



# Genius Hour

Incorporating Passion, Play, Purpose, and Creativity

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## Walking Pair - Share

### STEPS

1. Stand up.
2. Hand up.
3. Pair up.
4. Touch. (Greet one another: handshake, high five, knuckle bump, etc. and tell your name)
5. Discuss
6. Touch

## What is Genius Hour?

**Students are allowed to research, investigate, explore, and learn about a topic that is of interest to them.**

“

*If what we are teaching isn't meaningful for our students, it's a waste of our time and theirs.*

## Every Student Deserves...

- An opportunity to learn by doing
- An opportunity to learn from failure
- An opportunity to share their work
- An opportunity to experience new learning

## Genius Hour Research

*There exists empirical evidence proving that students who are given the freedom to explore areas based on their personal interests, and who are accompanied in their learning by a supportive, understanding facilitator, not only achieve superior academic results but also develop socially and grow personally.* - RENATE MOTSCHNIG

## Genius Hour Research

*A significant body of research supports the need for the increased focus on differentiation that is fostered by the Genius Hour model. Student interests, both existing and burgeoning, are brought to the forefront of the classroom when a differentiated model is implemented, allowing teachers to “use time flexibly, call upon a range of instructional strategies, and become partners with their students to see that both what is learned and the learning environment are shaped to the learner -*

**Tomlinson, 1999**

## What is Genius?



**TALENT**



**PASSION**

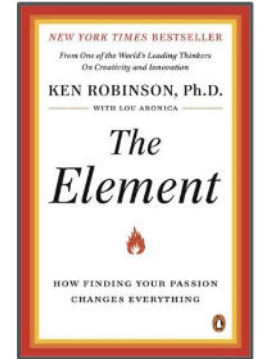


**HARD WORK**

## What are Intelligence and IQ?

*We've come to think of real intelligence in terms of logical analysis: believing that rationalist forms of thinking were superior to feeling and emotion, and that the ideas that really count can be conveyed in words or through mathematical expressions.*

*In addition, we believed that we would could quantify intelligence and rely on IQ tests and standardized tests like the SAT to identify who among us is truly intelligent and deserving of exalted treatment. - SIR KEN ROBINSON*

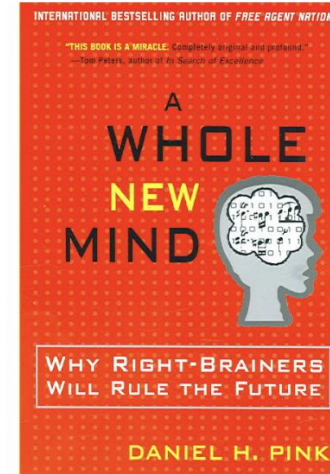




We SHOULDN'T be asking,  
"How intelligent are you?"

We SHOULD be asking,  
"How are YOU intelligent?"

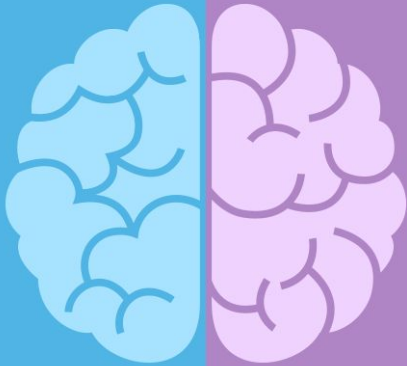
## The Changing Landscape of Education – Bringing Creativity Back



## Hemispheres of the Brain

### LEFT BRAIN

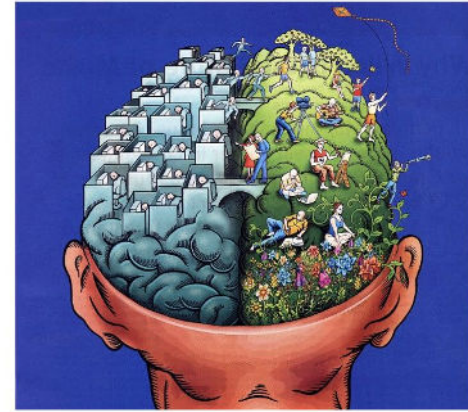
- Logic
- Analysis
- Sequencing
- Linear
- Mathematics
- Language
- Facts
- Think in Words
- Words of Songs
- Computation



### RIGHT BRAIN

- Creativity
- Imagination
- Holistic Thinking
- Intuition
- Arts (Motor Skills)
- Rhythm (Beats)
- Non-Verbal
- Feelings
- Visualization
- Tune of Songs
- Daydreaming

## Let's Take the Brain Test



[www.arealme.com/left-right-brain/en/](http://www.arealme.com/left-right-brain/en/)



# Why We Are Leaving the Knowledge Age?

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## Abundance

- We now own more cars than we have licensed drivers.
  - 13% of homes purchased today are second homes.
  - Self storage, a business devoted to providing people a place to house their extra stuff, is a \$17 billion annual industry.
  - The U.S. spends more on trash bags than 90 other countries spend on everything.
  - We have beautiful trash cans and 15 different types of toilet brushes designed by Princeton University architecture professors and one of the most renowned architects and product designers in the world.
- 

