



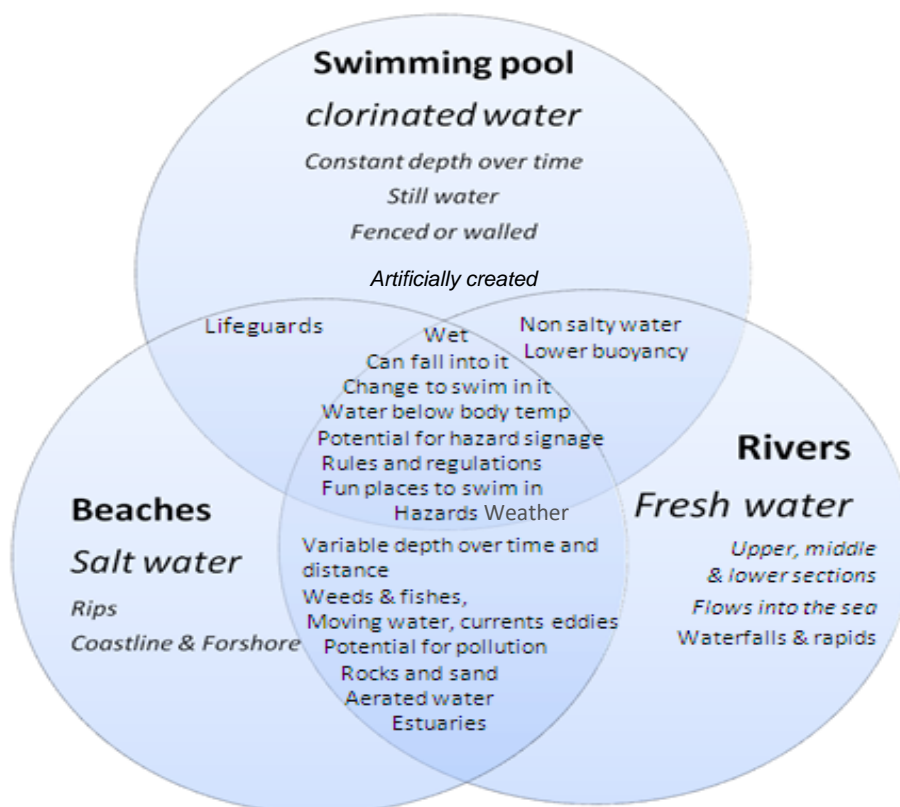
The use of graphic organisers can help students to clarify and organise ideas to aid writing, problem solving, planning and decision making. There are numerous examples on the web, many of which can be downloaded for use free of charge. This guide will look at three.

Compare contrast (Venn) diagrams

These are a useful tool to encourage thinking as they show possible relationships between items (sets/things). The stages of the exercise can be:

- 1) How similar are they? How are they different?
- 2) So what does this show? More experienced students can extend their thinking by asking
- 3) What similarities and differences appear to be significant?
- 4) What conclusion can be inferred from these differences? Why?

Most teachers start off with simple compare contrast exercises using two variables. Take for example comparing a high energy with a low energy beach, the upper stages of a river with the lower stages of the same river or safety procedures for fishing and boating. However, more experienced students can increase the number of variables for comparison; see below for a three-way comparison of the water and hazards at swimming pools, beaches and rivers.



Venn diagrams can support more than three items or sets.

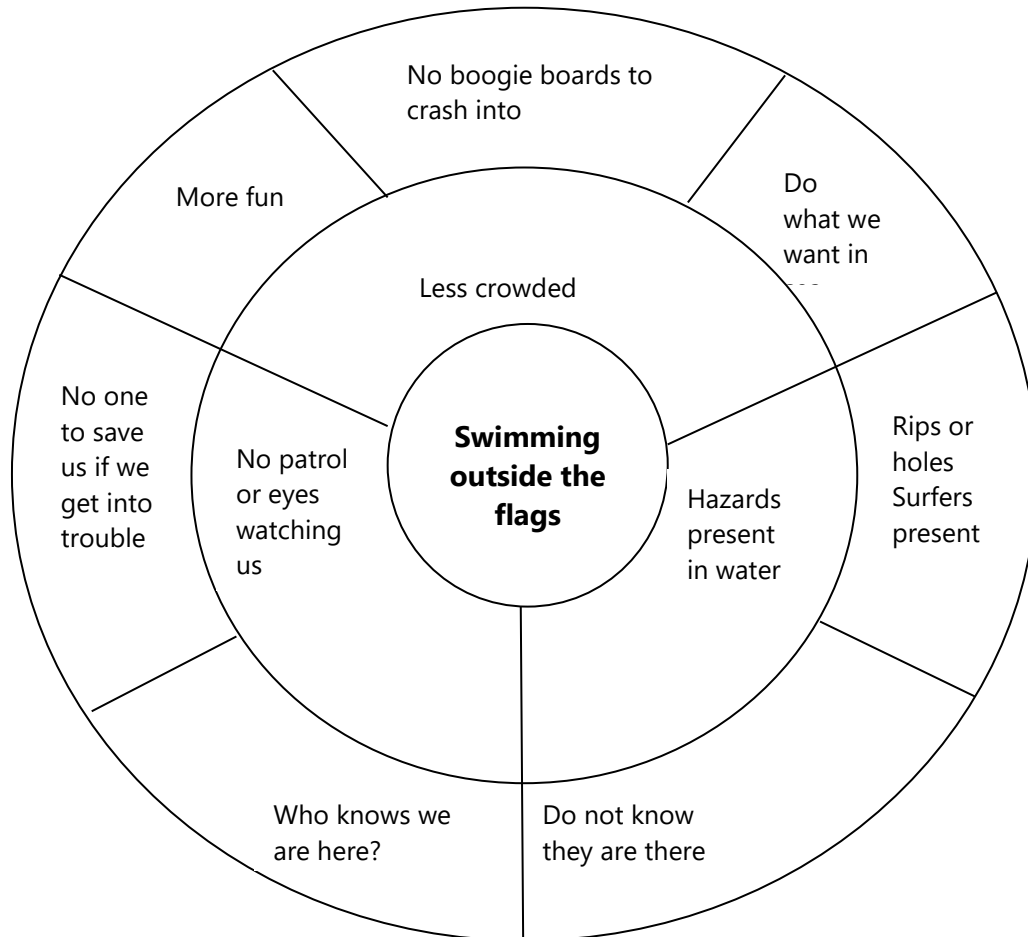
Consequence wheels

A consequence wheel is a diagrammatic tool that shows the relationship between action (cause) and its effects, both positive and negative. Often students are asked to place positive effects on the top and the negative ones on the bottom. This can help to focus their thinking.

As water safety education is based on experience and the combined development of physical skills and critical thinking to ensure safe participation in a range of aquatic environments, decision making is an important element of a student's development. Thus, consequence wheels could be a useful tool to aid this critical

thinking process especially if the key competency of managing self was also an inherent theme of the unit, see example below.

The wheel is started by filling in the central hub with an action, issue or decision. Students are encouraged to make a list of consequences and then these are grouped. The next layer out is the immediate consequence of that action/decision. Subsequent layers are the consequences raised by the previous level of the wheel. When children know the consequences of particular actions this knowledge can affect their decision making which can result in behavioural change.



Once completed, students can start to make decisions on the safety of swimming outside the flags. Do the positives outweigh the negatives? Is the risk worth taking? Why? Why not? Topics for the central hub of the wheel could include - Pool rules? Alcohol or drugs and aquatics - do they mix? Swimming outside the flags, swimming alone, can I do this activity safely?

Decision Making processes are also useful – students could develop a simple example

