

| BLOOMS | REMEMBER | UNDERSTAND | APPLY | ANALYSE | EVALUATE | CREATE |
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| THINKERS KEY | INFO | QUESTION | ACTION | PURPOSE | REFLECTION | CHALLENGE |
| Stage 1 | Make a list of 10 facts you know about your inquiry focus | Think of 1 deep question that you can ask about your inquiry focus | Write down 3 steps you will need to take to answer your question | State the reason for your inquiry and what you want the end result to be | What am I doing well in inquiry? What can I improve on in inquiry? | Think of something you want to happen with your inquiry and say how it could happen |
| Stage 2 | Make a list of 10 facts you know about your inquiry focus and 10 facts you would like to know | Think of 3 deep questions that you can ask about your inquiry focus | Write down the steps you will need to take to answer one of your questions and how you will know you have completed it | State the reason for your inquiry. Brainstorm what you want the end result to be and how you will achieve that | What am I doing well in inquiry and why? What can I improve on in inquiry and how? | Think of an impossible solution to your inquiry question then think of two ways to solve the problem |
| Stage 3 | Make a list of 10 facts you know about your inquiry focus and 10 facts you would like to know, compare with a buddy and come up with the 10 most important | Think of 3 deep questions that you can ask about your inquiry focus and 2 ways that you can answer each one | Write down the steps you will need to take to answer one of your questions and the SC for each step | State the reason for your inquiry. Brainstorm what you want the end result to be and how you will achieve that. Now brainstorm what you don't want the end result to be and how you will avoid that. | How do I feel about my inquiry? What could I improve about my inquiry? What is my next step with this inquiry? | Think of two impossible solutions to your inquiry question – one solution for use underwater and one for use in space. Now think of two ways to solve each problem |
| THINKERS KEY | RUBRICS | PURPOSE | DECISIONS | THREE WHYS | CONSEQUENCES | BRAINSTORMING |
| Stage 1 | Fill in a simple 2 stage rubric for a science experiment you have seen in class | Think of a reason for why you want to ask that deep question | Find 2 good and 2 bad points about the question you want to investigate | Make a statement about your inquiry and justify "why is that?" | What is one consequence of your inquiry that will affect others? | Brainstorm 5 things to create for market day using your inquiry learning |
| Stage 2 | Create a simple 3 stage rubric for a science experiment you have seen in class | Think of a reason for why you want to focus on each of the questions you have thought of | Create a table with 3 criteria to analyse 1 of your questions | Make a statement about your inquiry and justify "why is that?" then "why is that?" then "why is that?" | What are three consequences of your inquiry that will affect others? | Brainstorm 5 things to create for market day using your inquiry learning – now think of a variation on each idea |

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| Stage 3 | Create a 5 stage rubric for a science experiment you have conducted in class | Brainstorm what you don't want to investigate and come up with one focus for each of your inquiry questions | Create a table with 3 criteria to analyse 2 of your questions and make a decision about which is most suitable and why | Make a statement about your inquiry and justify "why is that?" then "why is that?" then "why is that?" then "why is that?" | What are the social, environmental and financial consequences of your inquiry that will affect others? | Brainstorm 5 things to create for market day using your inquiry learning – state how that would work underwater and how that would work in space |
| THINKERS KEY | BRAINSTORMING | PERSPECTIVES | IMPROVEMENTS | PERSPECTIVES | PURPOSE | COMBINATION |
| Stage 1 | Make a brainstorm of 5 science facts you have learned | Science is fun – yes or no and why? | Think of 1 thing to improve about science at school and 1 way to improve it | What is good about your inquiry? What is not good about your inquiry? | What change has happened because of your inquiry? | Think of two science objects and how they can combine to make something new |
| Stage 2 | Make a brainstorm of 15 science facts you have learned | Science is important but not fun – yes or no and 3 reasons why? | Think of 3 things to improve about science at school and a way to improve each one | Use a venn diagram to say what is good about your inquiry and what is not good about your inquiry – what is in the middle? | What three changes have happened because of your inquiry? Name one change in your learning. | Using the combinations matrix, think of four science objects and how they can combine to make something new |
| Stage 3 | Make a brainstorm of 15 science facts you have learned and how they can be used | Persuade the school to build a science lab by writing a letter to the principal | Think of 3 things to improve about science at school and 2 ways to improve each one and how that can happen | Brainstorm what is good about your inquiry and why, and what is not good about your inquiry and how you can change that | Name a positive and a negative change that has happened because of your inquiry. Name three changes in your learning. | Using the combinations matrix, think of four science objects and how they can combine to make something new that can be used in space and underwater |

Refer to Tony Ryan's Thinkers Keys for examples and details of each Thinkers Key. Pick and choose elements to suit each class/group through the inquiry process.

Key:

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| | Critical |
| | Creative |