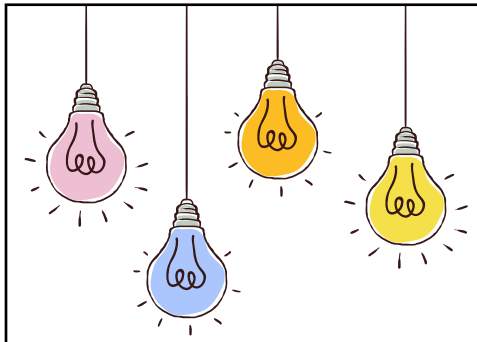
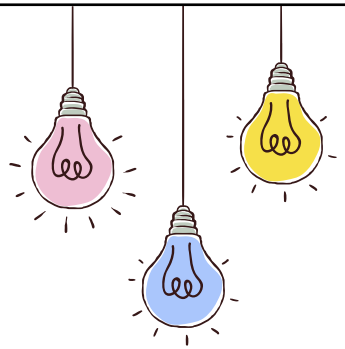


Unlocking Gifted Creativity in the Classroom:

Day 2: Curricular Tasks & STEM

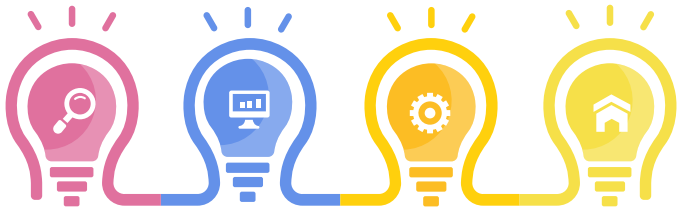
Nicole Belden 2023:
UCONN Confratute

Goals



1. Leave with a list of ideas for implementing low-risk, STEM-based creative tasks in your classroom
2. Have a framework for the implementation creative challenges

Overview



Research
What the research says about creativity & giftedness

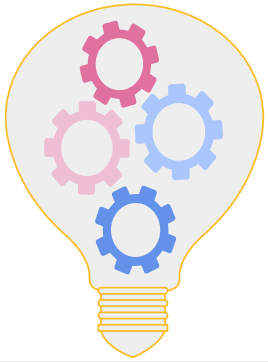
Spark
Low-risk, big-reward activities

STEM
Challenges Thematic, Curricular Tasks

Tier III
Enrichment Hour:
→ Know Thyself
→ Service-Learning
→ Genius Hour

STEM/STEAM

STEAM is an approach to learning and development that integrates the areas of science, technology, engineering, art, and mathematics.



"STEAM education approach increased both the figural and verbal creativity scores of the students"
(Ozkan & Umdu Topsakal, 2021).

Read Alouds to Introduce STEM

1

The Most Magnificent Thing
Ashley Spires

2

What Can You Do with an Idea?
Kobi Yamada

3

Rosie Revere, Engineer
Andrea Beaty

4

Izzy Gizmo
Pip Jones

Shoestring Budget STEM

1 — Materials

2 — Build

3 — Reflect

Shoestring Budget STEM

1

Materials List

-recyclables
- ➔ Cardboard boxes & tubes
- ➔ containers

-wish list (to families & district)
- ➔ Batteries
- ➔ plastic storage containers
- ➔ Duct tape
- ➔ Masking tape

Shoestring Budget STEM

2

Build

- ➔ Pull-Out Quarter Focus
  - Engineering Challenges
- ➔ Push-In Curricular Tasks
  - Interdisciplinary Units (ELA/SS/Science)

2

Build:
A Long Walk to Water

Shoestring Budget STEM: Interdisciplinary Challenge

What opportunities for creativity and collaboration are present in the novel?

What science and/or social students are presented in the novel?

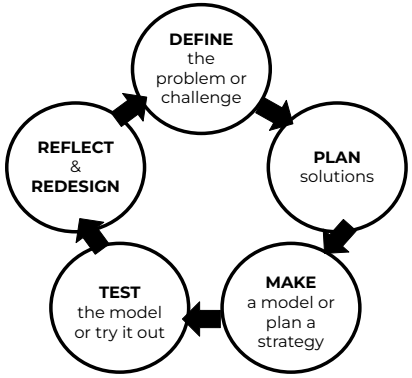
What engineering ideas are presented in the novel?

https://twitter.com/MomentBulb/status/1564362740931518469?s=20

2

Build

Problem-Solving Process



2

Build:
Lesson Flow

STEM Challenge

- ➔ Entry Event: Notice & Wonder
  - Video clip
- ➔ Challenge announced - materials & limitations
- ➔ Individual Design Time
- ➔ Visible, Random Groupings
- ➔ Group Collaboration & Worktime
- ➔ Curveball
- ➔ Reflection

Mars Descent Vehicle Challenge (MDV)

SAGESMANIA.COM

Learning Targets

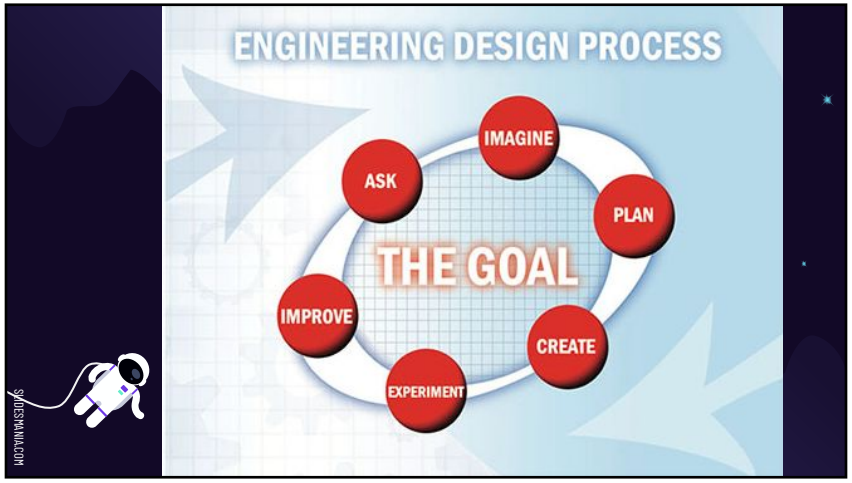
I will be able to use critical thinking and problem-solving skills to complete the challenge.

I will be able to work collaboratively with my team to complete the challenge.

STEM Challenge Helps/Hurts

Not Helpful	Helpful

• Interrupting others
• Not trying/No effort/Not contributing
• Not communicating with group
• Being disrespectful
• Ignoring group members
• Dominating the group
• Having side conversations
	• Listening to group members
	• Cooperating
	  ○ Talking to one another
	  ○ Working together
	  ○ Staying with the group
	  ○ Getting along with group members
	• Sharing all ideas
	• Being kind
	• Staying on-task
	• Open to new ideas
	• Respecting others' ideas
	• Accepting and giving constructive criticism
	• Accepting and giving feedback



Mars Video: Thinkpad Notice and Wonder

Challenge #1: Mars Descent Vehicle (MDV)

Background:

Landing on Mars is tricky. A lander headed to Mars might go up to 13,000 miles (21,000 kilometers) per hour. To land gently, these spacecraft need to slow down before touching the surface to keep the astronauts safe.

Challenge #1: Mars Descent Vehicle (MDV)

In this challenge, you will design and build a lander that will protect two "astronauts" when they touch down.

Your team will follow the engineering design process to design and build a ***shock-absorbing system*** out of simple materials; and improve your design based on the results of your test landings.

Design

STEM Challenge Planning Sheet

Ask: What is the problem that needs to be solved?

Imagine: What are possible solutions?

Plan: What will your design look like? Draw a diagram taking into consideration the materials your team has been given.

Visible Random Groupings

Design

Using the STEM Challenge planning sheet, work with your group to create a design for your MDV.

Take into consideration the materials you will be given.

You can *only* use these materials when creating your group's MDV that has shock-absorbing properties to protect your astronauts.

Curveball:
Your team's MDV must survive being dropped from several different heights (chosen by the teacher).

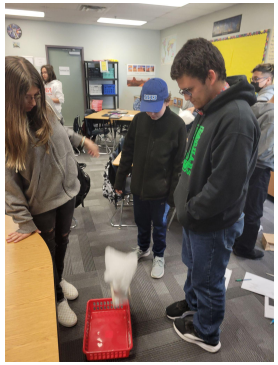
Thinkpad Debrief:
How did you and your group think like engineers during this challenge? Give specific examples.

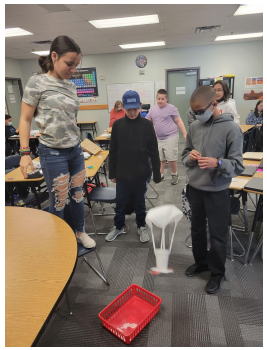
How were courage and/or perseverance shown in this Mars Challenge?

Shoestring Budget STEM

2

Build: Mars Descent Vehicle

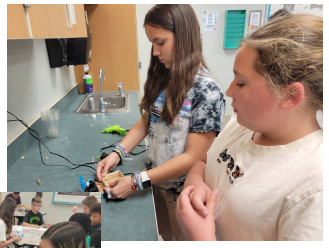


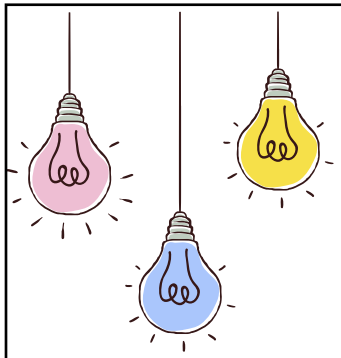


Shoestring Budget STEM

2

Build: Mars Rovers





the creative process:

1. This is awesome!
2. This is tricky.
3. This is terrible.
4. I am terrible.
5. This might be ok.
6. This is awesome!
7. I am awesome!