## Asia

- In the U.S., a typical chip designer earns \$7000 per month; in India, she earns \$1000.
  - In the U.S., an aerospace engineer earns \$6000 each month; in Russia, the monthly salary is \$650.
  - In the U.S., an accountant earns \$5000 per month, an accountant in the Philippines earns \$300 per month, in a country where the annual per capita income is \$500.
- 



## Automation

- One out of 10 jobs in the U.S. computer software and information technology industry will move overseas in the next two years.
- One in four IT jobs will be offshored by 2010.  
- Paul Taylor
- At least 3.3 million white-collar jobs and \$136 billion in wages will shift from the U.S. to low-cost countries like India, China, and Russia by 2015. - Forester Research

Nations like Japan, Germany, and the United Kingdom will see similar job loss.

Source: *A Whole New Mind* by Daniel Pink

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## Working Trends

AGRICULTURE AGE

INDUSTRIAL AGE

INFORMATION AGE

CONCEPTUAL AGE

## Statistics

Statistics from the US Department of Labor predicts that today's high school students will have had 10–14 different jobs by the time they reach their late 30s. Moreover, 65% of these students will be working in jobs that have not yet been invented.

Source: Interdisciplinary Journal of Problem-Based Learning, Volume 10, Issue 1

## Entering the Conceptual Age



## Conceptual Age Skills

- Detect patterns and opportunities
- Create artistic and emotional beauty
- Craft a satisfying narrative or comprehend seemingly unrelated ideas into something new
- Empathize with others, understand the subtleties of human interaction
- Find joy in one's self and elicit it in others
- Stretch beyond the quotidian in pursuit of purpose and learning

## FUTURE belongs to...

- Creators and Empathizers
- Pattern Recognizers
- Meaning Makers
- Artists
- Inventors
- Designers
- Storytellers
- Caregivers & Consolers
- Big Picture Thinkers



**JOY**

And the capabilities we once thought were frivolous, the right brain qualities of inventiveness, empathy, joyfulness, and meaning, increasingly will determine who flourishes and who flounders.

- DANIEL PINK

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# The 6 Senses Needed in Today's World

## The 6 Senses Needed in Today's World

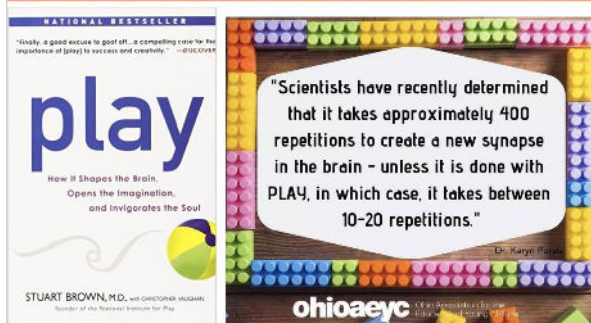
In the conceptual age, we need to complement our L-Directed reasoning by mastering six essential R-directed aptitudes.

### 3. Symphony

The ability to put together the pieces. It's the capacity to synthesize rather than to analyze... to see relationships between seemingly unrelated fields; to detect patterns, to invent something new by combining elements.



### 5. Play



### 1. Design

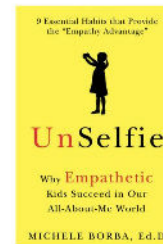
It's no longer sufficient to create a product, service, experience, lifestyle that's merely functional.

It's economically crucial and personally rewarding to create something that is beautiful, whimsical, and emotionally engaging.

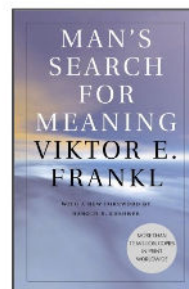


### 4. Empathy

Empathy is the ability to imagine yourself in someone else's position and to intuit what that person is feeling. It is the ability to stand in others' shoes, to see with their eyes, and to feel with their hearts.



### 6. Meaning

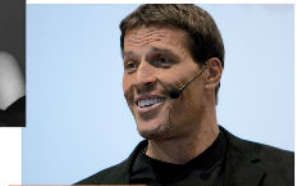


*Our fundamental drive, the motivational engine that powers human existence, is the pursuit of meaning.*

- VIKTOR FRANKL

### 2. Story

- Stories are easy to remember.
- Facts are more difficult to retrieve when isolated.



Teens today are 40 percent less empathetic than they were just a generation ago, and narcissism has increased 58 percent during that same period.

