PREVENT DISEASE

CARELESS
SPITTING, COUGHING, SNEEZING,
SPREAD INFLUENZA
and TUBERCULOSIS

RENSSELAER COUNTY TUBERCULOSIS ASSOCIATION, TROY, N.Y.

Name;_____

INDIVIDUAL SELF REFLECTION: HUMAN CENTRED DESIGN THINKING PROCESS

Your Name: _____   Team Role: _____

Team Members: _____ Date: _____

Design Stage	✔	↻	🚫	Student	Teacher
EMPATHY	Describes user emotion, physical needs, surprising insights	Limited description of user empathy with few insights or needs	Little or no description of user empathy		
DEFINE	Point of View (POV) is clearly reframed around a user in the driving statement. Needs are stated as verbs to describe an area where the user needs help	Driving statements in not clearly reframed. Needs for the user are stated as nouns.	Driving statement does not reframe the challenge to describe the user and needs.		
IDEATE	Divergent thinking results in a large variety of ideas and concepts. Selects ideas and concepts to move forward with.	Use of convergent thinking only, resulting in a limited range of ideas and concepts	Little or no ideas generated		
PROTOTYPE	Solution created. Record of feedback and iterations describing what was learned from each user test.	Partial solution created. Little or no iteration.	Little or no solution accomplished.		
TEAM ROLE	Consistently fulfilled the Team role as outlined in the Team Role descriptor.	Needed reminding in fulfilling the Team role.	Little or no participation in the Team role.		
DESIGN THINKING REFLECTIONS	Consistently explains how the solution meets the user needs, including feedback data or peer review	Reflections do not consistently include the user needs, feedback data or peer review.	Little or no evidence of user needs, feedback data or peer review.		

Based on Standford University's IDEO Design Thinking Rubric

INDIVIDUAL CORE COMPETENCIES: HUMAN CENTRED DESIGN THINKING PROCESS

Your Name: _____

For the following statements, you are to choose as many as apply to you such that you can provide an example from this group project.

Example: I can work with others to achieve a common goal; I do my share. I believe I do my share because I completed all the tasks that were assigned to me by my team leader on time so that others could do their part. A specific example of this is: I was in charge of learning the green screen app and testing green backgrounds before we started filming and I was able to test more than one green background and found that it had to be solid paper rather than construction paper.

A) I can work with others to achieve a common goal; I do my share

B) I can take on roles and responsibilities in a group

C) I give, receive and act on feedback

D) I can represent my learning, and tell how it connects to my experiences and efforts

E) I am an active listener; I support and encourage the person speaking

TEAM REFLECTION: HUMAN CENTRED DESIGN THINKING PROCESS

Team Members: _____

Date: _____

| Design Stage	✔	↻	🚫	Team	Teacher
EMPATHY	Describes user emotion, physical needs, surprising insights	Limited description of user empathy with few insights or needs	Little or no description of user empathy		
DEFINE	Point of View (POV) is clearly reframed around a user in the driving statement. Needs are stated as verbs to describe an area where the user needs help	Driving statement was not clearly reframed. Needs for the user are stated as nouns.	Driving statement does not reframe the challenge to describe the user and needs.		
IDEATE	Divergent thinking results in a large variety of ideas and concepts. Team was able to work together to select ideas and concepts to move forward with.	Use of convergent thinking only, resulting in a limited range of ideas and concepts	Little or no ideas generated.		
PROTOTYPE	Solution created. Record of feedback and iterations describing what was learned from each user test.	Partial solution created. Little or no iteration.	Little or no solution accomplished.		
TEAM	Team functions as a whole with all members contributing.	Team functions as a whole most of the time. Some members are more engaged than others.	Teamwork is non-existent.		
STORY-TELLING	Team described their solution, linking prototype, POV and empathy for a user.	Team can describe their solution with some connection to POV and/or empathy.	Team is unable to tell a story about their solution.		

# TEAM REFLECTION: HUMAN CENTRED DESIGN THINKING PROCESS

Please provide two stars and two wishes for this project. It could be related to your work as a team, the software you used, how you completed the project, how you organized team roles. Stars are areas your group did well, and wishes are what you might do differently next time. Answer the wishes honestly, if there is something you wish could be different, I will use your reflection as an indication that you are aware it is not as good as it could be and then it will not affect your mark as much.

