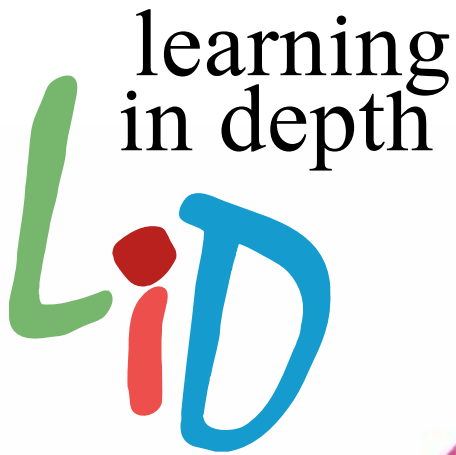


# The LiDKit: Resources for Implementing the Learning in Depth Program



# The LiDKit

**The LiDKit** (ISBN: 978-1-926966-15-1) is designed to help implement the Learning in Depth (LiD) program. In the LiD program, students thoroughly explore a single topic during their school career, gradually building a personal portfolio of knowledge on the topic. Through this program, students develop a love of learning, a thirst for knowledge, and a curiosity about the world around them.

Designed for teachers who will be supervising the development of students' LiD portfolios, this resource kit offers practical ideas for keeping students imaginatively engaged with their LiD topics. The LiDKit compiles materials for teachers who want to implement LiD in their classrooms or schools, as well as introduce LiD to other teachers, administrators, and parents.

**“The Learning in Depth project has brought to our students a completely new relationship to learning that has been surprising in its depth and quality.”**

— *Sheri Dunton, Corbett Charter School*

**“...My son's maturity level has grown tremendously. He has gained patience and takes pride in his work. He explains his thoughts and ideas with ease and clarity. He never feels overwhelmed by school and welcomes homework responsibly. He is truly content and happy with his progress. I feel so fortunate to have been witness to my child experiencing this program and I am convinced that he has benefited beyond his capabilities.”**

— *Nicole Clydesdale, parent of a LiD student*

# The LidKit Brief Guide and Brochures



The **LidKit Brief Guide**, the **Seven Steps to Starting LiD** brochure, and the **Support Services** brochure contain information for parents, teachers, and administrators who are interested in implementing the LiD program.

## THE LIDKIT BRIEF GUIDE

This booklet provides an overview of the program and it can be given to parents and administrators. A copy is also available on the DVD for reproducing and sharing.

5.5" x 8.5", 24 pages  
5 copies

### Frequently Asked Questions

**Q. Won't students become bored with having the same topic for twelve years?**

A. Boredom is a product of ignorance; generally, the more we know about something, the more interesting it becomes. An underlying principle of the LiD project is that "everything is wonderful, if only we know enough about it."

**Q. The random assignment of topics is absurd. Why not let students choose their topic?**

A. Children's interests at age five tend to change quite often. A particular topic may be stimulated by a recent movie and may change in a week; even the dinosaurs so loved by typical five-year-olds commonly lose their appeal after a few years. There are a number of reasons to hold to the random assignment for young students. If Learning in Depth is introduced to older students, they can choose from among the set of topics provided to teachers in the LiD resource kit.

**Q. Wouldn't this program be too complicated to organize?**

A. Certainly it will be a challenge, but if we are committed to enhancing our children's education, we can make it work relatively easily. It will cost something, of course, but the cost will be tiny compared to overall educational budgets.

15

### The Role Families Play in Supporting LiD

The LiD program invites parents and other family members to engage in learning with their children. Teachers encourage children to work on their portfolios at home and to regularly add the materials they create at home to their school portfolios. There are many resource materials available on LiD for parents or guardians who would like to learn more about the LiD program and help their children explore their topics. We ask family members to see their role as supportive, rather than allowing their own enthusiasm and perhaps superior research skills initially to take over students' projects.