- Michele Borba

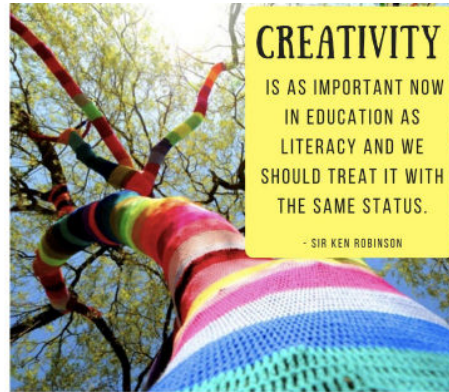
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# YOUR WHY?



## Genius Hour



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The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.

~ Alvin Toffler

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## Genius Hour Steps

**Launch Genius Hour:** Introduce Genius Hour and Inspire Your Class through mini-lessons with videos, picture books, field trips, etc.

**Step 1: Brainstorm Ideas**

**Step 2: Create an Inquiry Question**

**Step 3: Research Begins**

**Step 4: Create a Product**

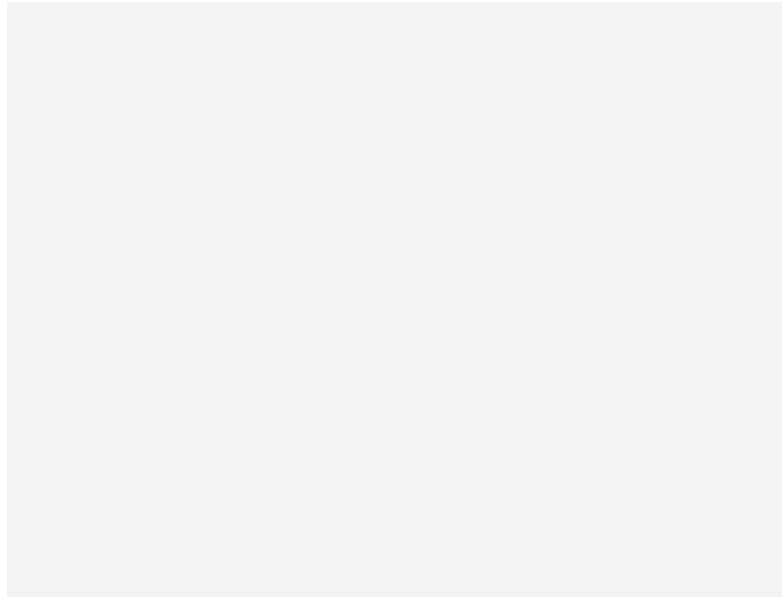
**Step 5: Presentation**

**Step 6: Reflection**

# The Launch

## Invention Design Template

### 1. Videos



Name (you and your partner) \_\_\_\_\_

Describe your invention in a paragraph.

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**Materials Needed**

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### Concept Drawing(1st)

Initial sketch without research.

### Prototype 1(2nd)

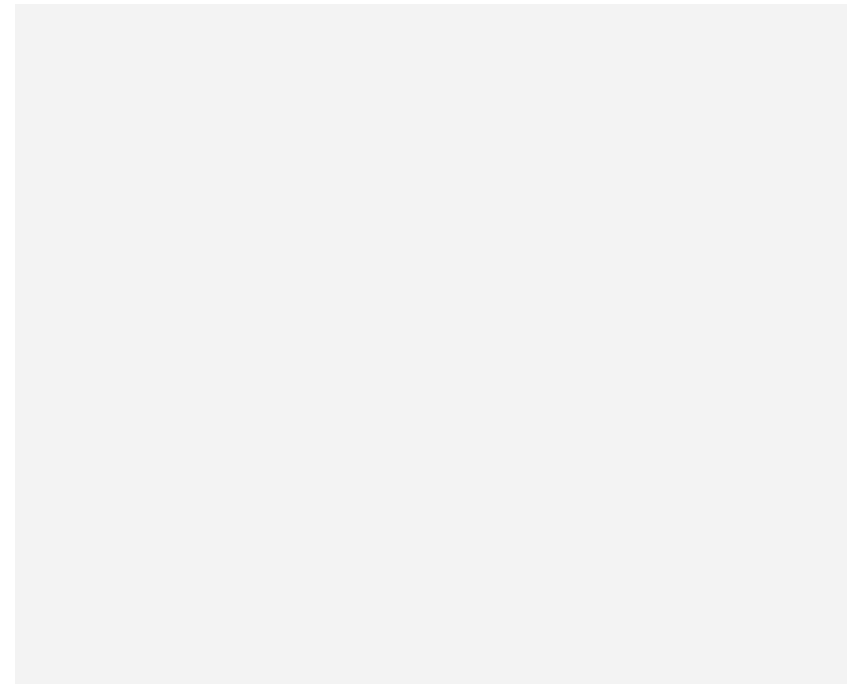
After researching add more detail to first drawing.

### Final

### Sketch(3rd)

Add to Prototype 1 with color and full detail.

### 2. Picture Books





## The Launch, Continued

### 3. Inventories

- Left/Right Brain
- Intelligence
- Strengths
- Values

### The Launch: Mini-Lesson Ideas

**Mini-lesson 1:** What is Genius Hour? What does it look like? How long will it last? What will we do?

**Mini-lesson 2:** Right Brain/Left Brain. Discuss different kinds of intelligences. How sometimes school only honors left brain.

