

Unit Title: Royal Reps Training**Grade Level: (example: 9, 10, 11, 12 or 7-8)** Grades 10-12**Subject Area: (example: Science, Physics; English, Short Stories)** Extracurricular Design Team**Duration/Length/Number of class periods: (example: 5 class periods)** 4 - 30 minute class periods

Description: This non-credit bearing unit will serve as a training program for new Royal Representatives in Hopkins Public Schools. The purpose of this program is to identify problems within our school district, community, and local business, collect and analyze data, and use design thinking to propose solutions.

Established Goals (National, State, Local):

(Collaboration standard)

ISTE standards

4a-4D. Innovative Designer

5a-5c. Computational Thinker

6a, 6c-d. Creative Communicator

What Enduring Understandings are desired?

1. Building strong teams requires self-awareness of one's unique strengths and talents, and knowledge of and appreciation for the unique strengths and talents of their team members.
2. Communication tools and formats should change based on your audience and purpose.
3. Data will show you problems, help you hypothesize solutions, and evaluate your outcomes.

4. Design thinking is a human-centered approach to innovation that draws from the designer's toolkit to integrate the needs of people, the possibilities of technology, and the requirements for business success. — *Tim Brown, CEO of IDEO*

What Essential Questions will be considered?

1. How can you discover your awesome possibilities and the awesome possibilities in others?
2. Why do you pay attention to some communication and not others?
3. Why is data important for small and large-scale change?
4. How can design thinking change the world?

Students will know / be able to:

<p>Description</p> <p><i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i></p>	<p>Fo rm ati ve</p>	<p>Su m m ati ve</p>	<p>Intr odu ctor y Acti vity</p>	<p>Lea rnin g Acti vity</p>	<p>Stu den t Tec hno logy Use d</p>	<p>Teac her Tech nolo gy Used</p>	<p>ISTE Stan dard s</p>
<p>Lesson 1: Collaboration</p> <p>Students are randomly split into group and randomly assigned tasks.</p> <p>Each team member takes the Clifton Strengths Finder assessment and reads through their results.</p> <p>Divide into homogenous groups and discuss strengths -- what can you bring to the team? Spokesperson shares out with larger group.</p> <p>Team member creates a slide in a Google Presentation that highlights their strengths and strength area, as well as other important things about them -- culture, interests, etc.</p> <p>Students are then grouped in heterogenous groups and each team member chooses a task that plays to their strength.</p> <p>Group discusses results.</p> <p>Discussion question -- Are there instances when you should choose to do tasks that are not your strength?</p> <p>In teams, students create a t-chart for what strong teams look like, sound like, and feel like.</p> <p>Charts are hung up and students view each other's.</p> <p>As a whole group, students create norms for the Royal Reps team for the year.</p>					<p>Streng ths find er tests</p> <p>Goog le Prese ntatio n</p>	<p>Flippi ty</p>	

<p>Lesson 2: Reps logistics</p> <p>Revisit norms - anything to add/edit/remove?</p> <p>Kanban https://www.youtube.com/watch?v=R8dYLbJiTUE</p> <p>Kanban vs Scrum https://www.youtube.com/watch?v=rlaz-l1Kf8w</p> <p>Trello https://www.youtube.com/watch?v=xky48zyL9iA https://www.youtube.com/watch?v=uFFYc2NaZm8</p> <p>Scrums: Stand Ups</p> <p>Sit downs When do you need to have longer large group discussions</p> <p>Folder -- Google Tools Review how we can/will use the different tools</p> <p>Forms Spreadsheets Docs Presentations</p>							
<p>Lesson 2: Communication</p> <p>Introduce to Canva - give an example</p>							
<p>Lesson 3: Data day</p>							
<p>Lesson 4: Intro to Design Thinking</p> <p>Intro -- engaging video?</p>							

Do a mini full cycle							
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Materials, tools and resources
Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page) Allegra Smisek
Additional credit given to