Your wish cannot be "We wish _____ did their work." The wishes should be about the whole group working on the project.
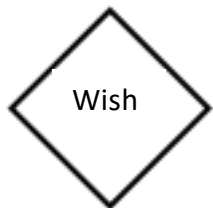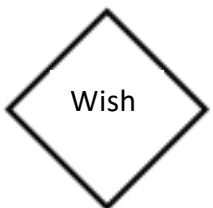
DESIGN THINKING RUBRIC DEFINITIONS

- **empathy:** the feeling that you understand another person's, (or group of people), experiences and emotions as a means to create a solution (versus sympathy: the feeling that you care about and are sorry about someone else's trouble

- **point of view (POV):** a way of looking at or thinking about something (student's POV, teacher's POV, financial POV, etc)

- **divergent thinking:** a strategy of solving problems by creating as many ideas as possible, no matter how crazy or far fetch those ideas seem. When developing a solution, divergent thinking leads to convergent thinking.

- **convergent thinking:** is a problem-solving technique involving the bringing together different ideas to determine a single best solution. This kind of thinking concentrates on finding the single best or frequently, correct solution to a problem or answer.

- **Solution:** A product or idea that will end a problem

- **Feedback:** helpful information or criticism that is given for a solution to say what can be done to improve the product or idea

- **Iterations:** based on feedback, creating a different or improved version of a solution.

- **user:** the target person, or group of people, who are the focus of the solution

- **peer review:** a process by which a prototype goes through feedback

- **prototype:** an original or first model of a solution that is improved upon based on peer review feedback.

- **driving statements:** focusing on the user's point of view, an action statement is created that is human-centred, broad enough for creative freedom but narrow enough to make it manageable.

Pandemic Research

An **epidemic** is when an unusually large number of people in a community get a disease at the same time. Examples of epidemic diseases include typhus, influenza, the Black Death, malaria, and smallpox.

A **pandemic** is an epidemic of infectious disease that has spread through human populations across a large region - for instance multiple continents or even worldwide.
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Your assignment.

Research, as a group, a disease provided to you by the teacher
(Groups will consist of 3 students – determined by your teacher)

You will need to find and record the following information

1. What is the disease?
   a. (Explanation of what it is and who is most likely to get it)

(If there are multiple types of the disease - See teacher for clarification)

2. Causes (If known or possible causes)
3. Symptoms (Both internal and external)
4. Ways to protect yourself (Prevention)
5. Treatments (Current Medicine and Traditional)
6. Diagnosis (How do they know if you have this disease)
7. Past/Current Outbreaks (What part of the world)

You will need to record the sources of your information
(Books, Websites, Videos, Images)

Use the following pages to gather and record your individual information.

