Topic: **Issue 21: Pandemics**

Descriptor: Teams of students created news broadcasts outlining their pandemic disease

Teacher Name: **Graham Grill**

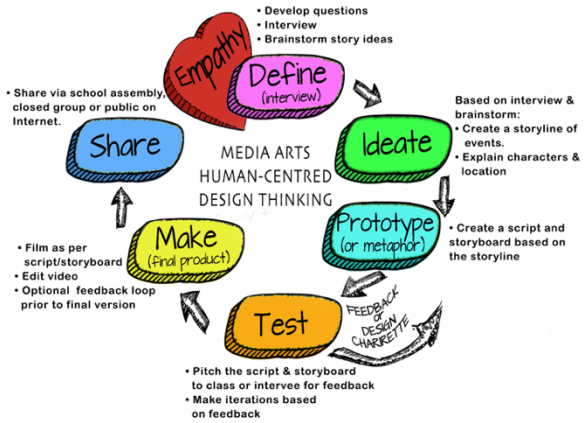
School: **HDSM**

Grade: **6**

Curriculum: **ADST, ELA, Science**

How will you work on building Collaborative Teams?

- Media Arts 6-9 webpage:
  - Media Arts Team Roles (all team members will be involved with the storyline, script, storyboard, filming & editing). View the for possible team roles, based on a team of 3. File:
  - Team Contracts and Project Management Logs



ADST Curricular Competencies interwoven throughout:

Applied Skills

- Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments
- Identify and evaluate the skills and skill levels needed, individually or as a group, in relation to a specific task, and develop them as needed

Applied Technologies

- Select, and as needed learn about, appropriate tools and technologies to extend their capability to complete a task
- Identify the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use
- Identify how the land, natural resources, and culture influence the development and use of tools and technologies

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: _____

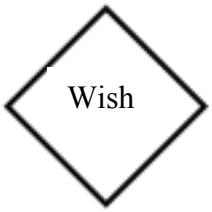
Design Stage	✔	↻	⊘	Team	Teacher
EMPATHY	Describes user emotion, physical needs, surprising insights	Limited description of user empathy with few insights or needs	Little or no description of user empathy		
DEFINE	Point of View (POV) is clearly reframed around a user in the driving statement. Needs are 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.		

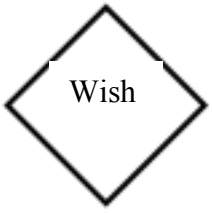
Based on Standford University's IDEO Design Thinking Rubric

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.

MEDIA ARTS: TEAM ROLES

TEAM LEADER:
- Establishes and runs team meetings
- sets and monitors goals and agreements.
- Delegates tasks and divides work, as needed
- Mediates conflict between team members
- Encourager

Key Trait: Relationship-oriented

ARCHIVIST:
- Archives team's work (paper & digital) in progress, drafts (storyline, script, storyboard, video clips, images)
- Tracks team's use of each phase of design by:
  - taking photos and videos of work in progress and archives
  - recording quotes, moments and process for the Team's final reflection

Key Trait: Reflective, Organized

ORGANIZATION LEAD:
- Keeps time during activities and phases of design
- Maintains a schedule and tracks progress toward goals and milestones
- Keeps track of the additional media or supplies needed
- Maintains the 'Project Management' log

Key Trait: Reflective, Organized

Based on Team Roles by www.pblconsulting.org

TEAM AGREEMENT

Team Name: _____ **Project:** _____

BEING A TEAM MEMBER

My name is _____ and I will help with the project by...	My name is _____ and I will help with the project by...	My name is _____ and I will help with the project by...

TALKING AS A TEAM

When we speak to each other, we...	If someone misses something, we will...	We will meet on...

WORKING AS A TEAM

When we don't agree, we...	If someone misses something, we will...	We will meet on...

Visit www.pblconsulting.org for more free resources

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EMPATHY: Students researched a pandemic disease both individually and as a team. Begin by reviewing the rubrics, reflections and definitions that will be used for assessment (student handout). Establish team roles.