**Mini-lesson 3:** 8 Intelligences Inventory or Right Brain/Left Brain Test w/ discussion

**Mini-lesson 4:** Inspiring video w/ discussion

**Mini-lesson 5:** Picture book w/ discussion

**Mini-lesson 6:** Inspiring video w/ discussion

**Mini-lesson 7:** Lay down ground rules

# Launching Genius Hour

Mini-Lesson:	Mini-Lesson:	Mini-Lesson:	Mini-Lesson:	Mini-Lesson:
Mini-Lesson:	Mini-Lesson:	Mini-Lesson:	Mini-Lesson:	Mini-Lesson:
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# Step 1: Brainstorm Ideas

## Field Trips for Brainstorming



**GENIUS HOUR**  
Brainstorming Ideas 3  
10 Things You Love to Do and Learn

1. Rescue animals
2. Write songs
3. Horses and how they heal
4. Different art mediums
5. Scientific investigations
6. Fashion
7. shop
8. Film making
9. Exercise
10. YouTube Channel

**GENIUS HOUR**  
Brainstorming Ideas 2  
Complete the suggestions below and put stars beside those you are interested in.

I could make a mural about Watercolors

I could build Coat rack

I could write a letter to Mom and Dad

I could paint \_\_\_\_\_

I could research Why LED lights don't get hot

I could make a model of \_\_\_\_\_

I could create a song about Being lonely

I could create an instrument using \_\_\_\_\_

I could make a movie about \_\_\_\_\_

I could start a fundraiser by To raise supplies for Animal Shelter

I could make a plan to \_\_\_\_\_

I could do a collage about \_\_\_\_\_

I could write a plan to improve Transition to high school

I could investigate \_\_\_\_\_

I could solve Clean water in Africa

**GENIUS HOUR**  
Brainstorming Ideas 4  
10 Things You Are Good At

1. Sports
2. Taking care of animals
3. Video games
4. Music
5. Art
6. Building things
7. Making movies
8. History
9. Websites
10. Persuasive speeches

Name: Allie

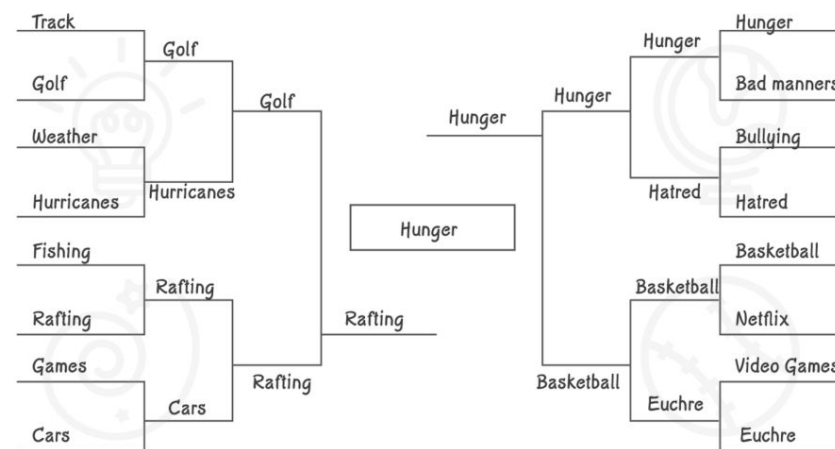
What are your interests?	What do you want to learn?	How can you learn what you want to learn?	How can you show your learning?
gymnastics	What is the hardest gymnastics skill	read books	do a report
piano	what is the hardest song to play	Look up some piano songs	power point
swimming	what are all the different types of swimming	Look on the internet or read a article or watch someone	show all the different types
having partys	what to buy when you have a party	look at all of the different party things	have a party
crafts	what is the hardest painting in the world	look up to see what it looks like see how to do it	print the picture out
roller sating	how to roller skate backwards	look on youtube how how reasuruh on the internet	bring in roller skates
bike riding	what is the longest time someone has ever rode a bike	read a book look it up	slide show
camping	what is the best type of camper	look ina camper book	show the picture to the class

## GENIUS HOUR PASSION BRACKET

NAME Spencer

What are you curious about?

How do you want to help or change the world?



What do you daydream about?

What do you do on the weekends?

## Finding Their Passions



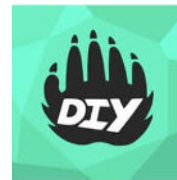
## Finding Their Passions



Thrively

Thrively is a free website designed to help you discover your child's strengths and personality.

- Activities that cater to your child based on their assessment results.
- Assessments to determine where your students' strengths and passions are along with personalized recommendations for activities.



Students learn Do It Yourself (DIY) skills and create and share their own DIY projects. The app makes it easier for kids to take images and post them on the site, which is central to full participation in the DIY community.

