



### What are the things students expect to receive in their kit?

Depending on how the materials were ordered (in smaller pieces, pre-assembled, etc.) students may not know exactly what they are opening. Have them create a list before opening packages of what they expect, and a list after opening of what they actually received.



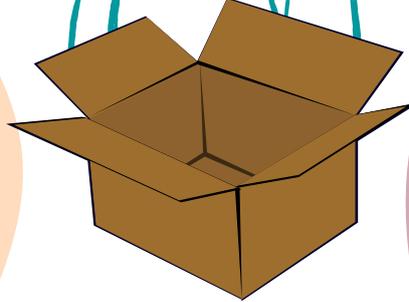
### What is the need that brought about the purchase/acquisition of this tool?

Have students review and document what needs led them to acquiring these tools and how they expect to be able to use them. After the unboxing, they should also document whether or not they think it will work for their needs and address any concerns of functionality.



### Who are the people students are speaking to by documenting/sharing the unboxing? (audience)

Before completing the unboxing activity, students should understand their purpose for documenting the activity at all. Possible audiences for documentation may include themselves, other students, educators, other community scientists, politicians, or the provider of the materials or tools.



### NOTES

### What questions do students have as they open their new tool? Is there a user manual to refer to?

Students should be encouraged to document the questions they have as they open their new tool. This can be done using voice or video recording, or by simply writing down questions as they occur. Regardless, it will be important to do this as the unboxing happens.



### What are the contents of the box?

Ask students to narrate their experience as they open the box. They may have new observations about the usability of the items they are receiving. If a teacher purchased the item but wishes to allow students to explore usability without teacher input, this step is essential to students generating questions about use cases for the new data collection tools.

# how to support students in DIY TOOL UNBOXING and documentation for emergent learning

An "unboxing" can be a great way to get students excited about using new DIY tools and asking questions that will lead to investment in the use and/or assembly of new tools. It is also a great way for students to share that excitement with others that may not know that the resources they are using exist or how to use them. Use these guiding questions to support students in an emergent lesson to create investment, synthesize purpose, and generate questions that will lead to authentic engagement with the materials.