ADST Curricular Competencies	○ Empathize with potential users to find issues and uncover needs and potential design opportunities ○ Elaborations: share the feelings and understand the needs of others to inform design
Additional Curriculum: **ENGLISH LANGUAGE ARTS**	COMPETENCIES: COMPREHEND AND CONNECT ○ Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability COMPETENCIES: CREATE AND COMMUNICATE ○ Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences
Additional Curriculum: **SCIENCE**	○ Demonstrate a sustained curiosity about a scientific topic or problem of personal interest ○ Make observations in familiar or unfamiliar contexts ○ Identify questions to answer or problems to solve through scientific inquiry ○ Make predictions about the findings of their inquiry
Instruction/ Just in time learning	○ Developing interview questions
Formative Assessment	○ Teacher observations of progress ○ Students shared with the larger group the results of their interviews/presentations
Materials Needed	○ Handout section: Prevent Disease student handout ○ Handout section: Reflection: Human Centred Design Thinking Process (give the final assessment). Review the definitions for clarity! ○ Media Arts 6-9 Website: Questioning/Interviewing
Note:	Using Scholastics Issue 21: Pandemics, students individually researched a disease provided by the teacher. Suggestion–after this research, students could attend a Skype fieldtrip to develop empathy for countries who have suffered pandemics.

DEFINE: Teams will learn the parts of a news broadcast to understand how their information should be shared

ADST Curricular Competencies	○ Choose a design opportunity ○ Identify key features or potential users and their requirements ○ Identify criteria for success and any constraints
ADST Content	MEDIA ARTS ○ influences of digital media for the purpose of communication and self-expression
Additional Curriculum: **ENGLISH LANGUAGE ARTS**	COMPETENCIES: COMPREHEND AND CONNECT ○ Understand how literary elements, techniques, and devices enhance and shape meaning COMPETENCIES: CREATE AND COMMUNICATE ○ Use writing and *design processes* to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences
Instruction/ Just in time learning	○ Basic plots & conflicts ○ How to use the graphic organizer to determine the key features from the interview ○ Media Arts website example: DEFINE section: Newscast genre: **Expository** writing News Broadcast: Elements in a Broadcast
Formative Assessment	○ Teacher observations ○ Peer discussion and feedback
Materials Needed	Media Arts 6-9 Website ○ Brainstorming graphic organizer

IDEATE: Teams will develop a storyline based on their facts. While they are working through this, the teachers can discuss shot styles.

ADST Curricular Competencies	○ Generate potential ideas and add to others' ideas ○ Screen ideas against criteria and constraints ○ Evaluate personal, social, and environmental impacts and ethical considerations ○ Choose an idea to pursue
ADST Content MEDIA ARTS	○ digital and non-digital media, and their distinguishing characteristics and uses
Additional Curriculum: **ENGLISH LANGUAGE ARTS**	COMPETENCIES: COMPREHEND AND CONNECT ○ Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view ○ Select and use appropriate features, forms, and genres according to audience, purpose, and message ○ Use and experiment with oral storytelling processes CONTENT: STORY/TEXT: • forms, functions, and genres of text COMPETENCIES: CREATE AND COMMUNICATE ○ Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences
Additional Curriculum: **SCIENCE**	○ Communicate ideas, explanations, and processes in a variety of ways
Instruction/ Just in time learning	Media Arts 6-9 Website ○ Shot styles ○ How to create a storyline ○ How to write a script (not needed for an iMovie trailer)
Formative Assessment	○ Share first draft of storyline with another team for feedback ○ Reflective journal entry on participation
Materials Needed	Media Arts 6-9 Website ○ Video examples of various genres for writing styles (under the Define heading on the website) ○ Storyline • Optional: Script writing tool (browser based)

PROTOTYPE: Teams create their scripts below the boxes on the storyboard (student handout)

