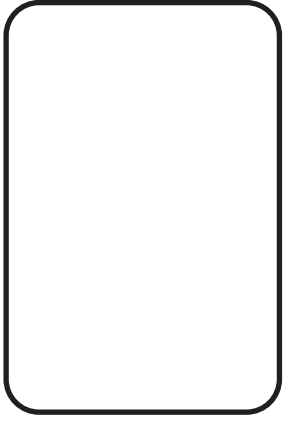
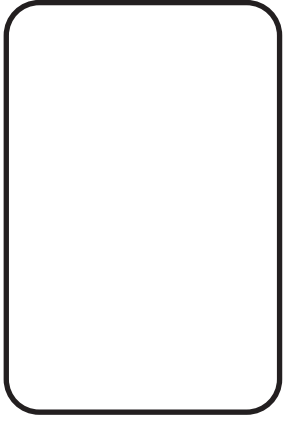
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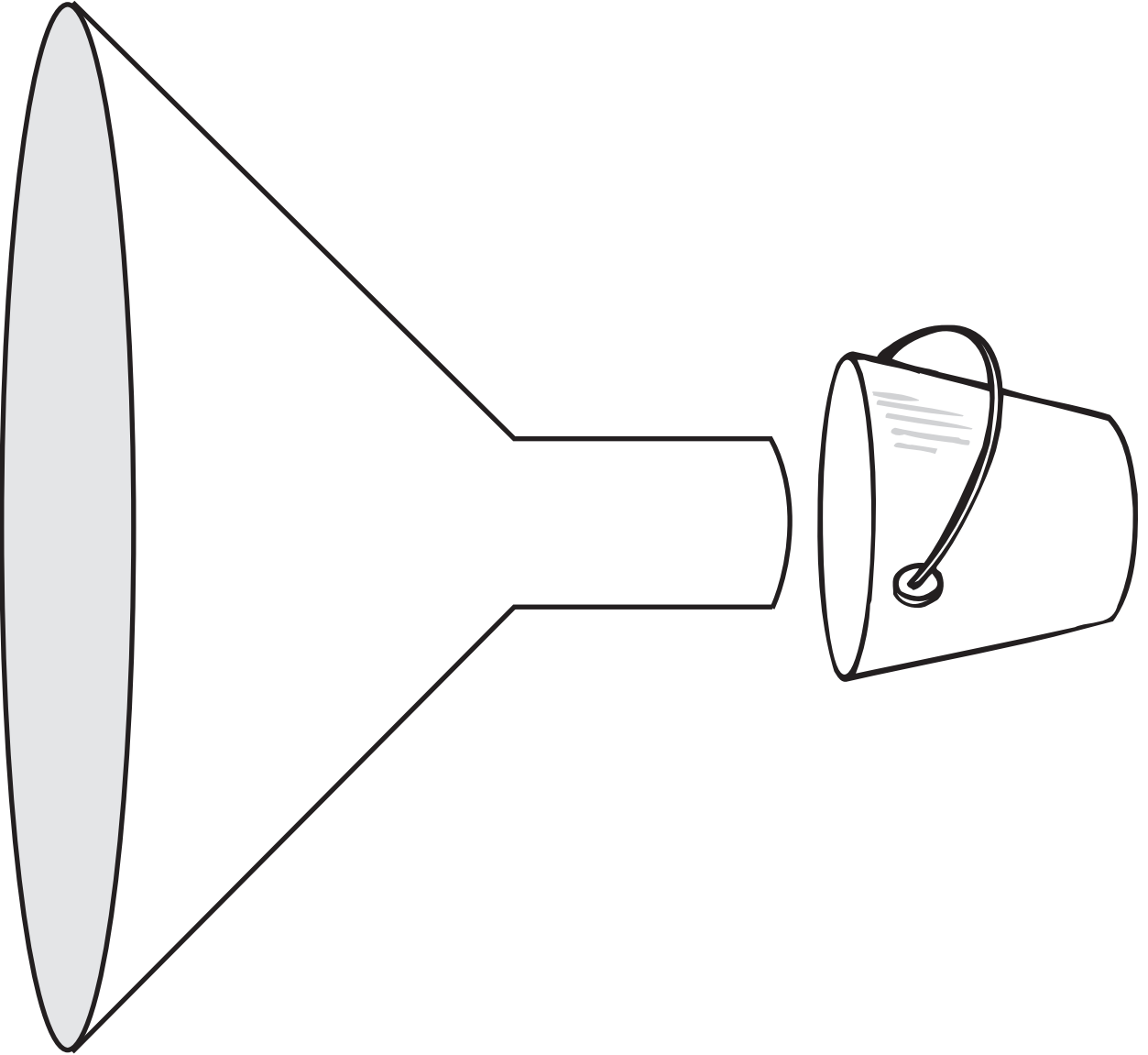
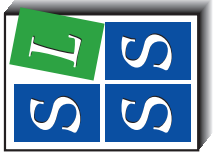


