

YORKSON CREEK



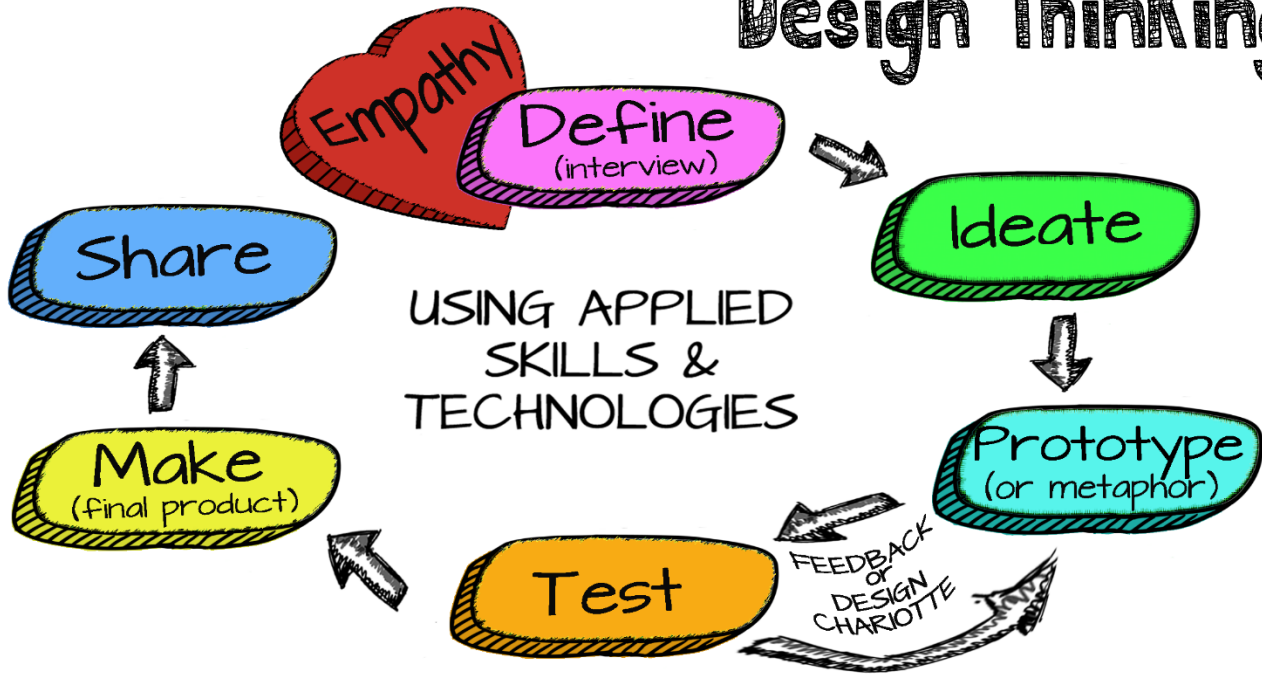
ADJUST
EXHIBITION OF WONDER

2021

NAME: _____

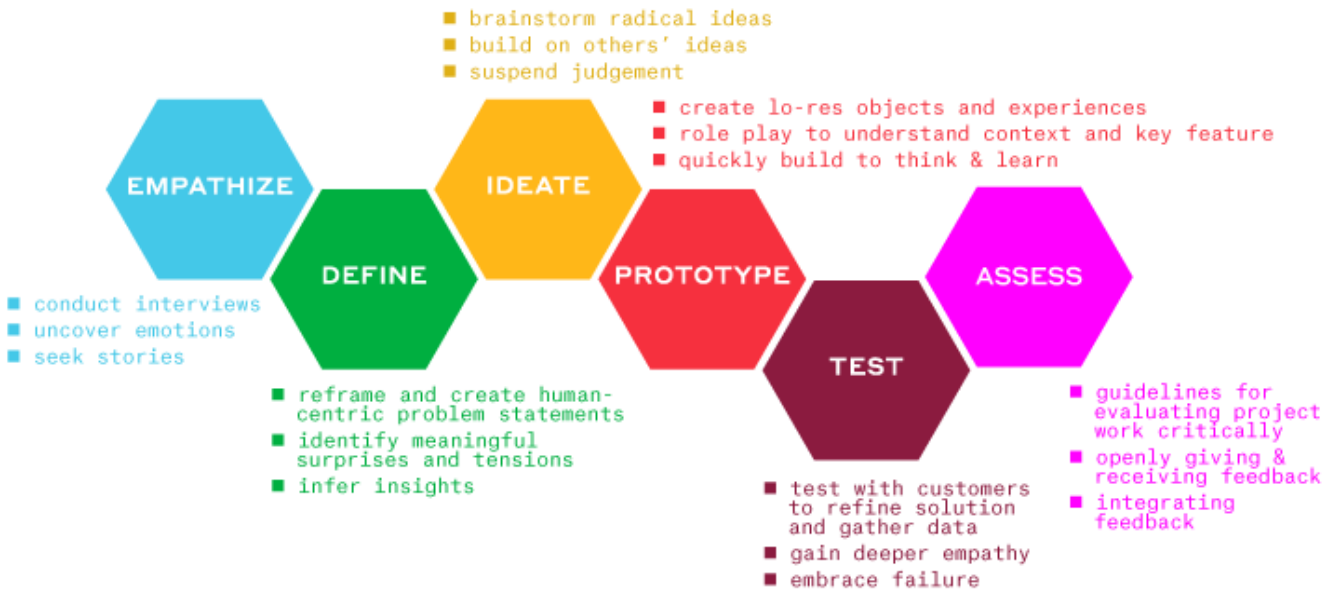
DIVISION: _____

6-9 ADST HUMAN-CENTRED Design Thinking



Above image retrieved from: <https://instructionalservices.sd35.bc.ca/curriculum/adst-computational-thinkingdesign-thinking/>

Design Thinking Process Diagram*



d.school Executive Education
Hasso Plattner Institute of Design at Stanford University

*not necessarily linear, apply as needed ©2019

Introduction & Important Dates

Welcome to the Grade 8 ADST Exhibition of Wonder! A culminating project that showcases your Middle School journey.

Over the past 3 years you have embraced all that middle school has to offer: Making connections with staff and students within our Yorkson community and explored the skills and techniques of "Making" while developing an appreciation of the "art of making".

Now it is time to showcase what you have learned and show us your passion for learning.

Using the Applied Design, Skills and Technologies (ADST) model you go through the design cycle, with a project of your choice that demonstrates your learning through an area of passion.

*****NOTE: WE ARE LOOKING FOR AN ORIGINAL CONCEPT, NOT A REMAKE OF SOMETHING YOU HAVE ALREADY DONE*****

****The PROCESS, particularly PROTOTYPING is the Focus not the Product****

Follow this guide and document your progress along the way. Make sure you get all the designated "Check-ins" completed by the dates provided in this document.

KEY DATES:

Thursday, April 8th - Exhibition Pitch Day / Launch Assembly (Online in Teams)

Week of April 12th - Passion Bracket Week / Ideate (Pages 4 to 6)

Friday, April 23rd - Homeroom Teacher Confirms Idea (Page 7)

Friday, April 30th - Confirm Sponsor Teacher(s) & Plans for Prototyping (Pages 8 to 11)

****Prototyping should begin and be ongoing, be sure to document on pages 12 & 13**

Monday, May 20th - Documentation and Reflections from Prototyping due (Pages 12 to 15)

Monday, May 20th - Confirm Theoretical "Action Plan" and Sharing Plan (pages 16 to 21)

Wednesday, May 26/27 - Meet with the Expert Day - confirm plans and materials for build day