ADST Curricular Competencies	○ Identify and use sources of information ○ Develop a plan that identifies key stages and resources ○ Explore and test a variety of materials for effective use ○ Construct a first version of the product or a prototype, as appropriate, making changes to tools, materials, and procedures as needed ○ Record iterations of prototyping
ADST Content MEDIA ARTS	○ techniques for using images, sounds, and text to communicate information, settings, ideas, and story structure
Additional Curriculum: **ENGLISH LANGUAGE ARTS**	○ COMPETENCY: Select and use appropriate features, forms, and genres according to audience, purpose, and message ○ COMPETENCY: Use and experiment with oral storytelling processes
Additional Curriculum: **SCIENCE**	○ Communicate ideas, explanations, and processes in a variety of ways
Instruction/ Just in time learning	○ Why storyboard
Formative Assessment	○ Students reflect on the degree to which the storyboard follows the storyline
Materials Needed	○ Completed storyline Media Arts 6-9 Website ○ Storyboards ○ Storyline & Storyboarding, grade 6-7 and 8+
Teacher Reflection	This step takes time. To get students motivated, filming could take place after they have completed 'x' amount of their storyboard/script. Then continue on with their storyboard/script. If this approach is taken, they should share what they will be filming for feedback from class prior to filming (the test stage below)

TEST: The Pitch: Teams will pitch to the class their storyboard/script. Class should give friendly feedback in writing

ADST Curricular Competencies	o Test the first version of the product or the prototype o Gather peer and/or user and/or expert feedback and inspiration o Make changes, troubleshoot, and test again
Additional Curriculum: **ENGLISH LANGUAGE ARTS**	CONTENT: LANGUAGE FEATURES, STRUCTURES, AND CONVENTIONS o presentation techniques
Additional Curriculum: **SCIENCE**	o Communicate ideas, explanations, and processes in a variety of ways
Instruction/ Just in time learning	o How to provide meaningful feedback
Formative Assessment	o Peer feedback
Materials Needed	Media Arts 6-9 Website o Ideas for a Pitch o Feedback slips for peers

MAKE: Teams film as per their storyboard (obtaining permission before hand where needed). Teams should rotate the camera person, and talent roles. Students will then edit with iMovie. NOTE: prior to finalizing the video, teams should show it to the class to receive feedback on how to 'tighten' their video. Videos should not be longer than 3 ½ minutes!