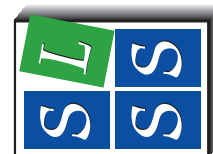


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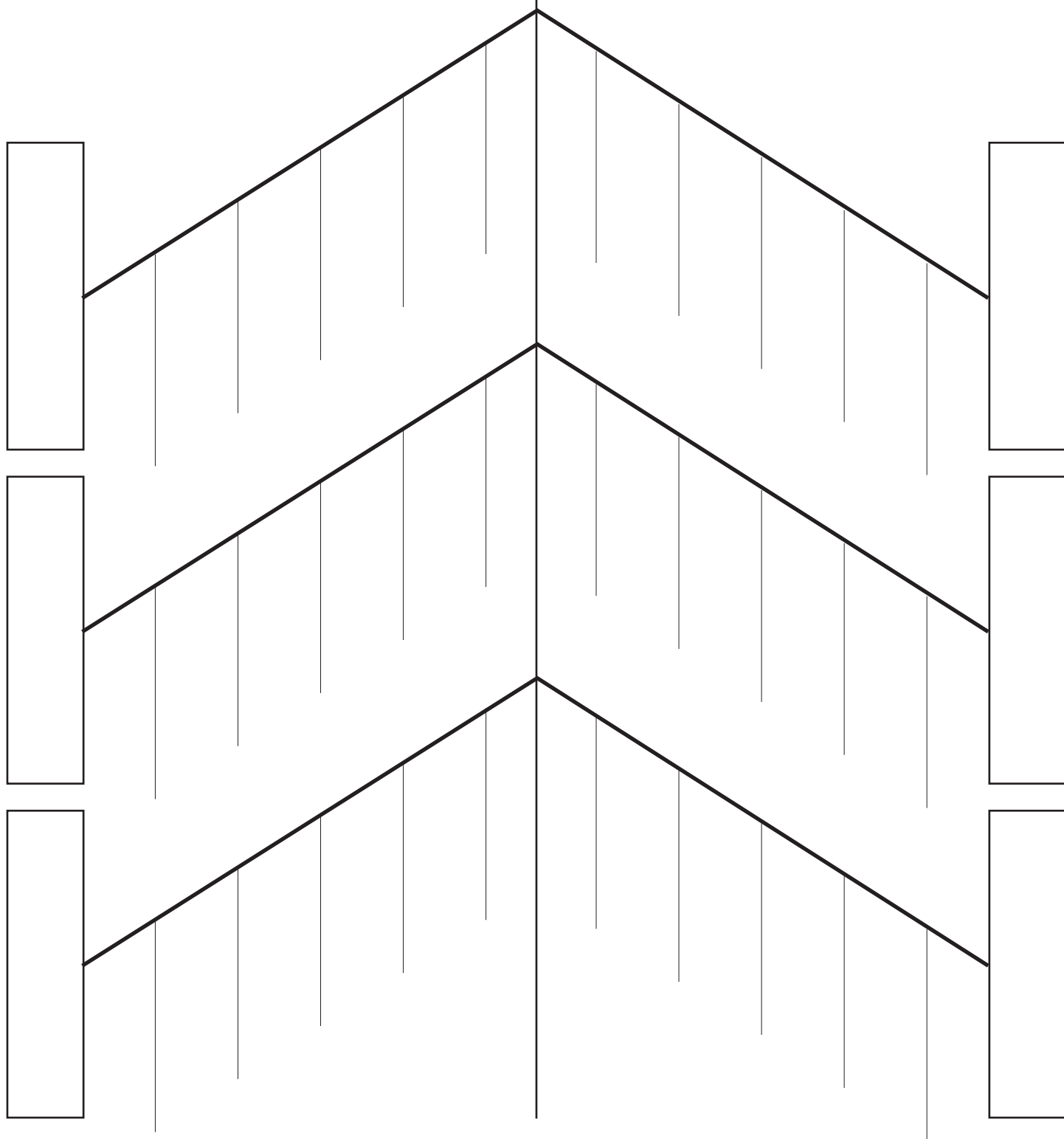
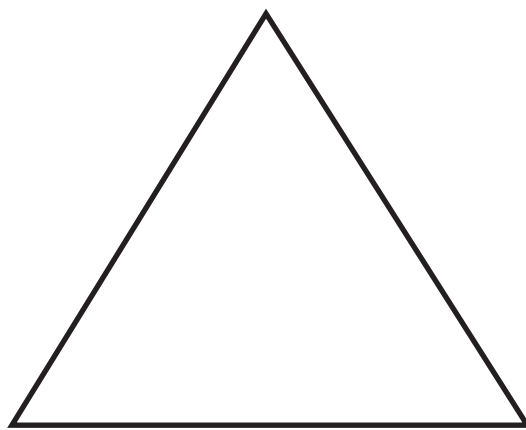


