

After-School Programs: [after-school-new-set-up.docx](#)

Overall process with life-skills:

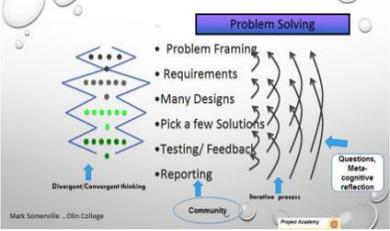
Process	Skills
Ice breaker/ Intro.	Greeting skills, Eye contact, Non-verbal skills, Positive attitude
Forming the team	Diversity, Values of a culture, Time management Listening skills, Collaboration, Character development, Negotiation
Picking the project	Team work, Handling adversity Project planning, Scheduling
Research & planning	Measurements, Goal setting, Scheduling
Problem solving	Thinking skills. Self-reflection Problem-solving structure, Brain-storming, Decision making, Sorting
Testing & writing	Feedback, Iterations, Communication (without phones) Elevator pitch,
Public dialogue/ Celebration	Meta-cognition, Presentation skills, Communications, Info-mapping

After-school programs:

Program	Uniqueness
Team <ul style="list-style-type: none"> • Team design • Create game • Put together/present 	Adding sports games to test out learning team approach. Students get a ball & blank notebook to devise a game
Research/Selection <ul style="list-style-type: none"> • Discuss problem/select • Plan/measurement • Present 	Students have to create a plan & measurements to select a problem. They split into two teams and present to each other their plans. Problem Framing analysis





Problem-Solving <ul style="list-style-type: none"> • Brain-writing • Shaping • Testing 	 <ul style="list-style-type: none"> • Creative/critical thinking • Iteration • Mundane, stretch, magical
Build a model	

6 classes each, one hour/class

Classroom format:

One-hour Class Period Structure <ul style="list-style-type: none"> • 15 min. of class learning/discussion • 30 min. of Exercise / Activities by the teams • Break 	Class Activities ... Tied to the curriculum <ul style="list-style-type: none"> • Improv. • Drawing exercise • Problem solving • Team building games • Socratic Questioning
Student ownership	Facilitation

Discussion items:

Module	Description	Learning Objectives Students will be able to	Behavioral Goals
Introduction	Students will form groups and do an ice-breaker exercise & discuss what they learned & observed	<ul style="list-style-type: none"> • Understand goals of the course • Begin to see the benefits of working together 	Students will demonstrate a positive attitude about team-work
Team format	Though a series of activities students will develop a team charter and learn various life-skills for working together	<ul style="list-style-type: none"> • Understand to similarities of a learning team to a sports team • Relate the team to a community organization 	<ul style="list-style-type: none"> • Students will be able to work together and deal with issues in a positive manner • Interpersonal skills will be practiced





Module	Description	Learning Objectives Students will be able to	Behavioral Goals
	Teams will compete in various games & Improv activities.		
Problem selection	Discussion of community, school & world issues to work on as teams	Setting ground rules for the task	Begin the understanding of the Engineering mind-set
Problem solving	Students learn the problem-solving process and implement it working as a team. Skills are practiced doing this activity	<ul style="list-style-type: none"> • Students use on-learning learning tutorials. • Students can understand thinking skills, problem solving and decision making 	<ul style="list-style-type: none"> • Students will understand that all problems as opportunities • Students will see learning as a fun activity
Testing	Questioning and finding feedback on the teams work. Listening to the community	Ability to use feedback and iterate to find details of what has been accomplished	<ul style="list-style-type: none"> • Learning that failure is a method to get better at what you are doing • Be able to communicate with others to gather feedback
Public Reporting	Prepare results of this activity through creating documents & charts about what has be learned	Gather thoughts and share results with the community organizations	<ul style="list-style-type: none"> • Learning to develop conclusions of the teams activity and create what's next for the project • Students will demonstrate the use of life-skills moving forward
Tying into the work environment	Visit & discuss what the needs of companies are. Obligation to you?	Students will understand their pluses & minus. Why you need to think of your self as in your own business.	<ul style="list-style-type: none"> • Branding • Operating your business, its needs





Title: Ice Breaker

Ground rules:

I am a facilitator who guides you and asks questions. You are the owners of your learning and will make decision about what you do and how you will measure your success.

Overview

- **1.0 Ice Breaker ... [Marshmallow project](#) (Begin our thoughts on the problem to be solved)**

Essential Questions

- Why are we doing this?
- How are we going to do this?
- What outcome do we expect?
- What can we learn from this?

