Design Learning Challenge Planner
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Explain | Lesson Prior to March 1	**Activities**
Step 3) Explain **Define Scope, Structure, and Feedback** Using the participants' words, introduce new vocabulary, as well as explain key concepts and required skills	
Make Sense of Input and Feedback 3.1 Students make sense of information of greatest importance as gathered from users and stakeholder to then propose relevant findings **Consider Alternatives** 3.2 Based on initial investigations, learners brainstorm via open-ended "what if?" questions and divergent thinking – then propose multiple purposeful, creative, and innovative design solutions	**Activity 1** **Explain Part I – Make Sense of Feedback and Alternatives (one 50-min session)** Teams sort information gained as a result of presenting to global design learning partners in the UK Students ask "how might we …" questions along with engaging in divergent thoughts to explore multiple approaches to producing a purposeful, creative, and innovation design solution – to ensure that industry and the economy of Kansas City will benefit
Identify Criteria 3.3 Students identify a set of clear criteria (3-4) as indicators of productive purpose, creativity, and innovation to assist with the design decision making process **Embed Feedback Loops** 3.4 Learners generate ideas for potential embedded checkpoints as formative feedback loops within the design process – to assess progress, impact of design decisions	**Activity 2** **Explain Part II – Identify Criteria and Feedback Loops (one 50-min session)** Teams identify 3-4 items to serve as criteria of a successful design solution and checkpoints for decision making Students create an implementation timeline that includes decision making checkpoints to stay on track during the Demonstrate phase of the design learning process
Conduct Formative Assessments 3.5 Students take a scored but non-graded formative assessment of levels of readiness – to apply and transfer key concepts and skills **Create a Plan of Action** 3.6 Learners transform their roadmap into a plan of action – including final form of design, resources, sequence of key implementation events and activities, and prospective desired outcomes	**Activity 3** **Explain Part III – Formative Assessment and Plan of Action (one 50-min session)** Students will take a non-graded formative assessment of levels of readiness prior to Step 4 – Demonstrate Teams transform their roadmap into a plan of action – including final form of design, resources, sequence of key implementation events and activities, Kansas City-centered desired outcomes, and prepare for March 1 exhibition
Design Solution Options **Art** 2D, 3D Expression; **Design** Product, Communication , Service; **The Humanities** User Experience, Retrospective, Projection; **Science** Physical or Natural System Study; **Technology** Software System or Service; **Engineering** Structural System; **Math** Mathematical Model Study	