BUILD DAYS: 801-803: June 1, 7, & 11 ; 804-806: June 3, 7, & 11

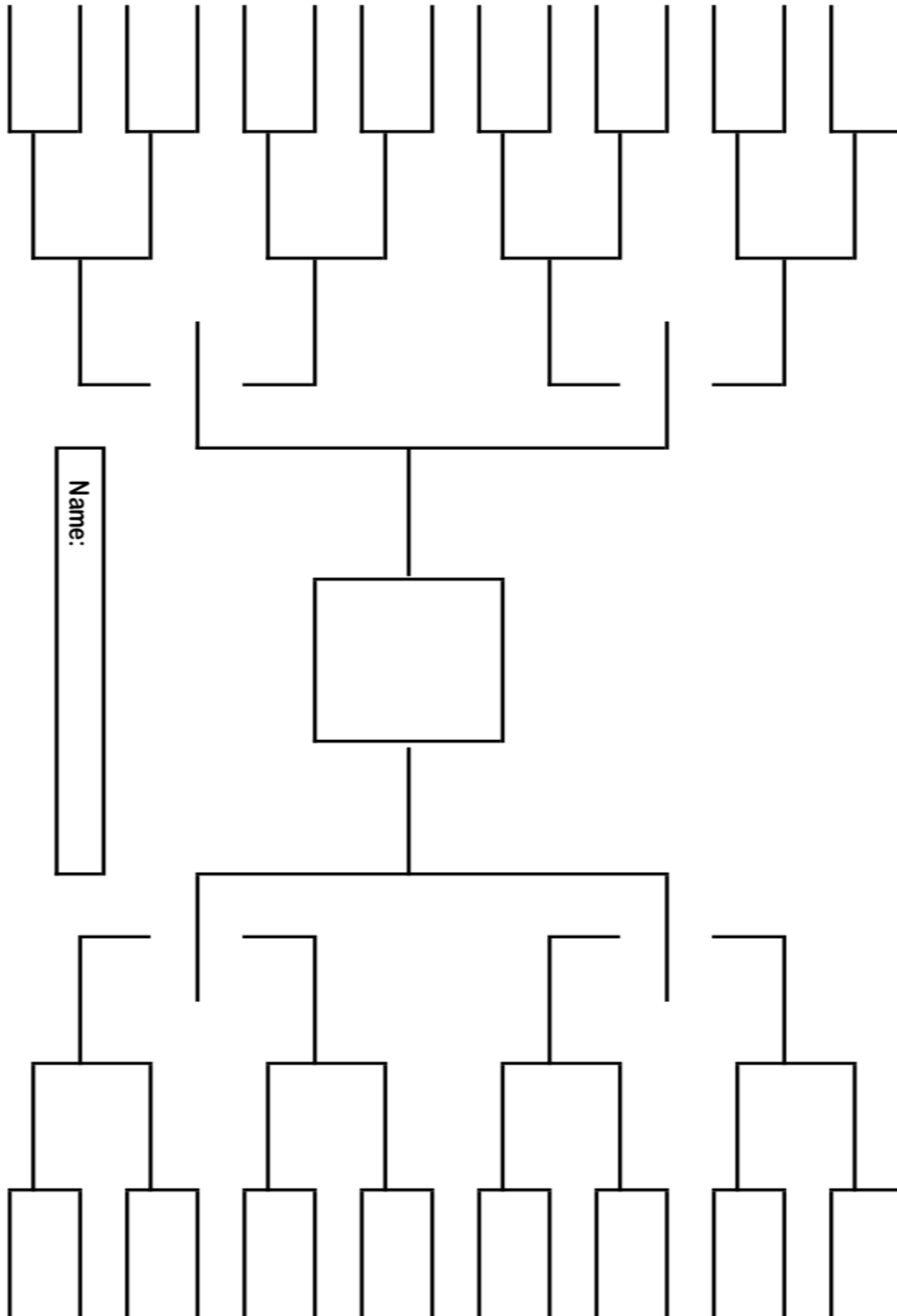
BUILD DAY REFLECTIONS DUE: June 4 (page 22&23); June 10 (pages 24&25); June 14 (pages 26&27)

EXHIBITION DATE: Wednesday, June 16 (Set-up on June 15)

FINAL REFLECTIONS DUE: Tuesday, June 15 (pages 28 & 29)

PHASE 1: Audience & Generating Ideas

EMPATHIZE, DEFINE, IDEATE



Name:

Discovery Bracket: The Road to the Final Four

PHASE 1: Audience & Generating Ideas

EMPATHIZE, DEFINE, IDEATE

In design, the Audience is key! For this assignment, the audience can be yourself, in fact, we want the idea to be fueled by your passions.

Passion Bracket - Complete the Passion Bracket at the back of this booklet. Use the results of your Passion Bracket to complete the following:

Take four different highlighters and highlight your activities into these four categories, add up how many of each and fill in the blank.

Blue: Producing / Participating _____

Green: Consuming / Watching _____

Yellow: Communicating / With Peers or Family _____

Pink: Making and Creating _____

What is the most dominant color? What do you think this tells you about yourself?

What activities were your final four? What colour were each of them? Were you surprised?

How can my final four help me find a project?

*This activity and the passion bracket have been adapted from John Spencer and AJ Juliani's book *Launch: Using the Design Thinking Process to Boost Creativity and Bring out the Maker in Every Student*. ©2016

Homeroom Teacher's Initials: _____

DUE DATE: APRIL 16th

PHASE 1: Audience & Generating Ideas

EMPATHIZE, DEFINE, IDEATE

IDEATE the possibilities

*Remember, you need to be able to **PROTOTYPE**, think of the process you need to go through, your ideas need to meet all the stages of the design process.

**use your passion bracket to guide you.

PHASE 1: My Favourite Idea

EMPATHIZE, DEFINE, IDEATE

Remember, it needs to be new to you and you need to know what you can **PROTOTYPE**.
A cool project is great, but this assignment is about the **JOURNEY** - you must **PROTOTYPE** to be successful.

My favourite Idea:

Why I chose it:

What will I be learning?

What will I be prototyping?

IMPORTANT NOTES:

- ⇒ You should know and state your intended audience (**SHARE**); Yes, the audience can be yourself!
- ⇒ *Any Cost associated with this project is the responsibility of the student / family*
- ⇒ *It is not a requirement that you spend money on the project*

Homeroom Teacher's Initials: _____

Student Signature: _____ Parent Signature: _____

DUE DATE: APRIL 23th

PHASE 2: DEVELOP AN "ACTION PLAN"

IDEATE, PROTOTYPE, TEST

EXPANDED IDEATION

What skills do I already have?

What new knowledge / skills do I need to acquire?

Who should my Sponsor Teacher be? Why?

What will I PROTOTYPE and TESTING before the first build day?

