

A Practical Example of Using Renzulli's Enrichment Triad

Topic

Skin (with a personal development and health focus).

Brainstorming

A covering, makeup, tattoos, skin specialist, dermatologist, operations, plastic surgeon, skin cancer, ultra-violet rays, sunglasses, hats, slip/slop/slap, umbrellas, tanning lotions, fake tans, pigments, vanity, history of soap and bathing, models, fashion and magazines, allergy skin tests, natural oils, ritual cleansing, etc.

Clusters

Fashion and skin, healthy skin, religious and ritual cleansing, occupations and skin.

Concepts related to the themes

Fashion and skin	Healthy skin	Religious and ritual cleansing	Occupations and skin
demonstration of makeup	types of soaps and skin care products	christenings and baptism	talk by a dermatologist
magazine publishing and models	visit a retail outlet of Body Shop	tattoos and skin pigmentation	demonstration by a beautician
photography and reproduction of images			visit to a hospital which performs cosmetic surgery
perfumes and deodorants			Nutrimetics and Avon representatives

Suggested outcomes for the unit

Through the investigation of skin the students will:

- gain knowledge of the professions/occupations that focus on the beautification and health of the skin
- develop a practical understanding of caring for their own skin
- gain an awareness of the religious significance of skin

Resources and materials to enhance the teaching of the unit

Contact local professionals in the area, the Cancer Council, makeup manufacturers.