Shoestring Budget STEM

2

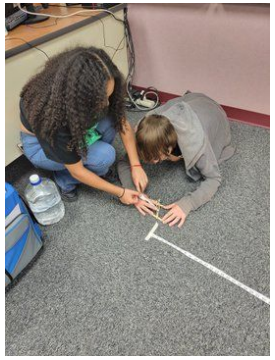
Build: Lightning Thief

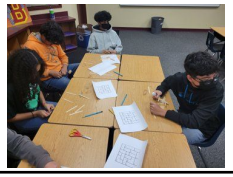
Pull-Out Stand Alone Challenges Grades 3-8

- 45-60 minutes
- Stand alone tasks under the theme
  - Thinking like an Engineer
  - STEM Challenge
  - Space Challenges
- Low prep, bulk materials
- Materials prepped, sorted, and portable

Pull-Out Stand Alone Challenges Grades 3-8

Build: Pull-Out





Push-In Creativity Challenges

- 30-45 minutes
- Stand alone tasks under the theme of Creative Thinking
- FFOE Focus

Push-In Creativity Challenges

1/27 - Creativity Challenge: Loose Parts
2/03 - Critical Thinking Challenge: Aces, Jumble, Zilch
2/17 - Creativity Challenge: Draw Starts
2/24 - Creativity Challenge: Circuits
3/10 - Creativity Challenge: Origami
3/24 - Critical Thinking Challenge: Analogies & Forced Analogies
3/31 - Creativity Challenge: Origami
4/14 - Critical Thinking Challenge: Rebus Puzzles
4/21 - Creativity Challenge: Loose Parts #2
4/28 - Critical Thinking Challenge: Circle Logic Puzzles
5/5 - Creativity Challenge: Re-Do of Loose Re-Do (Day #1)

Creativity Challenge: Loose Parts

Learning Targets

- I will be able to think fluently to brainstorm ideas.
- I will be flexible in my thinking to complete the task.
- I will be able to elaborate on my ideas to complete the task.

Fluent
Flexible
Original
Elaborate

Warm-Up

Wouldn't it be great if my

_____, could

_____.

Warm-Up

Wouldn't it be great if my **pencil,** could **be activated by my voice.**

Warm-Up

Wouldn't it be great if my

_____, could

_____.

Creativity Challenge: Loose Parts

Using only the provided materials, create something that solves a problem.

Think Time: Fluency & Flexibility

- **Brainstorm**
- **Sketch**

Create

Using only the provided materials, create something that solves a problem.

Gallery Walk

Looking with only your eyes, what problem did your peers solve?

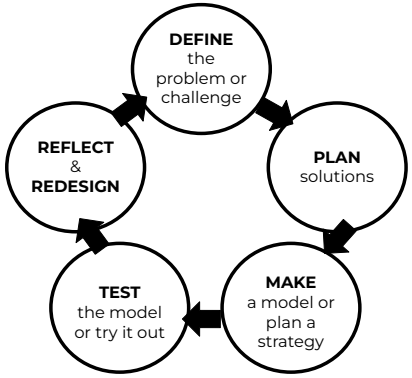
How did they solve it?

Exit Ticket

FFOE: What did you use and how?

Reflect

Problem-Solving Process



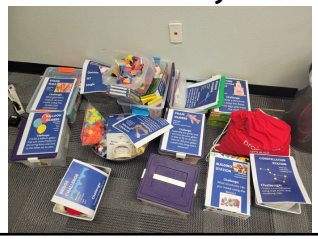
Reflection

Shoestring Budget STEM

1. What was the problem or challenge?
2. How did you plan solutions, and who did you plan with?
3. What did you do to make a model or plan a strategy?
4. When you tested your model or tried out your strategy, did it work? What happened?
5. Take a moment to reflect on what went well and what you would change if you did this challenge again.

District Wide Gifted Family Nights

➔ 3 times a year



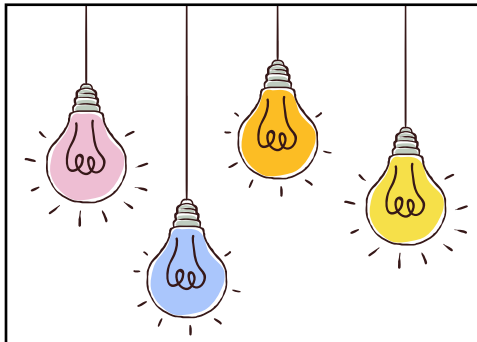
Questions?

Thank You

nbelden@besd33.org

@MomentBulb

@BESDGifted

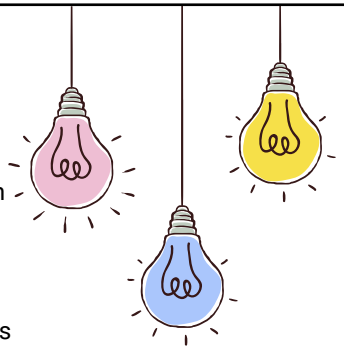


Unlocking Gifted Creativity in the Classroom:

Day 3: Enrichment Hour Tier III Tasks

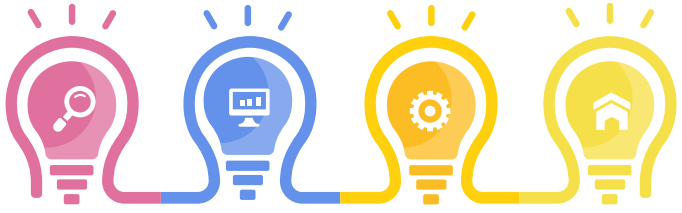
Nicole Belden 2023:
UCONN Confratute

Goals



1. Leave with a list of ideas for implementing creative tasks in your classroom
2. Have a framework for the implementation of Tier III tasks

Overview



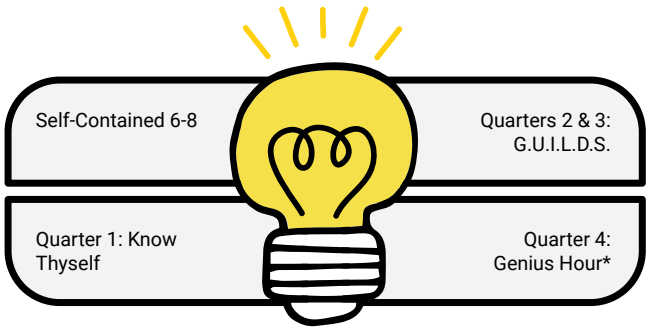
Research
What the research says about creativity & giftedness

Spark
Low-risk, big-reward activities

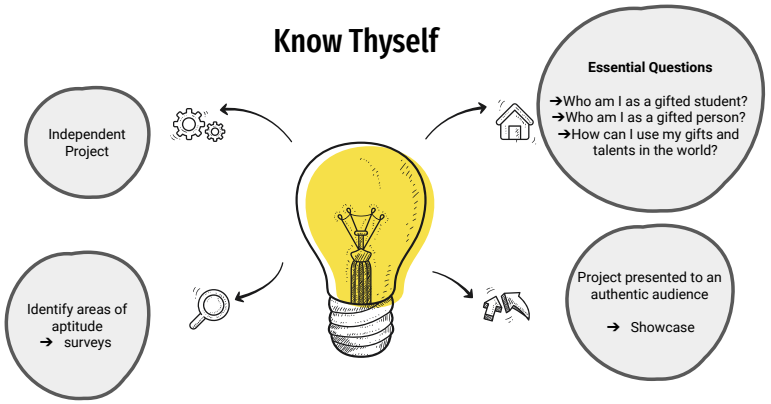
STEM
Challenges Thematic, Curricular Tasks

Tier III
Enrichment Hour:
→ Know Thyself
→ Service-Learning
→ Genius Hour

Tier III



Know Thyself



Final Product for Showcase #1

- At least 3 Choice Menu Components
- Visual: ½ Trifold displaying choice menu products
- Speaking: 1-2 minute talking points, expectations for professionalism

Areas of Focus

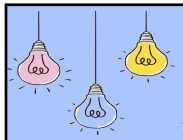
As a student, as a person, and for the future:

- What are your interests?
- What do you like about yourself that you're going to nurture this year?
- What about yourself do you know needs work? What work will you do this year?

Choice Menu for Visual Component

1. Resumé
2. Advertisement
3. Book Cover for your Autobiography
4. Brochure
5. Recipe for Your Success

Pick 3!



Know Thyself Enrichment Hour Components' Choice Menu

Resume
Create a resume that includes an objective (a sentence that summarizes the information you gathered from the surveys and interview), your education thus far, aspirations for high school and after high school, awards, activities/hobbies, skills, and at least three references. Your resume must be created using your computer. Grammar and spelling must be correct.

Advertisement
Create an advertisement about yourself that showcases your skills, aptitudes, and any information that would be important for a future endeavor (a job, entrance into a college, etc.). Your advertisement of yourself must be on at least a 8.5" by 11" piece of paper with a slogan about yourself. There must be a color sketch or photo of yourself that includes your traits/attributes from the surveys you completed. This may be handwritten or created on the computer. Grammar and spelling must be correct.

Book Cover
Create a book cover for your (fictional) autobiography. Your front cover must include: title, author (your name), and an image. The inside flap must include a paragraph summary of information from your surveys and interview. The back inside flap must have a brief autobiography about yourself with at least five details. The spine of the cover must include the title and your name.Grammar and spelling must be correct.

Brochure
Create a three-fold brochure using at least 8.5" by 11" paper. The front fold must have a title and picture. Your brochure must contain a combination of text, graphics and/or photos. The information from your surveys and interview must be in paragraph form with at least five facts. An autobiography should be included as well. You may create your brochure by hand or using the computer. Grammar and spelling must be correct.

Recipe for Future Success
The recipe for your future success can be handwritten or typed on an 8.5" by 11" piece of paper. You must include a list of ingredients with a measurement for each. A numbered list of steps explaining the process to create your personal success must also be included. Grammar and spelling must be correct.

