The Goldenhope Foundation Chatterboxes.

This chatterbox is the one used in the NO MEANNESS interactment

IPSO (Individual, Place, Situation, Outcome) linear progression risk management Chatterbox.

Risk management questions the possible harmful effects of the IPSO scenarios and what strategies could be implemented.
Students develop their own IPSO chatterbox using the provided template and discuss the various outcomes. Multiple scenarios can be created depending on the choices made. Students working together or individually can assess each scenario and come up with a possible outcome and develop a strategy for this scenario. They should question the possible harmful effects of each scenario and discuss what could be done (strategies) to prevent or reduce these harmful effects .These strategies could be written in the last triangle. Individual or class/group discussion would bring out possible strategy experiences and reinforce resilient behaviour.

WHY THE CHATTERBOX APPROACH
Extracted and edited from a paper by **RoadSafe Central Victoria Community Road Safety Council and The Goldenhope Foundation.**

Most students have messed around with chatterboxes of some sort or another and are familiar with the fun way in which they have been used to communicate jokes, feelings and messages. They are easy to make and are fun to play with and construct. The chatterbox can be positively used as a most effective teaching and learning tool.

The chatterbox encompasses most of the multiple intelligences in its use.

Visual and Spatial	Use of colour, patterns and diagrams.
Verbal linguistic	Writing, discussion, description.
Logical mathematical	Patterns, logical procedures and sequences.
Kinaesthetic	Construction, hands on, movement.
Interpersonal	Sharing, teamwork, discussion.
Intrapersonal	Reflection, personal experiences.

The chatterbox is ideally suited for the Visual, Audio or Kinaesthetic learner and are fun to make either as a team initiative or as a personal/ individual response or task. There is ownership in their fabrication and the process and the outcomes involved. The chatterbox can be used as a personal reflective tool or as a team or shared reflection process. It can be used as a re-enforcement tool or to investigate strategies or consolidate an idea or direction. The black line chatterboxes benefit from using colour as identifying elements. Colouring in, at times, can reflect an emphasis that students may want to signal as a personal experience or a problematic scenario.

CHATTERBOX AND HYPERSPACE

Extracted and edited from a paper by **Margaret Turner, Electronic Media, Computer Based Art and Design, Faculty of Arts and Social Sciences, University of the Sunshine Coast, Maroochydore, Qld, 4558.**

A child's game of seeming random consequences it is suitable for creating multiple experiments into different structures of content. The Chatterbox encompasses many of the qualities required in a conceptual tool. The chatterbox tool starts with assembling the clusters of ideas or concepts placed in the net or web created by the fold lines in the Chatterbox schema. Before folding, the chatterbox is a surface into which ideas spread from around the edges and proliferate towards each other, with interference and overlap. The entry or starting points, or just provocative ideas, are placed around the perimeter. The development ideas go inward toward the centre. Order in this filling process may or may not be important. Into the centre goes possible conclusions or links to further exploration. This stage of the tool will generate collisions and coincidence that requires ideas already entered on to the surface to change, be rubbed out, be confirmed and amplified.

The fold into a Chatterbox tool produces more opportunity for development as ideas are layered over and under each other. Some ideas are concealed from things they ought to belong to, others make unforeseen alliances, still others reveal themselves as crucial strands. Immediately it is obvious that the folding creates a lateral flow around the circumference of the Chatterbox that links different corners (ideas) in a new and intense way More revelation and confirmation of content are revealed with the tool in operation. The operation of the Chatterbox can be opportunistic according to the wishes of the participants, or it can be determined and choices based on prior knowledge, that is the control of the outcomes can be given to the participant. At the beginning of any interaction, the tool is quiescent. Bring it to life and the surface activates a process of unfolding action. The action of the tool opens some possibilities while closing other, brings some things together and separates others. It allows movement between ideas, it teases out complexities and joins the unexpected. Flaps lift up and yet more is available. The tool represents a permeable information space in which are a range of possible answers or conclusions or links to additional, complex, and maybe more complete information. Where two bits of dissimilar information came into close proximity, their collision generates new ideas. The progression through the content via manipulation of the tool unfolds the surfaces of branching connections and relationships. In this explication it can be seen that the Chatterbox's flat surface of content operates in more than two dimensions. The surface is not superficial at all.

Conclusion: The Chatterbox is a surface full of content.

•   It moves.
•   It maps relationships.
•   It is interactive - by one's self or with others.
•   It is transportable - fold it flat and fax it.
•   Its movement can be arbitrary or determined.
•   It has depth as well as surface.
•   It can be unfolded to suit other formats of presentation (print)
•   It can be folded into different shapes. (e.g. boat; or plane.)
•   It can connect both hierarchically and opportunistically
•   It can be image and text and sound (the operator can speak as the tool operates).
•   It is simple and holds complex ideas in a connectible format