## Outside Experts



Nepris connects teachers and students with industry experts, virtually and without leaving the classroom. They also provide an effective way for companies to extend education outreach.



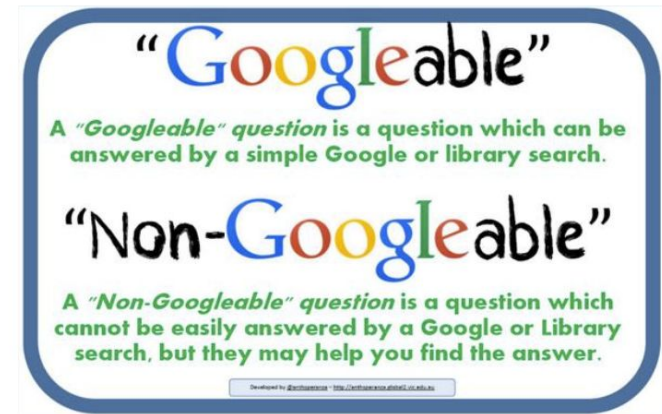
Padlet acts as an online bulletin board and can be helpful for students to have a digital place to record the results of their research and resources while working on their Genius Hour Project. They can also create their projects on this for all to see.

## Projects can make a difference by...

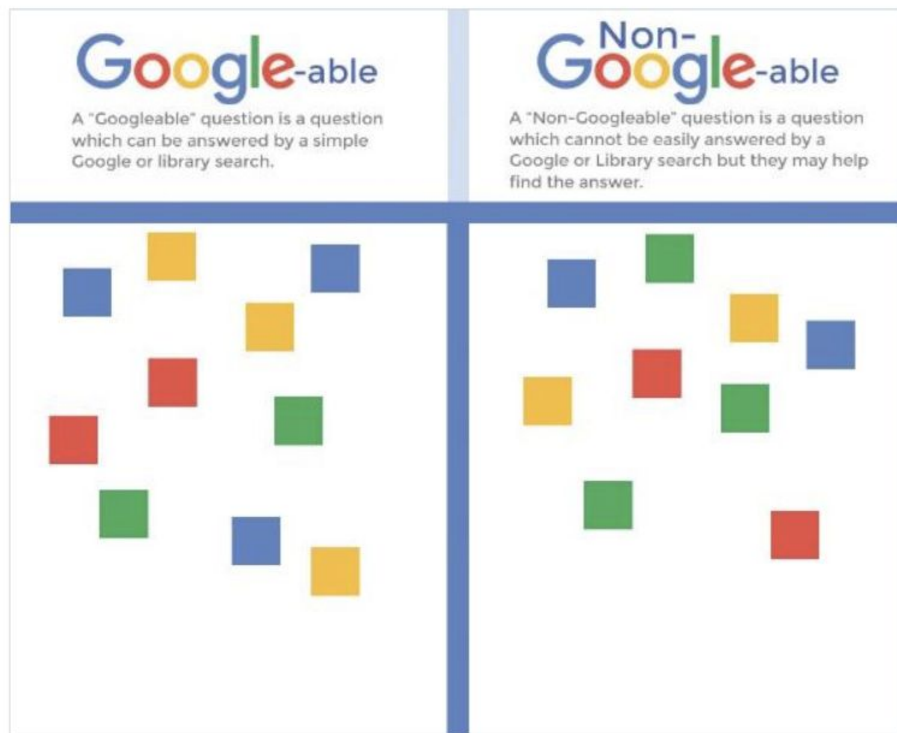
- Educating others
- Solving a problem
- Calling people to action
- Building something useful
- Planning an event
- Raising money for a purpose
- Recognizing or inspiring others
- Designing a better way to do something

## Step 2: Create an Inquiry Question

## Googleable vs. Non Googleable Questions







## Inquiry Question Examples

How can we spread more happiness around our school?

How can we reduce stress in our classroom?

How do you create a video game?

How can we create something to help junior high students survive junior high?

How do I create a graphic design business?

How can I create a business with my sewing skills?

What are ways to use alternative forms of energy?

# Proposal Submission

**GENIUS HOUR**  
**Project Proposal**

1. What is your proposed topic?
2. What are the top 3 inquiry-based questions you brainstormed about your topic?
  - 1.
  - 2.
  - 3.
3. Why are these questions important to you?
4. What do you hope to learn?
5. How do you plan to share your project with others?
6. What materials do you need?
7. On the back, list some websites you suggest you use for your proposed topic.