Expectations for Speaking Component

1. Words are clear, concise, and at a consistent volume
2. Appropriate eye contact
3. Professional and appropriate body language
4. Well organized and logically sequenced
5. Well-timed (didn't end early, didn't go long)

LU Enrichment Hour Rubric

Criterion	YES/NO	How I know that is . . . (What is my evidence?)	Self-Reflection (I still need . . . Next time I will . . .)
I have recognized my **interests** (NAGC 1.1. Self-Understanding).			
I have recognized my **strengths** (NAGC 1.1. Self-Understanding).			
I have recognized my **cognitive needs** (NAGC 1.1. Self-Understanding).			
I have recognized my **social-emotional needs** (NAGC 1.1. Self-Understanding).			
I accepted **feedback** from my peers.			
I used the **feedback** from my peers to refine my project.			
My **driving question** is relevant to my chosen topic (Summit Learning).			
My **driving question** is researchable. (Summit Learning).			
My **driving question** helped me to build on disciplinary knowledge. about the topic (Summit Learning).			
Habit of Success: Self-Direction I showed self-direction because I needed little to no help working during Enrichment.			
Habit of Success: Perseverance I was able to bounce back when things didn't go my way.			
Habit of Success: Self-Efficacy I believed I could create a product of interest to share with the public.			

Research Component

Personality Survey: True Colors

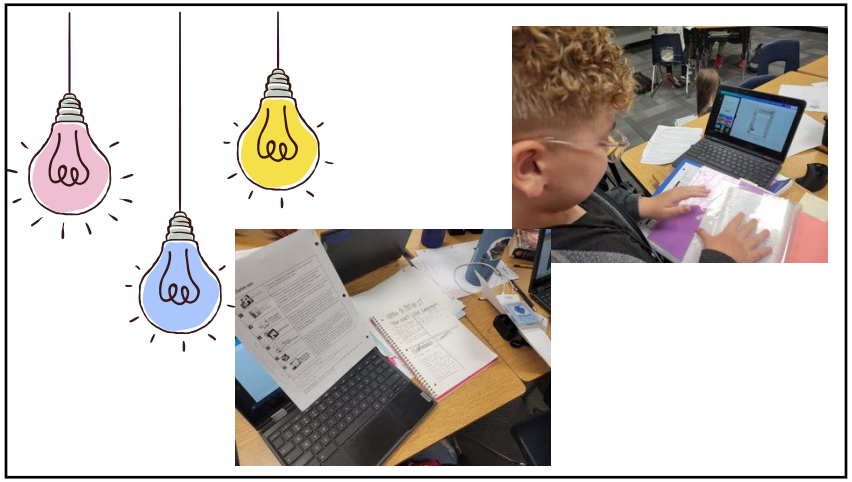
Multiple Intelligences Survey

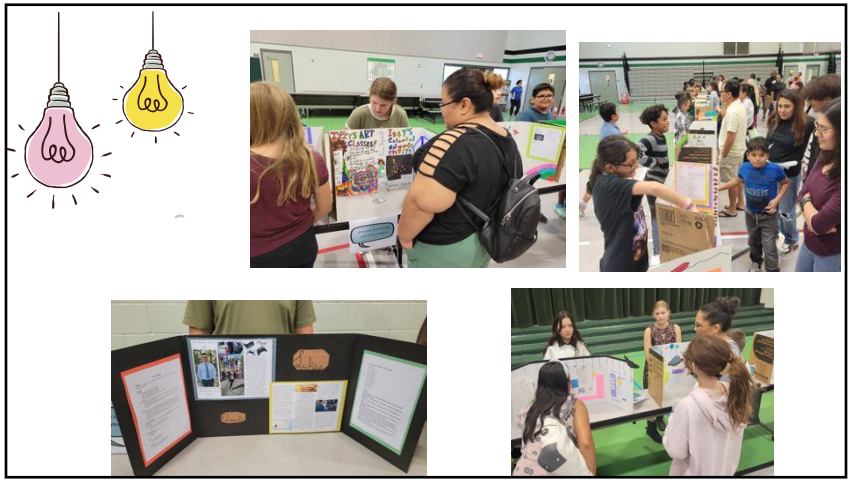
Learning Styles Survey

Love Languages Survey

Career Survey

Area(s) of Gifted Qualification





G.U.I.L.D.S.: Gifted Unique Individuals Learning Diverse Skills

Cooperative Service Learning

Students choose an issue that they are passionate about

Leveraged "Know Thyself" projects
→ Grouped by passion
→ Submit Project Proposal
→ Umbrella Question
→ Breakdown the process
→ Realworld

Project presented to an authentic audience
→ Showcase

Service Learning

According to Soslau and Yost (2007) “It is critical that educators understand that **service learning is a viable instructional strategy** that not only involves students in solving problems in their communities but as a vehicle for learning. Students who are actively engaged in their own learning **take ownership** of it and thus are **more motivated to learn**” (p. 52).

NAGC Standards

1.4.2. Educators identify outside-of-school learning opportunities and community resources that match students’ interests, strengths, and needs.

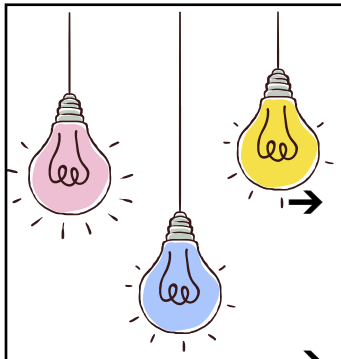
3.1.7. Educators integrate a variety of technologies for students to construct knowledge, solve problems, communicate and express themselves creatively, and collaborate with others in teams locally and globally.

3.6.2. Educators use school and community resources to support differentiation and advanced instruction appropriate to students’ interests, strengths, and academic learning needs.

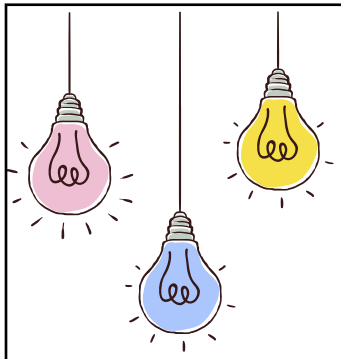
4.2.3. Educators assess and provide instruction on psychosocial and social and emotional skills needed for success in school, their community, and society.

4.4.3. Educators provide structured opportunities to collaborate with diverse peers on a common goal.

5.4. Collaboration. Students with gifts and talents are able to continuously advance their talent development and achieve their learning goals through regular collaboration among families, community members, advocates, and the school.



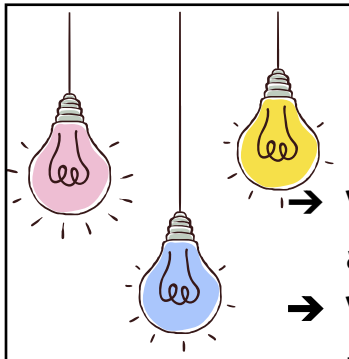
- **4 C’s:** Communication, Collaboration, Critical Thinking, & Creativity
- Global Empathy
  - How can we be changemakers?



Kick-Off

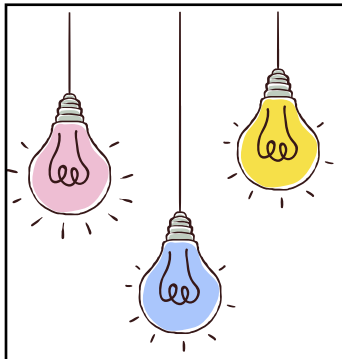
-6th grade video: Kansas City, MO, 7th grader created a Rubik’s Cube for visually impaired people.

-7th/8th: Ted Talk (Vacya Tipa) - Service Learning and the Power of One



➔ What are you passionate about?

➔ What changes do you feel need to be made in our community?

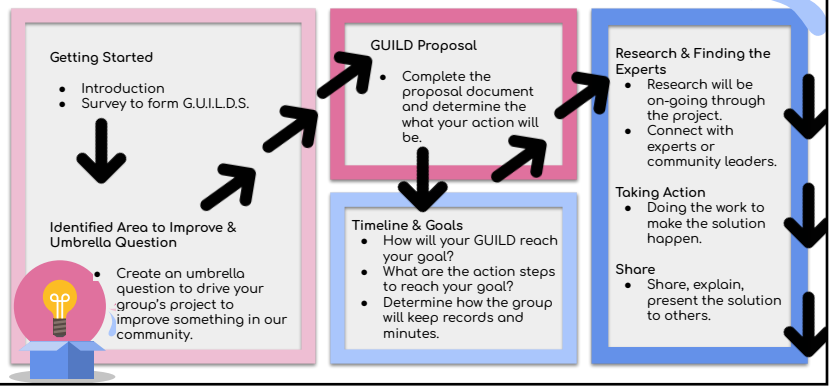


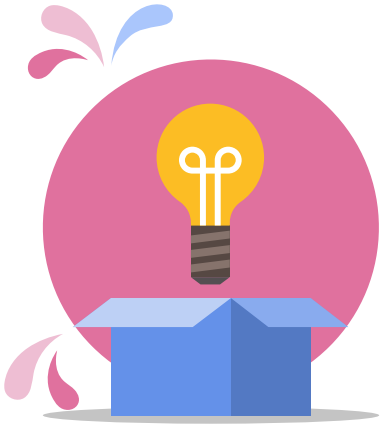
Groupings based on interest - 3 members

What is our timetable?

What are the action steps?

G.U.I.L.D.S. Overview





Conscious Empathy

CONSCIOUS EMPATHY

Being aware of and sensitive to the feelings, thoughts, and experiences of others in a way that guides you to contribute to the good of all.

DEFINITION

HOW IT RELATES TO CHANGEMAKING

The kind of empathy used in changemaking is called **conscious empathy**. Understanding others' feelings, perspectives, and experiences provides a person with the insight required to tackle injustice around them. Noticing problems and inefficiencies, and empathizing with those who experience them, are the first steps in the changemaker journey.

Reading Focus

"At an extraordinary Olympics, acts of kindness abound"

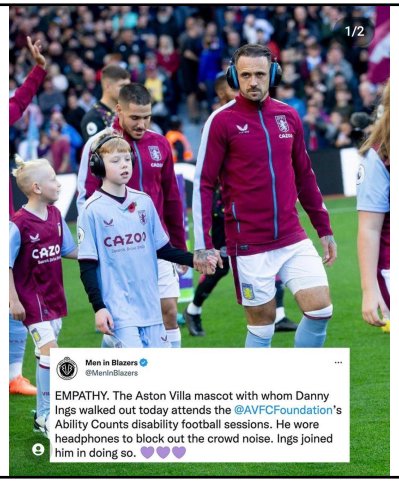
Reading Focus: How did the people in the article show conscious empathy?

