

Two-Minute Takeoff

Self-Direction (S) • Time: 10 mins • Suggested band: Low/Average • Materials: Takeoff slip or planner

Why this

Beat procrastination by shrinking the first step to something you can do immediately, creating momentum and lowering activation energy.

Steps

- 1 Choose one task you've delayed.
- 2 Write the two-minute version of starting it (e.g., open the doc and write a title).
- 3 Do it now. Stop after two minutes.
- 4 Decide: either bank the win or schedule the next 10-minute chunk in your planner.

Teacher notes

Circulate and help students define truly tiny starts.

Evidence

Completed slip or calendar entry.

Differentiation

Example micro-starts for anxious students; stretch: chain three takeoffs across the week.

ID: S_two_minute_takeoff • Source: original

First-Domino (Minimum Viable Task)

Self-Direction (S) • Time: 15 mins • Suggested band: All • Materials: Domino template

Why this

Turn a vague goal into one clear action that removes a key blocker and unlocks progress.

Steps

- 1 Write a 7-day goal.
- 2 List blockers that make starting hard.
- 3 Identify the 'First Domino' action that removes the main blocker.
- 4 Add an IF–THEN plan (If it's 4pm, then I start for 15 minutes) and time-box it.

Teacher notes

Model picking a blocker with highest leverage.

Evidence

Template + scheduled time-block.

Differentiation

Offer IF–THEN stems; stretch: add a second domino.

ID: S_first_domino_minimum_viable_task • Source: original

Risk Tokens

Self-Direction (S) • Time: 10 mins • Suggested band: Average/High • Materials: Three paper tokens per student

Why this

Normalise small educational risks to build initiative and confidence.

Steps

- 1 Define three safe risks (e.g., ask a question, try a harder set, share a draft).
- 2 Students 'spend' one token per risk during the week.
- 3 End-of-week: circle which risks paid off and write one learning.

Teacher notes

Offer a menu of risk ideas tied to the subject.

Evidence

Tokens annotated + reflection note.

Differentiation

Provide sentence starters for asking questions; stretch: mentor a peer to spend a token.

ID: S_risk_tokens • Source: original

Action Sprints (10–20–2)

Self-Direction (S) • Time: 32 mins • Suggested band: All • Materials: Timer, sprint log

Why this

Short planning + focused work + quick review builds a repeatable action habit.

Steps

- 1 Plan for 10 minutes: define one clear outcome and list three steps.
- 2 Work for 20 minutes in focused mode (no phones).
- 3 Review for 2 minutes: tick steps, note a barrier, schedule the next sprint.

Teacher notes

Keep energy high; insist on a visible product by the end.

Evidence

Sprint log with ticks and next booking.

Differentiation

Provide step exemplars; stretch: add a productivity experiment (e.g., site blocker).

ID: S_action_sprints_10_20_2 • Source: adapted_from_vespa

Implementation Intentions (IF–THEN)

Self-Direction (S) • Time: 12 mins • Suggested band: Low/Average • Materials: IF–THEN card

Why this

Pre-commit to actions by linking them to situational cues so the start happens automatically.

Steps

- 1 Pick one study goal for this week.
- 2 Write three IF–THEN statements that tie the goal to time/place triggers.
- 3 Share one IF–THEN with a partner and add to calendar.

Teacher notes

Model strong cues (exact time/place) and concrete actions.

Evidence

IF–THEN card completed + calendar entry.

Differentiation

Provide cue examples; stretch: track hit-rate across a week.

ID: S_implementation_intentions_if_then • Source: adapted_from_vespa

Action Priority Matrix

Self-Direction (S) • Time: 15 mins • Suggested band: All • Materials: A4 matrix grid

Why this

Choose high-impact, low-effort actions first to create fast momentum.

Steps

- 1 Brainstorm 8–10 possible actions for this week.
- 2 Plot each on the matrix (Impact vs Effort).
- 3 Select two 'Quick Wins' and one 'Major Project' to schedule, with dates.

Teacher notes

Challenge students who overfill 'Major Projects' to split them smaller.

Evidence

Matrix sheet + three scheduled actions.

Differentiation

Provide example actions; stretch: justify placements with one sentence each.

ID: S_action_priority_matrix • Source: adapted_from_vespa

Daily Start Line

Self-Direction (S) • Time: 8 mins • Suggested band: Low/Average • Materials: Index card or planner

Why this

Create a three-step start-up ritual so work begins without debate.