Homeroom Teacher's Initials: Sponsor Teacher's Initials:

Student Signature: _____

DUE DATE: April 30th

PHASE 2: PLANNING FOR PROTOTYPING

PROTOTYPE, TEST

WHAT NEW SKILL/PROCESS AM I GOING TO PROTOTYPE?

This is what I plan to prototype:

What I will need to prep in order to prototype?

What do I expect to learn from the prototype?

Who do I need to consult?

How long do I anticipate prototyping taking?

PHASE 2: PLANNING FOR PROTOTYPING

Include a step by step process of your Prototype Plans and/or include a sketch of your prototype plan.

Sponsor Teacher's Initials:

DUE DATE: April 30th

PHASE 2: DOCUMENTING PROTOTYPING

PROTOTYPE, TEST

The following two pages are designed for you to demonstrate documentation of the prototyping phase. As you prototype, you need to be deliberate in your documentation.

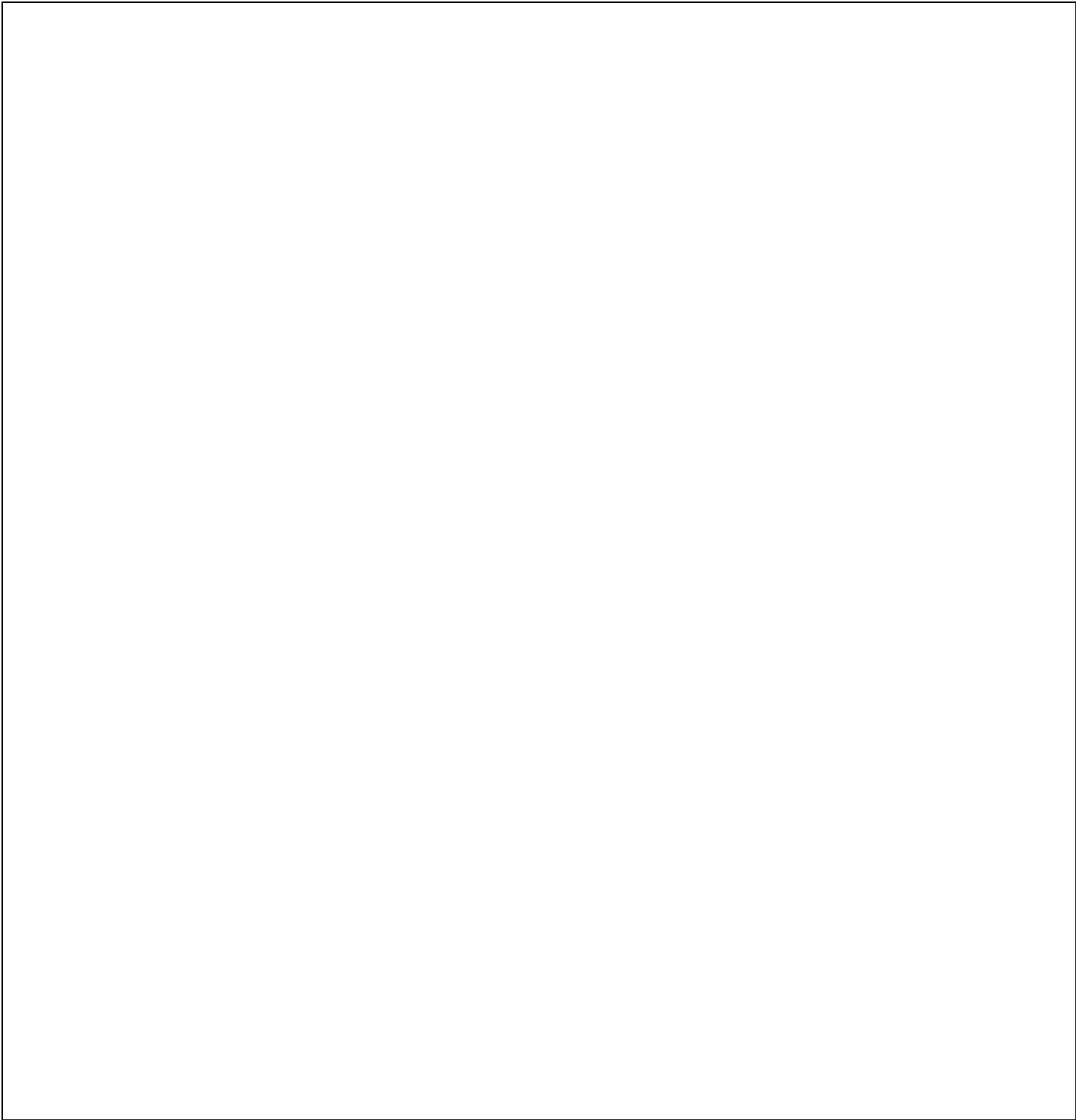
Ways to document include images, videos, and reflections. This section is critical in demonstrating your learning journey! If you need more space, find a creative way to add space!!

Failure is an OPTION!! Learn from the failure and move forward.