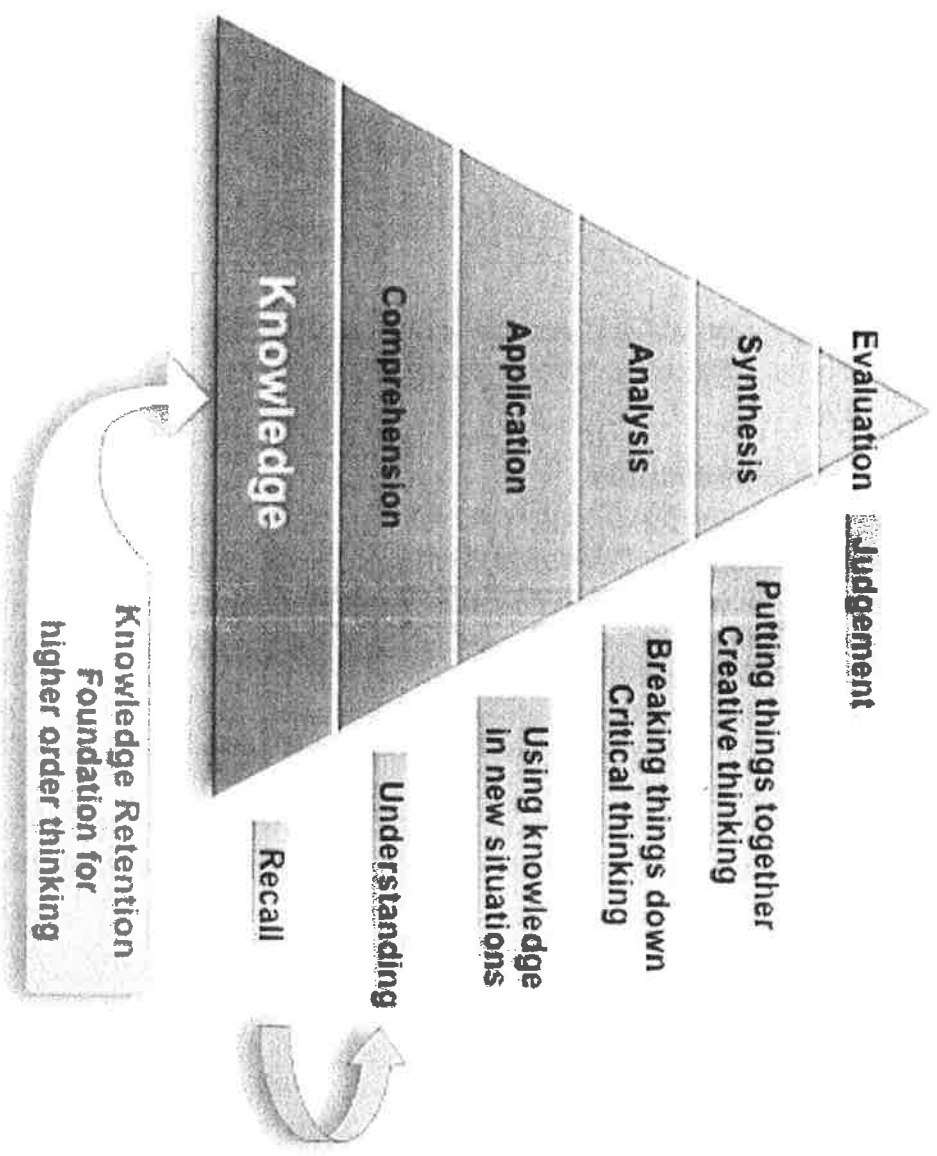
Possible Type I activities

- Invite a beautician to the school to demonstrate skin care.
- Walk through a department store and examine the various products, displays and demonstrations.
- View a film on tattooing.

Possible Type III activities

- Research the effects of different diets on skin: take three groups of five students and for a period of a month have them maintain a particular diet which reduces fats or sugars, or increases exercise.
- Conduct historical research on the developments of hygiene comparing western and eastern societies.
- Experiment with six different types of soaps to determine their longevity, solubility, bubbiness.
- Create a brochure for young children on personal hygiene at school.

Bloom's Taxonomy for Thinking



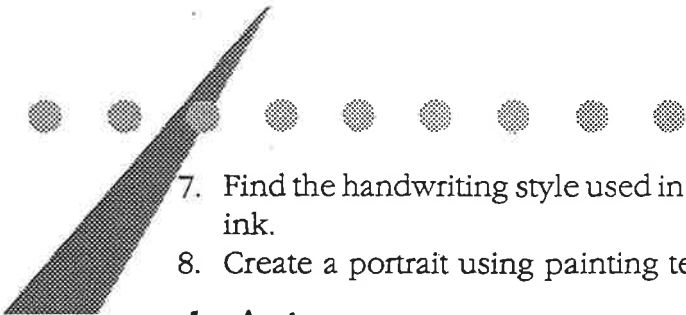
The following questions and activities are from a unit by Cynthia Brice (1993) of Scone, NSW, titled "When Grandpa Was a Baby: A Study of Life Around 1915".

Knowledge/Comprehension

1. Write 10 questions for an interview with a famous person in 1915.
2. Construct a time line of the main events of World War I.
3. Identify products from around this period that:
 - a. are still sold.
 - b. are no longer available.
4. List popular leisure activities around 1915.
5. Research some old sayings of your grandparents' time—find out their meanings and origins.
6. Read "1918" from *My Place*. Illustrate some aspect of the story you like.
7. Cut out pictures (or illustrate) to show the types of transport available in 1915.
8. Make a collage depicting a family scene around 1915.

Application

1. Dress a doll in clothes typical of 1915.
2. Plan a menu and cooking methods for a 1915 afternoon tea.
3. Construct a model based on the map of Bertie's area in *My Place*, "1918".
4. Make up a tape of 1915 sounds.
5. List as many occupations of the 1915 period as you can find (e.g. locksmith, tally clerk). Think how you could best classify or group them.
6. From the *Sydney Morning Herald* death notices, compare names of people born around 1915 to those born now.

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7. Find the handwriting style used in 1915 and write a page with pen and ink.
 8. Create a portrait using painting techniques of the period.