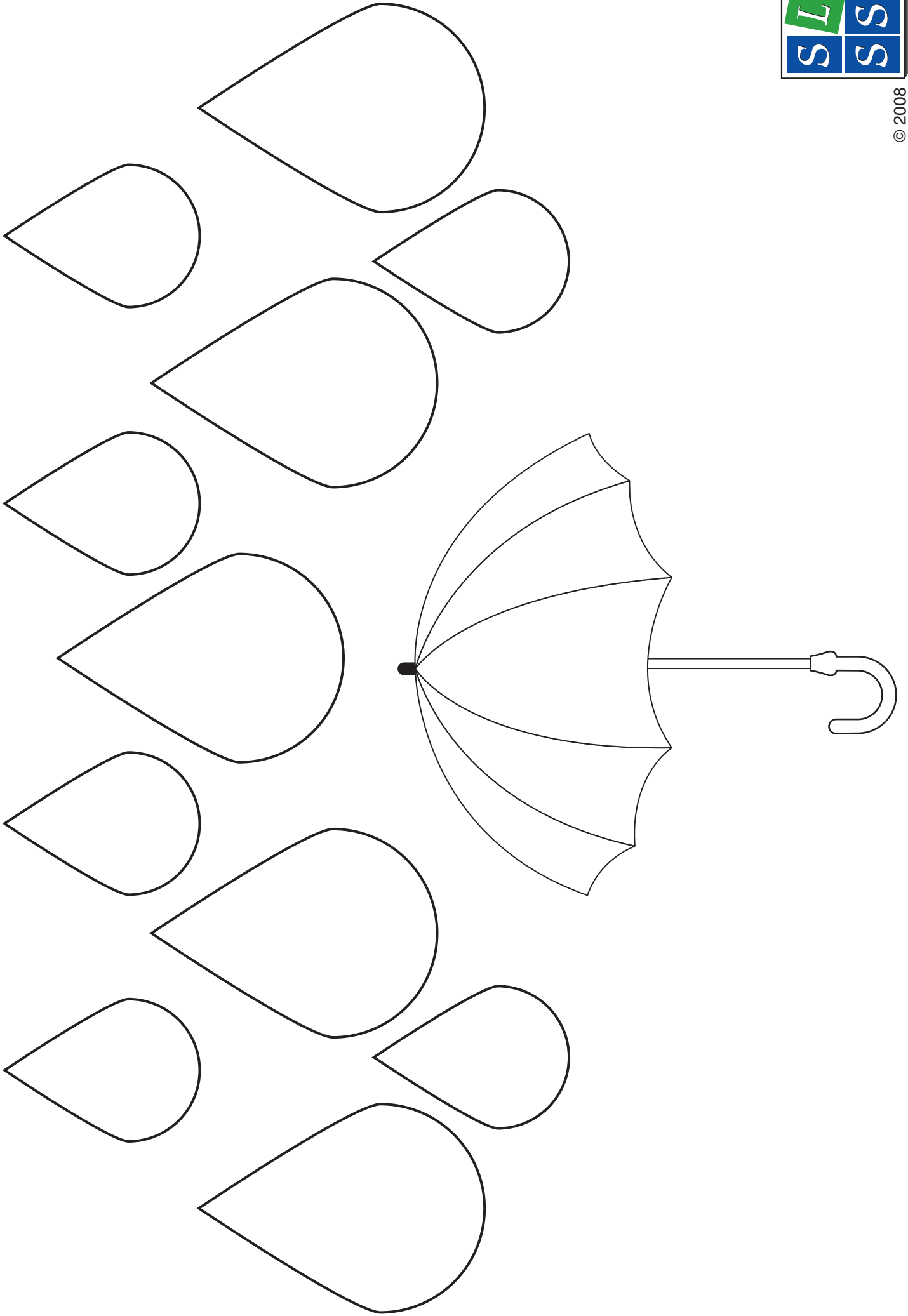