High Jump & Conscious Empathy

Video Focus: What are the actions of a person with conscious empathy?

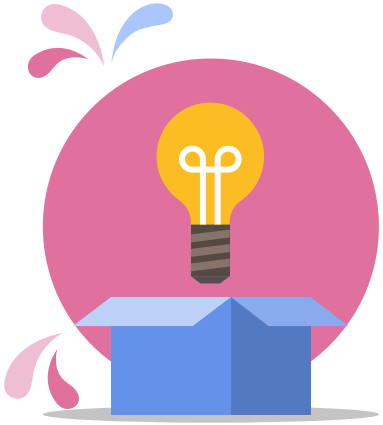
Conscious Empathy

How does this show conscious empathy?



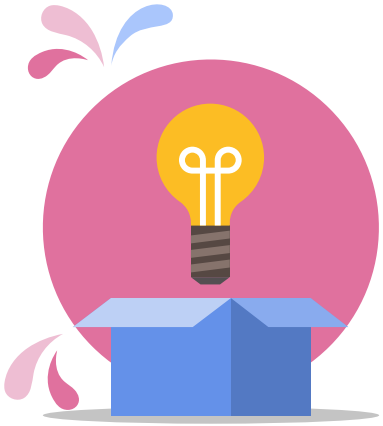
Graffiti Protocol:
How can we use conscious empathy within our GUILDS projects?

Paper, each student gets their own color of marker, draw/write & talk



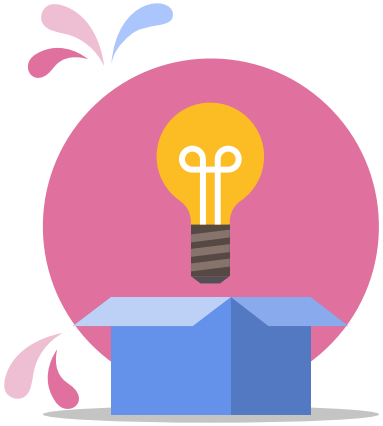
Pre-Community Service Attitudes Survey

What aptitudes & strengths did you identify during your 'Know Thyself' Project?



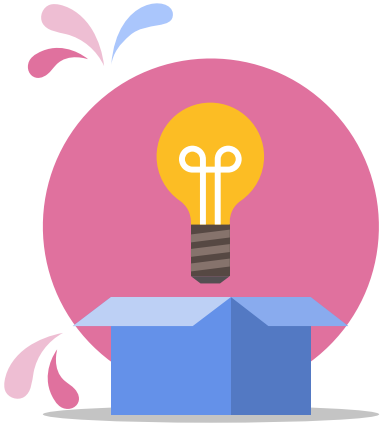
My Way Survey

How can we leverage your strengths during GUILDS?



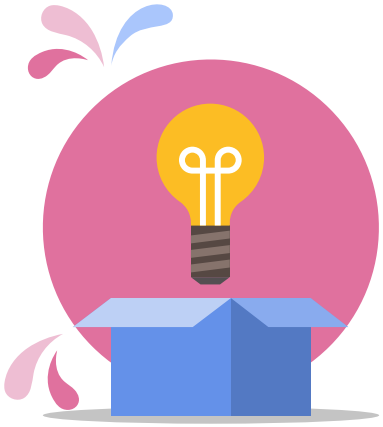
Jasinski Survey Data

What are the needs of our community?



G.U.I.L.D.S. Groupings

What are you interested in?



Umbrella Question Mini-Lesson

Based on your group's aptitudes from the Career Survey, what issue need can your GUILD identify and problem solve?

From here you will identify a need in our school or in the community needs to be addressed.

Example:

Graphic Design GUILD

Need: Hallway Signage
There are no hallway signage in our school to designate grade levels or the Learning Unlimited hallway.

Drafting an Umbrella Question to Drive Your GUILDS' Work:

What is the school/community problem you want to solve?

What action do we need to take to reach our goal?

What is the big question that will drive our research to help our school/community?

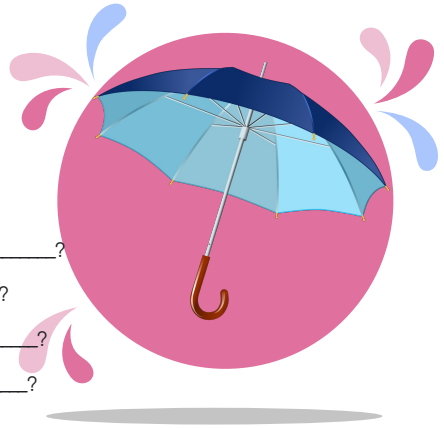
Example:

Graphic Design GUILD

Umbrella Question: How can the Graphic Design GUILD make improvements to our Jasinski community?

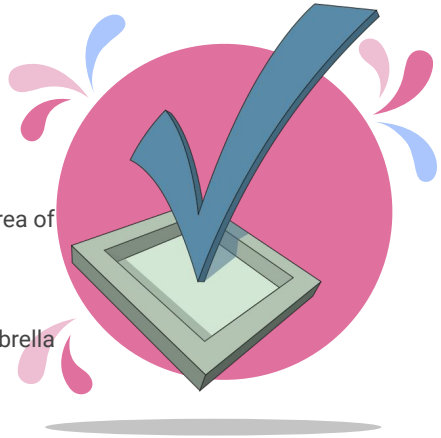
Umbrella Question Stems

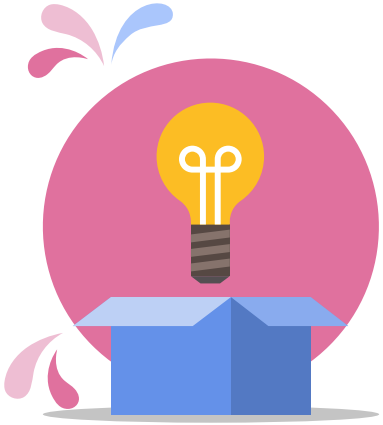
- How can _____ improve _____?
- How can _____ be applied to _____?
- How can _____ change _____?
- How would you design a new _____?
- How does _____ affect _____?



Completion Check

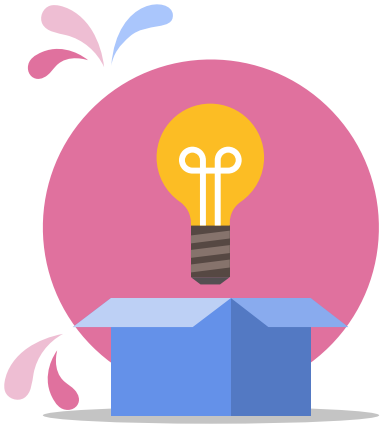
- ❑ My GUILD has identified an area of need in our community
- ❑ My GUILD has created an umbrella question





Action Steps Mini-Lesson

Notice & Wonder with the example



Action: Doing the work to make the project happen

In order to reach your GUILD'S goal, what are your action steps?

What will your GUILD commit to so that you are successful in your endeavors?

What is the deliverable?

What do you plan to create to share your information?

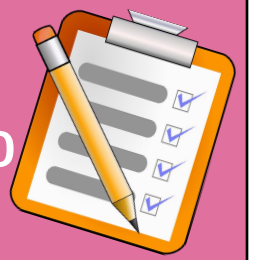
What will reflect the achievement of your GUILD goal?

What will show that your GUILD answered your umbrella question?

Example: Graphic Design GUILD Action Steps

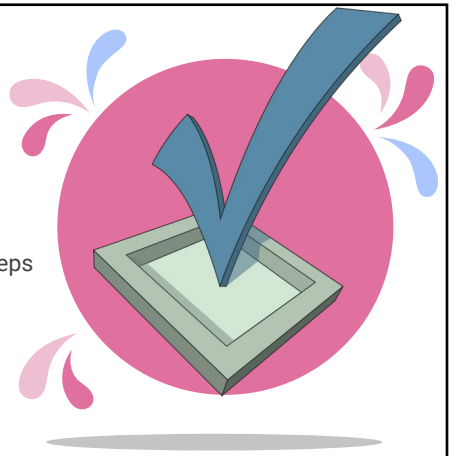
1. Research school signage - compile a digital photo album
2. Design stencils for room numbers and grade levels.
3. Decide locations for the signage
4. Research material costs and make a list
5. Submit approval for changes to hallways to Principal with areas of change outlined with mock-ups.
6. Have Jasinski students and teachers vote and use most popular design
7. Submit to Principal list of supplies (paints, brushes, stencils)
8. Research school program signage
9. Design LU Hallway signage
10. Have LU teachers, administrators, and LU students vote on design
11. Submit for principal approval

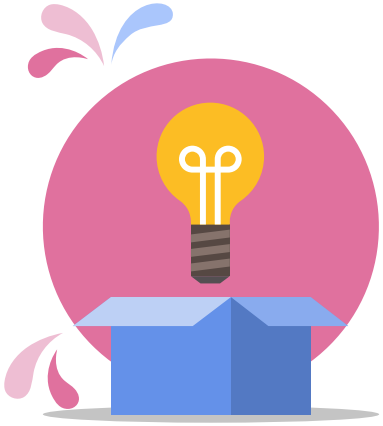
Create your GUILD's Action Steps based on the community need your GUILD has identified.



Completion Check

- ❑ Completed Draft of Action Steps





Proposal Mini-Lesson

Write & Submit

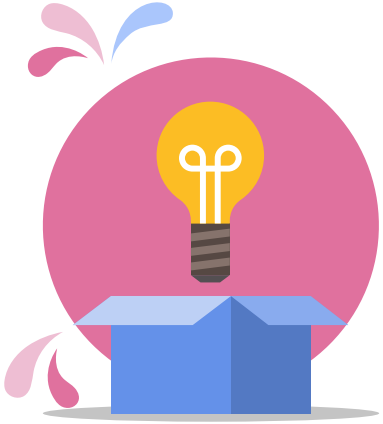
*Revisions may be necessary

Working with your GUILD, complete the proposal sheet:

- What is your GUILD's umbrella question?
- What is your GUILD's end goal?
- What action steps will your GUILD need to take to reach your end goal?
- What positive results does your GUILD see as the outcome of your GUILD?

