




General Discussion questions and activities

	Useful Verbs Focus area	Sample Question Stems	Potential activities and products	Examples of activities for ICHTM
REMEMBERING	Tell List Describe Relate Locate Write Find State Name Recognise	What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...?	Make a list of the main events. Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the in the story. Make a chart showing... Make an acrostic. Recite a poem.	List the main events in the novel List the main health messages gained from reading the text Choose one of the main characters and describe the main problems he/she faced in regard to effects of alcohol use Considering the use of alcohol by them or others Construct a lotus diagram showing the possible effects of alcohol consumption Make a facts chart about alcohol using information from the text and the internet. Categorise under different headings. Present a television news report on the effects of alcohol and its consequences
UNDERSTANDING	Explain Interpret Outline Discuss Distinguish Predict Restate Translate Compare Describe Summarise Paraphrase Classify	Can you write in your own words...? Can you write a brief outline...? What do you think could of happened next...? Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...? What differences exist between...? Can you provide an example of what you mean...? Can you provide a definition for...?	Illustrate what you think the main idea was. Make a cartoon strip/ storyboard of 10 frames showing the sequence of events. Write and perform a play based on the story. Retell the story in your words. Paint a picture of the most important aspect Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events.	Write a news report about the accident in the text outlining important facts about alcohol use and consequences Prepare a flowchart to illustrate the choices and sequence of events in the text. Does this compare to real life- how and why? Using a jigsaw strategy have different groups of students identify a part of the brain and explain how consumption of alcohol can affect it Have pairs of students answer quiz (alcohol and the brain) questions. Pairs are then given one question each to research and find correct answer to that question Using a dictogloss strategy, students view podcast alcohol and the brain and then in pairs discuss and compare notes. Using these notes, students check for accuracy and then design a class quiz. Discuss and decide who are the main characters as opposed to the secondary characters. Justify your decisions. Compare and contrast two characters and their perspective on alcohol consumption. Write 10 discussion questions on the novel Explain why the novel begins and ends as it does. Explain the purpose of ICHTM Interview a chosen character. Provide quotes from them that answer the question: What do you hope to gain from the publishing of this book. 'Yeah, Okay, we had a few drinks. I topped up Max when he wasn't looking. Sometimes guys do this stuff'. Explain the relevance of this statement and how it impacts upon the messages in the text, ICHTM.