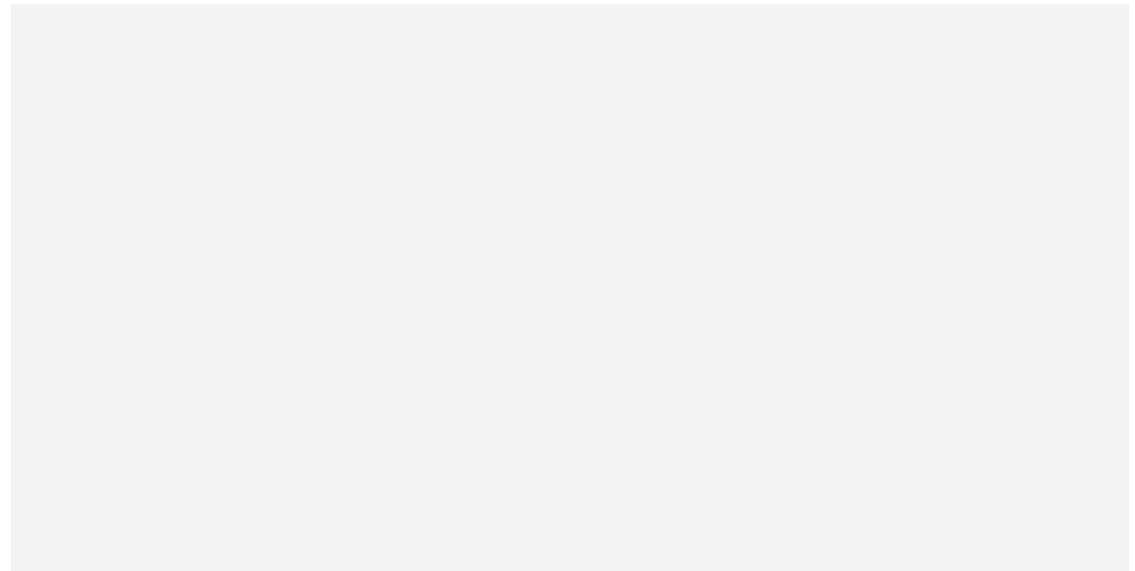
**GENIUS HOUR**  
**Project Proposal 2**

Describe your project:

Materials Needed:

Describe your plan. How will you complete this?

What is my next step?



## Step 3: Research Begins

Research Process

Mini-lesson 1: What is research

Mini-lesson 2: Topic, Keywords, and search terms

Mini-lesson 3: Copyright/Plagiarism

Mini-lesson 4: Evaluating sites and credible sources

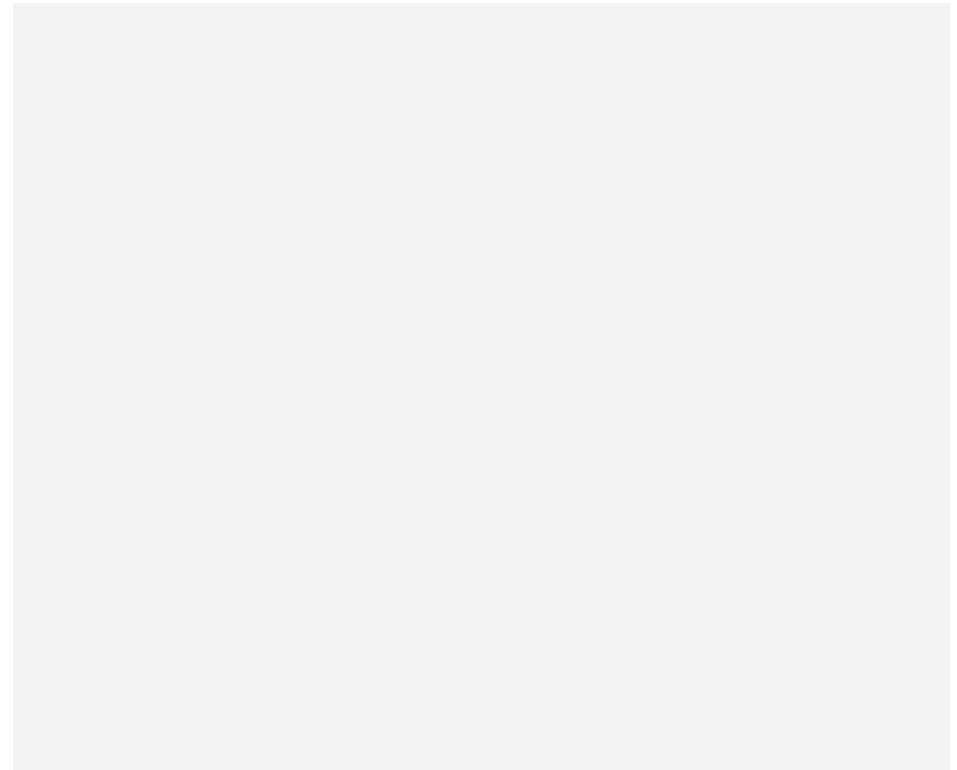
Mini-lesson 5: Taking notes and gathering info.

Mini-lesson 6: Citations

Mini-lesson 7: Synthesizing and sharing info.