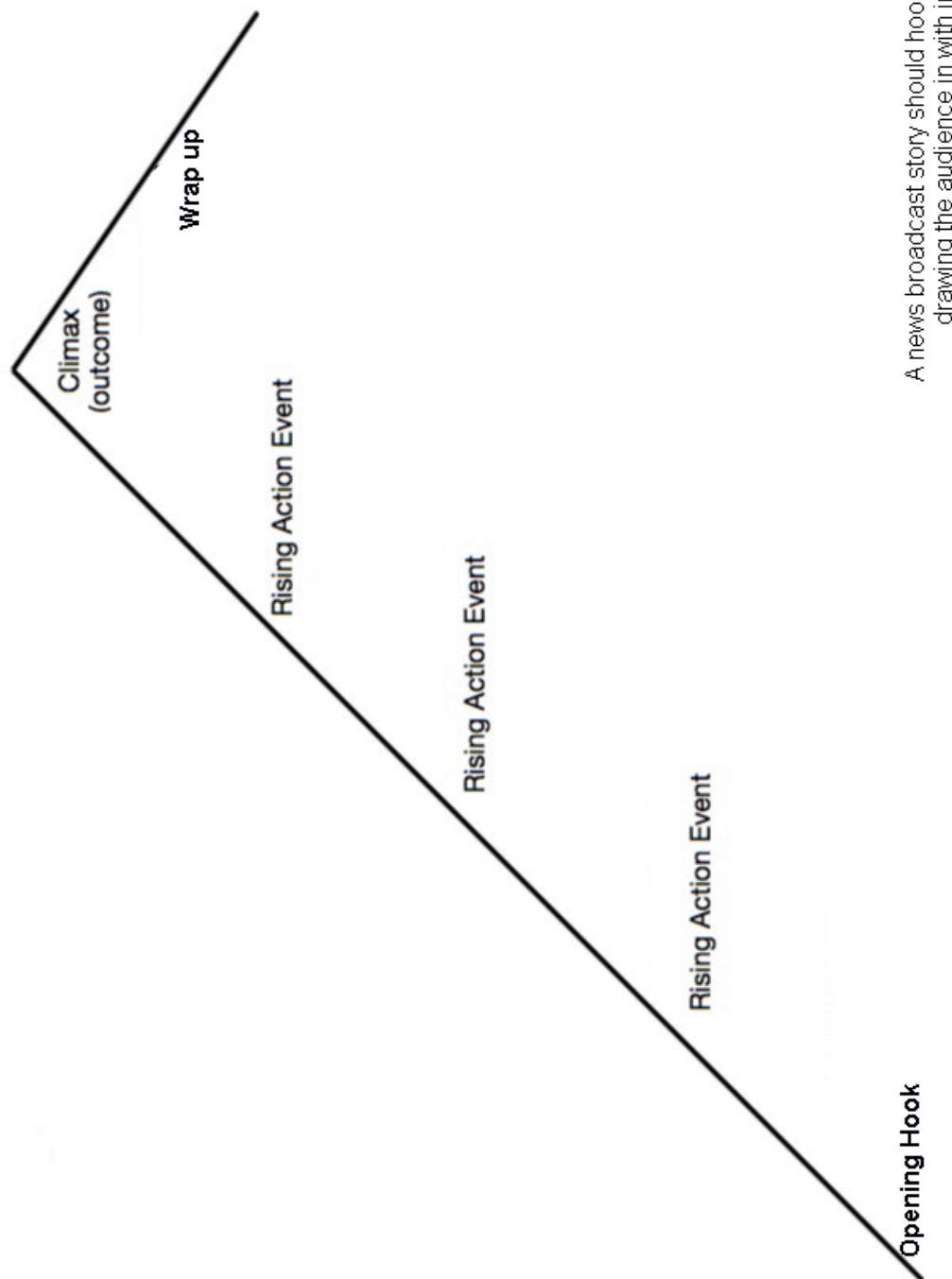| Disease:	
What is the disease?	**Causes?**
Symptoms?	**Prevention – Ways to Protect?**

Treatment – Traditional and Modern?	Diagnosis?
Sources of Information (Book/Website)	Images (Book/Website)

Past/Current Outbreaks – Locations and Infection Rates/Deaths

Other Important Information

Team Chart Paper

Using your individual notes, work as a group to contribute to your team's chart paper notes: Make sure your chart paper includes:

Team member names

The name of the disease

What is the disease (elements of the disease)?

Causes of the disease

Symptoms of the disease

Prevention

Treatment

Diagnosis

Past and current outbreaks

Location and infection rates

Drawing from your team notes, work together to develop a storyboard outline. Each of you should record on your own storyline.

Wrap up

Climax
(outcome)

Rising Action Event

Rising Action Event

Rising Action Event

Rising Action Event

Opening Hook

A news broadcast story should hook the audience, drawing the audience in with increaingly interesting facts and images
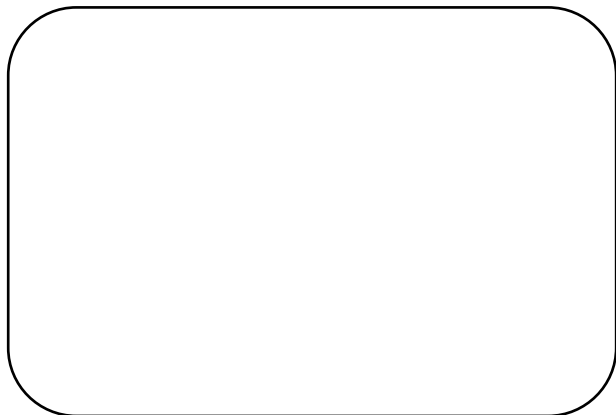
Project Story Board Name: _____