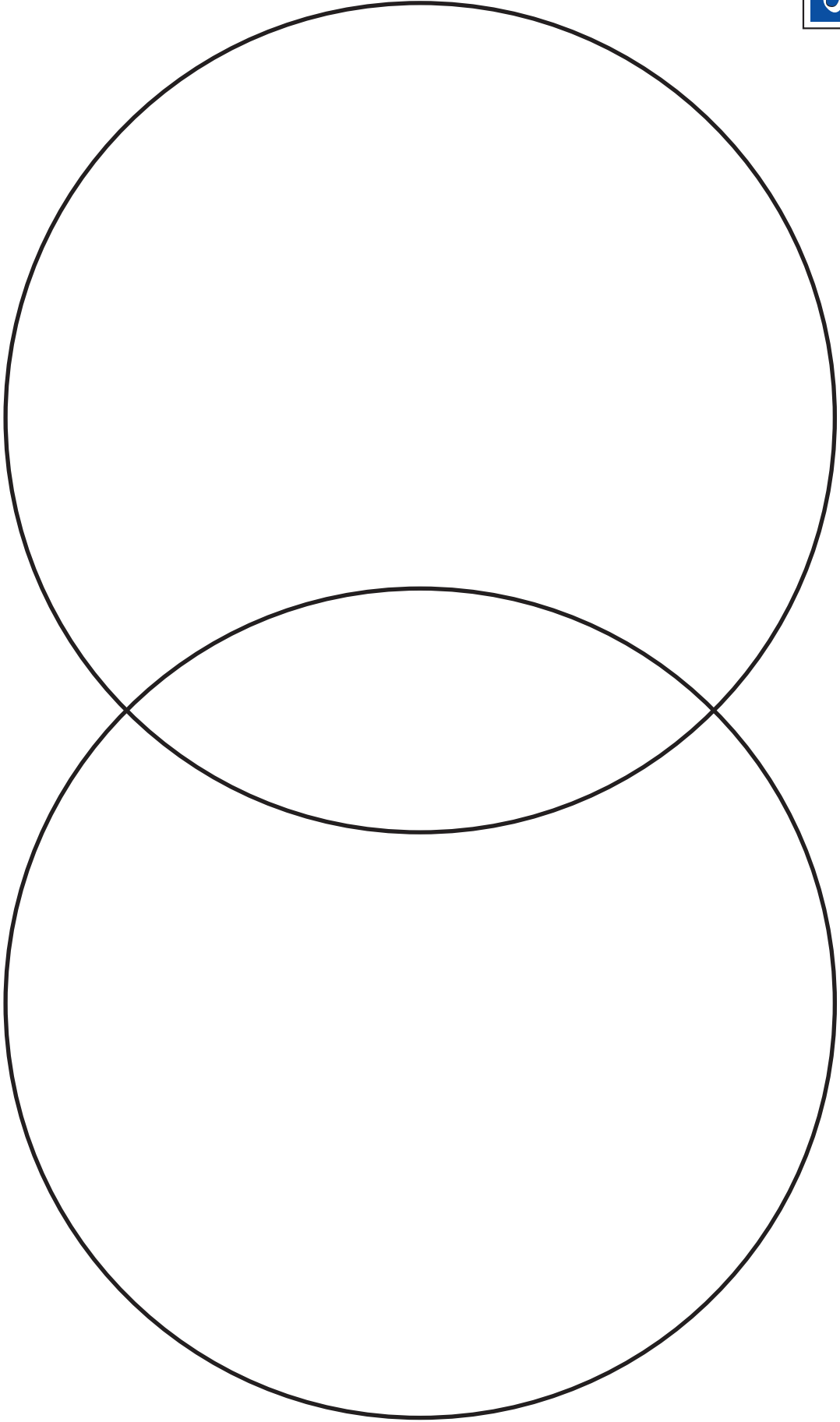
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