Steps

- 1 Define your Start Line: clear space, open resource, write the first sentence/problem.
- 2 Practise the Start Line now in under two minutes.
- 3 Set a daily time to run your Start Line and tick it off for five days.

Teacher notes

Keep the ritual short and identical each day.

Evidence

Start Line card with five ticks.

Differentiation

Offer model rituals; stretch: add a 'shutdown' ritual for the end of study.

ID: S_daily_start_line • Source: original

The 48-Hour Rule

Self-Direction (S) • Time: 10 mins • Suggested band: Average/High • Materials: Planner

Why this

Commit to taking one concrete action toward a new idea within 48 hours to lock in momentum.

Steps

- 1 Choose one idea or opportunity you've been considering.
- 2 Define one concrete action you can take in 48 hours.
- 3 Schedule it with date/time and tell a partner for accountability.

Teacher notes

Emphasise small, do-able actions (email, draft, ask, book time).

Evidence

Calendar entry + partner check-in note.

Differentiation

Provide sample actions; stretch: set a second action for day 7.

ID: S_the_48_hour_rule • Source: original

Control Compass

Purpose (P) • Time: 15 mins • Suggested band: All • Materials: 4-quadrant sheet

Why this

Shift attention to controllables and near-term influence to reduce anxiety and increase agency.

Steps

- 1 Choose a medium-term aim (half-term).
- 2 Sort items into Control / Influence / Aware / Let go.
- 3 Pick two items from Control/Influence to act on this week and schedule them.

Teacher notes

Model the difference between influence and control with examples.

Evidence

Completed compass + two scheduled actions.

Differentiation

Provide a bank of examples; stretch: write an influence script (what you'll say to someone).

ID: P_control_compass • Source: original

Purpose Circles

Purpose (P) • Time: 20 mins • Suggested band: Average/High • Materials: Concentric circles template

Why this

Keep purpose (who you're becoming) central while allowing goals to change as you learn.

Steps

- 1 Write your Core Purpose in the centre (the kind of person you're becoming).
- 2 Add 2–3 Themes (e.g., service, creativity, mastery).
- 3 List three Current Goals that serve those themes; add one next step per goal.

Teacher notes

Encourage verbs ('become, serve, create') over titles ('be a...').

Evidence

Circles sheet + three next steps.

Differentiation

Provide sentence starters for purpose; stretch: add one 'sunset' goal to retire.

ID: P_purpose_circles • Source: original

Future-Me Interview

Purpose (P) • Time: 15 mins • Suggested band: Low/Average • Materials: Prompt cards or slide

Why this

Visioning by questioning: students interview a 'future me' two years ahead to surface habits and choices.

Steps

- 1 Pair up: one student plays 'Future Me'.
- 2 Interviewer asks prompts: What are you proud of? What habits got you there? What changed?
- 3 Swap roles; each writes one habit to start this week.

Teacher notes

Keep answers focused on controllables not luck.

Evidence

Habit start card photographed into planner.

Differentiation

Provide prompt stems; stretch: record a 60-sec audio reflection.

ID: P_future_me_interview • Source: original

Values to Verbs

Purpose (P) • Time: 15 mins • Suggested band: All • Materials: Values list + action sheet

Why this

Translate personal values into weekly actions so purpose shows up in behaviour.

Steps

- 1 Circle 2–3 values that matter to you (e.g., curiosity, kindness, excellence).
- 2 For each value, write one verb-based action you will take this week.
- 3 Schedule actions and decide a check-in day.

Teacher notes

Model weak vs strong actions (vague vs specific).

Evidence

Three scheduled value-actions.

Differentiation

Provide value bank; stretch: share one action publicly for accountability.

ID: P_values_to_verbs • Source: original

Pathway Map & Detours

Purpose (P) • Time: 18 mins • Suggested band: Average/High • Materials: A3 map template

Why this

Design multiple routes to an aim and pre-plan detours so changes don't derail progress.

Steps

- 1 Write the aim at the top (e.g., 'confident in maths retrieval').
- 2 Draw at least three pathways (different strategies or supports).
- 3 For each, add two 'detour' options if that path is blocked.

Teacher notes

Reinforce that outcomes can change; purpose remains.

Evidence

Map with 3 pathways + detours.

Differentiation

Provide example pathways; stretch: add a 'review date' to select next path.