A large, empty rectangular box with a thin black border, occupying most of the page below the text. It is intended for students to document their prototyping process, including images, videos, and reflections.

PHASE 2: DOCUMENTING PROTOTYPING

PROTOTYPE, TEST



Sponsor Teacher's Initials:

DUE DATE: MAY 20th

Home room Teacher's Initials:

CORE COMPETENCIES

C

Communication

1. Connect and engage with others
2. Acquire, interpret, and present information
3. Collaborate to plan, carry out, and review constructions and activities
4. Explain/recount and reflect on experiences and accomplishments

T

Creative Thinking

1. Novelty and value
2. Generating ideas
3. Developing ideas

T

Critical Thinking

1. Analyze and critique
2. Question and investigate
3. Develop and design

PS

Positive Personal & Cultural Identity

1. Relationship and cultural contexts
2. Personal values and choice
3. Personal strengths and abilities

PS

Personal Awareness & Responsibility

1. Self-determination
2. Self-regulation
3. Well-being

PS

Social Responsibility

1. Contributing to community and caring for the environment
2. Solving problems in peaceful ways
3. Valuing diversity
4. Building Relationships

PHASE 2: Reflecting on the **PROTOTYPING** and **TESTING** Phase

T What previous skills did I incorporate during the prototype and test phase?

T What new skills did I acquire as a result of the prototype and test phase?

T Based on prototyping, I need to adapt or modify my plan by . . .

Perseverance during this project means that I can overcome challenges and adapt to failure.

PS I can persevere with challenging tasks. Reflect on a time during this process, where you needed to demonstrate perseverance.

Homeroom Teacher's Initials:

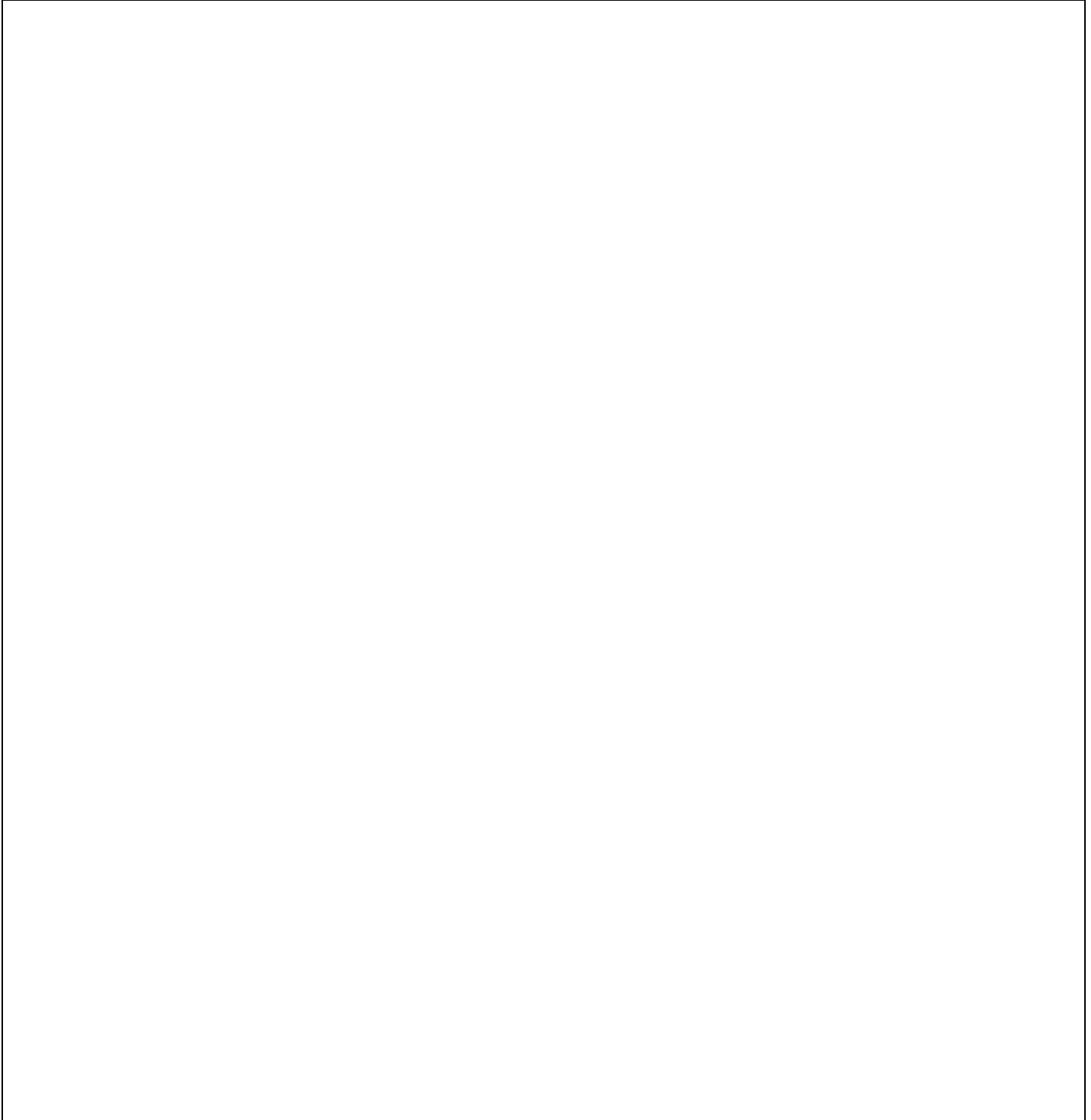
DUE DATE: MAY 20th

PHASE 3: CREATE/CONFIRM A PLAN OF ACTION

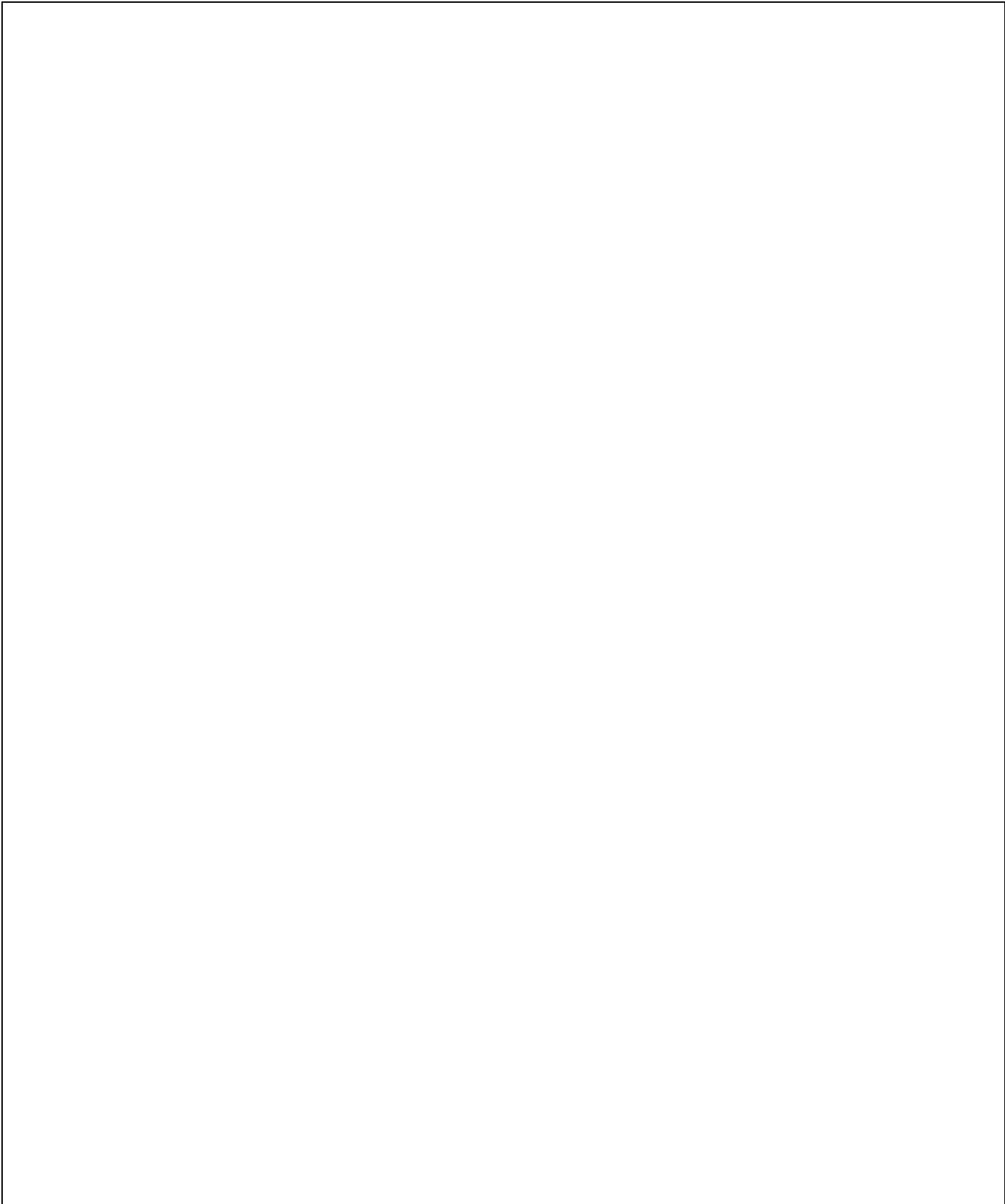
PROTOTYPE, TEST, MAKE, SHARE

TIMELINE: Break down what needs to be accomplished each day. This should include any step-by-step processes.

