

# Social media storm

Bloom's taxonomy presentation



The first column is allocated a number 1-6 and each one has a number of tasks. You can decide on which tasks you complete from each column and how many you do, however they must add up to at least six and only a maximum of one task is allowed from 'Remember'.

Refer to the marking criteria on the last page for task expectations.

## Remember (1)



- Use the <https://www.doodlebuddy.co> app to express what you know about your topic.
- Complete a sounds like, feels like, looks like Y chart to highlight the attributes of someone and a second Y chart that highlights the attributes of a positive approach as compared to a negative approach to your topic area.
- Using <https://bubbl.us>, brainstorm relevant information about your topic.
- Find pictures from magazines and create a collage that shows a range of different skin types. Why not try <https://piccollage.com> to create it?
- Use **Wordle.net** to make a collage of words representing your topic area.
- Locate a case study/newspaper article/video on a person with an issue relating to your area. Highlight the key points.
- Display your knowledge of your topic on flashcards (<http://www.cram.com>).
- Conduct a **SWOT Analysis** on your topic area and write a one-page summary report on your findings.

## Understand (2)



- Design a <https://kahoot.com/quiz> or crossword that outlines key aspects of your topic.
- Create a card game using <http://www.cram.com>.
- Create your own jeopardy game using <https://jeopardylabs.com>.
- Make an A-Z alphabet book with words or pictures about your topic, starting with each of the letters of the alphabet. You may like to use <http://storybird.com> or the *Story Creator* app to create it.
- Find a poem or song about your topic and explain the key message/s portrayed.
- Find three relevant scenes from a movie and explain how they may impact your topic area. Use <https://www.studiobinder.com> storyboard templates.
- Create a **Venn diagram** that represents the similarities and differences between two aspects of your topic.
- Find relevant statistics relating to your topic to draw conclusions in a one-page report or oral presentation.

## Apply (3)



- Write a poem or song about your topic. You may decide to include aspects about the media, peers or gender differences. Why not use <https://www.poem-generator.org.uk> or <https://www.song-lyrics-generator.org.uk>
- Write a letter to the editor of a popular fashion magazine either supporting or refuting their viewpoints on a controversial issue within your topic area using [this structure](#).
- Use <https://www.apple.com/au/imovie>, <https://www.powtoon.com> or <https://spark.adobe.com> to educate young people about the importance of your specific topic area.
- Find relevant statistics relating to your topic area and draw conclusions in a one-page report or oral presentation.
- Write hypothetical diary entries of a young person who has made some positive steps towards developing an aspect of your topic area.
- Interview three people from different generations in relation to your topic area to determine the different factors influencing their opinions. Submit your interview and questions in any format.
- Draw a four-frame cartoon showing two characters discussing your topic.

## Analyse (4)



- Create a **podcast** that includes interviews with young people about your topic area. Interpret and present your results.
- Analyse your school in relation to your topic area. Present your findings in a format of your choice.
- Compare and contrast how three famous individuals relate to your topic area. Address how each individual is influenced positively and negatively. You may want to also discuss the media's influence.
- Analyse the social pressures placed on young people to conform in relation to your topic area. Consider the media's message, the ethnicity of people portrayed, demographics and location. Present your analysis in any format.

## Evaluate (5)



- Evaluate the role that the media can have in developing a positive view of your topic area; present your ideas in your chosen format.
- Conduct research of your class to determine their opinions in relation to your topic area. Consider using:
  - <https://docs.google.com/forms>
  - <https://www.surveymonkey.com>
  - <http://poldaddy.com>
  - <http://onlinecharttool.com>
  - <https://www.mentimeter.com>
  - <https://www.polleverywhere.com>
- Imagine you are advertising executive. Pitch your ideas to a panel of magazine editors to convince them to include an article about a topic area of your choice.
- Evaluate whether your school is supportive of your topic area. What changes could be made to make the school more accommodating of what is required to be successful?



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## Marking criteria

Name \_\_\_\_\_

Task choices \_\_\_\_\_

	Excellent (5)	High (4)	Substantial (3)	Satisfactory (2)	Elementary (1)
<b>Understanding of the concepts relating to the content</b>	<p>Extensively applies knowledge and understanding to portray strong messages relating to the topic area.</p> <p>Displays deep understanding as concepts and thoughts are their own.</p>	<p>Forms opinions and critiques relevant information to analyse the topic area concepts. Knowledge and understanding is thorough.</p> <p>Displays some depth of understanding as concepts and thoughts are predominately their own.</p>	<p>Evidence of a sound understanding is clearly demonstrated in a selected medium.</p> <p>Understanding represented through the use of ideas from other sources. May include some original thought.</p>	<p>Explains basic concepts.</p> <p>Makes some links between understanding and other sources.</p>	<p>Recalls relevant information relating to the topic.</p>
<b>Evidence of research and inquiry</b>	<p>The process of research and inquiry is extensive and has a significant impact on the final product.</p>	<p>The process of research and inquiry is significant and has an impact on the final product.</p>	<p>Some research processes are recognisable and are reflected in the final product.</p>	<p>Basic inquiry is conducted that may have some bearing on the final product.</p>	<p>The final product is constructed around personal experience.</p>
	<p>Gathered information from a broad range of quality and reliable sources.</p>	<p>Gathered information from a range of reliable sources.</p>	<p>Gathered information from mostly reliable sources.</p>	<p>The reliability of the source used is questionable.</p>	<p>Information is not reliable.</p>
<b>Authenticity</b>	<p>All work is the student's own and additional information is correctly credited.</p>	<p>All work is the student's own and additional information may be correctly credited.</p>	<p>Most work is the student's own and additional information may be correctly credited.</p>	<p>Some work is the student's own.</p>	<p>Some work may be the student's own.</p>
<b>Final product/ presentation of findings and ideas</b>	<p>Presents findings/ final product in a concise and/or original &amp; creative manner.</p>	<p>Presents findings/final product in a clear manner and/or some creativity is present.</p>	<p>Presents findings/final product in basic format. Basic evidence of creativity.</p>	<p>Presents findings/final product in basic format. Limited evidence of creativity.</p>	<p>Submits findings/final product for marking.</p>
	<p>Final product is clearly linked to research findings.</p>	<p>Final product is linked to research findings.</p>	<p>Final product has some links to research findings.</p>	<p>Final product has limited links to research findings.</p>	<p>Final product has no link to research findings.</p>

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