ID: P_pathway_map_detours • Source: original

Mentor Map

Purpose (P) • Time: 12 mins • Suggested band: All • Materials: Mentor grid

Why this

Identify people and places that can help and plan respectful outreach.

Steps

- 1 Brainstorm 5 helpers: peer, teacher, older student, family, online forum.
- 2 Write one specific question for two helpers and how you'll ask.
- 3 Schedule outreach this week.

Teacher notes

Coach on polite, concise asks.

Evidence

Two outreach messages sent.

Differentiation

Provide message templates; stretch: prepare a follow-up question.

ID: P_mentor_map • Source: original

Opportunity Radar

Purpose (P) • Time: 10 mins • Suggested band: High/Very High • Materials: Sticky notes or digital board

Why this

Train attention to spot and log opportunities that align with purpose.

Steps

- 1 Create three radar categories (learn, lead, contribute).
- 2 Add one opportunity to each category this week.
- 3 Pick one and schedule a first action.

Teacher notes

Celebrate small opportunities equally with big ones.

Evidence

Radar board + one scheduled action.

Differentiation

Provide examples; stretch: recruit a peer to join one opportunity.

ID: P_opportunity_radar • Source: original

Purpose Post-it Prompts

Purpose (P) • Time: 8 mins • Suggested band: Low/Average • Materials: Three Post-its

Why this

Weekly micro-reflection to keep the 'why' visible without over-fixing on outcomes.

Steps

- 1 Write three prompts: Why this matters? What's my next tiny step? Who can help?
- 2 Stick them in your workbook/desk.
- 3 Answer them once this week before starting work.

Teacher notes

Keep prompts visible and simple.

Evidence

Dated responses on Post-its.

Differentiation

Offer prompt variations; stretch: rotate prompts monthly.

ID: P_purpose_post_it_prompts • Source: original

Listening Ladders

Awareness (A) • Time: 15 mins • Suggested band: Low/Average • Materials: Ladder card (Hear → Paraphrase → Clarify → Build/Challenge)

Why this

Practise deep listening and separate ideas from people to improve group learning.

Steps

- 1 Work in trios: Speaker (60s), Listener (paraphrase + clarify), Observer (ticks ladder steps).
- 2 Rotate roles with a new prompt (e.g., 'Best way to revise').
- 3 Debrief: which paraphrases felt respectful and useful?

Teacher notes

Enforce no interruptions; observers coach language.

Evidence

Observer tick-sheet per round.

Differentiation

Provide sentence stems; stretch: add a 'steelman' (state the best version of the other view).

ID: A_listening_ladders • Source: original

Red/Blue Team (Kind Edition)

Awareness (A) • Time: 20 mins • Suggested band: High/Very High • Materials: Topic prompt; role cards

Why this

Create a safe structure to challenge ideas and improve them together.

Steps

- 1 Group of 4: Presenter shares an idea for 60–90s.
- 2 Red Team asks questions and surfaces risks; Blue Team suggests improvements.
- 3 Presenter 'steelmans' the strongest opposing point, then updates the idea.

Teacher notes

Model tone: challenge the idea, not the person.

Evidence

Updated idea slip with change noted.

Differentiation

Provide question stems; stretch: swap roles and repeat on a new idea.

ID: A_red_blue_team_kind_edition • Source: original

Difference Detective

Awareness (A) • Time: 15 mins • Suggested band: All • Materials: Case vignette + fact/guess/stereotype sheet

Why this

Build perspective-taking by turning assumptions into curious questions.

Steps

- 1 Individually list assumptions about a short case.
- 2 Label each as fact, guess, or stereotype.
- 3 Rewrite two guesses/stereotypes as curious questions to ask.

Teacher notes

Choose inclusive, realistic vignettes.

Evidence

Before/after sheet (assumptions → questions).

Differentiation

Provide model questions; stretch: add a respectful challenge phrase.

ID: A_difference_detective • Source: original

Team Reliability Pact + Check-In

Awareness (A) • Time: 10 mins • Suggested band: Average/High • Materials: Mini-contract card

Why this

Strengthen trust by agreeing deliverables, 'done' definitions, and a check-in point.

Steps

- 1 Team sets one shared deliverable and one personal deliverable with clear 'done' criteria.
- 2 Schedule a mid-point check-in.
- 3 On due date, report 'met/missed + reason + next step'.

Teacher notes

Keep scope small and visible.