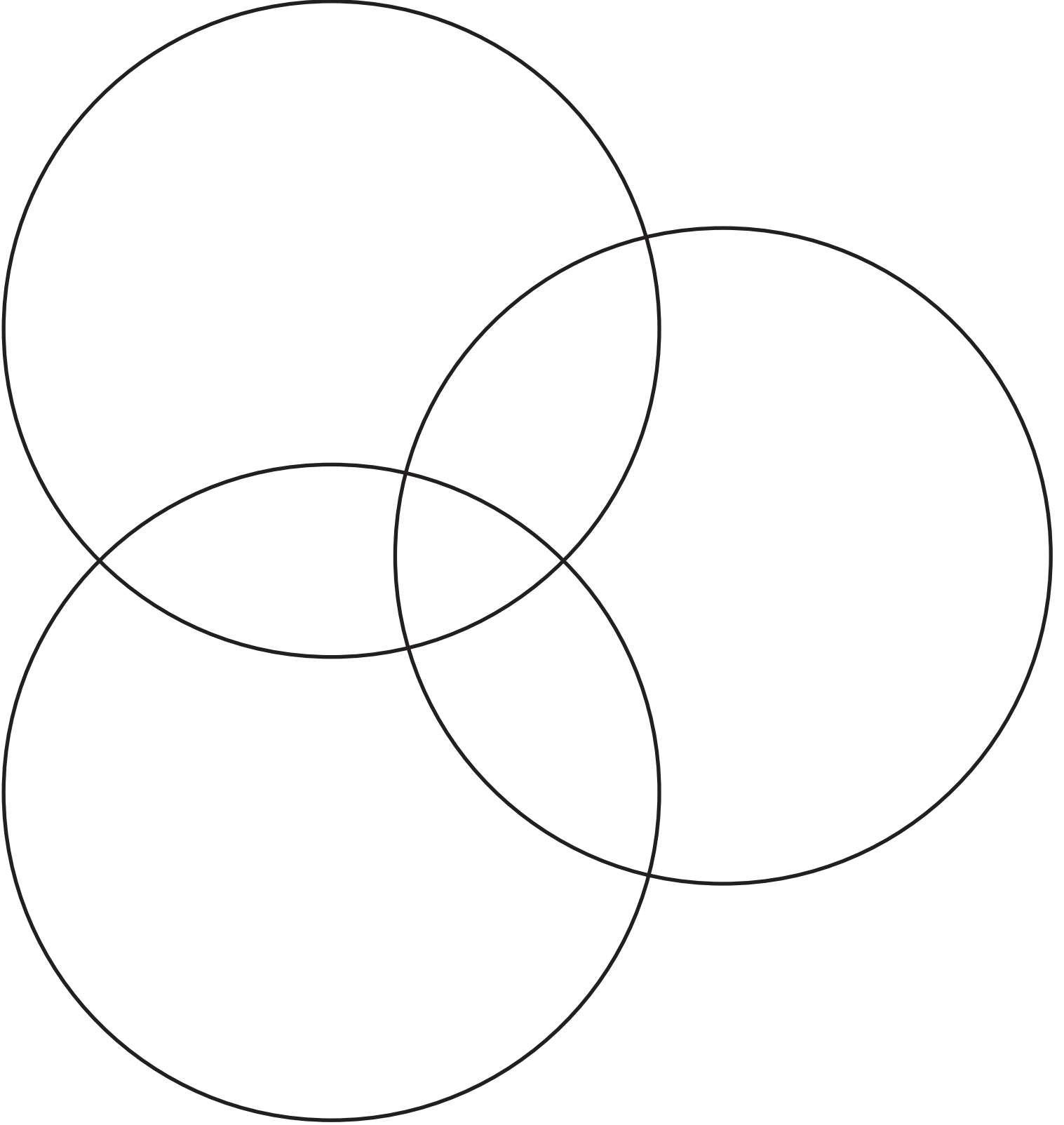


