IDE Corp.'s Design Process: *Learning Center*
Directions

Work in pairs or triads (establish a Reader, Materials Person, Recorder).
Scheduled Time: 30 minutes

Objective: The purpose of this learning center is to gain an understanding of the IDE Corp. Design Process and how students may apply it during an *authentic learning unit*.

Materials:

- ❑ Design Process Game Board
- ❑ Task statement for *Medusa's Myth* and *Do We Have Enough?*
- ❑ Design Process Student Thought Cards
- ❑ Design Process Steps
- ❑ Design Process Game Answer Key
- ❑ Design Process Reflection Questions

Roles:

- ❑ Protocol Promoter
- ❑ Recorder
- ❑ Materials Person

Directions: (Protocol Promoter will read through the directions)

1. Play the game in groups of 2–4 people.
2. The *Materials Person* will place the Design Process Game Board in the middle of the group and leave the Design Process Scenario Cards in the envelope.
3. The *Protocol Promoter* will read the task statements for *Medusa's Myth* and *Do We Have Enough?* to the group.
4. The first player will take a scenario card out of the envelope and read it to the person on their right, who will then decide where the scenario card should be placed on the game board.
    a. Use the Design Process Steps document for reference. *(Do not write on these documents as they will be returned to the folder at the end of the game.)*
    b. Please note that these scenarios are meant to be vague in order to engage you in a discussion.
    c. Scenario cards are written in student voice.
5. Continue to categorize the cards until all of them have been read.
6. In the other envelope, the *Materials Person* will find a reference sheet with the answers. Please check your answers.
7. The *Recorder* will complete the reflection with the group and have all members sign the sheet. The *Recorder* will put the reflection sheet in the "work completed" side of his/her *two-pocket folder.*
8. The *Materials Person* will return all materials to the proper envelopes and folder, then return the folder to the *resource table.*

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IDE Corp.'s Design Process

Steps

FORMULATE Explain in detail the problem that you want to solve.
EXPLORE Think about what you know about the problem and what you need to know. Generate a lot of questions. Research.
IDEATE Generate lots of ideas to solve the problem.
SIFT Review all the ideas and determine which is best to solve the problem. Determine which ideas are feasible and can be implemented.
SIMULATE Test out your idea. Design a prototype, mock-up, or blueprint, or survey your authentic audience.
ADVOCATE Share your idea so your voice can be heard. Determine how the idea for your solution will reach the proper audience.

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IDE Corp.'s Design Process
Reflection Questions

When you finish playing the game, take a few minutes to answer the questions below. One member of the group will put the completed questions in their *two-pocket folder* on the "completed" side.

1. How will the design process be useful to students in school and throughout life?

2. How can you better use the design process?

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IDE Corp.'s Design Process
Student Thought Cards

I wonder if myths still matter today?	I wonder how I can inspire and teach students today about having a positive body image?
I wonder how I can write a modern-day myth to impact teens on the importance of a positive body image and high self-esteem?	I read about the history and purpose of Greek myths.
I found some research statistics on eating disorders among teens.	I read various myths to compare and contrast the message and writing styles.
I learned about themes in writing and identifying themes through reading.	I learned about writing informative and descriptive essays.
I could write a myth for a teen magazine about self-esteem and body image.	I could write a myth and have a presentation to accompany it for a possible TED Talk for teens.
I could write a myth for a blog to share through various social media outlets.	I could write a myth in the form of a script to then perform.
I decided to write a myth that teaches teens about having a positive body image that will include graphics and illustrations to share with a teen magazine.	I received peer and teacher feedback on my draft of a myth prior to making final edits.
I will send my final myth to the teen magazine of my choice.	I presented my final myth at a spoken-word event in the community or school.
I wonder how we are impacting the Earth's natural resources?	I wonder how my voice will be heard?
I wonder how we are able to depend on our natural resources?	I wonder how I can share the need for sustainability with my community?
I wonder what plan I can design to inform my community about preserving our resources?	I found research information on land and water usage around the world.
I investigated cause-and-effect relationships between humans and the Earth on which we live.	I analyzed primary and secondary sources.
I found research on air and water quality within the state, nation, and world.	I found research information on environmental agencies and how they are informing the public about sustainability.

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I could write a script for a PSA to share via social media outlets.	I could design posters and brochures to place in community locations.
I could write an essay and a blog.	I could create a presentation/video to share through YouTube or other social media outlets.
I could design a proposal to send to local, state, and/or national environmental agencies.	I decided to design a proposal and related materials to share with local and state environmental agencies.
I received peer feedback on my proposal and designed materials.	I sent my completed proposal and design materials to an environmental agency of my choice.
I wrote a cover letter to the environmental agency of my choice to describe the need and purpose of my proposal.	