Analysis

1. Review a work of art from around 1915. Comment on how it reflects its time.
2. Make a study of advertisements encouraging "joining the forces" between 1914 and 1918. Design your own advertisement in the character of the ones you have studied.
3. You are a 12-year-old child in 1915. Predict life, as you think it will be, in 1995. Dress the part and make a class presentation.
4. Write a biography of ... (choose a person in your field of interest).
5. Prepare a report on the differences in ... (your field of interest) between 1915 and now.
6. Read *My Place* and compare "1918" and "1908" from the point of view of:
 - a. a child, b. a young man, c. a nurse.

Synthesis

1. Create a radio play set on a farm in the given period.
2. Write the first chapter of your own historical novel based around 1914.
3. Compile and publish the memoirs and anecdotes of three people old enough to remember World War I.
4. Design and illustrate a travel brochure for a time machine promoting travel to 1915.
5. Using the tune from "When Grandma Was a Baby", write your own different song entitled "When Grandpa Was a Baby". Arrange for your own accompaniment. Present it at assembly.

Evaluation

1. Organise and conduct a debate: "Life was better in 1915".
2. Evaluate the changes in attitude towards Anzac Day, from 1915 up to the present day.
3. What do you think would have been the best alternative to a world war that would have addressed world problems in 1914?
4. Consider the "quaint" aspects of the 1915 period. Think to the future: what will your grandchildren think "quaint" about now?
5. Make a list of criteria you could use to judge the quality of life of a particular period of time.

Note: When teachers are developing activities at the different levels of the taxonomy, it is not as important to classify with certainty as it is to include a variety and number of activities across all the levels of the taxonomy.

Bloom's Taxonomy & Krathwohl's Models

This integrated approach assists in achieving a balanced program of both thinking and feeling activities, resulting in learning activities that require students to respond both cognitively and affectively.

Bloom's & Krathwohl's Models: Planning Teaching & Learning Activities With a Thinking-Skills Focus

Topic: _____

Target Group: _____









TAXONOMY LEVEL (BLOOM'S)	ACTIVITIES	TAXONOMY LEVEL (KRATHWOHL'S)	ACTIVITIES
REMEMBERING Can you describe the facts or the situation?		RECEIVING Can you identify with the situation?	
UNDERSTANDING Can you show that you understand the situation?		RESPONDING Can you express how you feel or how others may feel?	
APPLYING Can you apply this information to another situation?		VALUING Can you make some choices or decisions about this situation?	
ANALYSING Can you break this information into parts so that you may understand the structure?			
EVALUATING Can you form an opinion or make a judgment and give reasons for it?		ORGANISING Can you connect your values to the systems present in society?	
CREATING Can you create some fresh ideas or new solutions?		CHARACTERISING Can you state your beliefs and act accordingly?	

A blank pro-forma has been provided for planning purposes.

Bloom's Taxonomy & Multiple Intelligences Framework: Planning Teaching & Learning Activities With a Thinking-Skills Focus









Topic: Mini-beasts

Target Group: Middle Years

	Verbal/ Linguistic	Logical/ Mathematical	Visual/ Spatial	Bodily- Kinaesthetic	Musical/ Rhythmical	Intrapersonal	Interpersonal	Natural
Multiple Intelligences Bloom's Taxonomy								
	Do an A-Z of words about mini-beasts. Add to the list as you learn more about them.	Gather pictures of mini-beasts. How many different ways can you find to group them?	Make some space on a pin-up board to display pictures of mini-beasts.	Mime how different insects move.	Find songs with mini-beasts as features.	Select a spot around the school grounds to do a mini-beast safari with a group of friends.	Start a learning log about a mini-beast that you want to find more about. Add to it daily.	Record and talk about different types of spiders that you find around the school yard.
Remembering	How would you describe a fly to someone from outer space?	Draw the different stages of the life cycle of a butterfly.	Using materials found in the classroom, make a model of a mini-beast.	Role-play a mini-beast as it undergoes metamorphosis.	Do all mini-beasts make noises? What body parts are used by some to make sound?	Work with a friend to find out more about the home of a particular mini-beast.	Research why some insects like mosquitoes can rest on the surface of water without sinking.	Why do you think different spiders were found in different sorts of places?
Understanding	Make up a 'What am I?' game for a mini-beast of your choosing.	Using materials found in the room, make up an obstacle course that would be challenging for an ant.	Use a picture of a mini-beast stuck on card to make a jigsaw.	Act out how a mini-beast of your choice protects itself from danger.	Make an audio tape of mini-beast noises.	With a friend, make a model of the usual home of the mini-beast that you researched earlier.	What insect is most like you? Why?	Use a magnifying glass to look closely at mini-beasts in the environment.
Applying								