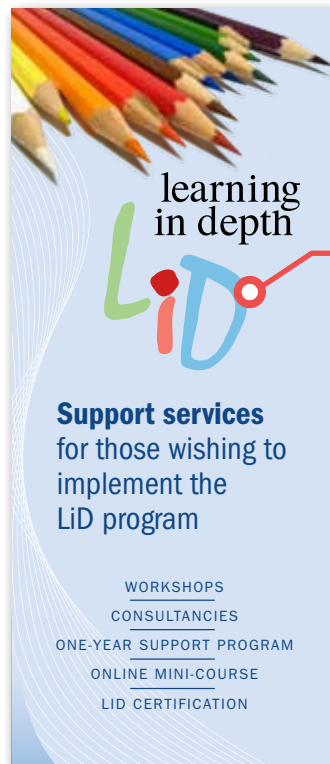
Early LiD research often involves interviewing family members to see what they know about a topic.

13

## SEVEN STEPS TO STARTING LID BROCHURE

An excellent resource for teachers and administrators who are interested in the program, the brochure outlines how to develop the foundation for a successful LiD program.

Full-colour, trifold brochure  
5 copies

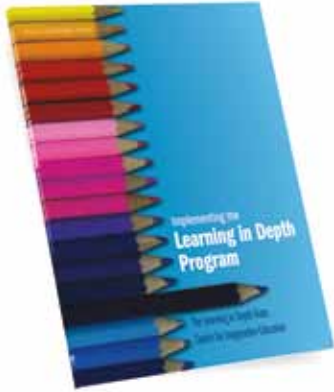


## SUPPORT SERVICES BROCHURE

A guide to the workshops, one-year support program, mini courses, consultancies, and certification available for those wishing to implement the LiD program.

Full-colour, trifold brochure  
2 copies

# Implementing the Learning in Depth Program



*Implementing the Learning in Depth Program* is the essential guide to this innovative program. It includes tips for getting support from parents and administrators, building a LiD community within the school, and adapting the program for special needs and gifted learners, as well as for elementary, middle, and high schools.

8.5" x 11", 112 pages

## Getting Started: Suggestions For Teachers

by J. Melanie Young in association with The Imaginative Education Research Group

### Introduction

Learning in Depth allows students to explore a topic from any perspective they choose and at a pace that suits them; it provides an opportunity for students to discover how knowledge works. It is meant to be a student-directed activity supervised but not led by teachers. Teachers, particularly in the early grades, make suggestions, offer guiding questions, and make recommendations for avenues worth exploring.

### What is the teacher's role in LiD?

The teacher's main task is to engage students' imaginations with their topics. Teachers model the attitude that everyone has something to offer and there is no end to the possibilities of knowing and knowledge. They encourage flexibility and creativity. There is no formal assessment or marking of students' work. Instead, there are opportunities for students to get feedback from the teacher, and at regular intervals students will present some of their portfolio materials to small groups or to the whole class and invited guests.



Students should be encouraged to creatively demonstrate what they are learning.

12

### Assigning Topics

Part of the richness of LiD is the varied topics that can be unique to individual student "experts." In the early grades, we recommend randomly assigning topics to students from the approved list of LiD topics provided in this kit. The topics are given to the students during a drawing ceremony.

## IMPLEMENTATION SUGGESTIONS

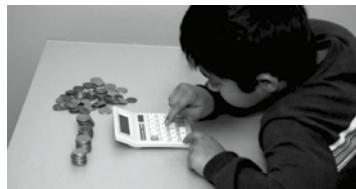
Provide step-by-step suggestions for how to implement the program in the classroom.

## MODEL IMPLEMENTATION

Explores how a sample topic can be used with a primary class.

## A Model For Grade 1 Teachers: Learning in Depth About Money

by J. Melanie Young



Although LiD is not tied to the curriculum, it can support learning that is already happening in the classroom.

