



MODULE

2

**USING INQUIRY
TO GUIDE RESEARCH**



MODULE 2

Using Inquiry to Guide Research

MODULE OVERVIEW

In addition to the student learning objectives, the intended outcome of Module 2 is that students will discover (as authentically as possible) that several skills and attributes consistently contribute to kindness, and that of these, Self-Awareness, Empathy, and Relationship Skills are particularly powerful. Students are guided through an inquiry and research process toward discovery, and should complete Module 2 with a growing understanding that building up these skills will naturally contribute to an increase in kindness.

Students have the opportunity to practice these skills through a variety of activities in Modules 3-5, as well as put them into action in their Kindness Experiment (Module 6).

LEARNING OBJECTIVES

- Students will be able to use scientific inquiry and research to gain new knowledge and skills.
- Students will understand that specific skills and attributes can support and increase kind acts.

STANDARDS AND CORE COMPETENCY MAPPING

- (CASEL) Self-Awareness
- (CASEL) Social-Awareness: Empathy
- (CASEL) Relationship Skills: Communication, Social Engagement
- (NGSS) Ask and/or identify questions that can be answered by an investigation.
- (NGSS) Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s).



Estimated Total Time

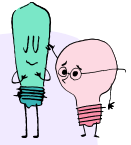
60-90 minutes

Module 2 consists of three parts that can be completed in one extended session or broken out over two or three days.



Materials

- Student Journals
([pdf download](#) | [copy Google Slides](#))
- *Horton Hears a Who*, by Dr. Seuss
(printed copy or [Read-aloud](#))
- Whiteboard, Smartboard, Digital Presentation Tool, or Chart Paper



FACILITATION TIPS

If you are facilitating in-person, Module 2 can be completed in one extended session, or over two to three days.

If you are facilitating virtually, Learn Kind recommends that you facilitate:

- Parts 1 and 3 can be facilitated synchronously with the whole group
- Part 2 facilitated asynchronously as an independent activity
- Discussion can be facilitated *synchronously* through whole group virtual sessions, or *asynchronously* through platforms like Flipgrid, Google Docs, or other discussion board or video platforms.

Note: See *Teacher Rx, Section 2* for student accessibility tips.

Reflection Options: Throughout the module you will see a number of opportunities for students to reflect on their learning. These opportunities are included in the Student Journals, but you may choose to facilitate reflection in a variety of ways. Consider small group discussions, exit tickets, recorded responses, discussion boards, or other strategies. Consider the major takeaways you want your students to have, and facilitate reflections accordingly.

PREPARATION

If you opt for *Research Option 2 (Horton Hears a Who)*, obtain a copy of *Horton Hears a Who* from your classroom, school, or local library prior to Part 1. You may also opt to [play this read-aloud video for your class](#).

PART 1

Using Inquiry to Guide Research



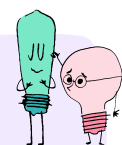
Estimated Total Time
10-15 minutes

1. INTRODUCTION (Whole Group if possible)

If continuing from Module 1 - Tell students, "Now that you've asked the Big Question, 'Does being kind make us happy?' you're going to continue using scientific inquiry to answer that question." Remind students they will act as scientists throughout the module.

FACILITATION TIP

If necessary, review the anchor chart or other document you created in Module 1 with student responses related to scientists and research.



2. DISCUSSION

Lead a whole group discussion on the purpose of research in scientific inquiry, and how inquiry (asking questions) can help guide the research process. First, review the "Big Question" with students: *Does being kind make us happy?*

Then tell students, "The same way that a big question can lead to a new discovery, thoughtful questions along the way show us which sources to look to for helpful information, research-based evidence, and stories that help us understand."

Ask students: "Before we can answer the big question, what are some smaller questions we can ask to guide our research?"

- **Use this Key Question to model and have students record for their question list:**

"Are there certain things we see or do that seem to always be considered 'kind'?" (Display for students to copy into journal)

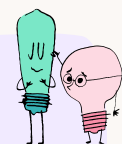
- **Model Additional Potential Questions (if needed):**

- "What is kindness?"
- "Which acts qualify as kind acts?"
- "What specific skills can we build that will help us do kind acts?"

As a class, record one or two additional questions that will help lead your research. Ensure that all students have the Key Question recorded.

FACILITATION TIPS

- You may opt to do this part as an anchor chart activity, in lieu of using student journals.
- Display questions for students to copy into their journals or post them to your digital platform and have students record them in their journals after Part 1.