Material & Preparation

<http://www.projectacademy.org/Documents/marshmellow-short-intr.pdf>

Each team needs 1 yard of tape, 1 yard of string, 20 pieces of spaghetti (uncooked, of course), and one marshmallow. I also recommend making available one or two small scissors for all teams in the group to access during the activity.

Each team has 18 minutes to build the tallest, free-standing structure using the materials supplied to each group. The marshmallow must be attached to the top of the structure you build. After 18 minutes, I will measure the height of each structure that remains standing with the marshmallow on top. The winner is the team whose free-standing structure is the tallest.

Tasks

- Introduce each other
- Create <5 people teams

No more than 5 people per team. If the total group size is just 5 or 6 people, divide the group into teams of 3, if at all possible. Team size is more important than total number of participants involved in the activity.

- Create name tags
- Hand out instructions for the exercise

Purpose:

Get the students to work together and begin to cooperate in a team format to solve a problem.

Time: 45 minutes or less 5 minute introduction; 18 minute activity; 5 minute video. Additional time for discussion. The 18 minute exercise is fixed. Other times can be adjusted as needed.

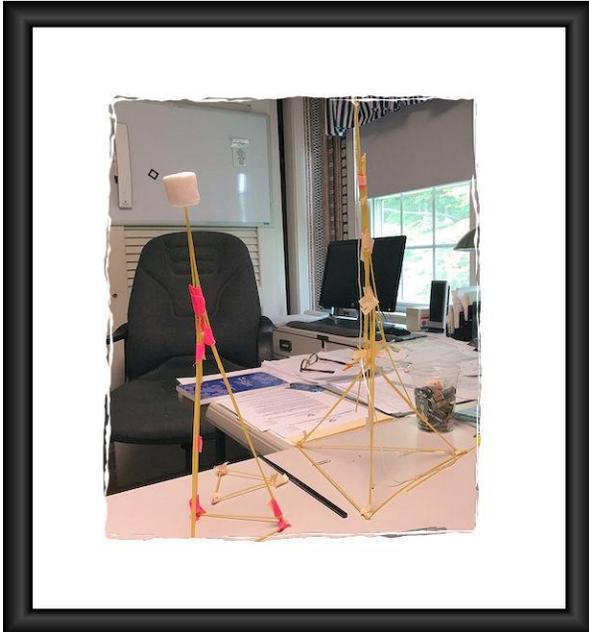
Follow-up questions to ask of the group to facilitate discussion and further learning

1. Was there a leader on your team? Who was it and who decided who the leader would be?
2. If you had no leader, do you think having designated someone a leader would have helped?
3. If you had a leader, how did he/she do? Of the leadership practices we have learned so far, which did your leader use?
4. How helpful was everyone on your team in challenging the process of building the tallest structure? Did anyone appear to be an expert?
5. Did any team members tune out of the activity—out of frustration with other members or for some other reason? What could you have done to keep all members of the group fully engaged?
6. Did you feel everyone's ideas were well received during the activity?

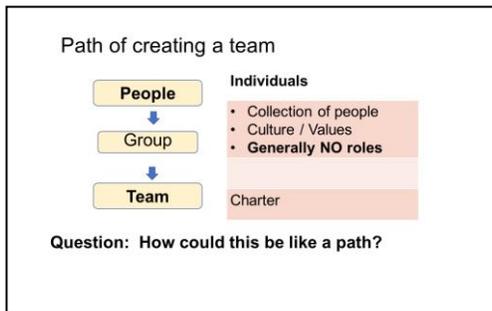




7. How did you feel as the time limit was approaching? Did pressure increase? If yes, was that helpful or not?
8. In retrospect, what could you have done better to enhance your ability to Challenge the Process?
9. Did you practice oversight? Where might new ideas have come from given your time constraint?
10. Did you celebrate small wins? If yes, how did you do this?



Forming a learning team:



Do Organizations have a Culture?

Discussion of the elements of the community culture

What is the culture of the team?
How is a learning team like a sports team?

Write up the results

The school will foster a **Team/community** based culture of a learning environment, with all treated as adults and with respect. What is our classroom culture? (How are we going to operate?)

Elements to discuss



- Elements of Culture
 - Language
 - Communication
 - Symbol
 - Gesture, sound, color, design
 - Values
 - Goodness and beauty
 - Beliefs
 - Shared ideas
 - Norms
 - Rules and expectations
 - Rituals
 - Rites and Public ceremony

Essential Questions I must answer:

- 1. What do I bring to the team?
- 2. What are our commitments to one another?
- 3. What differences exist between us?
- 4. How will we operate?
- 5. How will we know we are succeeding?
What benefits does a team approach help in solving problems?