### Introduction

This model for teachers provides ideas for how the Learning in Depth project might be implemented with grade 1 students, using the topic "money" as an example. Elementary students can be expected to need more guidance than older students who are engaging in LiD; therefore, this model shows the wide variety of activities even young students could undertake with their own topics. The section of the model called "Potential for inclusion of student LiD topics in the regular class schedule" offers suggestions of how the LiD projects could be included in regular classroom activities, either as the vehicle for knowledge exploration or skills development, or as a supplement to regular lesson plans.

As Kieran Egan has proposed, Learning in Depth recognizes that "seemingly trivial topics all unfold into the depths of our history, culture, and experience." Therefore, everything is essentially connected to everything else. The "Return and Reconnect" section of the model is meant to highlight this. The ideas in this section are by no means comprehensive; students will probably find connections well beyond the few suggested here.

27

research. Topics that may appear to fit more naturally with English—"theatre," "humour," or "the Book"—have been passed over in order to showcase how an English lens may afford a unique perspective for other more seemingly unrelated topics: "electricity," "sheep," "maps," and "money."

### Electricity

When considering electricity, the English teacher might frame three initial questions:

1. What are the two basic forms or types of electricity?
2. Why has electricity come to be known by these two nominal terms?
3. What are the origins of these two forms of electricity?

The first question prompts students to distinguish between terms used in the study. These distinctions can be further elaborated in the second question. This question is somewhat more historical in scope than the first question, and somewhat less historical in scope than the third question. The student can be prompted to consider the extent to which these terms accurately reflect the properties of the electron movement associated with alternating and direct current.

From there, many topics can be explored. What are the origins of the terms? Heroic figures in the field are Edison and Tesla. As students explore the historic relationship between Tesla and Edison, English teachers might ask them to consider the literary concept of a nemesis, and explore the extent to which Edison may have been Tesla's nemesis.

Another set of questions may follow, designed to draw students' research of this topic into a more literary realm:

1. What are the mythic origins of electricity?
2. What role did the Viking god Thor play in establishing a pre-historical attitude towards electricity?
3. How do these early conceptions of electricity influence our contemporary awareness of this powerful concept?

By exploring the characters and characteristics



Research around the topic of electricity could lead to the discovery of Thor's Battle with the Etres (1872) by Marton Erik Winge, an iconic depiction of Thor, the Scandinavian god of lightning.

## EXAMPLES

Tips on how to adapt various topics to suit different subject areas, such as English, social studies, and science.

# Implementing the Learning in Depth Program

## LID Weekly Teacher's Log 1

School: \_\_\_\_\_ School Year: \_\_\_\_\_  
 Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

Week	Dates

## Tracking LID Student Journeys

School: \_\_\_\_\_ School Year: \_\_\_\_\_  
 Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

Student's name	LID Topic	Student's Special Interests	Collaborations with other Students	Highlights/Challenges/Notes

### TEACHER LOGS

Track students' LiD topics and portfolios, as well as LiD class activities and events.

## Blackline Master 1 COLLECTING QUESTIONS ABOUT MY LID TOPIC

Name: \_\_\_\_\_  
 Topic: \_\_\_\_\_

Talk to 10 people and ask them for questions they

Name of person	How do I know this person?
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

## Blackline Master 6 WATCHING DOCUMENTARIES ABOUT MY LID TOPIC

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Topic: \_\_\_\_\_

Ask your parents/guardians to help you find a documentary film or video about your topic. Watch it together and answer the following questions:

1. What is the title of the documentary?  
\_\_\_\_\_
2. Where did you find it?  
\_\_\_\_\_
3. What was the most interesting thing you learned from it?  
\_\_\_\_\_
4. After watching it, what were you wondering about?  
\_\_\_\_\_
5. Did you disagree with anything in the documentary? If so, what was it?  
\_\_\_\_\_
6. What were the strengths of this documentary? What were the weaknesses? Would you recommend it to a friend? Why or why not?  
\_\_\_\_\_

### BLACKLINE MASTERS

Provide guidance to students for a wide variety of activities.