Completion Check

- ❑ Proposal Sheet completed
- ❑ Proposal Sheet submitted for approval



GUILD Weekly Meetings Mini-Lesson

How will your GUILD handle:

- **Record-keeping so that everyone can refer back to the information in the future?**
- **Where will your meeting record be housed?**
- **Who will be responsible for taking the notes?**

From Action Steps to Smaller Agenda Items

Action Steps → **Agenda Items**

According to your GUILD's proposal, what are the action steps?

What are all of the pieces that need to be addressed for each of the steps in your proposal?

From Action Steps to Smaller Agenda Items

Action Steps

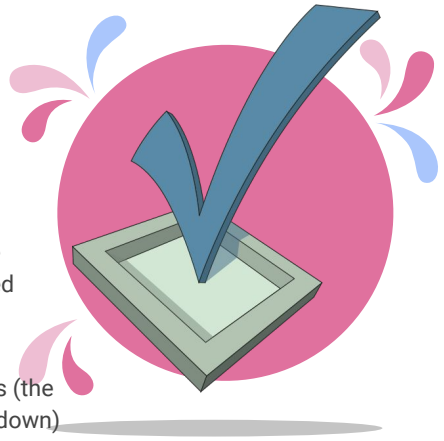
Example:

Find an expert on environmentalism to interview. →

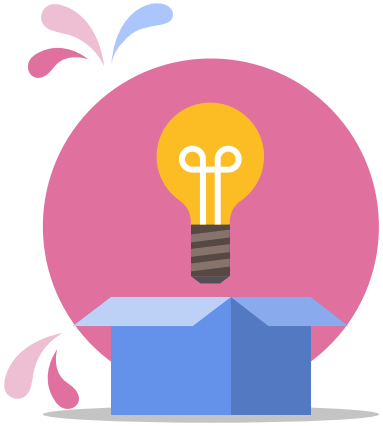
Agenda Items

1. Assign tasks to GUILD members.
2. Search environmentalists in Arizona.
3. Compose email for teacher to send to multiple experts asking for an interview.
4. Write interview questions to help research.
5. Follow-Up with teacher about emails.
6. Set-Up a day and time for the interview.
7. All GUILD members present and taking notes day of the interview.

Completion Check



- ❑ Your GUILD has agreed upon:
  - ❑ Record keeping procedure
  - ❑ Where notes will be housed
  - ❑ Who will be the note-taker
- ❑ Your GUILD has agenda items (the tasks that have been broken down)



Expectations of GUILD Members

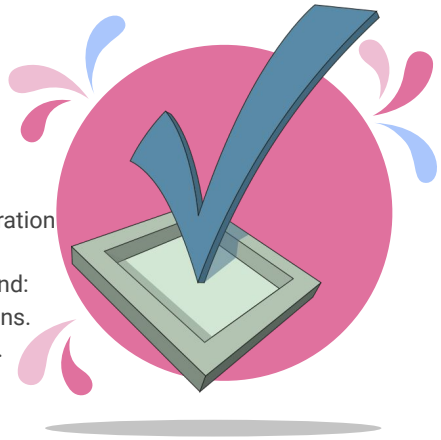
What are your GUILD Meeting expectations?

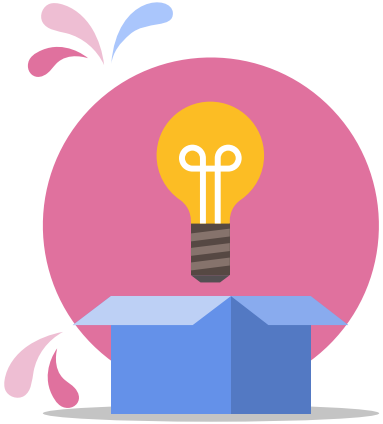
- Attendance
- Delegating work
- Materials to bring to the meeting
- Attitude of GUILD members
- What happens when there is a conflict?

Remember your GUILD will meet only on Mondays for 10-15 minutes to set a plan for the week and make work assignments.

Completion Check

- ❑ The GUILD Norms of Collaboration have been surfaced.
- ❑ All GUILD Members understand:
  - ❑ their individual expectations.
  - ❑ The GUILDS' expectations.





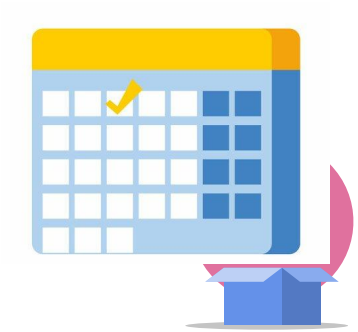
Timeline & Organizing Goals

GUILD Calendar

Long-term planning:

How many days will you have this quarter to work on your GUILD project?

How many Monday meetings will your GUILD need to plan for?



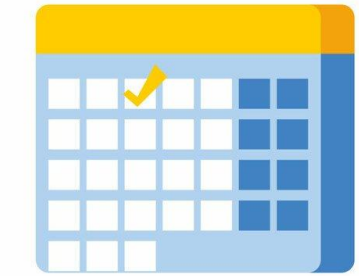
GUILD Calendar

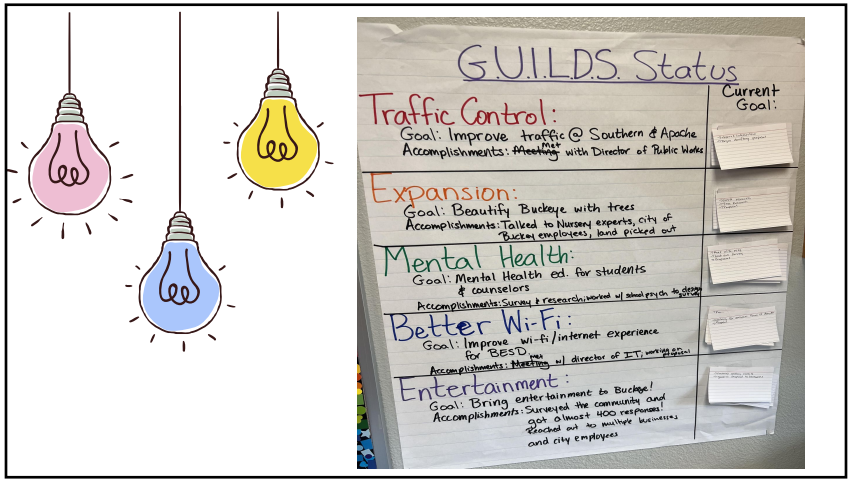
Short-term planning:

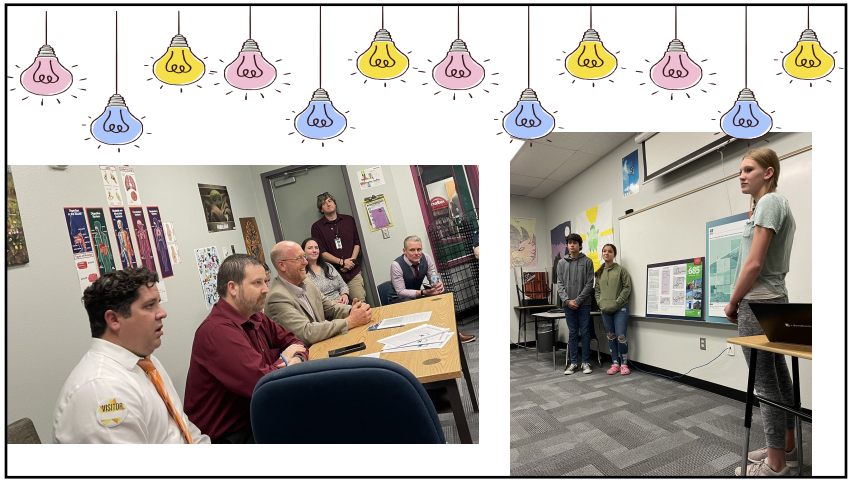
What is your GUILD's goal for this week?

What are the small steps to get there?

Who is responsible for which part?

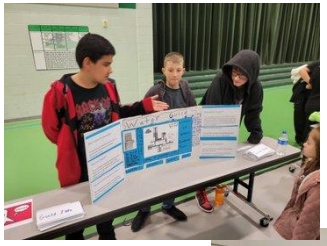






Authentic Audience

Authentic Audience



Genius Hour

Individual Passion Projects

If you could study anything, what would it be?

- → Identify the topic
- → Craft big question
- → Research
- → Choose a product
- → Worktime

Project presented to an authentic audience

- → Showcase

Genius Hour: What is it?

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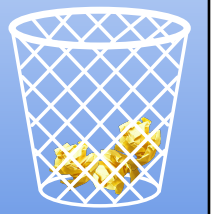
Origins

Google

3M

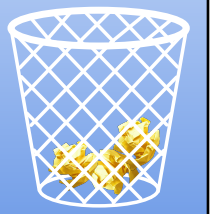
A Project by Any Other Name . . .

- Genius Hour
- Passion Projects
- 20 Time
- Passion Pursuit



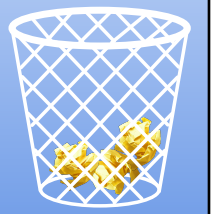
Passion Projects / Genius Hour:

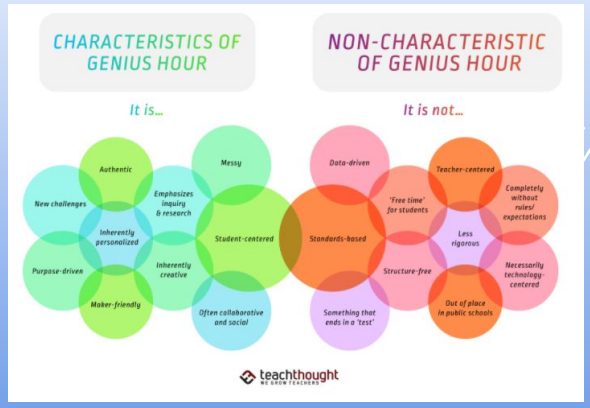
- project-based
- promotes learner autonomy
- student-interest driven
- teaches executive functioning



Rules

1. You have to research something.
2. You have to make something.
3. You have to present something.





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NAGC STANDARDS

1.1.1. Educators engage students with gifts and talents in identifying interests, strengths, and needs

1.3.1. Educators use evidence-based instructional and grouping practices to allow students with similar gifts, talents, abilities, and strengths to learn together, and also create opportunities for students to interact with individuals of various gifts, talents, abilities, strengths, and goals.

