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Using Bloom's Taxonomy

Fairy Stories

Years P-6

<p>Remembering Factual answers, recall and recognition</p>	<p>List all the fairy stories you have heard. Put a star next to those that start 'Once upon a time...'</p>	<p>Name some fairy story characters who are: mean, friendly, or members of a royal family.</p>	<p>Name some fairy stories in which animals play an important part.</p>
<p>Understanding Translating, interpreting, showing understanding</p>	<p>Think about a fairy story you know well. Is there an important message in the story?</p>	<p>Tell a favourite fairy story to a friend.</p>	<p>Make your own cartoon strip about a fairy story.</p>
<p>Applying Using information gained in different, familiar situations</p>	<p>Create a story map of a fairy story of your choice.</p>	<p>Make a model of a beanstalk using twigs, leaves and other natural materials.</p>	<p>Perform a favourite fairy story with a group of class members.</p>
<p>Analysing Break into parts to examine more closely</p>	<p>Select two fairy stories and find as many ways as you can to show how they are the same and how they are different.</p>	<p>Select a main character from a fairy story. Do an A-Z of words to describe what they are like.</p>	<p>Draw pictures of four important happenings in a story of your choice. Challenge a friend to put words to describe what they show.</p>
<p>Evaluating Judge, use criteria, rank, substantiate</p>	<p>Write a letter to the Big Bad Wolf saying what you think of him. Tell him why you think this way.</p>	<p>What would be the most difficult thing about living with a fire-breathing dragon?</p>	<p>What problems would you face if a giant came to live at your house?</p>
<p>Creating Combine information with new situations to create new products, ideas, etc.</p>	<p>Compose a song that Little Red Riding Hood might sing on the way to Grandma's house.</p>	<p>Invent a way to capture a giant without hurting him.</p>	<p>Design a carriage for Cinderella made from something other than a pumpkin.</p>

Using Bloom's Taxonomy

Health and Beauty (Collaborative group activity)

Years P-6

	BODY SHAPE – YOUR CHOICE	FITNESS AND EXERCISE	YOU ARE WHAT YOU EAT	DRUG USE AND ABUSE
Remembering <i>Factual answers, recall and recognition</i>	Display pictures of the human body collected from a range of different magazines.	What are some ways you might increase your level of fitness?	Tell about the role of the five major food groups in maintaining a healthy body.	Define the following: <i>drug abuse, addiction, rehabilitation.</i>
Understanding <i>Translating, interpreting, showing understanding</i>	Make a list of words often used to describe women. Do the same for men.	What are some benefits of regular exercise and a sensible diet?	Develop a set of rules for healthy eating.	Describe some of the symptoms or signs that may indicate that someone has a drug addiction.
Applying <i>Using information gained in different, familiar situations</i>	Prepare a description of a friend. Do not include a description of his/her physical appearance.	Use the information from above to make a picture book for young readers about the do's and don'ts of exercise.	Make up a puppet play using fruit and vegetable characters telling why they are good for the body.	Make a card game where players must match words to do with drugs and their meanings.
Analysing <i>Break into parts to examine more closely</i>	Use a Venn Diagram to depict the lists of male/female qualities you made earlier. Discuss findings in your group.	Prepare a matrix showing names of fitness centres in your area and the facilities available at each one. View some TV ads that feature fitness machines that promise to 'work miracles'. Do a P.M.I. for one such machine.	Make a picture graph of foods you eat over one week. Comment on your graph. Select a range of foods available in the canteen. Rank them from most healthy to least healthy according to your own criteria.	What are possible long and short term advantages and disadvantages for athletes who chose to use performance enhancing drugs? Why do you think some people strongly object to the advertising of 'socially acceptable' drugs?
Evaluating <i>Judge, use criteria, rank, substantiate</i>	Write a strongly worded article supporting the view that advertising agencies should promote realistic body images for both sexes.	Using a range of suitable music tapes, create a 20 minute exercise workout suitable for your class group.	Make up a picnic basket full of interesting food that is both healthy and fun to eat.	Create a humorous cartoon strip that provides useful information about the dangers of drug abuse.
Creating <i>Combine information with new situations to create new products, ideas, etc.</i>	Design an advertisement for a magazine that features the qualities of a friend that you created earlier.			