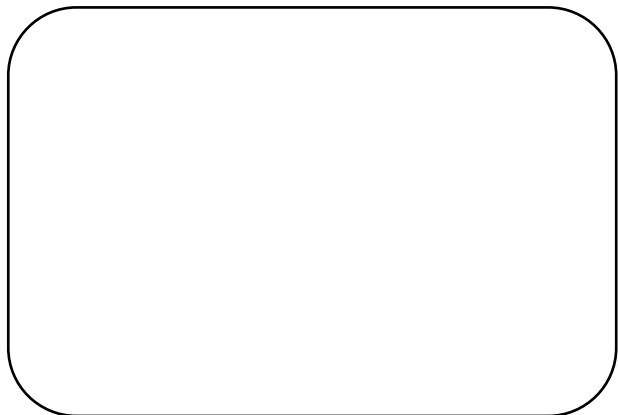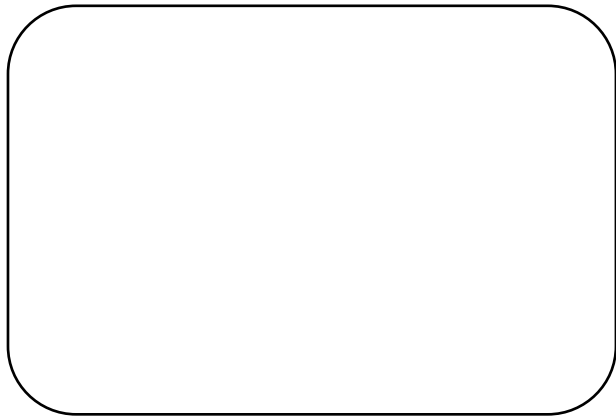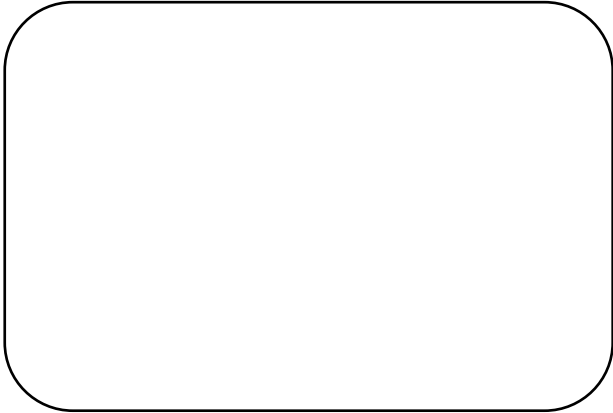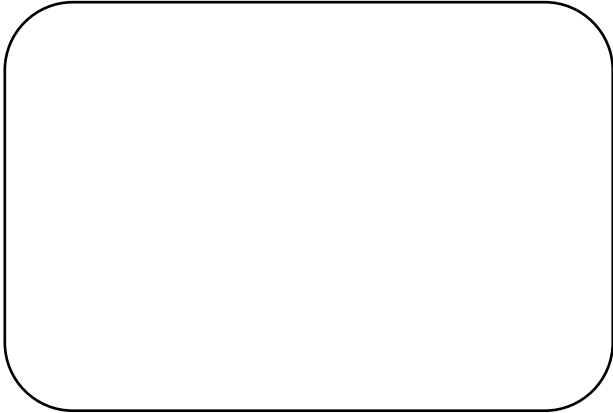Group Members: _____ _____ _____

Shot style

Script: who & what they are saying

Shot style

Script: who & what
they are saying

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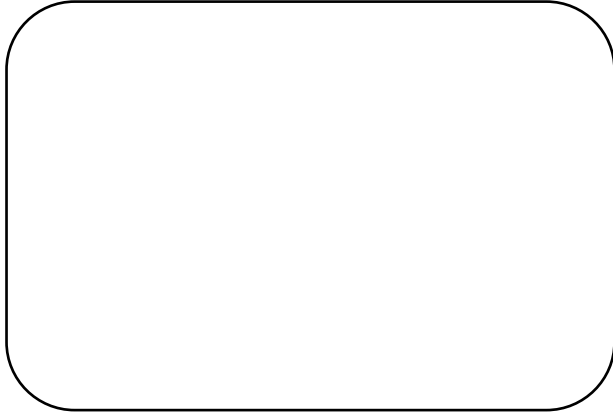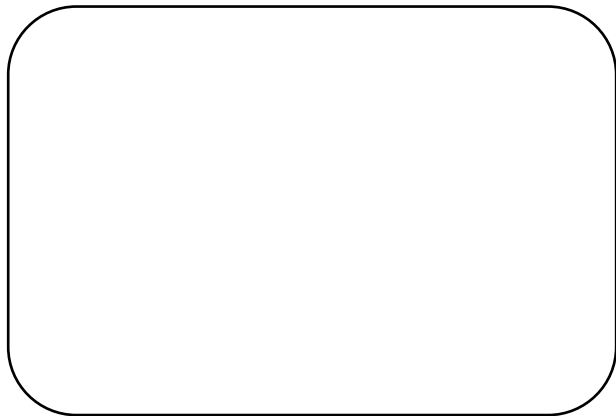_____

