



FACILITATING GENIUS HOUR

The Genius Hour project will take place in several stages for students.

1. Brainstorm
2. Research
3. Create
4. Present
5. Reflect

Emphasize that all parts are equally important and require focused planning and work.

This is a VERY low-prep activity (for you). In fact, there is no correcting and there are no grades. All of these stages are outlined in the student packet (pages 5-13). Your job is simply to follow the students' passions, facilitating and monitoring as necessary and enjoying the process together! The introduction for students' first "Genius Hour" will be the only lesson, so to speak. Please use your own discretion for the discussion that will follow.

Day 1 Suggested Order (From www.GeniusHour.com)

1. Build a little suspense before the day you explain.
2. Show the "Pep Talk from Kid President" video as inspiration.
3. Briefly explain the process (video options for this as well). Search "What Young Minds Can Do" for samples www.livebinders.com/play/play?id=829279
4. Prepare for questions from students - find some guidance here: www.geniushour.com/2013/03/31/genius-hour-project-introductions/
5. Hand out folders (maybe have a storage spot in the room) and get started!

Suggestions for Following Days: (From: www.engagetheirminds.wordpress.com/)

1. Go over any reminders, teach short lessons on new resources, allow students who are ready to present (eventually)
2. If you plan to use them, distribute "Challenge Cards."
3. At the end of each period, students should complete the process journal. Lead short reflection and find out who is ready to present.
4. Presentations should take place as students are ready. Record them for others (parents, visitors, future students) to see!

TEACHER NOTES:

VIDEOS

EVERYONE

Pep Talk from Kid President to You

www.youtube.com/watch?v=l-gQLqv9f4o)

What is Genius Hour: Introduction to Genius Hour in the Classroom

<https://www.youtube.com/watch?v=NMFQUtHsWhc>



OTHER VIDEO OPTIONS

Genius Hour Trailer

<http://engagetheirminds.wordpress.com/2013/07/01/genius-hour-trailers/>

Genius Hour Trailer2

<https://www.youtube.com/watch?v=JGyPEJYI9rU&feature=youtu.be>

What is Genius Hour?

https://www.youtube.com/watch?feature=player_embedded&v=VPbjSnZnWP0

Obvious to You, Amazing to Others

<https://www.youtube.com/watch?v=xcml5SSQLmE>

Where Good Ideas Come From

https://www.youtube.com/watch?feature=player_embedded&v=NugRZGDbPFU

Creativity Requires Time

https://www.youtube.com/watch?feature=player_embedded&v=VPbjSnZnWP0

WEBSITES

The student materials I have created are adapted from some of the sources below as well as a grad course I took. Please feel free to look into the many, many other resources out there. If something works really well, be sure to share!

A Visual Introduction to the Basics of Genius Hour

http://prezi.com/8bxmjb0hqcww/genius-hour/?utm_campaign=share&utm_medium=copy

A Collection of Hundreds of Sources - All Grade Levels (K-12+), Parents, Admin

<http://www.livebinders.com/play/play/829279>

A Collaboration Between Some of the Original Genius Hour Advocates

<http://geniushour.wikispaces.com/>

A Very Thorough Approach (We're Using a Lot of It)

<http://engagetheirminds.wordpress.com/genius-hour-resources/>

CONNECTION TO THE STANDARDS:

Integration of Knowledge and Ideas

[CCSS.ELA-Literacy.CCRA.R.7](#) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1

[CCSS.ELA-Literacy.CCRA.R.10](#) Read and comprehend complex literary and informational texts independently and proficiently. "Students also acquire the habits of reading independently and closely, which are essential to their future success."

[CCSS.ELA-Literacy.RST.6-8.3](#) Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.



Research to Build and Present Knowledge

[CCSS.ELA-Literacy.WHST.6-8.7](#) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

[CCSS.ELA-Literacy.WHST.6-8.8](#) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

[CCSS.ELA-Literacy.WHST.6-8.9](#) Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

[CCSS.ELA-Literacy.WHST.6-8.10](#) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards for Mathematical Practice

[CCSS.Math.Practice.MP3](#) Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[CCSS.Math.Practice.MP4](#) Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Source: <http://educationismylife.com/designing-20-time-in-education/#Group2>



PRESENTATION SIGN UP

	Date	Name(s)	Topic	Type of Presentation (List Equipment if Needed)	Approx. Length
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					



THE BIG PICTURE

So...you've gotten the "Pep Talk from Kid President to You."

(Find it here if you want to watch it again or show it to someone else:
www.youtube.com/watch?v=l-gQLqv9f4o)

Why do you think it was shown?

TO BE AWESOME? ... TO DO SOMETHING GREAT? .. Short answer? YES!

Next question: Have you ever had a teacher yet who said..."**GO LEARN WHATEVER YOU WANT!**" ? Probably not. It's kind of a weird idea and there ARE things that each grade level covers each year... (i.e. MN State Standards)

However, you're in luck! There happens to a time in the day at RMS-CES when this idea WILL fit into the plan. You know it as BOOST time. It's a chunk of time for what YOU need. So...EVERY Friday, you get your Boost time to work on WHATEVER you want to learn more about for 30 minutes. You'll get to answer your "Why?" or "How?" questions and study a topic that is **interesting, appealing, concerning, fascinating, inspiring** or **EXCITING** to you.