# The LiDKit Digital Resources



## The LiDKit contains two DVDs:

- DVD: Kieran Egan, *Learning in Depth: A Simple Innovation That Can Transform Schooling*.
- DVD: Resources for Implementing the Learning in Depth Program. Includes first-hand accounts from teachers who have implemented LiD; templates for teacher logs and blackline masters for student use; LiD activity topics, sorted by categories; two brief videos and a PowerPoint presentation about LiD; and sample letters to parents/guardians and school administrators.

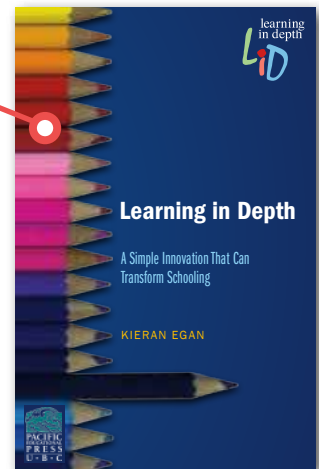


## LEARNING IN DEPTH: A SIMPLE INNOVATION THAT CAN TRANSFORM SCHOOLING

A digital version of Kieran Egan's book is included on a DVD.

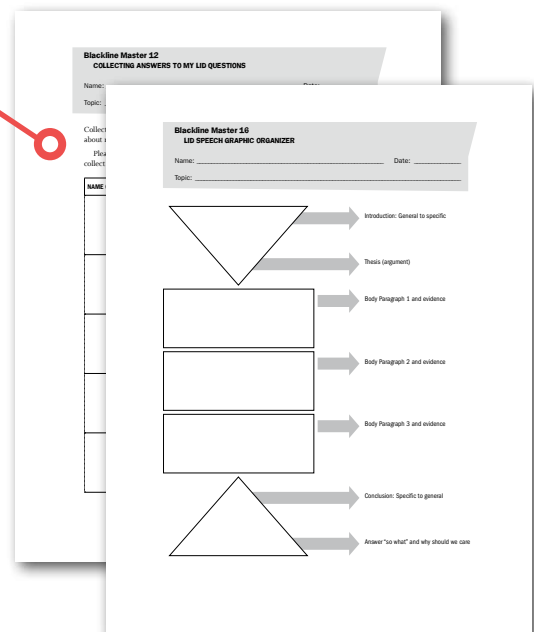
## LETTER TEMPLATES

Letters to parents/guardians and letters to administrators can be modified by teachers to suit their school's needs.



## BLACKLINE MASTERS

Available in Word, PDF, and Notebook formats for classroom use.



## VIDEOS

Feature interviews with LiD experts.



# Topic List and Activity Cards

## TOPIC LIST

An updated and expanded list of suitable LiD topics and the criteria used for picking topics.

8.5" x 11", laminated  
2 copies

**Suitable LiD Topics**

Air and atmosphere	Farm animals	Reptiles
Aircraft and airports	Farming	Rice
Amphibians	Fish	Rivers
Ancient ruins	Flags and heraldry	Roads
Animal habitations	Flowering plants	Rodents
The Antarctic	Forests	Roots of plants
Ants	Fossils	Sacred buildings
Apes and monkeys	Fungi	The seashore
Apples	Games and sports	Seeds
The Arctic	Goats	Sheep
Bats	Grass	Ships
Bears	Habitations	Sign systems and codes
Bees	Hair and fur	The solar system
Beetles	Hands, feet, hooves, and paws	Songs
Birds	Headwear and footwear	Spacecraft
Bridges	Horses	Spices
Buildings	Icebergs and glaciers	Spiders
Butterflies and moths	Insects	Stones and rocks
Castles	Jungles	The submarine world
Cats	Leaves	Swamps and wetlands
Cattle	Light and lamps	Teeth
Caves, mines, and tunnels	Locomotion	Theatre
Cells	Maps	Tools and simple machines
Cereals and grains	Marsupials	Trains and railways
The circus	Measurement of time	Transportation
Clothing	Metals	Trees
Colour	Milk	Tundra
Cooking	Molluscs	Tunnels
Coral	Money	Underground life
Cosmic objects	The moon	Volcanoes
Cotton	Mountains	Water
Counting systems	Music	Water supply and resources
Crustaceans	Musical instruments	Water transport
Dance	Myths and folktales	Weather and climate
Deserts	Oceans	Whales
Dinosaurs	Olympic games	Wheat
Dogs	Paints and their uses	The wheel
Dust	Paper	Wildlife migrations
Eggs	Pirates	Wood
Engines	Ponds and lakes	Wool
Exploration	Ports	Worms
Eyes	Rainforests	Writing systems