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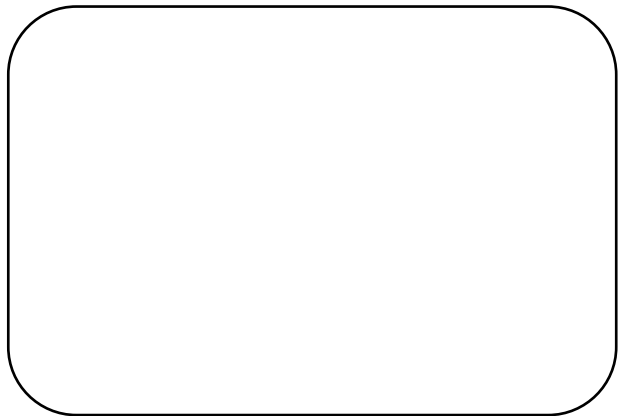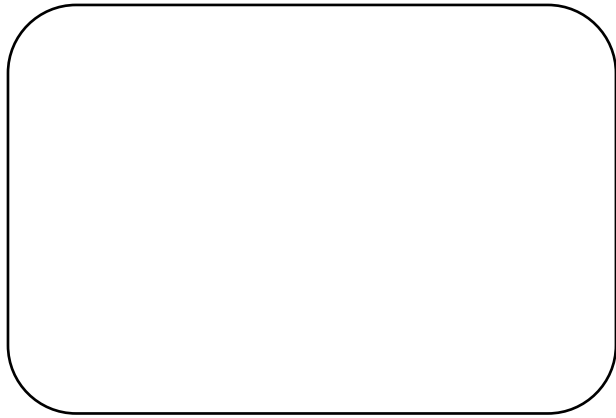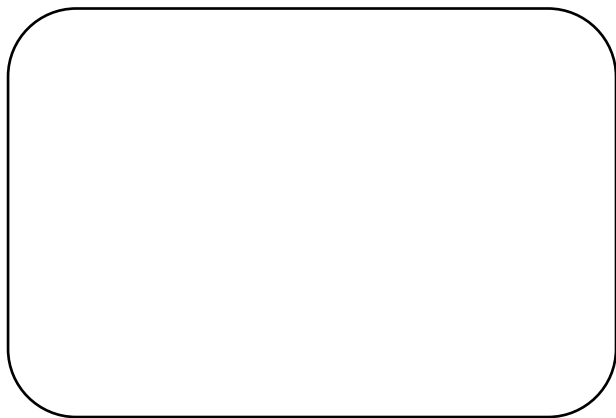
Shot style

Script: who & what
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Project Team Work Plan

Project Name:	
Team Members:	

Product:		Due:	
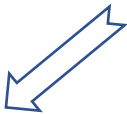
What needs to be done?	Who will do this part?	By when?	✓Done
			☐
			☐
			☐
			☐
			☐
			☐
			☐

When filming:

Everyone should have an opportunity as the camera person and actor
Camera person:
- o Prior to pressing record, say "Quiet on the set"
- o Press record. Say 5, 4, 3, and use your fingers for 2 & 1
- o When the scene if completed, count to 5 in your head, press stop and say 'Cut'

Actor:
- o When the camera person holds up 1 finger, count to 5 in your head before talking
- o Wait for camera person to say 'Cut' to indicate filming is done. (don't start chatting or moving until then!)

When editing in iMovie:

Crop the clips

Increase clip volume where needed

Add transition between each clip

Include an opening title with a background

Include closing credits, including the year

Include an opening and closing sound

Video must be under 3 ½ minutes