Why spend time in this way? 1. It will be **PERSONAL** to your interests. 2. Spending time being **CREATIVE** is important. 3. **PASSIONATE** people are successful people. Discovering and developing what you love to do might even lead you to a career! 4. **WONDERING** about and **INVESTIGATING** questions is a life skill! 5. You'll learn to be **RESILIENT** (persisting through failures)! ...Finally, **IT'S FUN!**

SOME NOTES:

Your Genius Hour project will take place in several stages:

1. Brainstorm 2. Research 3. Create 4. Present 5. Reflect

Basically...

- You have to learn something new during the process.
- The question has to be something that can't be answered quickly. (Remember the research part...?)
- It has to be "do-able" at school. (Project must be approved before you begin.)
- You will present what you have learned at the end.
- Depending on how it goes, you might even get to do more than one project! (There will be consequences for off-task behavior.)



Name: _____ Date: _____ Trimester: _____

Please keep an **accurate, detailed record of what you accomplish** during your Genius Hour work sessions. It will be difficult to remember at first but it is essential to track the process of your journey. Your Boost Time teacher will check it weekly.

Each work period, rate your **use of work time**:

3: Excellent use of time / Much accomplished / Always on task	2: Good use of time / Some work done / Usually on task	1: Poor use of time / Little work done / Not on task as should be
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Date	Work Accomplished	Obstacles or Challenges	Plan for Moving Ahead	Rating of Work Time	Teacher Initials
Week # ____ Date: _____					
Week # ____ Date: _____					
Week # ____ Date: _____					
Week # ____ Date: _____					
Week # ____ Date: _____					



BRAINSTORM THINGS YOU MAY WANT TO STUDY

Your Genius Hour project will take place in several stages:

1. **BRAINSTORM**
2. Research
3. Create
4. Present
5. Reflect

All parts are equally important and require focused planning and work.

1. **THINK** of things you are interested in and write down as many as you can fit on the back.

2. If you are stuck, be sure to consider:

FAVORITES: people, activities, sports, places, movies, books, games, bands, toys, animals, countries, etc...

DIFFERENT SUBJECTS: history, meteorology, geography, architecture, space, sport, archaeology, anthropology, geology, sociology, physics, chemistry, genealogy

3. Or, try answering one of these questions:

What do you want to **LEARN ABOUT**? (events in history, places of interest, current events in the news...)

What do you want to **LEARN TO DO**? (computer skills, sports techniques, math problems...)

What do you want to **LEARN TO MAKE**? (lego design, a scale model...)

What do you want to **LEARN TO CREATE**? (art technique, story, poem, video...)

What do you want to **LEARN TO TEST**? (science experiment)

What do you want to **LEARN TO CHANGE**? (issues with: the environment, animals, health, school, friends, laws, food...)

4. Really stuck? List 10 things you love to do, 10 things you're good at, and 10 things you wonder.



Adapted from: www.GeniusHour.com; anchoredin3rdgrade.blogspot.com/2013/10/genius-hour.html; www.gallitzvi.com/2/post/2013/03/top-5-reasons-to-do-genius-hour-with-your-class.html





RESEARCH YOUR TOPIC. LEARN FROM EXPERTS.

Your Genius Hour project will take place in several stages:

1. Brainstorm
2. **RESEARCH**
3. Create
4. Present
5. Reflect

All parts are equally important and require focused planning and work.

SOME NOTES:

Take some time to do an inventory of what you already know and where you think you might head with your choice of topic. There is a guide on the back to help you.

AT ANY POINT, IT IS OKAY TO CHANGE THIS PLAN!

Plan to spend a lot of time learning about your topic. (And be glad you picked something **YOU** like!)

Make sure to use a variety of sources - books, magazines, video, online articles and forums, tour guides, and other people (interviews and surveys) to name a few.

Do not just find and collect random facts. Try to envision where the information will fit into your final product.

The way you keep track of the information that you want to use is up to you. **However, one thing that isn't optional is that you avoid plagiarism.** The goal is to learn from the **EXPERTS*** so you can become one of them but you will be required to note where you found the facts - this is called citing your sources!

Speaking of experts - as soon as you can, try to pick a person who shares your interest to investigate. This could be a published author or another expert on the topic. Plan to study this person's life and work so you can include it in your presentation!



Question: _____

Materials Needed: _____, _____, _____

Summary of Investigation		
Use this as a guide to focus and plan your work.		
K	What do I think I KNOW now? (Current State)	
W	What do I WANT /need to find out? (Identify Aim of Experience)	
H	HOW will I go about finding out? (Explore options, create a plan, implement plan)	
L	What have I LEARNED ? (What type of presentation will I plan?)	
A	How can I APPLY what I have learned to other projects/experiences?	
Q	What new QUESTIONS do I still have following my inquiry?	