Taylor's Multiple Talent Model

Years 7-9

Theme: Toys

Decision Making	<ul style="list-style-type: none"> - consider alternatives - evaluate possibilities - justify decisions 	<ul style="list-style-type: none"> - Choose five toys that are popular with children of your age. List them in order of their suitability as Christmas presents. Tell why you selected this order. - Is Christmas time the best time of year? Why do you think so? - Have people lost the real spirit of Christmas? Explain.
Planning	<ul style="list-style-type: none"> - detail path to a specific outcome 	<ul style="list-style-type: none"> - Who would you like to visit you during the Christmas holidays? Imagine they had permission to stay at your house. Plan a list of activities for a week that you could both enjoy. - What would you include on the menu for a class Christmas party?
Forecasting	<ul style="list-style-type: none"> - predict events that may occur - looking at causes and effects of situations 	<p><i>Think about and discuss:</i></p> <ul style="list-style-type: none"> - What Christmas might be like in 100 years time. - What if everyone believed in Santa Claus? - What if Christmas was on a school day and not a holiday? - What if it snowed on Christmas day? - It was reported in the paper that Christmas had to be cancelled this year. Suggest five possible reasons for this.
Creativity	<ul style="list-style-type: none"> - create new meanings - create new relationships - create new products or ideas 	<ul style="list-style-type: none"> - Create a novel way to encourage recycling of Christmas wrappings. - Use the BAR technique (bigger, add, replace) on Santa's sleigh to improve its efficiency, speed or looks. - Design a suit for Santa that is more appropriate for Australian weather conditions. - Create a new decoration for a Christmas tree.
Communication	<ul style="list-style-type: none"> - verbally - non-verbally 	<ul style="list-style-type: none"> - Share the reading of a favourite Christmas story with a small group. - Pretend you are Santa and write his diary for the two weeks leading up to Christmas day. - What questions would you like to ask Santa? Try to list at least five questions.
Academic Dramatic Artistic Musical	<ul style="list-style-type: none"> - fostering diverse special abilities 	<ul style="list-style-type: none"> - Use the alphabet key to generate 'Christmas' words. - Write and perform a play based on Christmas. - Design and construct a pop-up Christmas card. - Invent an dance, song, or mime about Christmas.

Taylor's Multiple Talent Model

Years 10-12

Theme: Energy

Decision Making	<ul style="list-style-type: none"> - consider alternatives - evaluate possibilities - justify decisions 	<ul style="list-style-type: none"> - Choose what you consider to be the ideal solution to powering motor vehicles. Give 5 reasons for your choice. - List several advantages and disadvantages of different energy sources. - Would money be better spent developing a new power source or refining the use of an existing one? Do a P.M.I. on both viewpoints.
Planning	<ul style="list-style-type: none"> - detail path to a specific outcome 	<ul style="list-style-type: none"> - Draw the features that you would like to see included in the design of an energy efficient house. - How can our school community assist in water conservation? - Plan ways the local government authority may save on energy consumption in the local area.
Forecasting	<ul style="list-style-type: none"> - predict events that may occur - looking at causes and effects of situations 	<ul style="list-style-type: none"> - Predict a short term and a long term consequence should the price of fossil fuels be quadrupled next year. - What occupations would be affected should solar energy become a primary source of power? - How do you foresee savings from countries that become more energy efficient being spent? What effect would banning petrol engine cars from city centres have?
Creativity	<ul style="list-style-type: none"> - create new meanings - create new relationships - create new products or ideas 	<ul style="list-style-type: none"> - Create a novel way to encourage recycling of household waste. - Use the BAR technique (bigger, add, replace) on a conventional form of transport to improve its efficiency. - Design a recycling machine/factory/process. - Make an advertising poster for a new energy saving product that you have invented.
Communication	<ul style="list-style-type: none"> - verbally - non-verbally 	<ul style="list-style-type: none"> - Research and develop a video illustrating wasteful practices in energy use. - Plan an 'energy awareness' brochure on recycled paper. - Organise a debate on the topic 'The Sun is our Saviour – Solar energy as the key to future energy supplies'.
Academic Dramatic Artistic Musical	<ul style="list-style-type: none"> - fostering diverse special abilities 	<ul style="list-style-type: none"> - Use the alphabet key to generate 'energy' words. - Write and perform a play based on energy. - Invent an energy dance, song, or mime. - Report on cost advantages (or otherwise) of using natural gas in households in preference to electricity. Collect real data to support your findings. - Construct a model of an energy efficient machine of your own making.

Taylor's Multiple Talent Model

Year(s) -

Theme:

Decision Making	<ul style="list-style-type: none"> - consider alternatives - evaluate possibilities - justify decisions 	-
Planning	<ul style="list-style-type: none"> - detail path to a specific outcome 	-
Forecasting	<ul style="list-style-type: none"> - predict events that may occur - looking at causes and effects of situations 	-
Creativity	<ul style="list-style-type: none"> - create new meanings - create new relationships - create new products or ideas 	-
Communication	<ul style="list-style-type: none"> - verbally - non-verbally 	-
Academic Dramatic Artistic Musical	<ul style="list-style-type: none"> - fostering diverse special abilities 	-