Evidence

Signed pact + check-in notes.

Differentiation

Provide exemplars of 'done'; stretch: rotate a student project manager.

ID: A_team_reliability_pact_check_in • Source: original

Compliment–Challenge–Coach

Awareness (A) • Time: 15 mins • Suggested band: All • Materials: Trios; feedback slips

Why this

Structure feedback so it stays warm and useful: specific praise, a kind challenge, and a coaching suggestion.

Steps

- 1 In trios, Student A presents work (90s).
- 2 B gives a specific compliment (what/why).
- 3 C offers a kind challenge (one upgrade) and a coaching suggestion (how to try it).
- 4 Rotate roles.

Teacher notes

Ban vague praise; insist on behaviour-linked specifics.

Evidence

Next-step note recorded by presenter.

Differentiation

Provide stem banks; stretch: presenter accepts one challenge for next lesson.

ID: A_compliment_challenge_coach • Source: original

Name–Noticing

Awareness (A) • Time: 10 mins • Suggested band: Low/Average • Materials: Class list; small cards

Why this

Build inclusion by learning names and noticing strengths.

Steps

- 1 Write three peers' names you don't often speak to.
- 2 Notice one academic or character strength for each during the week.
- 3 Share one positive observation with each person.

Teacher notes

Coach sincerity and specificity.

Evidence

Three noted strengths + brief share.

Differentiation

Provide example phrases; stretch: write a short positive email/note.

ID: A_name_noticing • Source: original

Roles Roulette

Awareness (A) • Time: 12 mins • Suggested band: All • Materials: Role cards (leader, scribe, skeptic, summariser)

Why this

Rotate roles so everyone practises different teamwork skills and perspectives.

Steps

- 1 Assign roles randomly in groups of 4.
- 2 Run a 10-minute task; each role must perform its function.
- 3 Swap roles and repeat with a new mini-task.

Teacher notes

Explain each role's behaviours before starting.

Evidence

Role completion checklist.

Differentiation

Offer scaffolded prompts per role; stretch: add timekeeper/data-checker.

ID: A_roles_roulette • Source: original

Empathy Walk (Texts & Contexts)

Awareness (A) • Time: 18 mins • Suggested band: Average/High • Materials: Short text/photo set from diverse contexts

Why this

Practice perspective-taking through short, diverse narratives; connect to classroom dialogue.

Steps

- 1 Students choose one text/photo and write 'What might this person be thinking/feeling/needing?'
- 2 Share in pairs; underline differences and overlap.
- 3 Whole-class: extract two norms for respectful discussion based on insights.

Teacher notes

Select age-appropriate, varied sources; avoid triggering content.

Evidence

Pair notes + class norms list.

Differentiation

Provide sentence starters; stretch: link one insight to a current group project.

ID: A_empathy_walk_texts_contexts • Source: original

Stuck Protocol Card (S-P-A-R-K)

Resilience (R) • Time: 12 mins • Suggested band: All • Materials: Pocket card

Why this

A repeatable method for productive struggle at the edge of knowledge.

Steps

- 1 Teach S-P-A-R-K: Scan notes → Pin the gap → Attempt a step → Reach out → Keep a log.
- 2 Students personalise two 'Reach out' options (peer/teacher/resource).
- 3 Use the card in next practice and tick which steps used.

Teacher notes

Model one live 'stuck' moment and walk the protocol.

Evidence

Ticked protocol card.

Differentiation

Help craft help-seeking scripts; stretch: a short teach-back after filling the gap.

ID: R_stuck_protocol_card_s_p_a_r_k • Source: original

Deadline Back-Plan + Buffer

Resilience (R) • Time: 18 mins • Suggested band: Low/Average • Materials: Back-plan strip

Why this

Backwards plan from due date with milestone and buffer time to improve on-time completion.

Steps

- 1 Mark the due date.
- 2 Create three milestones and a 20% buffer before due.
- 3 Write the latest safe start date and book a 30-minute first session.

Teacher notes

Check that milestones are observable actions.

Evidence

Back-plan strip taped into planner.

Differentiation

Provide milestone examples; stretch: add a peer accountability check.

ID: R_deadline_back_plan_buffer • Source: original

Recovery Reframes

Resilience (R) • Time: 15 mins • Suggested band: Average/High • Materials: Reframe sheet

Why this

Bounce back faster after a miss by replacing first thoughts with balanced reframes and a 24-hour action.