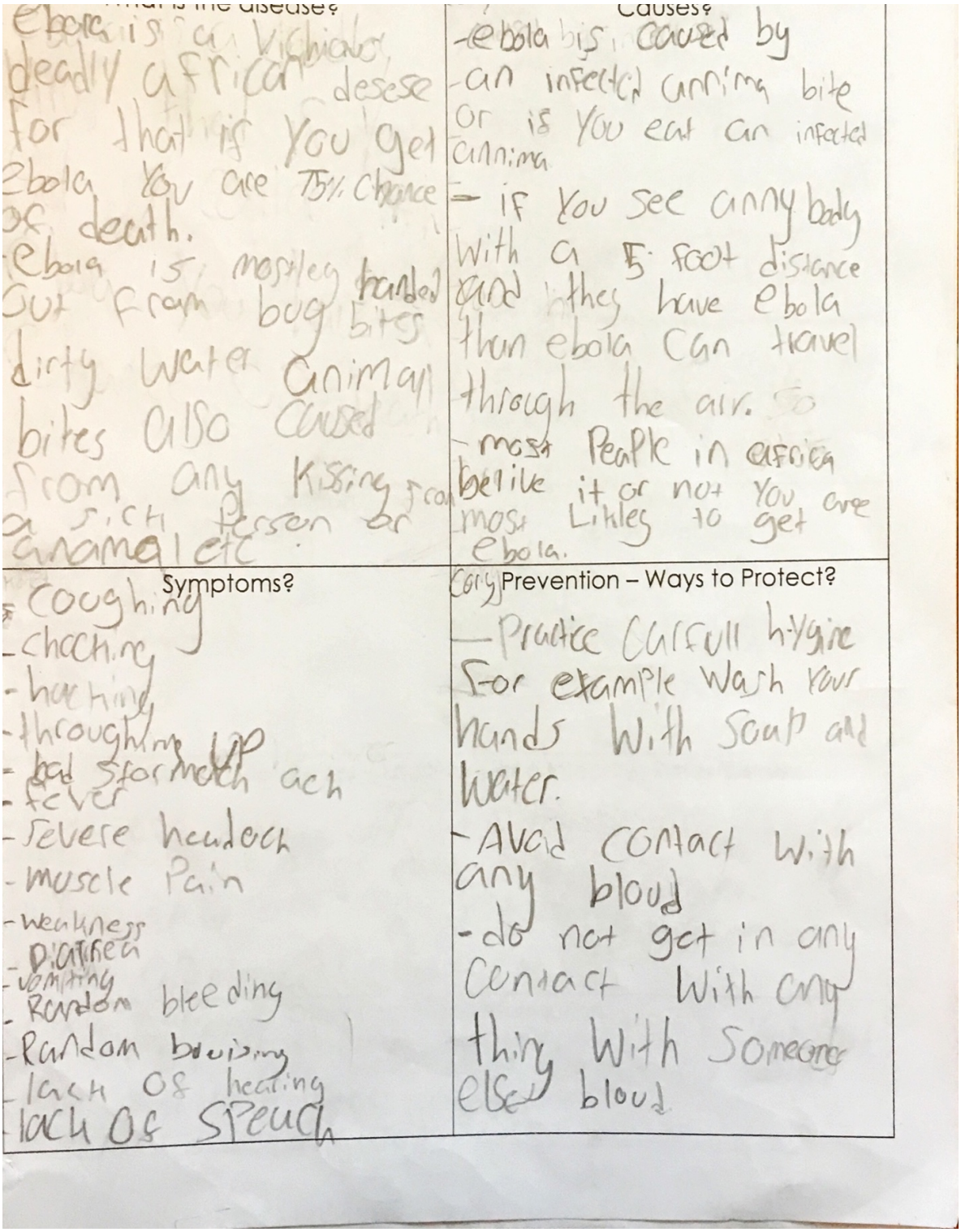
ADST Curricular Competencies	○ Identify and use appropriate tools, technologies, and materials for production ○ Make a plan for production that includes key stages, and carry it out, making changes as needed ○ Use materials in ways that minimize waste
ADST Content	MEDIA ARTS: ○ techniques for using images, sounds, and text to communicate information, settings, ideas, and story structure DIGITAL LITERACY CONTENT: ○ legal and ethical considerations, including creative credit and copyright, and cyberbullying
Additional Curriculum: **ENGLISH LANGUAGE ARTS**	COMPETENCIES: CREATE AND COMMUNICATE ○ Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences ○ Transform ideas and information to create original texts
Instruction/ Just in time learning	Options (on the Media Arts 6-9 Website) ○ How to use "Green Screen by Do Ink" app ○ How to "Airdrop" ○ How to use "Documents by Readdle" App (Importance of creative commons) ○ Editing in iMovie
Formative Assessment	○ Individual/Team daily reflection
Materials Needed	○ Film equipment ○ iMovie
Notes	Have students refer to their handout for filming and editing tips. Prior to finalizing the video, teams should show it to the class to receive feedback on how to 'tighten' their video. Videos should not be longer than 3 ½ minutes!

SHARE: Celebrate their work by showing the videos to students, staff and more!

ADST Curricular Competencies	○ Decide on how and with whom to share their product ○ Demonstrate their product and describe their process, using appropriate terminology and providing reasons for their selected solution and modifications ○ Evaluate their product against their criteria and explain how it contributes to the individual, family, community, and/or environment ○ Reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient co-operative work space ○ Identify new design issues
ADST Content	DIGITAL LITERACY: methods for personal media management
Additional Curriculum: **ENGLISH LANGUAGE ARTS**	CONTENT: LANGUAGE FEATURES, STRUCTURES, AND CONVENTIONS: ○ presentation techniques COMPETENCIES: CREATE AND COMMUNICATE ○ Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences
Additional Curriculum: **SCIENCE**	○ Communicate ideas, explanations, and processes in a variety of ways
Instruction/ Just in time learning	○ How to share to a shareable space (how & where to share the video)
Formative Assessment	Student handout ○ Individual rubric & core competencies ○ Team rubric & 2 stars/2 wishes
Materials Needed	○ Log in to shareable space ○ Discuss appropriate & private strategies for sharing and story media
Note:	Show to a student audience in the school and have them share what they learned from each video.