1.3.3. Educators discuss and explain developmental differences and use materials and instructional activities matched to students' varied abilities, interests, and learning needs

3.1.3. Educators adapt, modify, or replace the core or standard curriculum to meet the interest, strengths, and needs of students with gifts and talents and those with special needs such as twice exceptional, highly gifted, and English language learners.

3.2.1. As they plan curriculum, educators include components that address goal setting, resiliency, self-management, self-advocacy, social awareness, and responsible decision making.

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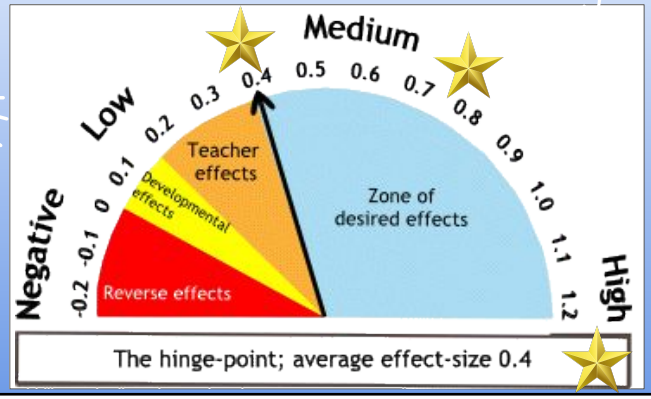
John Hattie: Visible Learning



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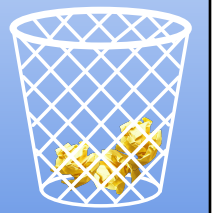
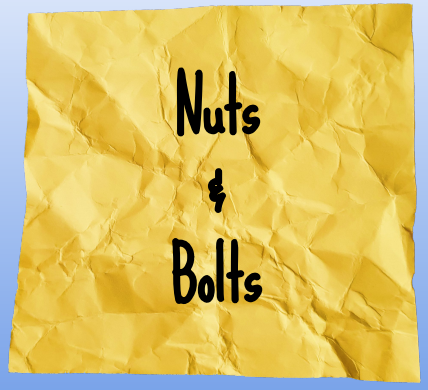
Outcomes

Reuer (2017) found that there are positive effects on student identity can contribute to **increased student engagement** and **enjoyment** as they **perceive their task as meaningful** (105).



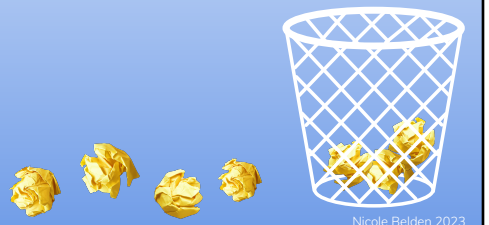


Process At-a-Glance:

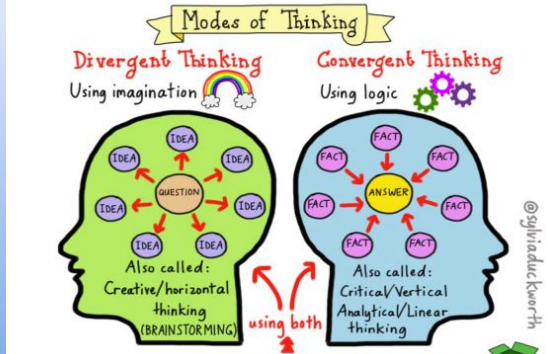
- Launch It
- Topic to Driving Question
- Research It
- Make It
- Feedback/Reflect/Refine
- Showcase to Authentic Audience

The Two Things . . .

- Student-interest driven
- Organized



Process Focused Endeavor



Sylvia Duckworth @sylviaduckworth · Jan 28
New #Sketchnote: Modes of Thinking #edchat #edtech #CreativeThinking cc @dougpete

LAUNCH

NORMS of COLLABORATION

- An activity that gets students working together
- Limited time
- Limited materials
- Outcome to debrief about

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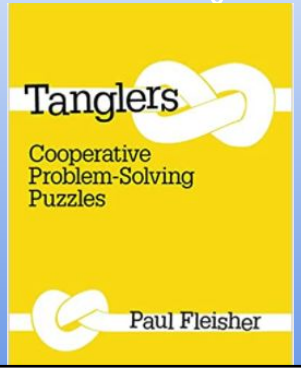
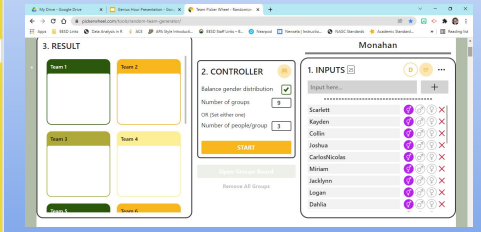
Tasks & Visibly Random Groupings





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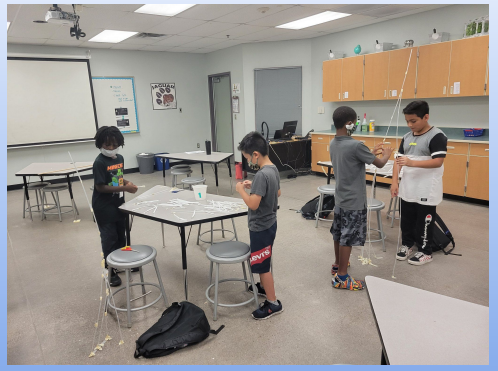

NORMS Activity: Straw Towers

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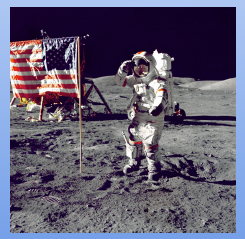
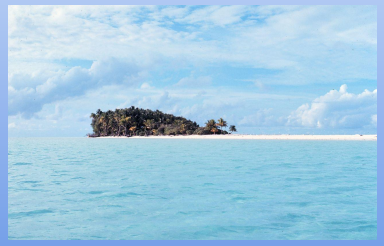
Other Norms Activities

Stranded on the Moon (NASA)



Stranded on a Deserted Island



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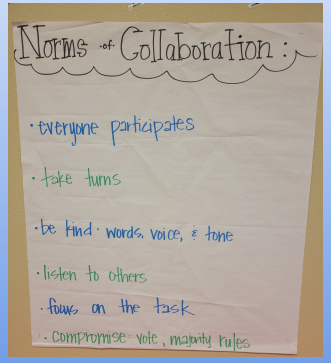
The Debrief:

- What worked as a group? Why?
- What didn't work? Why?
- What do we need to do next time?

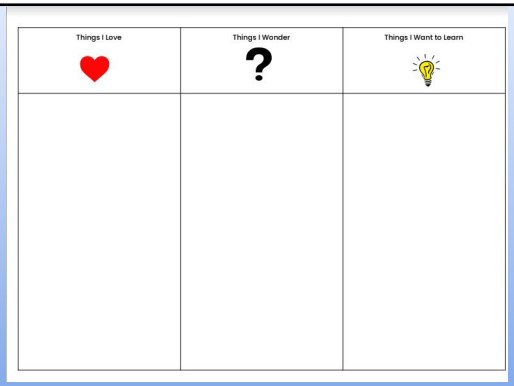
Teacher scribes and creates anchor chart.

Hung up and referred to at the start of each session.

Norms of Collaboration Chart



Selecting a Topic of Interest



Graphic Organizer for Brainstorming

Example Topics Surfaced from Brainstorming:

- The impact of Social Media on adolescents
- The best way to teach trigonometry
- The importance of the ocean
- Designer animals - genetics/breeding
- Why major league baseball is so popular

Driving Question

The Evolution of a Question

Topic-wide range of possibilities

Smaller, subtopics you have questions about?

BIG QUESTION

yes/no & one click questions won't work

Giving good examples of researchable question.

Question stems

Researchable, big umbrella question

Topic: Space

SPACE

- Astronauts
- Space travel
- Surviving on other planets
- Technology

~~How far away is Pluto?~~

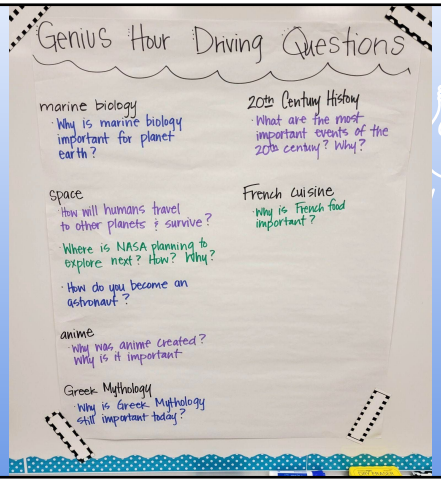
- What?
- Why?
- How?

What are NASA's next steps for space travel?

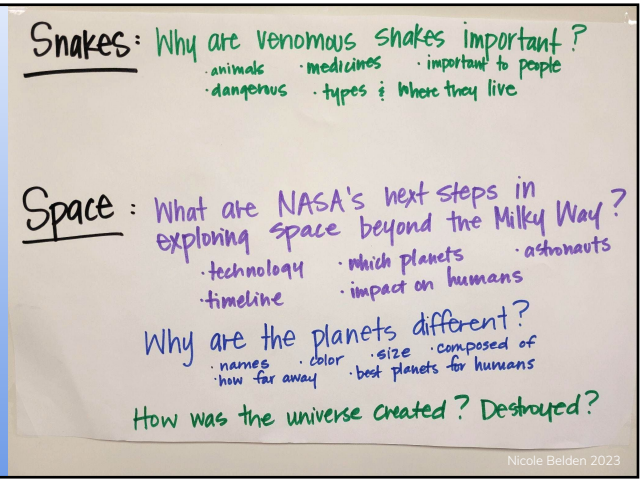
Question Stems

- What are the effects of . . . ?
- Why are . . .?
- Why is _____ important to _____?
- How are . . . ?