How are we going to work together – handle conflicts

Is diversity good for a team?

Creating a team charter

The Charter Covers:

- Goals (Fun,),
- How will we be measured at the end,
- Roles that the team will do, (Scribe, Captain, Planner, Advisor, Tester, Public reporter,)
- Our values, ... Curiosity, Trust, Flexibility,
- Deliverables?
- How will we handle conflicts?

Sports team
Jazz group
Project team



Picking a project (Facilitating by the teacher) ...4/18/17

Overview

Deciding as a team what problem we will work to solve. Think of something you can add value to and provide useful results. Community, School, World

Essential Questions

- What excites us?
- What bothers us?
- What are typical problems facing us in our community, school and the world?
- Can we use existing items to build upon in choosing our project?

Material & Preparation

The bigger the problem, the bigger the opportunity(Vinod Khosla)
<https://youtu.br/f9LM88h-I-U>

Tasks

- Brain storm project ideas
- Discuss and agree on a project
- What are the desired outcomes for the project?
- Develop a project plan
- Are there community organizations that we should contact for support?
- Plan out our roles for the project
- Create a charter... like forming a team

project

Given: We want to work on a project associate with a community path in the neighborhood

What can we do that can use the path?
Pick a theme that we can add items along the path; such as bullying, learning a skill (social emotional learning), nature learning,

We can design signs, displays, and gardens to tell a story

F:\Plans-10232017\write-up-summaries\picking a project





Groups	Problem examples
Community Can also modify world problems to the community	<ul style="list-style-type: none"> • Use of tap water instead of bottle water • Improve public transportation system • Create social media for the community • How would we create a better down town? • How to improve the recreation facilities in our community? • How can we design a food growing place for the community?
School	<ul style="list-style-type: none"> • How to develop friendships? • Preventing bullying • How do get along with the teachers? • How would we create a better school? • How do we develop a better measurement system for students?
World <input type="checkbox"/> Connect the World <input type="checkbox"/> Entertain the World <input type="checkbox"/> Sports of the World <input type="checkbox"/> Music of the World <input type="checkbox"/> Record the World ...activites <input type="checkbox"/> Dance of the World	<input type="checkbox"/> Feed the World <input type="checkbox"/> Heal the World <input type="checkbox"/> Clean the World / Recycle <input type="checkbox"/> Power the World <input type="checkbox"/> Respect the World
Skills	What games or process can we create to bring learning a skill?
Business	<ul style="list-style-type: none"> • Create a business to serve the community • How do we develop a financial system for the youth?

Title: Requirements & Measurements





Overview

In doing a project we need to establish criteria on how we will judge our design and how will we measure our work effort. These needs to be discussed during the project and corrects made to improve.

Essential Questions

• What thinking skills do I bring to this process? • What are our learning targets, goals for this project? • How do we want to be measured? • How will I use meta-cognitive skills to improve my learning

Learning Outcomes

Learning outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. In other words, learning outcomes identify what the learner will know and be able to do by the end of a course or program.