Student Examples:

Individual Fact Notes:



Causes?

- ebola is caused by
- an infected animal bite or if you eat an infected animal
- if you see anny body with a 5 foot distance and they have ebola than ebola can travel through the air.
- most People in africa belive it or not you are most Likley to get ebola.

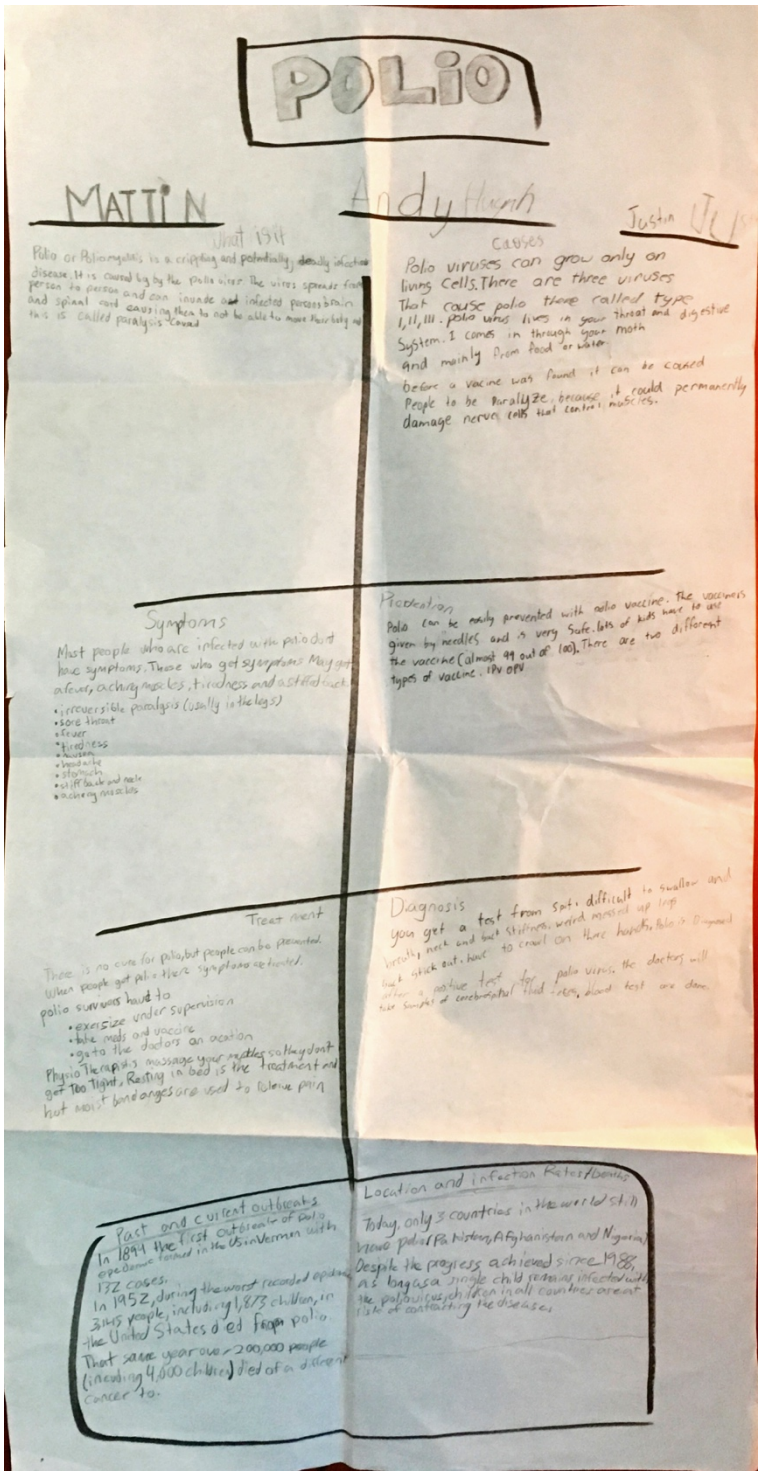
Symptoms?