Bloom's Taxonomy & Multiple Intelligences Framework: Planning Teaching & Learning Activities With a Thinking-Skills Focus (cont.)

	Verbal/ Linguistic	Logical/ Mathematical	Visual/ Spatial	Bodily- Kinesthetic	Musical/ Rhythmical	Intrapersonal	Interpersonal	Natural
Multiple Intelligences Bloom's Taxonomy								
	What are some similarities and differences you can see in pictures of moths and butterflies?	Survey favourite insects in your class. Draw a picture graph of your findings.	Draw a diagram of a mini-beast and label each body part.	Make plasticine parts of many different mini-beast.	Sort pictures of mini-beasts according to the noises they make.	Decide what made the home of the mini-beast you studied a good one. Do this activity with a partner.	Add names of mini-beasts to finish sentences like: As fast as . . . As small as . . . As deadly as . . .	What precautions should you take when searching for mini-beasts in the environment?
Analysing	List the 5 things that you think are important to remember when keeping a mini-beast in the classroom.	In your opinion, which insect is the most useful? Give many reasons for your selection.	Paint a poster showing your feelings about insect sprays.	Suggest five reasons why you think the design of your new mini-beast is a good one.	What do you think about the audio tape you made? What do you think makes it special?	Have a debate with a friend about whether a mini-beast is a pest or a friend to people.	How would you feel if you were a grub, about to turn into a butterfly? Explain your feelings.	Should mini-beast specimens be taken from the environment and kept in collections? Why?
Evaluating	Create a mini-beast story like the 'Very Hungry Caterpillar' to share with a junior primary group.	Write down some common ways that people protect themselves from insect bites. Create a new or unusual method.	Design a new stamp with a mini-beast theme.	Use the plasticine parts to create a new mini-beast of your own design.	Create a title and cover design for the audio tape of mini-beast noises you made earlier.	Suggest some other places that would make a good home for the mini-beast that you studied. Do this activity with a partner.	Write a story about a day in your life as a mini-beast.	Create a play about a mini-beast and how it has an important place in the balance of nature.
Creating								











Thinker's Keys

First developed by Tony Ryan (1990), Thinker's Keys are a set of different activities designed to motivate and engage students in a wide range of thinking tasks. A range of 'question starters' is presented as keys to unlocking the analytical, critical and creative thinking abilities of students.

A summary of the keys appears below.

<p>The Reverse</p> 	<p>Place words such as <i>cannot</i>, <i>never</i> and <i>would not</i> into sentences which are commonly formatted in lists. For example, list things you would never see in Australia.</p>
<p>The 'What if . . .?'</p> 	<p>You can ask virtually any 'What if . . . ?' question (serious or frivolous).</p> <p>Students record their thinking on a graphic organiser.</p>
<p>Alphabet</p> 	<p>Students compile a list of words, ranging from A to Z, which have some relevance to a given category featured in the area of study.</p>
<p>The BAR</p> 	<p>The acronym <i>BAR</i> can be used to improve on the design of everyday objects.</p> <p>B = Bigger A = Add R = Remove or Replace</p>
<p>The Construction</p> 	<p>A problem-solving task that requires the creative use of limited quantities of everyday materials.</p>
<p>The Disadvantages</p> 	<p>Here students choose an object or a practice and list a number of its disadvantages. Then they list some ways of connecting – or eliminating – these disadvantages.</p>
<p>Different Uses</p> 	<p>Students put their imaginations to work. They list a variety of different uses for a chosen object from an area of study.</p>
<p>The Prediction</p> 	<p>Students think critically. They predict the possible outcome of a set of given circumstances.</p>
<p>The Picture</p> 	<p>A simple diagram, which has no relevance to the area of study, is presented. The students try to work out ways in which it could be linked to that area of study.</p>

Thinker's Keys (cont.)