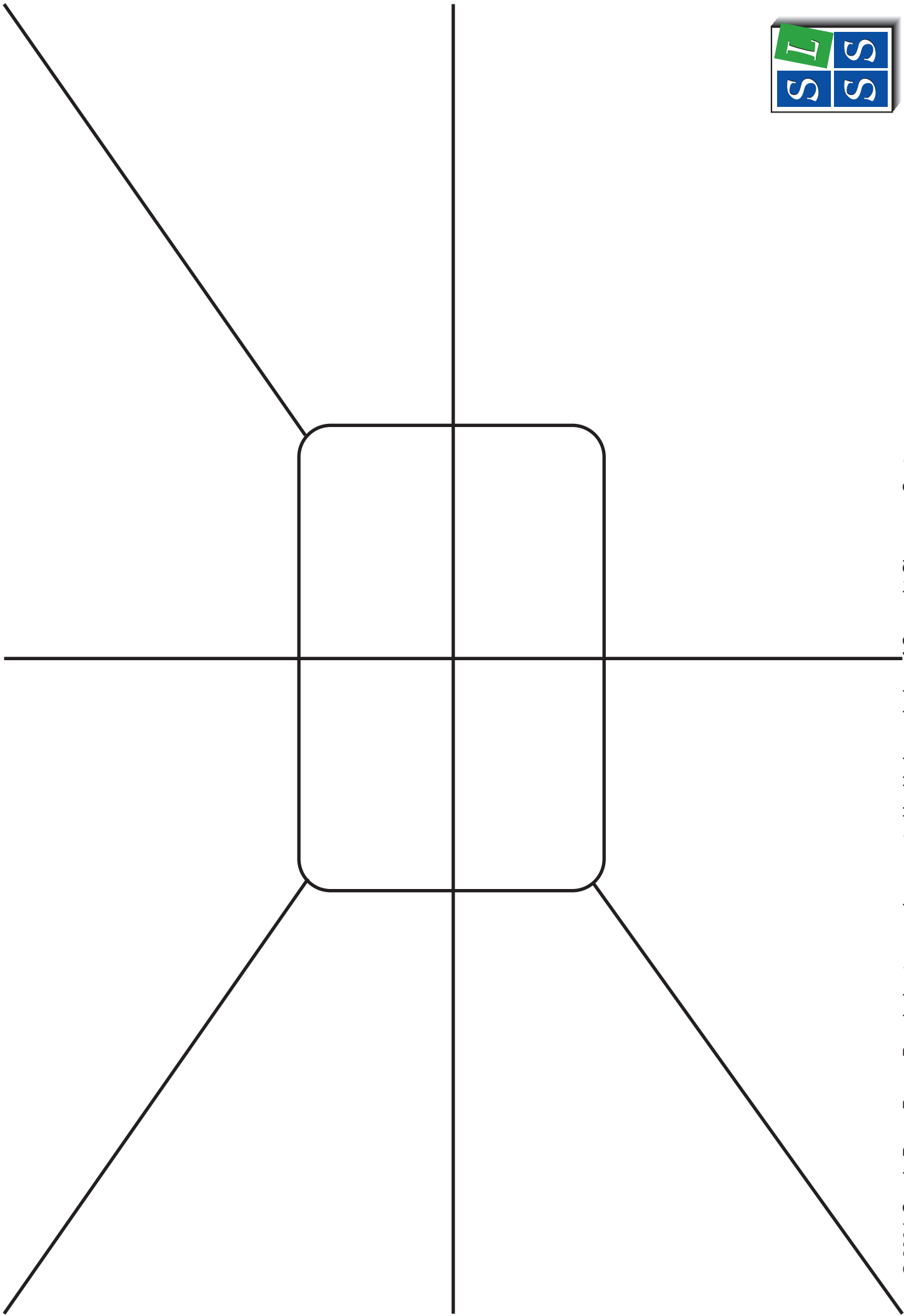
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