Steps

- 1 Pick a recent wobble (missed deadline/low mark).
- 2 Write the first thought; then craft a balanced reframe.
- 3 Set a 24-hour next action and a tiny reward.

Teacher notes

Normalise setbacks as data.

Evidence

Completed reframe + proof of next action.

Differentiation

Provide reframe examples; stretch: write a personal reframe mantra.

ID: R_recovery_reframes • Source: original

Pomodoro Ladder

Resilience (R) • Time: 20 mins • Suggested band: All • Materials: Timer; ladder sheet

Why this

Increase stamina gradually using 25–5 minute cycles and a simple progress ladder.

Steps

- 1 Do one 25–5 cycle and mark rung 1.
- 2 Add one more cycle another day this week (rung 2).
- 3 Reflect: what helped focus? plan a third cycle next week.

Teacher notes

Encourage short movement in the 5-minute break.

Evidence

Ladder with dates and rungs ticked.

Differentiation

Offer shorter 15–3 cycles for beginners; stretch: stack three in one session.

ID: R_pomodoro_ladder • Source: original

Milestone Receipts

Resilience (R) • Time: 10 mins • Suggested band: Average/High • Materials: Small 'receipt' slips

Why this

Issue yourself a 'receipt' each time a milestone is completed to make progress visible and motivating.

Steps

- 1 Define three milestones for a current task.
- 2 After completing each, fill a receipt: date, what done, next step.
- 3 Pin/photograph receipts to track momentum.

Teacher notes

Celebrate each receipt quickly.

Evidence

Three dated receipts per student.

Differentiation

Provide a template; stretch: share one receipt with a parent/mentor.

ID: R_milestone_receipts • Source: original

Energy Audit

Resilience (R) • Time: 15 mins • Suggested band: All • Materials: Audit sheet (sleep, breaks, movement, fuel)

Why this

Optimise the basics that power resilience and focus.

Steps

- 1 Rate last week (sleep, breaks, movement, fuel) on a 1–5 scale.
- 2 Choose one area to improve and define a 7-day experiment.
- 3 Schedule check-in to review the result.

Teacher notes

Keep experiments small and specific.

Evidence

Audit sheet + experiment note.

Differentiation

Provide example experiments; stretch: pair up as accountability buddies.

ID: R_energy_audit • Source: original

Plan B Playbook

Resilience (R) • Time: 12 mins • Suggested band: Average/High • Materials: Playbook card

Why this

Write if–then plans for common setbacks so momentum continues under pressure.

Steps

- 1 List three likely setbacks (illness, tech fail, clash).
- 2 Write an IF–THEN for each (If X happens, then I will Y).
- 3 Place the card in your planner and review weekly.

Teacher notes

Brainstorm realistic Y actions (short, controllable).

Evidence

Playbook card completed.

Differentiation

Provide starter list; stretch: add a Plan C for the hardest setback.

ID: R_plan_b_playbook • Source: original

Reliability Scorecard

Resilience (R) • Time: 10 mins • Suggested band: All • Materials: Scorecard grid

Why this

Track on-time deliveries weekly to build a reputation for reliability.

Steps

- 1 List this week's deliverables with dates.
- 2 Record 'on time / early / late' and one cause if late.
- 3 Set one fix for next week (e.g., earlier start, buffer).

Teacher notes

Focus on patterns, not blame.

Evidence

Completed scorecard over two weeks.

Differentiation

Provide example causes/fixes; stretch: aim for a 3-week on-time streak.

ID: R_reliability_scorecard • Source: original

Curiosity Tickets

Knowledge (K) • Time: 12 mins • Suggested band: Low/Average • Materials: Post-its or slips

Why this

Build student identity and independent inquiry with a quick ‘fact + wonder’ exit ticket.

Steps

- 1 Write one fact learned and one ‘I wonder...’ question.
- 2 Teacher groups 3–4 best wonders on the board.
- 3 Choose one wonder to research for 10 minutes at home; share 60 seconds next lesson.

Teacher notes

Model what makes a good wonder (specific, researchable).

Evidence

Ticket collected + short share next lesson.

Differentiation

Provide prompt stems; stretch: require a source citation.

ID: K_curiosity_tickets • Source: original

3-2-1 Wonder Wall + Micro-Inquiry

Knowledge (K) • Time: 18 mins • Suggested band: Average • Materials: A3 wall or Padlet

Why this

Turn curiosity into planned micro-inquiries that go beyond the syllabus.

