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| **Project: Welcome To High School** |
| **Instructor:** Ms. Ellis |
| **Objective:** The purpose of this design challenge is to help students develop a sense of empathy for the challenges students face in their high school daily life experiences. |
| **Brief:** “How Might We Create a Way To Make Ninth-Grade Students’ Transition to  High School Easier?  Macintosh HD:Users:aellis:Desktop:6a00d8341c629753ef00e554fb219d8834-800wi.jpg |
| **Day One**  **Activity One:**  Role Play: The New Kid  1. Role play a scenario for each:  *“Help-I Need a Map!”*  *“What Will I Wear?”*  *“Who Will I Eat Lunch With? Where Will I Sit?”*  *“Everyone is Looking At Me and I Don’t Know Anyone!”*  2. Generate several headlines.  3. Share findings with class.  **Day Two**  **Activity One:** Emma’s Journal  The purpose of this activity is to encourage students to develop empathy for ninth-grade students.   1. Look at the scenario below:   *Emma is 13-years-old. She is in eight grade. She just moved to Massachusetts.*  *Tomorrow is her first day at Blackstone Valley Tech and she is very nervous.*  *Write an entry in Emma’s imaginary journal.*  *Macintosh HD:Users:aellis:Desktop:toktwd1-1024x801.jpg*  **EMMA’S DIARY: PRIVATE**  Topic: Freaking out!!! My First Day At Blackstone Valley Tech  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. Divide into small groups, and share your journal entries.  3. Generate a Point of View Statement about a ninth-grade student’s needs. A Point of View statement is:  **User + Need + Insight= Point of View Statement**  This statement should follow the format below:  **\_\_\_\_\_\_\_\_\_\_\_\_\_ needs a way to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **because he/she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Examples of a Point of View statement might include the following:  **Hector** needs a way to feel comfortable when he walks into the school cafeteria for the first time because he hates it when everyone stares at him because he is the new kid.  **Keesha** needs a way to feel like she looks the same as other kids because she doesn’t know what to wear and she doesn’t want people staring at her and thinking she looks strange.  At the end of the day’s session, each group should have a Point of View statement that they will use in the prototyping phase.  **Day Three**  **Activity One:**  Ideate Away!  The purpose of this activity is to encourage students to generate a *large quantity of ideas*.   1. Brainstorm solutions to the design challenge based on what they have done on Day One and Day Two. Divide into small groups and use post it notes. Brainstorm ideas on the design challenge: “How Might We Create a Way To Make Ninth-Grade Students Transition to High School Easier?”   *Encourage the students to generate between 25 and 50 ideas.*   1. After fifteen minutes of brainstorming, you are going to vote. Ask each member of your group to place one star next to the idea that they think is “The Craziest Idea”; two stars next to the idea that they think is “The Safe Choice”; and three stars next to the idea that they think is “The One Everyone Loves.” Finally, select the idea that you would like to prototype.   “The Craziest Idea”  “The Safe Choice”  “The One Everyone Loves”  **Day Four**  **Activity One:**  Prototyping Time   1. Prototyping Video clip at <http://www.teachersdomain.org/resources/phy03/sci/engin/design/zchair/index.html>  <http://www.pbslearningmedia.org/resource/ate10.sci.engin.systems.rapidtech/rapid-prototype-modeling/> <http://www-tc.pbs.org/media/wgbh/designsquad/animations/106_prototype_hi.mov> |