Posting the Driving Questions



Posting the Driving Questions



Rubric

Criterion	YES/NO	How I know that is . . . (What is my evidence?)	Self-Reflection (I still need . . . Next time I will . . .)
I have recognized my **interests** (NAGC 1.1. Self-Understanding).			
I have recognized my **strengths** (NAGC 1.1. Self-Understanding).			
I have recognized my **cognitive needs** (NAGC 1.1. Self-Understanding).			
I have recognized my **social-emotional needs** (NAGC 1.1. Self-Understanding).			
I accepted **feedback** from my peers.			
I used the **feedback** from my peers to refine my project.			
My **driving question** is relevant to my chosen topic. (Summit Learning)			
My **driving question** is researchable. (Summit Learning)			
My **driving question** helped me to build on disciplinary knowledge about the topic. (Summit Learning)			
Habit of Success: Self-Direction I showed self-direction because I needed little to no help working during Genius Hour.			
Habit of Success: Perseverance I was able to bounce back when things didn't go my way.			
Habit of Success: Self-Efficacy I believed I could create a product of interest to share with the public.			

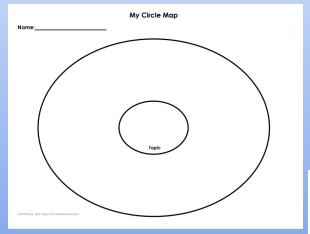
Time for Research

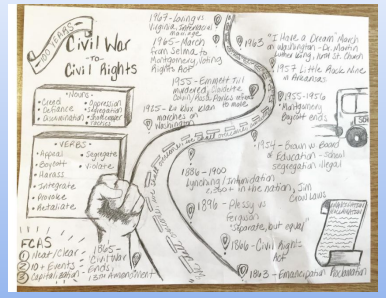
Breaking Down our Topic

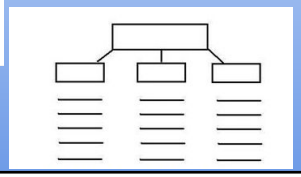
Look for general information the first time.

Refine our searches, contact/interview experts, and gather resources.

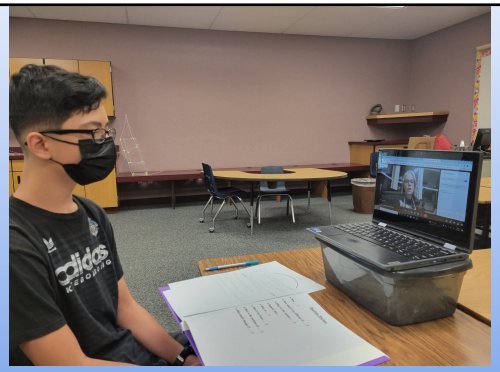
Organizing Our Thinking







Interviewing an Expert: Marine Biology



Paleontological Expert

School of Earth and Space Exploration

What's the deliverable?

Process not Product

Product Choices

Auditory	Visual	Tactile-Kinesthetic	Technology
Audio recording	Advertisement	Acting things out	Animation
Autobiography	Art gallery	Activity plan for trip	App
Book	Brochure	Collection	Blog
Classifying	Coat of arms	Composing music	Broadcast over TV, radio, or the Internet
Commentary	Collage	Dance	Competition
Crossword puzzle	Coloring page	Demonstration	Cyberhunt
Debate or panel talk	Comic book or strip	Diorama	Digital game
Dialogue	Costume	Dramatization	Forum
Documentary	Decoration	Exhibit	iMovie
Editorial	Design	Experiment	Multidimensional video (e.g., 3D)
Essay	Diagram	Field experience	Online quiz
Experiment	Diorama	Flip book or chart	Podcast
Family tree	Drawing or painting	Game	Presentation
Finding patterns	Flow chart	Game show	Research
Glossary	Graphic organizer	How-to book	Song or jingle
Interview	Greeting card	Invention	Virtual site visit
Journal or diary	Hidden pictures	Jigsaw puzzle	Webquest
Learning Center task	Multimedia presentation program	Learning Center—hands-on tasks	
Letter to editor/author	Illustrated manual	Manipulatives	
Limerick or riddle	Illustrations	Mobile	
Mystery	Learning Center visuals	Model	
Newspaper	Magazine	Museum exhibit	
Oral report	Map	Patter creation/demonstration	
Pattern and instructions	Mural	Papier-mâché	
Petition	Pamphlet with pictures or icons	Photograph	
Position paper	Photo album	Play or skit	
Press conference	Photo essay	Pop-up book	
Reading	Picture dictionary	Project cube	
Scavenger hunt	Political cartoon	Puppet show	
Simulation game	Portfolio	Rap or rhyme	
Song lyrics	Poster	Reader's theater	
Speech	Rebus story	Rhythmic pattern	
Story or poem	Scrapbook	Role-play	
Survey	Slide show	Scale drawing	
Teaching a lesson	Travelogue	Sculpture	
Trip itinerary	TV program	Simulation game	
Written report (Auditory because people write thoughts they "hear" in their minds)	Video	Survey	
	Website		

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Product Choices

Acrostic
- At least 8.5" by 11"
- Neatly written or typed
- Target word will be written down the left side of the paper
- Each descriptive phrase chosen must begin with one of the letters from the target word
- Each descriptive phrase chosen must be related to the target word

Advertisement
- At least 8.5" by 11"
- A slogan should be included
- Color picture of item or service
- Include price, if appropriate
- Can be developed on the computer

Book Cover
- Front cover—title, author, image
- Cover inside flap—paragraph summary of the book
- Back inside flap—brief biography of author with at least five details
- Back cover—editorial comments about the book
- Spine—title and author

Brochure/Pamphlet
- At least 8.5" by 11"
- Must be in three-fold format; front fold has the title and picture
- Must have both pictures and written text
- Information should be in paragraph form with at least five facts included
- Bibliography should be provided as needed
- Can be created on computer
- Any pictures from Internet must have proper credit

Bulletin Board Display
- Must fit within assigned space on bulletin board or wall
- Must include at least 10 details
- Must have a title
- Must have at least five different elements (posters, papers, questions, etc.)
- Must have at least one interactive element that engages the reader

Cartoon/Comic Strip
- At least 8.5" by 11"
- At least six cells
- Must have meaningful dialogue
- Must include color

Children's Book
- Must have a cover with book's title and student's name as author
- Must have at least 10 pages
- Each page should have an illustration to accompany the story
- Should be neatly written or typed
- Can be developed on the computer

Class Game
- Game will allow all class members to participate
- Must have only a few, easy-to-understand rules
- Should be inventive or a new variation on a current game
- Must have multiple question opportunities
- Must provide answer key before the game is played
- The game must be approved by the teacher before being scheduled for play

Collage
- At least 8.5" by 11"
- Pictures must be cut neatly from magazines or newspapers (no clip art)
- Label items as required in task

Commercial/Infomercial
- Must be 2–4 minutes in length
- Script must be turned in before commercial is presented
- Can be presented live to an audience or recorded on a VHS tape or DVD
- Should have props or some form of costume(s)
- Can include more than one person

Concentration Cards
- At least 20 index cards (10 matching sets) must be made
- Both pictures and words can be used
- Information should be placed on just one side of each card
- Include an answer key that shows the matches
- All cards must be submitted in a carrying bag

Cross-Cut Model/Diagram
- Must include a scale to show the relationship between the product and the actual item
- Must include details about each layer
- If creating a model, also must meet the criteria of a model
- If creating a diagram, also must meet the criteria of a poster

Figure 3.2. Product guidelines.

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Reflect & Refine

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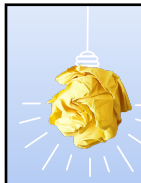
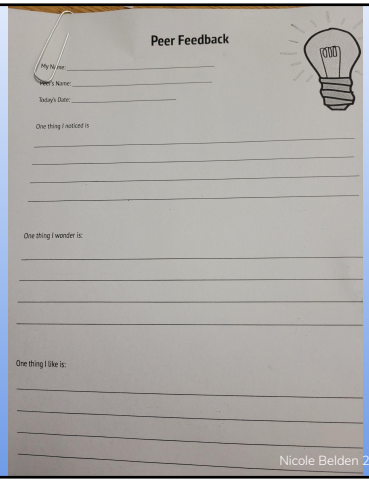


Peer Feedback

One thing I noticed is . . .

One thing I wonder is . . .

One thing I like is . . .



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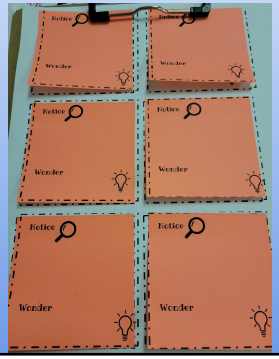
Teacher Feedback: Stick & Go

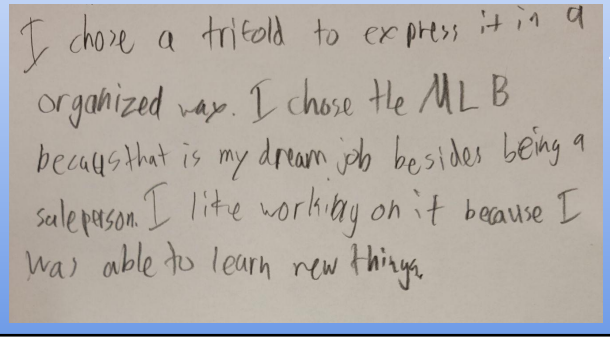


Self-Reflection Sheet

- I created this because . . .
- This topic is important to me because . . .
- My favorite part of my learning experience was . . .