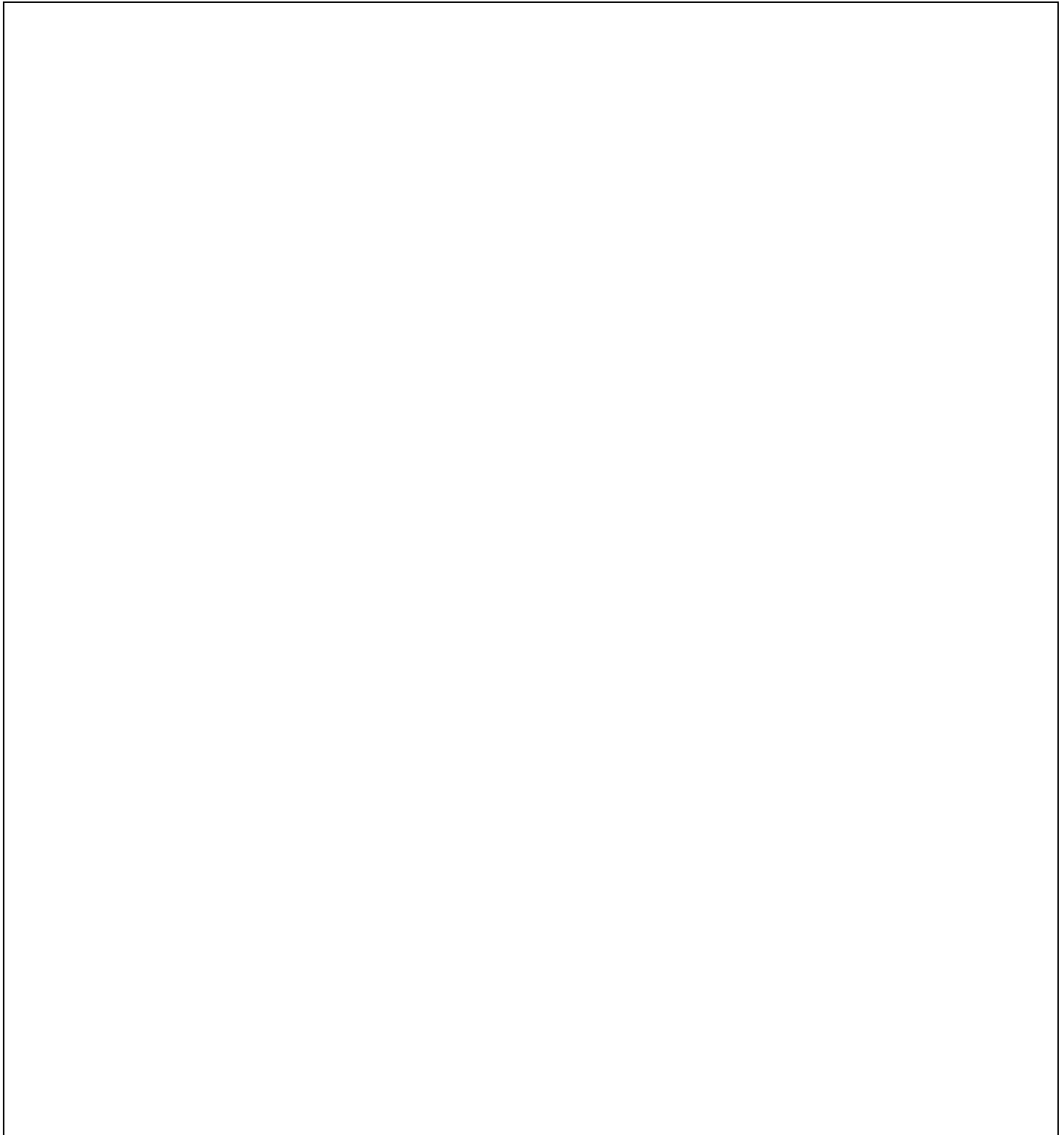
DAY 1: Circle one: June 1 or June 3



DAY 2: Circle one June 7 or June 9



DAY 3: June 11



Sponsor Teacher's Initials:

DUE DATE: MAY 20th

Homeroom Teacher's Initials:

PHASE 3: CREATE/CONFIRM A PLAN FOR PRESENTING

Thinking Ahead to Presentation - SHARING:

How do I want to present/display/share my project?

NOTE: The project will have a specific audience in mind; however, I will be displaying it to a larger audience so I must include the "desired" audience in my presentation

Things to Consider:

How much space will I have?

Do I need any power sources? And why?

What kind of platform will best display my efforts? Remember you need to display your learning journey and your final product.

What information will be needed in the display to capture the essence of my project?

PHASE 3: CREATE/CONFIRM A PLAN FOR SHARING

Thinking Ahead to Presentation - **SHARING**:

Create a sketch of your potential display, including what you will include on a poster board to entice people to come hear about your learning!