Steps

- 1 Write 3 things learned, 2 connections, 1 wonder.
- 2 In pairs, choose one shared wonder and plan a micro-inquiry (question → where to look → how to share).
- 3 Complete and present a 90-second share or one-pager.

Teacher notes

Curate wonders to keep them age-appropriate and feasible.

Evidence

One-pager/90-sec talk.

Differentiation

Provide vetted links; stretch: compare two sources.

ID: K_3_2_1_wonder_wall_micro_inquiry • Source: original

Feynman Flip (Teach It Simple)

Knowledge (K) • Time: 15 mins • Suggested band: High/Very High • Materials: A5 template

Why this

Explain a tricky idea in plain words and a sketch to expose and fix gaps in understanding.

Steps

- 1 Write a simple explanation as if to a younger student.
- 2 Add a quick diagram or analogy.
- 3 Swap and get one clarifying question; improve your explanation.

Teacher notes

Insist on simple language; ban jargon unless defined.

Evidence

Before/after drafts filed.

Differentiation

Provide sentence starters; stretch: record a 60-sec explainer.

ID: K_feynman_flip_teach_it_simple • Source: original

Retrieval Scavenger Hunt

Knowledge (K) • Time: 16 mins • Suggested band: All • Materials: Teacher-made prompt set

Why this

Practise active recall and identify weak spots for follow-up practice.

Steps

- 1 Individually retrieve answers from memory first (no notes).
- 2 Pair whisper-check and add only what you truly forgot.
- 3 Class reveal; set a 48-hour mini-practice target on two weak items.

Teacher notes

Keep pace brisk; celebrate honest gaps.

Evidence

Retrieval sheet + 48-hour target.

Differentiation

Tier prompts by difficulty; stretch: students generate one new prompt.

ID: K_retrieval_scavenger_hunt • Source: original

Source Swap Debate

Knowledge (K) • Time: 20 mins • Suggested band: High/Very High • Materials: Devices or printed sources; credibility checklist

Why this

Grow sceptical curiosity by debating with sources you didn't choose.

Steps

- 1 Pairs pick a question; each finds one source.
- 2 Swap sources; rate credibility (author, date, evidence).
- 3 60-second mini-debate using the swapped source; agree a joint 'best answer so far'.

Teacher notes

Pre-teach credibility criteria.

Evidence

Checklist + joint answer note.

Differentiation

Provide reliable source list; stretch: include a counter-source.

ID: K_source_swap_debate • Source: original

Notebook Architecture

Knowledge (K) • Time: 14 mins • Suggested band: Low/Average • Materials: Exercise book; tabs or sections

Why this

Design a notebook layout that supports active learning and independent study.

Steps

- 1 Create sections (notes, questions, retrieval, mistakes log).
- 2 Add a 'question margin' and a 'next step' footer.
- 3 Use the layout in the next lesson; complete one retrieval and one next step.

Teacher notes

Show exemplars of strong pages.

Evidence

Photo of first structured page.

Differentiation

Provide printed headers; stretch: add a personal index at the front.

ID: K_notebook_architecture • Source: original

Question Quiver

Knowledge (K) • Time: 12 mins • Suggested band: Average/High • Materials: Question stems sheet; slips

Why this

Build a reusable bank of question types to drive deeper learning.

Steps

- 1 Write one question in each category: clarify, connect, challenge, apply.
- 2 Star one to ask in the next lesson.
- 3 After asking, write what answer changed for you.

Teacher notes

Encourage 'how/why' over yes/no.

Evidence

Four-category quiver card + one used question.

Differentiation

Provide stem banks; stretch: peer-review each other's questions.

ID: K_question_quiver • Source: original

Extension Quest

Knowledge (K) • Time: 20 mins • Suggested band: All • Materials: Menu of enrichment tasks; reflection card

Why this

Choose an extension task that fits your curiosity and produce a concrete output.

Steps

- 1 Pick one quest (reading, experiment, problem set, interview).
- 2 Define your output (brief, diagram, reflection).
- 3 Complete a first draft this week and note one next question it raises.

Teacher notes

Keep outputs short but real; value quality over length.

Evidence

Quest output + next question.

Differentiation

Provide quest menu; stretch: submit to a school blog or display.

ID: K_extension_quest • Source: original