
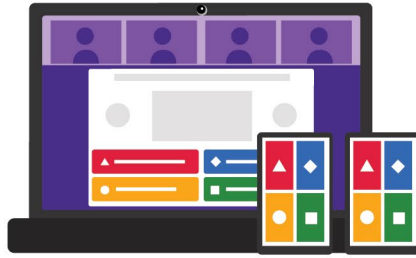


K!urious Collection



A module that empowers learners to explore questions that matter to them and share that learning through the Kahoot! platform, adaptable to any grade level and subject area.



Using this guide, teachers will facilitate a learning experience in which students choose their own topic of interest within a subject area, conduct authentic research, and share their understanding with their community through creating and hosting a kahoot. By doing this, students will begin to direct their own learning and develop a sense of agency. In addition, teachers will practice taking on the role of a facilitator, and get more comfortable with a student-centered approach to teaching.

Review this summary of the steps involved in the module, then read on for more details as you plan out your own implementation for your own topic and classroom context.

- 1 Introduce the guiding question:** get your learners excited and curious about the topic.
- 2 Formulate a learner-driven question:** empower learners to find a subtopic that feels relevant to their lives and community
- 3 Data collection and research:** scaffold students to research their question in ways that are authentic to the topic
- 4 Kahoot! creation:** learners create their own kahoots to communicate their learnings to the community
- 5 Plan presentation:** learners decide in what format and setting they want to host their kahoot, keeping their communication goals in mind
- 6 Facilitate an experience:** learners take the role of facilitator, hosting a learning experience about their topic for others
- 7 Reflection:** learners discuss their findings and the process of exploration and discovery
- 8 Real-world application:** learners consider what steps they can take next related to their topic
- 9 Assessment:** learners, peers, and teachers collaboratively recognize how they have been able to glow and grow



Lesson Sequence

1

Introduction

Introduce the group of learners to a guiding question. Intend for this introduction to hook your learners, emphasizing and eliciting excitement and curiosity for the topic. The learners are meant to feel empowered in this experience!

Consider how this prompt may guide learners to the discovery of a curricular focus or content goal. Intend for the prompt to be open-ended in nature, with flexibility in answer format.

Throughout this introductory session, the teacher may find it helpful to share primary resources of research, data, or anecdotes with students to address misconceptions and activate prior knowledge through conversation or discussion.

Some grounding question prompts may be:

- ▲ In what ways can you improve your community?
- ◆ How do animals survive in different environments or habitats?
- Who were the changemakers during the Great Depression?

Some introductory hooks may include:

- ▲ Excerpts from a related documentary
- ◆ News articles and first hand accounts of a current event
- Images or pictures of a related experience,

[Go to planning template](#)

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Subject Identification

Support learners to identify and select a specific topic and question of their own for research. This selected topic should be of personal interest and intrigue to the learner, building agency and purpose toward the experience.

Encourage students to select topics with which they have personal interest or curiosity. Note that the nature of this project is to be student-focused and driven, so intrinsic motivation and connection for learners is a priority. For students who may have difficulty selecting a singular focus, encourage these learners to create a list of all topics and questions of interest to come back to throughout the research process.

Consider the following protocols for guiding this research:

- ▲ **Focus/Framing** from School Reform Initiative 
- ◆ **The 3 Why's** from Harvard Project Zero 
- **Creative Question Starts** from Visible Thinking 

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Data Collection

Scaffold learners through a phase of data collection and research. Note that learners of different ages and experiences may need more or less support in this discovery phase. In advance of research, consider:

- ▲ How might note organizers or templates help learners to focus data collection?
- ◆ What (if any) prior experience do the learners have in differentiating facts versus opinions in research?
- How might learners with limited vocabulary sort research? What tools will learners discover on their own, versus tools and databases provided?

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Presentation Structure

Facilitate student-driven Kahoot! creation for learners. Ensure all students are equipped with access to a device. Guide learners to the Kahoot! App, activating a student pass for each learner. Presentations and kahoots may look different for each learner, but should include the following:

- ▲ An introduction to their chosen prompt or topic
 - ◆ Background of the chosen topic, with provided context on the identified prompt or problem
 - Points of data and fact, supporting the context of the problem and suggested solution
 - A call to action for participants or peers with suggested next steps to address the problem
 - ◆ Lingering questions or unanticipated questions that have surfaced throughout research.
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- ▲ Who is your audience? What does your audience already know?
 - ◆ How might your perspective differ from your audience's?
 - What is the big idea you want your audience members to understand?
 - How should your audience feel after participating in your project?

Consider the following protocols for guiding this reflection:

▲ **Imagine If...** from Harvard Project Zero 

◆ **The Final Word** from School Reform Initiative 

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Presentation Content

Discuss presentation formats with learners, brainstorming the different must-haves within a presentation. Consider how you (as a teacher, facilitator, or assessor) may use these presentations to evaluate skills outside of the specified content area, too (e.g. communication skills). Encourage learners to think about how to write questions that feel relevant to their audience, for example:

- ▲ Type Answer format - How many plastic bottles were picked up from the playground?
 - ◆ Open-Ended format - Where in your community do you notice the most litter?
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6

Presentation Experience

Support learners to facilitate an experience for their audience. How might your students share their learnings using the Kahoot! platform, and inspire their community to action? Be sure to:

- ▲ Designate time for both presentation and reflection questions.
- ◆ Consider student stamina - how many presentations should be shared each session?
- Acknowledge student comfortability - how might you scaffold presentations for different audience sizes, settings, and demographics?



7

Reflections

Create and curate space for reflection. Learners may reflect on either the research experience, or the research itself.

Consider how different reflection dynamics (“Think-Pair-Share” versus personal journal entries, for example) may elicit different questions and feedback, whether in shared conversation or independent review.

Depending on the age and experience of your learners, suggesting sentence stems or structures for reflection may be helpful:

- ▲ What parts of your research were must-have? What parts of your research were nice-to-have?
- ◆ How did you glow throughout this experience? In what ways did you grow? How might you still grow?
- How do you know if your presentation was impactful?
- What might you change about your process?

Consider the following protocols for guiding this reflection:

▲ **Step In, Step Out, Step Back**
from Harvard Project Zero



◆ **What? So What? Now What?**
from School Reform Initiative



8

Real World Application

Ignite interest for real-world application of student research.

Encourage learners to create a Next Steps plan for how they will share their findings to effect change. Guiding prompts for this discussion might include:

- ▲ How will you know your project is working in the next 5 minutes, 5 days, or 5 weeks? Consider changing this time interval for different learners or populations.
- ◆ How can you interest others in your project?

9

Evaluation

Facilitate an assessment of student progress and achievement. Consider how you may involve the student in this experience, either collaboratively or parallel to the teacher assessment.

Use this single-point-rubric format to guide assessment



Reference both the areas of excellence and the areas of growth. Depending on student autonomy and agency, consider opportunities for the student to complete the rubric and contribute notes toward their own assessment, too.