APPLYING	<p>Solve</p> <p>Show</p> <p>Use</p> <p>Illustrate</p> <p>Construct</p> <p>Complete</p> <p>Examine</p> <p>Classify</p> <p>Implement</p> <p>Carrying out</p> <p>Execute</p>	<p>Do you know another instance where...?</p> <p>Could this have happened in...?</p> <p>Can you group by characteristics such as...?</p> <p>What factors would you change if...?</p> <p>Can you apply the method used to some experience of your own...?</p> <p>What questions would you ask of...?</p> <p>From the information given, can you develop a set of instructions about...?</p> <p>Would this information be useful if you had a ...?</p>	<p>Construct a model to demonstrate how it will work.</p> <p>Make a diorama to illustrate an important event.</p> <p>Make a scrapbook about the areas of study.</p> <p>Make a story map to include relevant information about an event.</p> <p>Take a collection of photographs to demonstrate a particular point.</p> <p>Make up a puzzle game utilising the facts from the area of study.</p> <p>Make a clay model of an item in the material</p> <p>Design a market strategy for your product using a known strategy as a model.</p> <p>Write a textbook about... for others.</p>	<p>Considering the theme and messages provided by the text, It Couldn't Happen to Me, defend the following statement and image.</p> <div style="text-align: center;">  </div> <p>Examine the Australian secondary school students' use of alcohol in 2008 Report and construct a graph to show the trend of alcohol consumption for young people aged 12 -17. Using this trend data, construct a timeline to explain what series of events took place to arrive at this trend.</p> <p>Students record the events at various places on the timeline.</p> <p>Build a model of the brain (2D/3D or digital) to demonstrate how alcohol effects its different parts</p> <p>Build a model of the brain (2D/3D or digital) to demonstrate how alcohol effects its different parts</p> <p>Construct a board game based on the facts in the novel</p> <p>Develop a set of questions you would ask an expert on the impact of alcohol on communities.</p> <p>Estimate and research how much money is spent on alcohol</p> <p>Write a persuasive letter using your own research to argue against the sale of alcohol in bottle shops.</p>
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ANALYSING	Analyse	Which events could have happened...?	Design a questionnaire to gather information.	Design a questionnaire to gather information about who drinks alcohol and why people drink or not drink alcohol. Conduct and analyse the data for patterns of responses and present its findings orally or digitally.
	Distinguish	I ... happened, what might the ending have been?	Write a commercial to sell a new product.	
	Examine			
	Compare	How was this similar to...?	Conduct an investigation to produce information to support a view.	Using a Venn Diagram compare and contrast why young people and adults choose to drink or not to drink alcohol.
	Contrast	What was the underlying theme of...?	Make a flow chart to show the critical stages.	Identify and research the costs of alcohol use and its related problems to society. Consider such things as: Health-Related Costs, Treatment Costs, losses in productivity, Premature Deaths, alcohol-related motor vehicle crashes and fires, and alcohol-related crime.
	Investigate	What do you see as other possible outcomes?	Construct a graph to illustrate selected information.	
	Categorise	Why did ... changes occur?	Make a jigsaw puzzle.	Deconstruct an advertisement for alcohol including visual and written text, colour etc
	Identify	Can you compare your ... with that presented in...?	Make a family tree showing relationships.	Reconstruct the same ad outlining the effects and health messages
	Explain	Can you explain what must have happened when...?	Put on a play about the study area	Use a search engine to locate the results of the 2008 national survey on the use of alcohol by Australian secondary school students
	Separate	How is ... similar to ...?	Write a biography of the study person	In pairs, discuss the changes in prevalence of drinking alcohol amongst students aged 12- to 15-years and those aged between 16 and 17
	Advertise	What are some of the problems of...?	Prepare a report about the area of study.	Create trend graphs showing the percentage of students not using alcohol from 1990-2008
	Organise	Can you distinguish between...?	Arrange a party. Make all the arrangements and record the steps needed.	Pair up with another pair to compare graphs and discuss the perceptions people have about rates of drug use by school aged young people and the picture shown by the graphs.
	Deconstruct	What were some of the motives behind...?	Review a work of art in terms of form, colour and texture.	Using a barrier game strategy, have pairs of students construct a cross word puzzle using alcohol facts taken from the text and other research findings.
	Interrogate	What was the turning point in the game?		Construct an experiment to show an understanding of standard drinks. Make sure the experiment is written up as a procedure.
	Find	What was the problem with...?		Explain why the character /events are credible or unlikely.

EVALUATING	Create	Can you design a ... to ...?	Invent a machine to do a specific task.	In groups, students use the POOCH decision making process to analyse scenarios involving alcohol use. Students can use scenarios from the text or compose their own.
	Invent	Why not compose a song about...?	Design a building to house your study.	Each group to select one scenario. Brainstorm and categorise the possible harms associated with the selected scenario addressing the following consequences:
	Compose	Can you see a possible solution to...?	Create a new product. Give it a name and plan a marketing campaign.	- physical
	Predict	If you had access to all resources how would you deal with...?	Write about your feelings in relation to...	- social
	Plan	Why don't you devise your own way to deal with...?	Write a TV show, play, puppet show, role play, song or pantomime about...?	- emotional
	Construct	What would happen if...?	Design a record, book, or magazine cover for...?	- economic
	Design	How many ways can you...?	Make up a new language code and write material suing it.	- legal.
	Imagine	Can you create new and unusual uses for...?	Sell an idea	Prepare a discussion web followed by a debate on the topic:
	Propose	Can you write a new recipe for a tasty dish?	Devise a way to...	Alcohol should be banned
	Devise	Can you develop a proposal which would...	Compose a rhythm or put new words to a known melody.	The price of alcohol should be doubled
Formulate			There should be a legal BAC for all activities (not just driving) when a person is in public and consumes alcohol.	
			Students identify strategies that could be followed to counteract two of the consequences of alcohol consumption.	
			Include the challenges and barriers to these strategies and suggest ways to overcome them.	
			Prepare a list of criteria to judge the suitability of health products and services available for those with alcohol use problems.	
			Collect information on two health services and after judging on the criteria	
			Design a brochure or poster	
			create a web site that advertises their chosen health service in a non-risk manner by dispelling young people's concerns and encouraging young people to use their service.	
			Write/film a video for utube or a scene in a popular teen television programme on the importance of safety around alcohol, using the text as your point of reference or the basis of your discussion	
			Choose three major events from the story and write the cause and effect of each event	
			Students discuss and list situations in ICHTM and other situations involving alcohol and order them from highest to lowest risk, justifying their selections.	
			All books are divisible into two classes, the books of the hour and the books of all time (Ruskin 1865) Which is this text? Explain.	
			Write a newspaper report of the incident outlining the risks and effects of alcohol. Assume that the reporter has interviewed Detective Sgt Richards and Kat's mother. Include their comments in the report.	
			Does each character serve a purpose in delivering a message or adding to the main theme of the book? Why or why not?	
			Produce an advertisement for ICHTM narrative considering its purpose and messages.	