**Criteria for Selecting LiD Topics**

This list of recommended LiD topics expands on the list originally published in Kieran Egan's book *Learning in Depth: A Simple Innovation That Can Transform Schooling*. The criteria we used in selecting these topics are as follows:

- sufficient breadth;
- sufficient depth;
- sufficient connections with the self—cultural, imaginative, and emotional ties;
- not too technical;
- sufficient local resource materials available for adequate access;
- not too general or too unconstrained (for example, "animals" is too general, "tigers" is adequate, but "cats" is optimal);
- not focussed on the more depressing features of human existence or on common phobias;
- each topic must provide an equivalently rich experience for all students; and
- each topic must be acceptable to students' parents/guardians (that is, matters of cultural sensitivity and ethics also need to be considered in the assignment or choice of topics).

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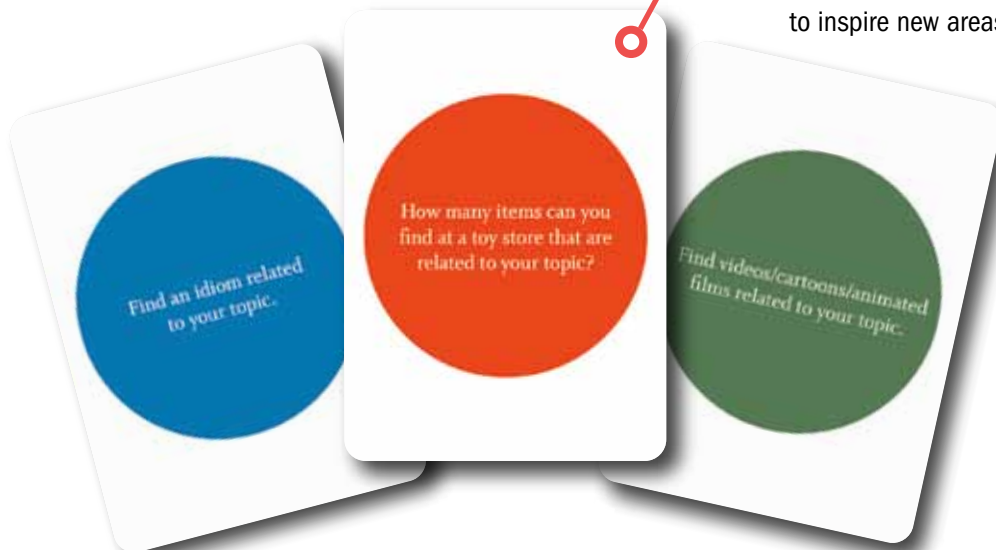


The **LiDKit Activity Cards** provide students with suggestions on how to extend their research into new areas.

104 cards

## ACTIVITY CARDS

Dozens of creative suggestions to inspire new areas of inquiry.



# The LiDKit



Artist's impression. Items may not be exactly as shown.



The LiDKit ISBN 978-1-926966-15-1

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**ABOUT THE PUBLISHER**

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**ABOUT IERG**

The Imaginative Education Research Group (IERG) was founded in 2001 in the Faculty of Education at Simon Fraser University in British Columbia. IERG develops theories, principles, and practices designed to explain, describe, and exemplify a new approach to educating.