Where can we find information

- ✓ BrainPop
- ✓ Animal Planet
- ✓ Wonderopolis
- ✓ Animal Planet
- ✓ Twitter
- ✓ National Geographic
- ✓ World Almanac for kids
- ✓ Library Spot
- ✓ Library
- ✓ Computer
- ✓ World Book Online
- ✓ Fun Brain
- ✓ Fact Monster
- ✓ Discovery Kids
- ✓ PBS Kids



## What If They Can't Read?



Select and Speak Text to Speech (Chrome Extension): Read any selected text in the browser. Includes many iSpeech text to speech voices in different languages.



Provides personalized support to make documents, web pages, and common file types in Google Drive (docs, PDF, etc.)  
Helps engage everyone with digital content in a way that suits his/her abilities and learning styles.

## Step 4: Create a Product

## Types of Activities

- Building/coding video games
- Making soap
- Scrapbooking
- Building a scarecrow
- Exploring art mediums
- Basket weaving
- Researching dinosaurs
- Researching Greek Gods and Mars
- Learning magic tricks
- Comparing MindCraft and Terraria
- Exploring existence of aliens
- Making pajamas
- Building frog habitat
- Building coat rack

Ways to Show What You Know

Sculpture Mural Costume Diorama Musical Re-enactment Show & Tell Rap Timeline Debate Menu Newspaper Lesson Flowchart Play Collage Drawing Journal Quilt Game Radio Presentation Visual Spoken Dance Brochure Video

## Sharing their Work



**WEEBLY:** Create a free website, store, or blog.



**SMORE.COM:** Easy design program for newsletters and flyers and to share your work with the world.



**BOOKCREATOR.COM**

## Step 5: Presentations

## Presentations Should Include...

- Cited sources
- Valid and reliable information
- Helpful organization
- Audience Engagement
- Interesting visual effects and media
- Effective oral presentation (fluency, intonation, pace, expression)

## To Grade or Not to Grade

### Presentations should Include the following:

- Cited sources
- Valid and reliable information
- Helpful organization
- Audience engagement
- Interesting visual effects and media
- Effective oral presentation (fluency, intonation, pace, expression)



# Genius Hour Rubric

	1	2	3	4
<b>Creativity</b>	<ul style="list-style-type: none"> <li>Demonstrates marginal curiosity.</li> <li>Offers a similar perspective on topic.</li> <li>Final project is similar to other projects.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some curiosity.</li> <li>Offers a different perspective on topic.</li> <li>Final product is similar to other projects.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a solid level of curiosity.</li> <li>Offers a unique perspective on the topic.</li> <li>Final product is distinct from other projects.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an exceptional level of curiosity.</li> <li>Offers a unique perspective on topic.</li> <li>Final product is exceptionally distinct from other projects.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Had to help create action plan.</li> <li>Rushed to meet deadlines.</li> <li>Figured out what needed to be done and in what order with a lot of help.</li> </ul>	<ul style="list-style-type: none"> <li>Created action plan.</li> <li>Completed deadlines by presentation.</li> <li>Able to figure out what needed to be done and in what order with some help.</li> </ul>	<ul style="list-style-type: none"> <li>Created a mostly well-developed action plan.</li> <li>Finished deadlines throughout process.</li> <li>Able to figure out what needed to be done and in what order with little help.</li> </ul>	<ul style="list-style-type: none"> <li>Created a well-developed action plan.</li> <li>Kept deadlines throughout process.</li> <li>Independently able to figure out what needed to be done and in what order.</li> </ul>
<b>Productivity</b>	<ul style="list-style-type: none"> <li>Rarely prepared and wasted time.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes prepared and sometimes wasted time</li> </ul>	<ul style="list-style-type: none"> <li>Mostly efficient use of time and resources.</li> </ul>	<ul style="list-style-type: none"> <li>Extremely effective use of time and resources.</li> </ul>
<b>Grit/Hustle</b>	<ul style="list-style-type: none"> <li>Had difficulty overcoming most obstacles and distractions.</li> <li>Allowed setbacks to get in way of accomplishing goals.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrated ability to overcome some obstacles and distractions.</li> <li>Sometimes let setbacks get in way of accomplishing goals.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrated ability to overcome most obstacles and distractions.</li> <li>Rarely let setbacks get in way of accomplishing goals.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrated exceptional ability to overcome obstacles and distractions.</li> <li>Never let setbacks get in way of accomplishing goals</li> </ul>
<b>Presentation</b>	<ul style="list-style-type: none"> <li>Purpose was unclear.</li> <li>Failed to convey successes and failure to class.</li> </ul>	<ul style="list-style-type: none"> <li>Showed a sense of purpose.</li> <li>Conveyed both successes and failures to class.</li> </ul>	<ul style="list-style-type: none"> <li>Showed passion and sense of purpose.</li> <li>Conveyed both successes and failures to class.</li> </ul>	<ul style="list-style-type: none"> <li>Showed strong passion and sense of purpose.</li> <li>Conveyed both successes and failures to entire class included what s/he learned.</li> </ul>



# Oral Presentation Rubric

## Literacy in Speaking:

- To make an oral presentation to one's class
- To communicate in a manner that allows one to be both heard and understood
- To convey one's thinking in complete sentences