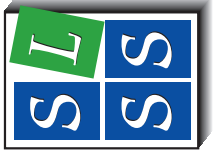
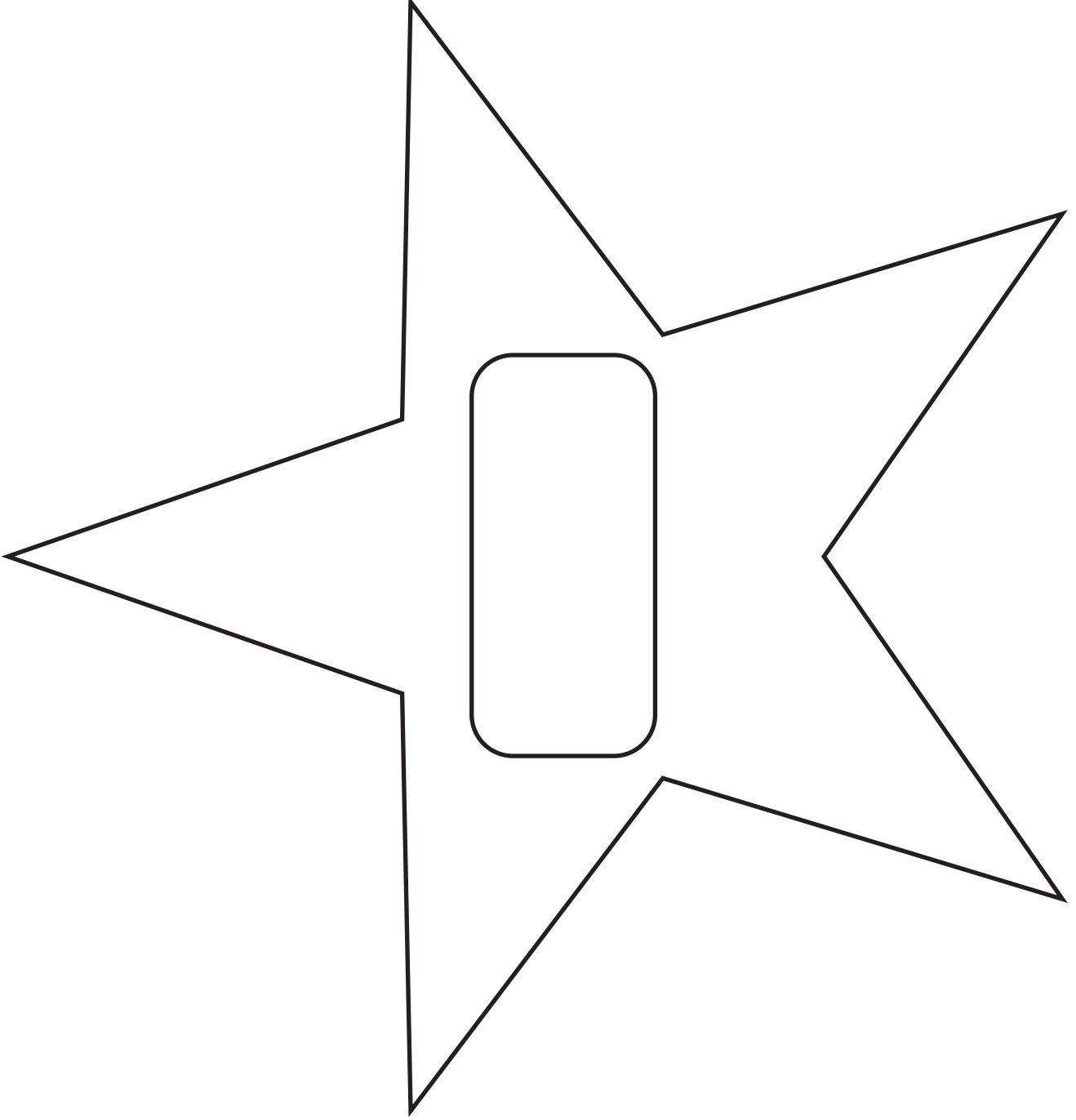
Con