CREATING	Judge	Is there a better solution to...	Prepare a list of criteria to judge a ... show. Indicate priority and ratings	Create a new alternative drink to alcohol, give it a name and a label outlining effects of usage and then devise a marketing strategy.
	Select	Judge the value of...		
	Choose	Can you defend your position about...?	Conduct a debate about an issue of special interest.	Plan and compose an advertising campaign to raise awareness among teenagers of the issues of alcohol use
	Decide	Do you think ... is a good or a bad thing?	Make a booklet about 5 rules you see as important. Convince others.	Page 12 of the narrative, It Couldn't Happen to Me refers to standard drinks. It reads:
	Justify	How would you have handled...?	Form a panel to discuss views, eg "Learning at School."	The Australian standard drink contains 10g of alcohol(equivalent to 12.5 ml of alcohol). A serving of alcohol frequently differs from a 'standard drink' often being larger. For example, for table wine, a standard drink corresponds to 100ml of wine, whereas a typical serve may be 150ml.
	Debate	What changes to ... would you recommend?	Write a letter to ... advising on changes needed at...	What does this mean?
	Verify	Do you believe?	Write a half yearly report.	What is a standard drink?
	Argue	Are you a ... person?	Prepare a case to present your view about...	Do all alcohol drinks have the same amount of alcoholic content? Why/why not?
	Recommend	How would you feel if...?		Does a standard drink vary? Why /why not?
	Assess	How effective are...?		Interactive drink measure activity. http://www.therightmix.gov.au/www/html/741-interactive-drink-measure.asp?intLocationID=741
	Discuss	What do you think about...?		Students design their own way to illustrate an understanding of a standard drink
	Rate			Students are to individually produce an information product, such as a brochure or information chart, which focuses on one risk factor for alcohol use.
	Prioritise			Ask students to: Research selected risk factor.
	Determine			Identify contributing factors for the prevalence of the risk factor. Use health data/statistics to support their choice – how big is the problem? How do the choices made by young people play a role in the problem – both positively and negatively? Identify personal strategies that could be put into place to address the risk factors. Identify strategies government and non-government organisations have introduced to address the risk factors. In a bibliography, students are to list sources of information they have used, including: author, date, place of publication. Make a calendar using illustrations and facts from the text, marketing the idea of safety around alcohol Create a consequence circle illustrating how the use of alcohol affects the individual, others and the community. As a class, combine the results and categorise the consequences. Produce an information product/advertisement with a road safety message Write a poem that expresses the views of one of the characters Write an article about the author and why she wrote this novel. Design key questions for a group discussion about individuals, groups and different levels of government response to alcohol management practices. Re-arrange the plot events using a different order. Explain the impact on the consequences of this decision and its (if any) benefit/s.

Applying Bloom's Taxonomy

Example

Bloom's Digital Taxonomy Pyramid.

Click on the link

<http://faculty.indstate.edu/spenney/bdt.htm>

to go to the Website with the Web2.0 resources hyperlinked for you!



Bloom's Digital Taxonomy isn't about the tools or technologies rather it is about using these to facilitate learning. Outcomes on rubrics are measured by competence of use and most importantly the quality of the process or product. For example. Bookmarking a resource is of no value if the resource is inappropriate, invalid, out of date or inaccurate.

Bloom's Digital Taxonomy lends itself to problem and project based learning where the student must work through the entire process of development and evaluation. The 21st Century Fluency Projects 6D model for Solution Fluency is an excellent example of how to work through the project or problem based learning frame work.

Teachers' digital toolbox

Teachers can use these links to assist with class work, research and assignments. Some links contain executable (exe) files that require installation

http://www.curriculumsupport.education.nsw.gov.au/digital_rev/libraries/toolkit/index.htm

Related links

The Tools+ area found at:

<http://www.tale.edu.au/tale/components/rtp.jsp?src=alo&muid=000000&aleUserId=-445990256&userType=u&username=>

provides access to tools and resources that support software applications provided under DET programs such as: Digital Education Revolution - NSW, Connected Classrooms Program (CCP) and Technology 4 Learning

Digital citizenship

http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/LRRView/13625/documents/teaching_notes.pdf