CREATE A WAY TO SHOW WHAT YOU KNOW

Your Genius Hour project will take place in several stages:

1. Brainstorm
2. Research
3. **CREATE**
4. Present
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SOME NOTES:

The “Golden Rule” of presenting: If you wouldn’t want to sit for 20 minutes listening to _____ (i.e. someone reading in a monotone voice from a PowerPoint) then don’t torture others in this way. (Slideshows are fine if you have engaging slides and speak passionately!)



<http://www.fortheteachersblog.org/creative-ways-to-show-what-you-know/#.U9bEPYBdWf1>



PRESENT YOUR LEARNING SO OTHERS CAN BENEFIT

Your Genius Hour project will take place in several stages:

1. Brainstorm
2. Research
3. Create
4. **PRESENT**
5. Reflect

All parts are equally important and require focused planning and work.

SOME NOTES:

When you are ready to present (after checking all of the tips below), let your teacher know. The next available spot is yours!

Plan to spend much more time practicing your presentation than you think you will need. You have spent a lot of time and put a lot of effort into your work. Be proud! Be prepared so others can easily understand your topic and share your excitement!

You should have almost everything memorized - this won't be as difficult as it seems because you are passionate about your topic (remember?).

If you want to hear how you sound, try recording yourself. Listen for things like talking too fast, saying "umm" or "like," and having other awkward moments. If you hear any issues, keep practicing!

If you have written material (if you wrote an essay or made a handout), copy and paste it into the website "Google Translate." You can play it back as many times as you want and listen for grammar and flow.

The more you practice, the easier public speaking will be!



REFLECT ON YOUR WORK

Your Genius Hour project will take place in several stages:

1. Brainstorm
2. Research
3. Create
4. Present
5. **REFLECT**

All parts are equally important and require focused planning and work.

SOME NOTES:

"The secret of change is to focus all of your energy not on fighting the old, but on building the new." -Socrates

"Self-reflection is a humbling process. It's essential to find out why you think, say, and do certain things...then better yourself." -Anonymous

As you watch others present, you'll see things that you think work and things that don't work so well. Whatever you feel needs work in someone else's speech should be improved in your own!

SELF REFLECTION

Did you pursue something that interested you? YES NO

Did you learn something new? YES NO

Did what you shared with the class help (the world, community, yourself, animals, etc...) in some way? YES NO

Explain why you circled this answer. _____

For your next genius hour project, what would you do differently in terms of what you did and how you presented your project? _____

Write down 3 ideas or topics that you would like to explore for your next genius hour project.

1. _____ 2. _____ 3. _____



Name: _____ Date: _____	Yes, I Have it! I couldn't have done much better.	Rate Yourself Between "Yes, I Have It" (5) and "Not Yet" (1)	Not Yet! I have some improvements to make.
AMBIGUITY: Am I okay with a little confusion, knowing there is more than one way to do a job?	I don't need to ask the teacher a lot of questions. I can think for myself and get the job done.	5 4 3 2 1	I have to be told exactly how to do every job. There is only one right way to do the job.
INQUISITIVENESS: I ask questions and want answers.	I was curious and I looked up things that interested me. I'm a lifelong learner	5 4 3 2 1	I didn't ask many questions just for the joy of learning, and I wasn't really interested in new things.
ORIGINALITY OF IDEAS: Did you create unique ideas?	I thought outside the box and used my imagination. I think of ideas that others may not have.	5 4 3 2 1	I only thought of ideas that others thought of first. I don't like new ways of doing things. I just want to stick with the old way.
FLEXIBILITY . ADAPTABILITY Can I mentally bend any way and not break?	I can think of new ways to do things when I get stuck. I can recognize other people's good ideas.	5 4 3 2 1	I am not willing to change my ideas or think of better ones when I get stuck.
GENERATING IDEAS Can I create lots of possible ideas?	I am able to fluently create a list of ideas. I use my imagination.	5 4 3 2 1	I cannot see beyond the obvious ideas. I am easily frustrated. I choose to be lazy.
SELF REFLECTION Can I look honestly at myself and evaluate my work?	I can honestly go through my work and know what's right or wrong.	5 4 3 2 1	I lie about my work. I can't or won't look honestly at the things I do well and the things that need more work.
INTRINSIC MOTIVATION Can I do it for no other reason other than for myself?	I want to try new things. I believe in myself.	5 4 3 2 1	I'm not willing to something new unless I get something for it.
RISK TAKING Am I brave even if there is a risk of failure?	I'm not afraid to try anything even if I don't do well at it. I keep trying and find a new way that might work.	5 4 3 2 1	I don't try new things for fear of failing or I try a couple of times and give up altogether.
EXPERTISE Am I proud and thankful to know a lot about one or more subjects?	I know I am good at one or more things, and I am not afraid to share my knowledge with others.	5 4 3 2 1	I don't try to be an expert at anything. I don't want to be. Or I pretend not to know anything.
OVERALL QUALITY OF PRESENTATION	My presentation was interesting and engaging for my classmates and showed how much I learned.	5 4 3 2 1	I didn't put enough time into my presentation. It could have been more creative and engaging.