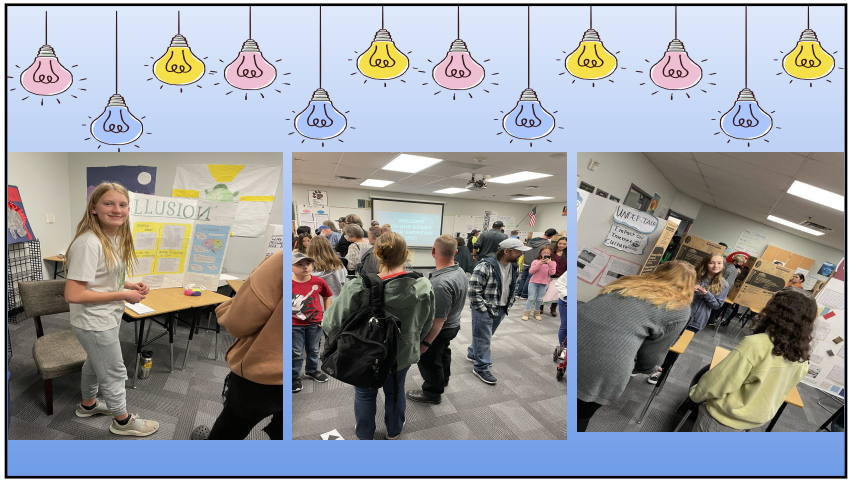
DOUBLE AS PRESENTATION NOTES

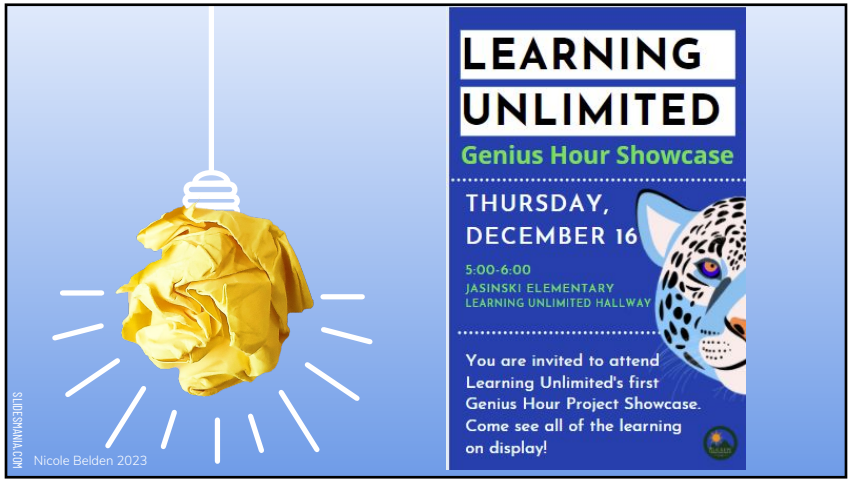
Self-Reflection


I chose a trifold to express it in a organized way. I chose the MLB because that is my dream job besides being a saleperson. I like working on it because I was able to learn new things

Whole Group Reflection

Product to Present to an Authentic Audience





LEARNING UNLIMITED

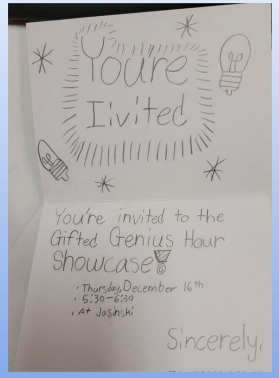
Genius Hour Showcase

THURSDAY, DECEMBER 16

5:00-6:00

JASINSKI ELEMENTARY
LEARNING UNLIMITED HALLWAY

You are invited to attend Learning Unlimited's first Genius Hour Project Showcase. Come see all of the learning on display!

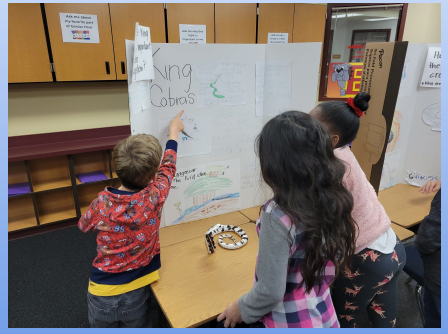


Handwritten Invitations

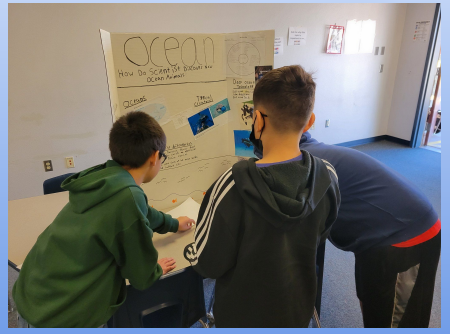
Informational Brochure for Showcase Night

Genius Hour Showcase: Learning Unlimited

Genius Hour Showcase: Pull-Out

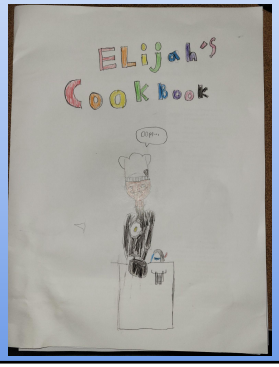


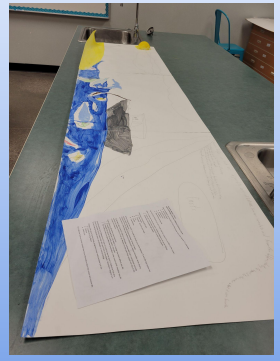
Genius Hour Showcase: Pull-Out



Products

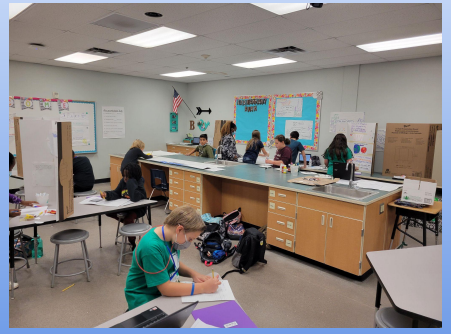
Products





Keeping It Organized

Three-Ring Circus



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2-Pocket Folder with Prongs

- Calendar
- Work Log
- Passion Project Planning guide
- Pockets - graphic organizers, interview notes
- Drawers/cabinet to keep folders in the room
- List of possible products

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Nicole Belden 2023

Planning Guide

My Passion Project Planning Guide

I am going to learn about:

I am going to make (product choice):

Why I want to learn about my topic:

How I will learn about my topic:

I will know I am successful when:

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Nicole Belden 2023

PASSION PROJECT WORK LOG

Date	Work Planned	Work Accomplished

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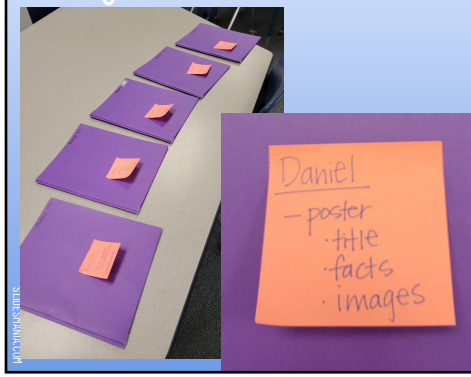
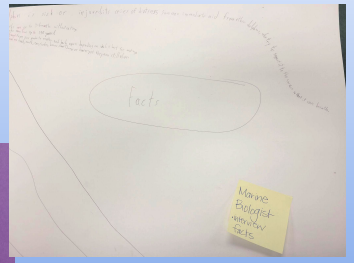
Daily Work Guidance





Daily Work Guidance: To Do List

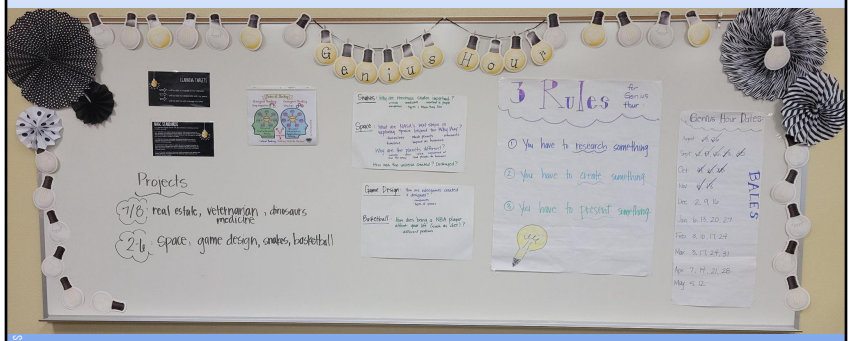
Raiden - cobra painting

Samuel - facts, diagrams

Mia / Tre > trifold - title - facts

Dameon - trifold, artwork

Steven / Angel > feedback



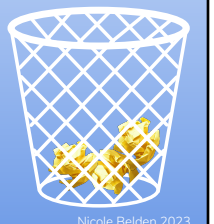
Deadlines

Due Dates

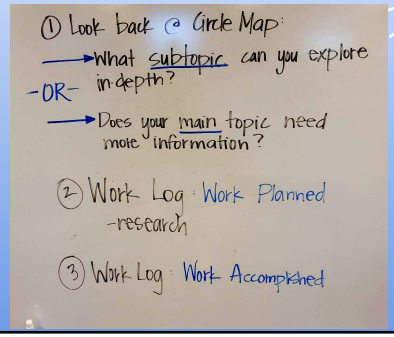
Routine

Genius Hour Routine

1. Students get folders and materials
2. Settle at their work areas
3. Attendance
4. Review Norms
5. Worktime - work log



Agenda



Pull-Out Program or Within Classroom

Genius Hour Teacher's Role:

- Teacher Facilitator:
  - Set-up expert interviews
  - Modeling (graphic organizer; work log)
  - Help organize students - folder system, drawers
  - Set tone for work days - agenda, routine, review norms
  - Check-In on work log & progress

Genius Hour Within Classroom:

- Decide how many days a week
- Small groups with similar interests for research
- Everyone works on their own individual deliverable

Genius Hour as the Pull-Out Program:

- Multi-age groups at 4 campuses:
  - Grades: 2-6 & 7-8
  - Grades: 4-8 (with staggered start times)
  - Grades: 3-4 & 5-6 (with staggered start times)
  - Grades: 2-5
- Once a week for 30-60 minutes
  - Dependent on my campuses schedules


Let
It
Go
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Questions???
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Survey in Chat
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Questions?

Thank You

nbelden@besd33.org

@MomentBulb

@BESDGifted

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Westberg, K.L. & Leppien, J.H. Student independent investigations for authentic learning. Gifted Child Today 41(1), 13-18.

Resources

Ken Ken http://www.kenkenpuzzle.com/

Which One Doesn't Belong? https://wodb.ca/