- coughing
- chocking
- hurting
- throughing up
- bad stomach ach
- fever
- severe headech
- muscle Pain
- weakness
- Diarhea
- vomiting
- Random bleeding
- Random bruising
- lack of hearing
- lack of speech

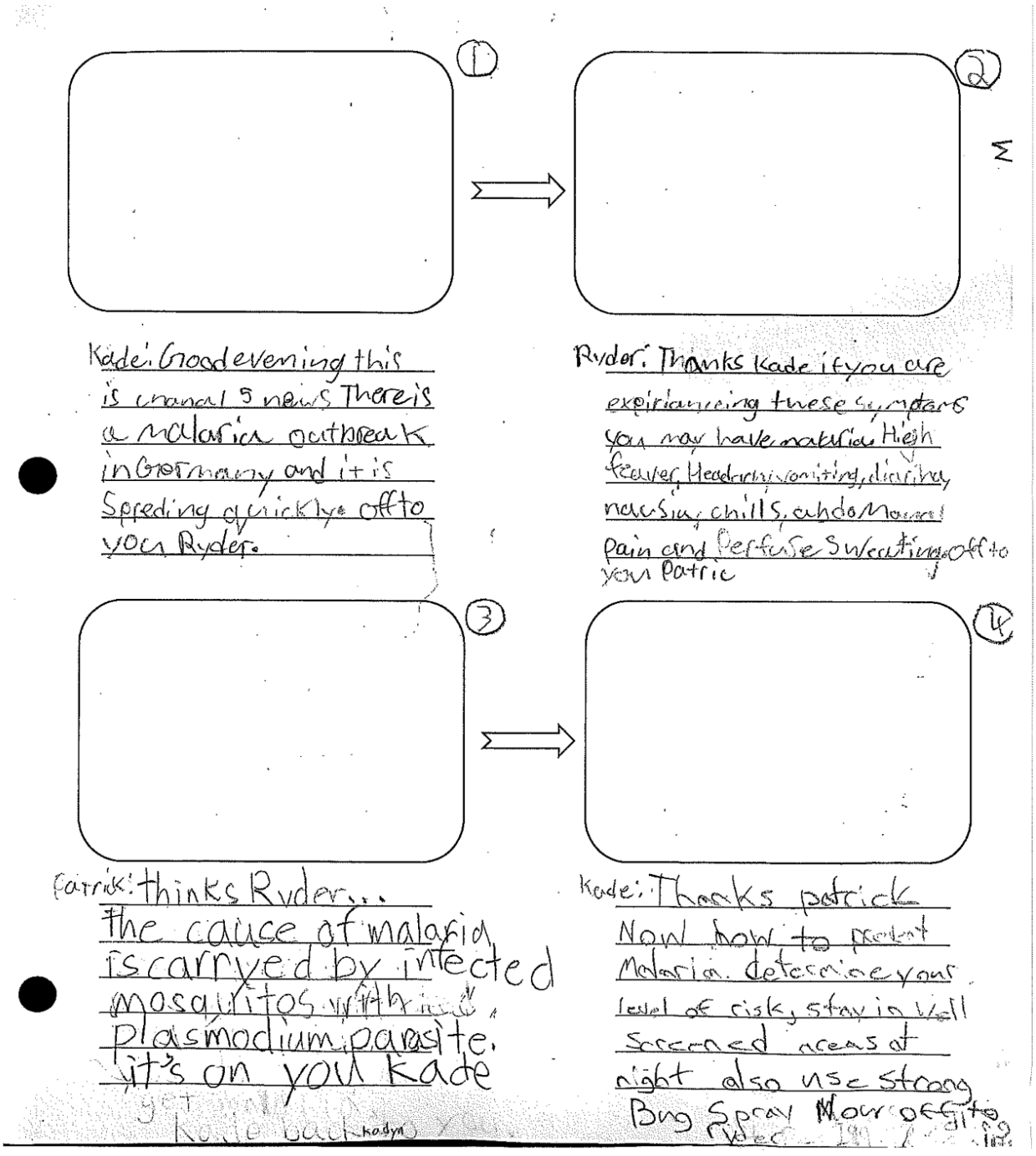
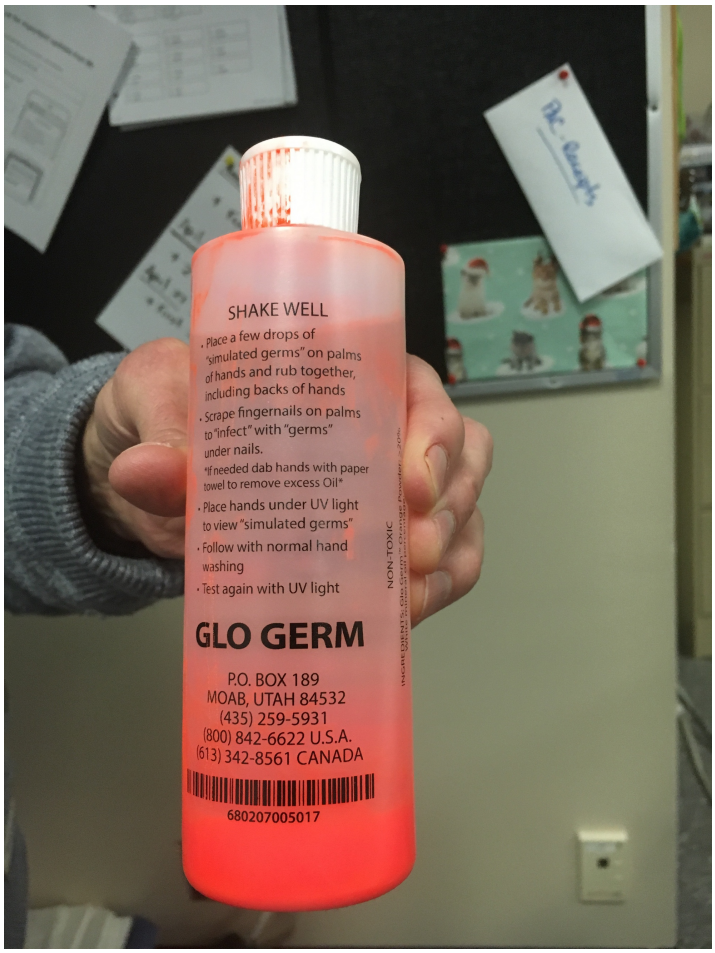
Prevention – Ways to Protect?

- Practice Carfull hygine For example Wash your hands with Soap and water.
- Avoid contact with any bloud
- do not get in any contact with any thing with Someone elses bloud

Group Chart Paper Notes



Storyboard


1
2
Kade: Good evening this is unanal 5 news There is a malaria outbreak in Germany and it is Spreding quickly. off to you Ryder.
Ryder: Thanks Kade if you are expirianceing these symptoms you may have malaria High feaver, Headachy, vomiting, diarrhea, nausia, chills, abdomanal pain and Perfuse Sweating. off to you Patric
3
4
Patrick: thinks Ryder... the cause of malaria is carryed by infected mosquitos with plasmodium parasite. it's on you Kade
Kade: Thanks patrick Now how to prevent Malaria. determine your level of risk, stay in well Screened areas at night also use strong Bug Spray Now off to Ryder

Everyone washed their hands and used this to see whether or not they needed to improve on their handwashing techniques: