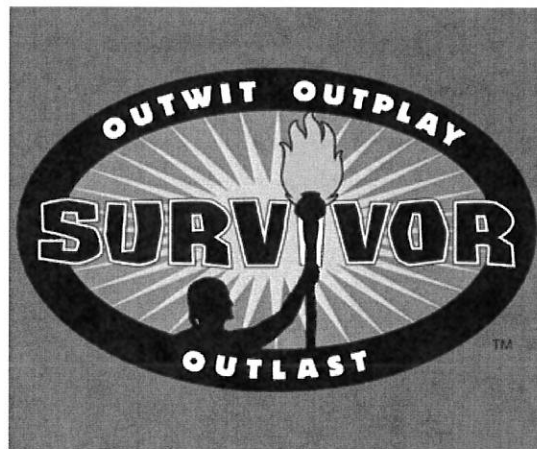


D.O.K.-1 activities generally resemble the kind of questions contestants are asked on *Who Wants to Be a Millionaire* or *Jeopardy* - multiple choice or short answer questions that require demonstrating and communicating factual knowledge of specific details, elements, and information correctly. The questions asked on *Jeopardy* are similar to how we assess and evaluate our students' factual, procedural, and conceptual knowledge of the subjects and topics they are learning - asking them to recall, recognize, and remember specific details, elements, facts and information correctly. Such questions are more difficult than complex, requiring students to *work hard* at remembering so many details correctly, which is why *Who Wants to Be a Millionaire* and *Jeopardy* are two of the most difficult game shows on the air. However, such questions can help students develop the knowledge and understanding they will need to *think deeper* about what they are learning.



D.O.K.-2 activities are similar to the competitive tasks presented on shows such as *Top Chef* or *Hell's Kitchen* in which contestants expected to use conceptual and procedural knowledge to answer a question, address a problem, or accomplish a task. These shows are like a lab experience in which students actively apply their knowledge, understanding, and skills to complete and are evaluated based upon their ability to produce a correct, desired, or specific result. It expects students to use what they have learned to answer a question, address a problem, or accomplish a task. As with *Hell's Kitchen* and *Top Chef*, D.O.K.-2 questions focus heavily on skills-based performance, expecting students to demonstrate their ability to use the factual, conceptual, and procedural knowledge they have acquired in a specific area, discipline, or subject.



D.O.K.-3 activities are similar to the problems and tasks presented on game shows such as *Survivor* or *The Apprentice*. Both shows are prime examples of problem-based learning that challenges students to *think critically and strategically* about how to answer a question, address a problem, or accomplish a task. They also emphasize *collaboration* in that the questions, problems, and tasks posed, presented, and provided cannot be answered, addressed, or accomplished alone or immediately. D.O.K.-3 activities are like the competitions on *Survivor* and the tasks

on *The Apprentice* in that they are highly complex and focus more on the process in which a question, problem, or task can be answered, addressed, or accomplished.



D.O.K.-4 activities are like *Shark Tank*, which essentially is project-based learning and even engineering design. A person *thinks creatively* about how to design and develop an innovative or inventive plan or product that addresses a particular circumstance, issue, problem, or situation; plots out the plan or produces a prototype; tests their idea or design; and then presents their conclusions to a panel, defending, explaining, and justifying their reasoning and results. Project-based learning should mirror the experience of *Shark Tank* in that students should be expected to present what they have designed, developed, or done and have their project evaluated by the teacher and their peers as to whether it answers the essential question of the unit or class, addresses a particular objective, and teaches them something new about the concept or content they are learning.

So when you are planning your D.O.K. activities this year, consider which game show your question, problem, or task will appear and how it expects to students to demonstrate and communicate their thinking - and *let's make a D.O.K.!*