Pro

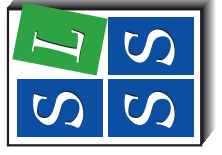
Grey Area

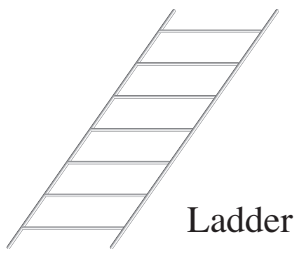


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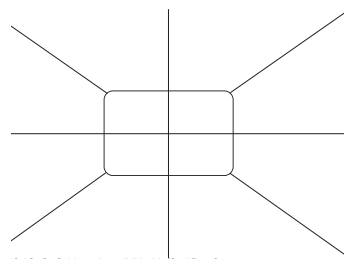


Q1	Q2
Answer	Answer
Q3	Q4
Answer	Answer
Q5	Q6
Answer	Answer

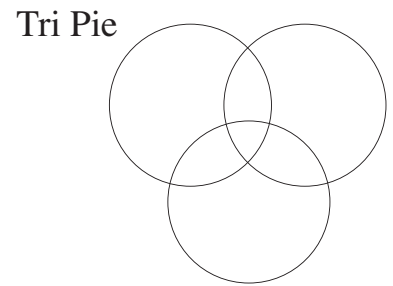




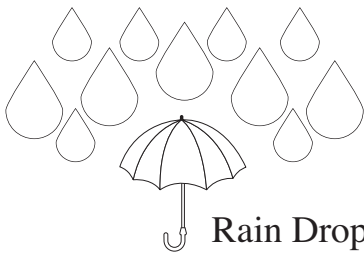
Ladder



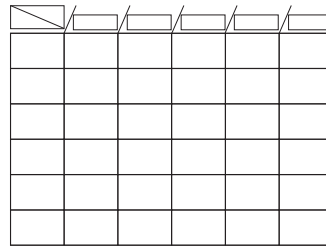
Four Corner Organiser



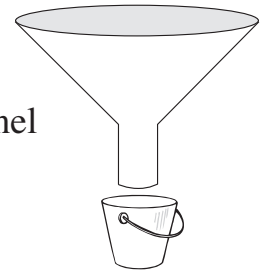
Tri Pie



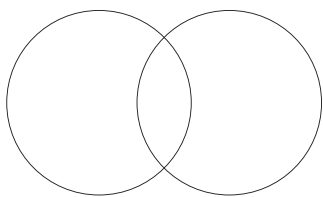
Rain Drops



Cross Classification Chart

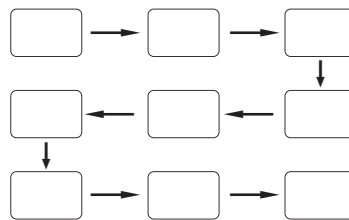


Funnel

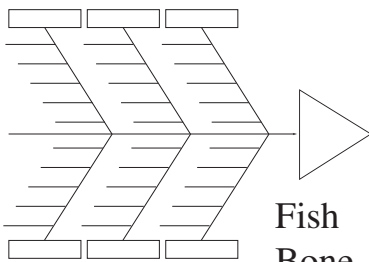
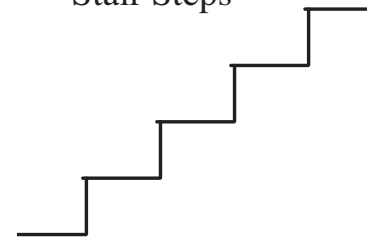


Double Venn

Sequence Chart

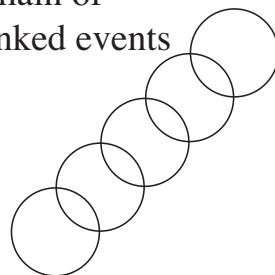


Stair Steps

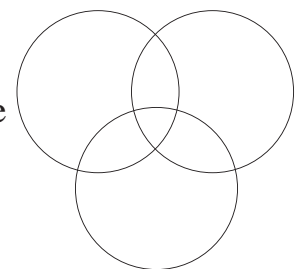


Fish Bone

Chain of linked events



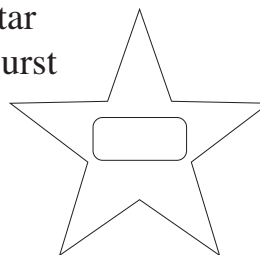
Triple Venn



Research Grid

Q1 Answer	Q2 Answer
Q3 Answer	Q4 Answer
Q5 Answer	Q6 Answer

Star Burst



SECOND LEVEL
SUPPORT SERVICE

SEIRBHÍS TACAÍOCHTA
DARA LEIBHÉAL