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IDE Corp.'s Design Process
Student Thought Cards Answer Key

I wonder if myths still matter today? **FORMULATE**	I wonder how I can inspire and teach students today about having a positive body image? **FORMULATE**
I wonder how I can write a modern-day myth to impact teens on the importance of a positive body image and high self-esteem? **FORMULATE**	I read about the history and purpose of Greek myths. **EXPLORE**
I found some research statistics on eating disorders among teens. **EXPLORE**	I read various myths to compare and contrast the message and writing styles. **EXPLORE**
I learned about themes in writing and identifying themes through reading. **EXPLORE**	I learned about writing informative and descriptive essays. **EXPLORE**
I could write a myth for a teen magazine about self-esteem and body image. **IDEATE**	I could write a myth and have a presentation to accompany it for a possible TED Talk for teens. **IDEATE**
I could write a myth for a blog to share through various social media outlets. **IDEATE**	I could write a myth in the form of a script to then perform. **IDEATE**
I decided to write a myth that teaches teens about having a positive body image that will include graphics and illustrations to share with a teen magazine. **SIFT**	I received peer and teacher feedback on my draft of a myth prior to making final edits. **SIMULATE**
I will send my final myth to the teen magazine of my choice. **ADVOCATE**	I presented my final myth at a spoken-word event in the community or school. **ADVOCATE**
I wonder how we are impacting the Earth's natural resources? **FORMULATE**	I wonder how my voice will be heard? **FORMULATE**
I wonder how we are able to depend on our natural resources? **FORMULATE**	I wonder how I can share the need for sustainability with my community? **FORMULATE**

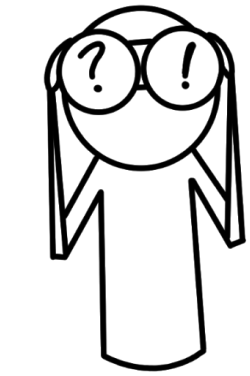
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I wonder what plan I can design to inform my community about preserving our resources? **FORMULATE**	I found research information on land and water usage around the world. **EXPLORE**
I investigated cause-and-effect relationships between humans and the Earth on which we live. **EXPLORE**	I analyzed primary and secondary sources. **EXPLORE**
I found research on air and water quality within the state, nation, and world. **EXPLORE**	I found research information on environmental agencies and how they are informing the public about sustainability. **EXPLORE**
I could write a script for a PSA to share via social media outlets. **IDEATE**	I could design posters and brochures to place in community locations. **IDEATE**
I could write an essay and a blog. **IDEATE**	I could create a presentation/video to share through YouTube or other social media outlets. **IDEATE**
I could design a proposal to send to local, state, and/or national environmental agencies. **IDEATE**	I decided to design a proposal and related materials to share with local and state environmental agencies. **SIFT**
I received peer feedback on my proposal and designed materials. **SIMULATE**	I sent my completed proposal and design materials to an environmental agency of my choice. **ADVOCATE**
I wrote a cover letter to the environmental agency of my choice to describe the need and purpose of my proposal. **ADVOCATE**	

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IDE Corp.’s Design Process

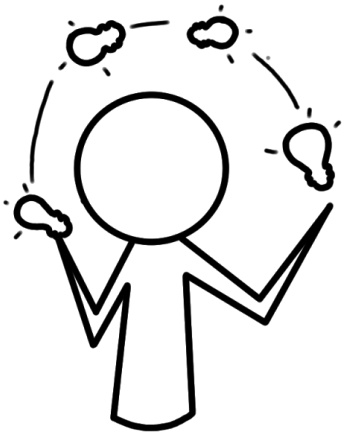
Game Board



FORMULATE



EXPLORE



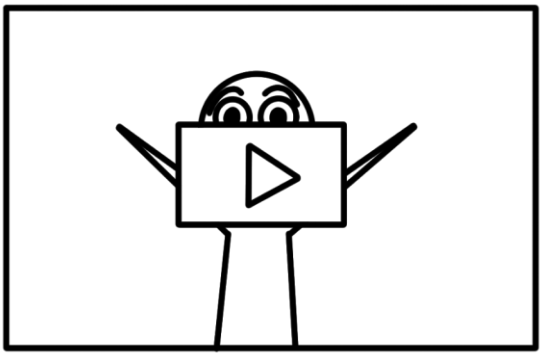
IDEATE



SIFT



SIMULATE



ADVOCATE

EDQUIDDITY
EDUCATION FOR YOUR WHATNESS

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