Homeroom Teachers Initials:

DUE DATE: MAY 20TH


PHASE 4: BUILD DAYS - MAKE

Build Day 1 Reflections:

 Choose one of the following:

- I was fully prepared to start my project today
- I was partially prepared to start my project today
- I was not prepared to start my project today

Explain your choice:

 Choose one of the following:

- I used my time effectively today
- I could have used my time better

Explain your choice:

 I can reflect on what I enjoyed about today.

 I can persevere when things don't go my way. How did you overcome any challenges you encountered today?

T Did I learn any new information about my project that I did not predict?

T I need to adapt my plan; this is what I need to do . . .
Do I need to prototype again before the next day?

What do I need to prepare for Build Day #2?

Homeroom Teachers Initials:

DUE DATE: June 4


PHASE 4: BUILD DAYS (MAKE)

Build Day 2 Reflections:

 Choose one of the following:

- I was fully prepared to work on my project today
- I was partially prepared to work on my project today
- I was not prepared to work on my project today

Explain your choice:

 Choose one of the following:

- I used my time effectively today
- I could have used my time better

Explain your choice:

 I can reflect on what I enjoyed about today.

 I can persevere when things don't go my way. How did you overcome any challenges you encountered today?

T Did I learn any new information about my project that I did not predict?

T I need to adapt my plan; this is what I need to do . . .

What do I need to prepare for Build Day #3?

Homeroom Teacher's Initials:

DUE DATE: June 10


PHASE 4: BUILD DAYS (MAKE)

Build Day 3 Reflections:

 Choose one of the following:

- I was fully prepared to work on my project today
- I was partially prepared to work on my project today
- I was not prepared to work on my project today

Explain your choice:

 Choose one of the following:

- I used my time effectively today
- I could have used my time better

Explain your choice:

 I can reflect on what I enjoyed about today.

 I can persevere when things don't go my way. How did you overcome any challenges you encountered today?

T Do I need more time to complete the project? How will I do this before Friday?

What do I need to do to be ready to share my learning on Friday, May 29?

Homeroom Teachers Initials:

DUE DATE: June 14

FINAL REFLECTIONS

 Choose one of the following:

- I **EXCEEDED** my own expectations on this project. I went beyond my original idea and plans.
- I **FULLY MET** my own expectations on this project. I executed my original idea fully.
- I **PARTIALLY MET** my own expectations on this project. I partially completed my original idea.
- I did not complete the majority of my project.

Explain your choice:

 How did my planning and prototyping help me?

Remember, the process is **MORE IMPORTANT** than the product!!

 I am proud of what I accomplished because . . .

▲ I can reflect about my learning.

a. What have I learned about myself during the design process?

b. What did I reaffirm about my learning and myself during the design process?

c. What did I learn that I can now apply to future assignments and projects?

▲ Knowing what I know now, if I was to do this project again, this is what I would change.

Is there anyone you would like to thank?

Final Reflection are due on Tuesday, June 15

Acknowledgements

In the fall of 2017, Mr. J. Fast and Mrs. N. Keyworth had an idea – “What if we adapted the timetable at Yorkson Creek Middle School to allow Grade Eights the opportunity to participate in an authentic design opportunity through their passions.” They took their initial idea to Yorkson Creek Middle School’s amazing administrative team at the time, Mr. Reeve and Ms. Labby. At that point they empowered Mr. Fast and Mrs. Keyworth with the opportunity to build and develop the idea and framework to present to their teams.

Mr. Fast and Mrs. Keyworth acknowledge that design thinking and the ADST curriculum are not their original ideas, and that both of these concepts inspired them to develop a unique opportunity for the Grade 8 students at Yorkson Creek Middle School, and hopefully for other middle schools in the future.

In the Fall of 2018, Mr. Fast and Mrs. Keyworth presented the idea to the other Grade 8 and Exploration teachers at Yorkson Creek Middle School. With their support, the first Exhibition of Wonder began. Students worked through the first prototype booklet, working towards the culminating presentation day.

Mr. Fast and Mrs. Keyworth would like to acknowledge the participation and support of the following teachers, in no particular order, in the execution of their initial vision. We would also like to acknowledge that many of them provided comments and ideas for future adaptations and revisions of the original format of this booklet.

Exploration Teachers:

Mrs. C. Hall, Mr. M. Hawkes, Mr. J. Sedler, Mr. R. Branswell, Mr. S. Smithson, Ms. J. Quan & Mr. V. Mainman

Grade 8 Teachers:

Mrs. J. Friesen, Ms. C. Friesen, Mrs. K. Mulski, Ms. S. Byrne, Mr. C. Frisse, Mr. K. Anderson, Mr. R. Mehan, Mrs. S. Sidhu, Ms. K. Sangha, Mr. S. Gingras, Mr. C. Astoria, Ms. S. Fast & Ms. C. Gismondí

The current Yorkson Creek booklet has undergone a major renovation. The 2020 edition of the booklet includes specific references to BC’s Curricular Competencies, as well as refinements to the process, including better opportunities to document learning and growth through the design process.