## SPEAKING SKILLS

	1	3	5
<b>Delivery</b>	<ul style="list-style-type: none"> <li>• Rarely talks at an appropriate speed and rushes.</li> <li>• Rarely shows enthusiasm.</li> <li>• Uses a lot of <i>likes, ums, kind of's, you knows</i>, etc.</li> <li>• Rarely uses complete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes talks at an appropriate speed; sometimes rushes.</li> <li>• Sometimes shows enthusiasm.</li> <li>• Sometimes avoids <i>likes, ums, kind of's, you knows</i>, etc.</li> <li>• Somewhat uses complete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Talks at an appropriate speed.</li> <li>• Mostly shows enthusiasm.</li> <li>• Mostly avoids <i>likes, ums, kind of's, you knows</i>, etc.</li> <li>• Mostly uses complete sentences.</li> </ul>
<b>Eye Contact</b>	<ul style="list-style-type: none"> <li>• Rarely keeps head up and reads mostly from notes.</li> <li>• Rarely speaks to whole audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes keeps head up and does not read from notes.</li> <li>• Sometimes speaks to whole audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly keeps head up and does not read from notes.</li> <li>• Mostly speaks to whole audience.</li> </ul>
<b>Posture</b>	<ul style="list-style-type: none"> <li>• Slumped over, doesn't face the audience and fidgets a lot.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes stands up straight, faces the audience, and doesn't fidget.</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly stands up straight, faces the audience, and doesn't fidget.</li> </ul>
<b>Volume</b>	<ul style="list-style-type: none"> <li>• Very difficult to hear.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes difficult to hear.</li> </ul>	<ul style="list-style-type: none"> <li>• Easily heard by all.</li> </ul>

## CONTENT

	1	3	5
<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Presentation doesn't begin with a clear focus and thesis.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation somewhat begins with a clear focus and thesis.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation begins with a clear focus and thesis.</li> </ul>
<b>Topic Development</b>	<ul style="list-style-type: none"> <li>• Presentation does not include elements determined by teacher.</li> <li>• Presentation is Unorganized (material not logically sequenced, related to thesis, and repetitive).</li> <li>• Presentation demonstrates student does not understand the material.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation includes some elements previously determined by teacher.</li> <li>• Presentation is somewhat clearly organized (material logically sequenced, related to thesis, and not repetitive).</li> <li>• Presentation demonstrates student somewhat understands the material.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation includes all elements previously determined by teacher.</li> <li>• Presentation is clearly organized (material logically sequenced, related to thesis, and not repetitive).</li> <li>• Presentation demonstrates student mostly understands the material.</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• Presentation does not highlight key ideas nor concludes with strong final statement.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation somewhat highlights key ideas and somewhat concludes with strong final statement.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation highlights key ideas and concludes with strong final statement.</li> </ul>

# GENIUS HOUR

## Reflection

What new information did you learn during your Genius Hour project?

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What struggles did you encounter while completing your project?

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# GENIUS HOUR

1. You must work the entire time.
2. If you need materials from home, you must bring them.
3. If I have to warn you twice, your Genius Hour is over.
4. If you are missing work, you may not participate.  
#firstThingsfirst
5. Your project is due on the due date, regardless of any Genius Hour you missed.
6. You must turn in your log sheet at the end of each session.

## Conferencing



**What are you researching?**

**What are you creating?**

**How will you present it?**

**How will you explain it?**

**What does it involve?**

## Genius Hour Gurus

Don Wettrick - [@donwettrick](#)

Joy Kirr - [@joykirr](#)

AJ Juliani - [@ajjuliani](#)

Terri Eichholz - [@terrieichholz](#)

Paul Solarz - [@paulsolarz](#)

Gallit Zvi - [@gallit\\_z](#)

Denise Krebs - [@mrsdkrebs](#)

# On-site Professional Development: Bring Strobel Education to Your School

## Customized Training, Classroom Modeling, and Coaching

During on-site training, the Strobel Education team will present best practice strategies and the most up-to-date research and theory to help support teachers in their teaching practice.

### Reading Topics

- The 90-minute Reading Block
- Fluency Strategies
- Comprehension Strategies
- Differentiated Literacy Stations
- Vocabulary
- Mini-Lesson Modeling
- Close Reading & Text Complexity
- Strategies for Struggling Readers

### Writing Topics

- Writer's Workshop
- 6 Traits of Writing
- Assessing Writing
- Writing Process
- Mini-Lesson Modeling

### Staff Motivation & Keynotes

- Remembering Your Why
- Reimagining Education
- The Science of Happiness
- Positive School Culture
- Growth Mindset
- Genius Hour

### All Content Areas

- Standards-Based Grading
- Formative Assessment
- Close Reading Strategies
- Text-Dependent Questioning
- Depth of Knowledge & Rigor
- Socratic Questioning and Accountable Talk
- Trauma Informed Schools

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