<p>The Ridiculous</p> 	<p>Make a ridiculous statement that would be virtually impossible to implement, and then have students attempt to substantiate it.</p>
<p>The Commonality</p> 	<p>Select two dissimilar objects and ask students to find common points.</p>
<p>The Inventions</p> 	<p>Students are encouraged to devise inventions which are constructed in an unusual manner, or made from unusual materials.</p>
<p>The Alternatives</p> 	<p>Students list ways in which to complete a task without using the normal tools or implements.</p>
<p>The Question</p> 	<p>Start with the answer. Then try to list five questions which could be linked with that answer only.</p>
<p>The Brainstorming</p> 	<p>State a problem that needs to be solved, and have students brainstorm a list of solutions.</p>
<p>Forced Relationship</p> 	<p>Students develop a solution to a problem by considering the attributes of a number of dissimilar objects.</p>
<p>The Combination</p> 	<p>Students list the attributes of two unmatched objects then combine the attributes to create a new or better product.</p>
<p>Interpretation</p> 	<p>Describe an unusual situation. Ask students to think of some different explanations for the existence of that situation.</p>
<p>The Brick Wall</p> 	<p>Make a statement, which could not generally be questioned or disputed, and then try to break down the wall by finding other ways of dealing with the situation.</p>

Cinderella

Substitute What do you think would have happened if Cinderella had lost her necklace instead of her glass slipper?

Combine How do you think the story might have changed if the Prince had had the same character as the stepmother?

Adapt How would the story change if it took place in the present time with a prince called Frederick and a girl called Mary?

Modify Retell the story with the Prince being only one metre tall.

Magnify How would the story have changed if Cinderella had been identical twins?

Put to Use How could Cinderella have used her broom to help her if the Fairy Godmother had not appeared?

Eliminate Retell the story without the Fairy Godmother.

Rearrange What would have happened if the ugly step-sister had found the slipper instead of the Prince?

Reverse Retell the story with Cinderella having the personality of the wicked stepmother and the stepmother having Cinderella's personality.

Divergent Questioning Model

Quantity questions

List all the things you would take if you were going to visit a sick relative or friend.

How many different ways might Red Riding Hood have travelled to Grandmother's house other than walking?

Change questions

In what way would the story change if Grandmother had refused to open the door?

How would the story be different if Red Riding Hood arrived at Grandmother's house before the wolf?

Prediction questions

Hypothesise what might have happened in the wolf's early life to make him so mean.

Just suppose the wolf had been a vegetarian. What might have all the consequences have been?

Point of view questions

If you were the wolf, what plan would you devise for catching Red Riding Hood?

If the wolf was telling the story, what would he say?

Personal involvement questions

You are Red Riding Hood about to be eaten by the wolf. Describe how it feels.

How would you feel if you were approached by a wolf in the forest?

Comparative association questions

Compare the wolf in this story with the wolf in the Three Little Pigs. Which wolf do you think was more clever? Say why.

Compare Red Riding Hood's experience of nearly being eaten by the wolf with your most frightening experience. How are they alike or different?

Valuing question

Is it ever right to kill? If so, in what circumstances?

Student Worksheet

The Question Map

1. As a class decide on a topic. Write it in the central box of the question map below.
2. As a class brainstorm some key words that are linked to this topic. Write some of them in the outer boxes (one word per box).
3. Along each arrow write 1-6 words to make sentences starting with the topic and ending with the key word in the outer box. These words are "connectors". For example:

WHALES are examples of MAMMALS. Why?
(topic) (connector) (key word) (question)

4. Now ask Why? or How? after each sentence you write.
5. Try to find answers to your questions.