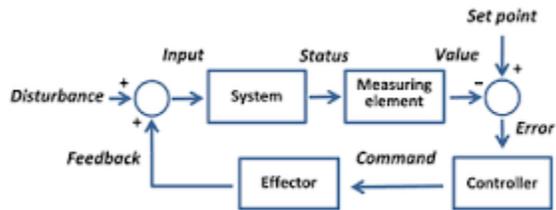
Tasks

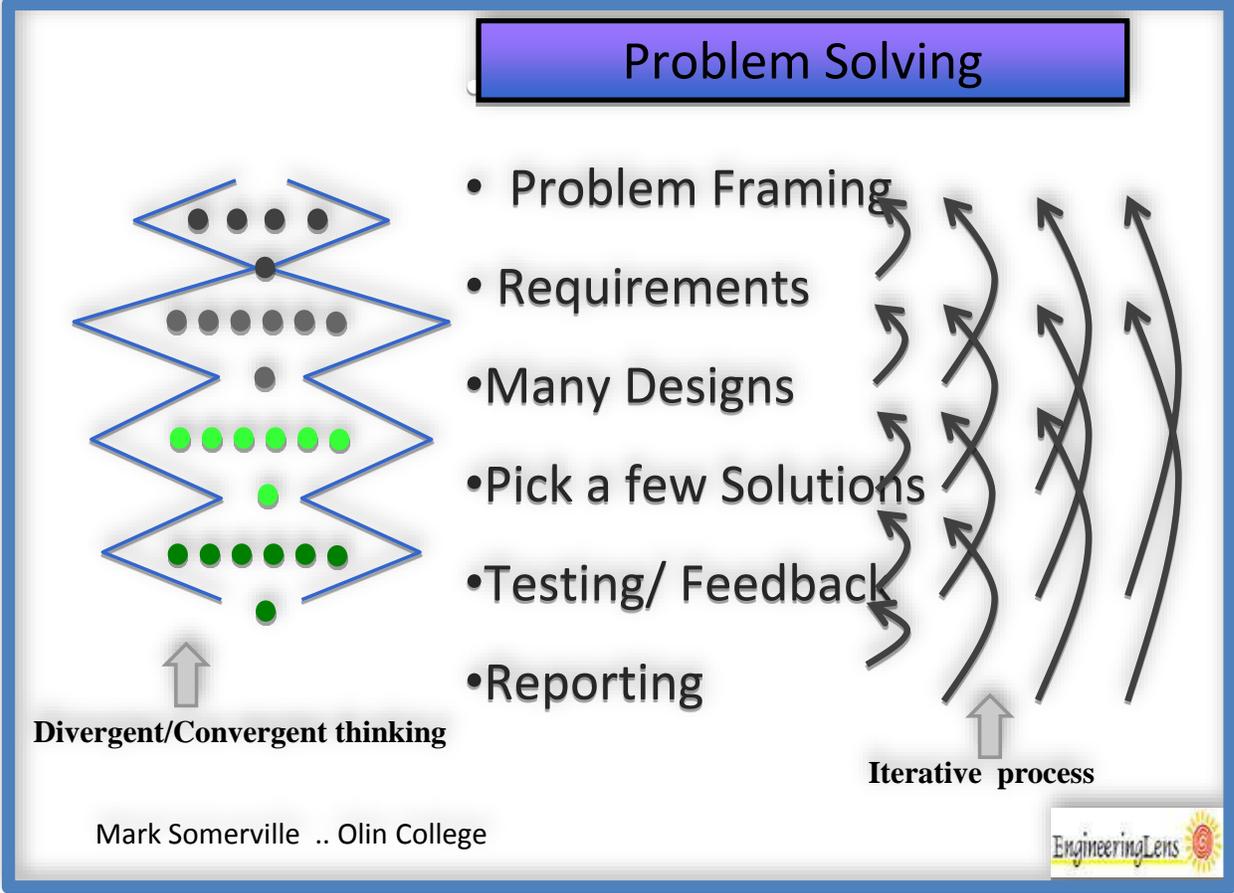
- How are we going to judge our design?
 - Ability to implement within the community
 - Complexity
 - Innovative
 - Ability to measure and manage
 - Cost
- How are we going to measure our work on the project?

Rubrics:

Essential project elements	Measurement scale
<ul style="list-style-type: none"> Key knowledge, understanding Challenging problem Sustained inquiry Public product Authenticity Student voice Use of reflection Critique & Review 	<ul style="list-style-type: none"> No understanding Needs development Includes features

- Quality of our effort? Be the best!
- Communication within the team
- What are our goals?
- Have we written our goals, outcomes and requirements?





Major discussion items:

Item:	Description:
Brain writing	Creative thinking. Lots of ideas
Sorting & shaping	Critical thinking and innovation
Decision analysis	Using requirements to select the best
Iterative process	Reflecting, trying different approaches



Public reporting:

Overview

Students will Work cooperatively to develop a verbal and visual presentation.

Having a public product ups the stakes for students, leading them to do higher quality work. No one wants to look bad in public.

<http://www.projectacademy.org/Documents/Quality-in-PBL-07112016.pdf>

Outline of Presentation

- Problem statement
- Issues and their accuracy
- Findings
- Measurements/Outcomes
- Proposed solutions
- Benefits
- Next Steps
- Summary and feedback

Presentation Day Check list

• Schedule of presentations set • Guests/audience know when/where to attend • Guest/audience materials duplicated • Room arranged for presenters and audience • Equipment /student materials in place • Equipment tested (and tech support on stand-by) • Teacher's materials in place • Audience role explained • Timekeeping device ready

Tasks

When students just turn in their work to the teacher or make a presentation to the class, they (typically) don't care as much as they do when sharing their work with people from the "real world." A side benefit of a public product is that it's good public relations for a school.

When parents, community members, or people in the wider world see high-quality student work in a project, they're impressed. The school's test scores might tell part of the story, but student work tells more of it

Possible Audience:

- Fellow students
- Family
- Community organizations
- Political guests
- Teaching and staff personnel

Celebration and feedback:

- Honor fellow students with awards
- Cake and soda
- Fun

Leave a time capsule for the next team as advice and feedback.