PART 2

Student Research



Estimated Total Time
30-60 min, as needed

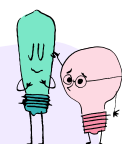
1. KINDNESS RESEARCH THROUGH LITERATURE

Students will investigate and observe *kindness* while actively listening to the children's book, *Horton Hears a Who*. Using what they have already discussed about kindness, students will make observations about the character *Horton*, and how he interacts with different characters in the book. Students should also observe how the other characters treat Horton.

VIRTUAL FACILITATION TIPS

You may share the story,

- *Synchronously* with your class by reading to them, or sharing the YouTube read-aloud during a virtual meeting.
- *Asynchronously* by providing a video of yourself reading the story or by sharing the link to the YouTube read-aloud through your class's digital platform. If you share the story asynchronously, provide the prompts in the next facilitation tip for students.
- Consider accessibility support as needed



FACILITATION TIP

Students will need their journals and a pencil while you read the book aloud. Pause at various points during the story to have students make observations about Horton that help answer the Big Question.

Use the following prompts:

- How does Horton act?
- What does Horton do?
- How does Horton respond to other characters?

FACILITATION TIP

Keep your class' needs in mind and approach this activity as you see appropriate. If students can take notes independently, allow them to do so, or record observations as a class and allow students to copy or sketch them in their journals.

PART 3

Share Research Results and Reflect

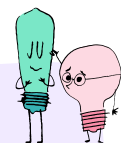


Estimated Total Time
20–30 min

SEL Skills: Self-Awareness; Social-Awareness: Empathy; Relationship Skills

1. GROUP REFLECTION (Whole Group)

After reading, have students share their major takeaways about Horton as a class. Begin the discussion as open-ended as possible, recording student observations in an open and visible space and encouraging their individual discoveries and learning (unless you did so while reading). If you created a list of observations while reading, review students' observations as a class and encourage them to cite their evidence. *Example: "I think Horton was caring because I noticed he tried his best to protect the Whos."*



FACILITATION TIP

Prompts like "What made you think that?" can help students point to evidence for their observations.

VIRTUAL FACILITATION TIP

Discussion can be facilitated through whole group virtual meetings, or through platforms like Flipgrid, Google Docs, Seesaw, or other discussion board platforms.

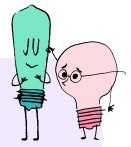
As discussion continues, prompt students to share discoveries regarding Horton's skills and attributes that are connected to kindness. **Continue to narrow the focus of the discussion to the three key skills:**

- Self-Awareness
- Empathy
- Relationship Skills

Students may reference any or all of these skills with different terminology depending on their observations or individual understanding. They may say that Horton:

- is helpful
- is a good listener
- is respectful
- shows love or compassion

Tie student observations to the target skills of Self-awareness, Empathy, and Relationship Skills in order to establish a common foundation. Connect each observation to a skill as it's introduced.



FACILITATION TIP

Be sure to use the correct terminology for each key skill.

2. OPTIONAL RESEARCH CONNECTION

If you'd like to provide students with additional research connections, share key facts from the article [5 Reasons Why Being Kind Makes You Feel Good According to Science](#). Before sharing the article, ask students, "How do you think Horton felt after helping the Whos?". Share what you think is appropriate for the age of your students.

3. STUDENT REFLECTION (Individual)

Conclude the discussion and research activity by having students list the skills and attributes that empower kindness. Though they may list more depending on their research and discussion, all students should list **Self-Awareness, Empathy, and Relationship Skills**.

Conclude the activity by having students reflect on and answer the following question in their journal: "How have I used one of these skills to show kindness lately?"

Congratulations! You've reached the end of Module 2.

Choose Kindness Now

When it comes down to it, kindness is a choice – and a choice we can make over and over again. Use this simple step-by-step tool at the end of every module, or as often as needed to help students strengthen their internal kindness muscles. Since science tells us kindness is contagious, every choice can create ripples of positive impact.

① **CHOOSE** your kind act from the list below (or choose your own!)

② **PLAN** the WHO, WHEN, and WHERE for your act

WHO – Do it for a friend, family member, teacher, or yourself

WHEN – Choose when you will do the act (maybe it's right now!)

WHERE – Where will you do it? School, home, or somewhere else?

③ **DO** your kind act!

④ **OBSERVE** what happened and how you feel

⑤ **(Optional) SHARE** with the class next time you meet

☐ Ask someone to play

☐ Help someone in school

☐ Pick up litter or trash

☐ Smile at someone

☐ Give someone a compliment

☐ Thank someone for something

☐ Draw a picture for someone

☐ Help with a chore at home

☐ Go outside and enjoy nature

☐ Take a mindful moment for yourself