Appendix 2

KITE Framework:

A Guide to Finding a Research Question for Your Randomised Trial

The KITE Framework is a simple tool to help you create research questions that can be tested with a randomised trial. Just like a kite needs four parts to fly well, a good research question needs four key elements to work properly!

KITE: Four Key Elements of a Research Question

Element	What It Means	Questions to Ask
K **Kids** (or Key Group)	Who is taking part in the trial?	Who will be a good fit to test our project? (e.g., classmates, school, friends, family)
I **Intervention** (or Idea to Test)	What change or new thing will we try?	What are we testing? (e.g., different ways to study, a new type of exercise, a healthy snack)
T **Testing and Comparison**	What is the difference between the groups?	How will we organise our groups for comparison? Will one group do something different? (e.g., one drinks water, the other drinks juice)
E **Evidence of change**	What do you think will happen?	Think of an outcome as the answer to: 'What might change if our idea works?' 'If our intervention works, what exactly will improve or change?' 'Can we actually observe or count this in some way?' 'What tools, tests, or methods will give us clear numbers or observations?'

Watch the video "The KITE Framework, choose Your Trial Question and Select your Outcomes" on our resource page.

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How to use the KITE Framework

- Choose a Topic: Pick something interesting, that the class is curious about! (e.g., learning, sports, sleep, food).
- Use the KITE table to build a testable question.
- Turn it into a clear research question!

Example: Does stretching before running help children run faster compared to not stretching before running?

K: Children in the class
I: Stretching before running
T: One group stretches, the other doesn't
E: Measure running time

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Example using the KITE Framework

Research Question	K (Kids/Key Group)	I (Intervention/ idea to test)	T (Testing and Comprison)	E (Evidence of change)
Does chewing sugar-free gum help children remember vocabulary ? (Compared to not chewing gum)	4th class students	Chewing sugar-free gum while studying vocabulary	Compare with students studying without gum	Memory test scores (Number of words remembered after 30 minutes)
Do 3-minute brain breaks improve focus? (Compared to not taking breaks)	4th, 5th and 6th class students	Taking 3-minute movement breaks every 20 minutes	Compare with students working continuously	Attention scores (teacher and/ or student reported attention (1-5 scale)
Does eating fruit at breakfast improve performance in maths? (Compared to not eating fruit at breakfast)	6th class students	Eating fruit at breakfast before school	Compare with students who do not eat fruit at breakfast	Maths test scores
Does playing math games improve times tables skills?	3rd class students	Playing 15 minutes of multiplication games daily	Compare with students doing traditional practice	Speed and accuracy on weekly times tables tests

Appendix 2

Fill in your own KITE Framework

(you can create more than one to help you and your students decide which to run with!)

				Research Question
				K (Kids/Key Group)
				I (Intervention/ idea to test)
				T (testing and comparison)
				E (Evidence of change)