



Crash Course: Boys Programming

Introductions

Karson

UNL Student, Sophomore

Mechanical Engineer

Referee for HS/MS VEX
robotics in Nebraska

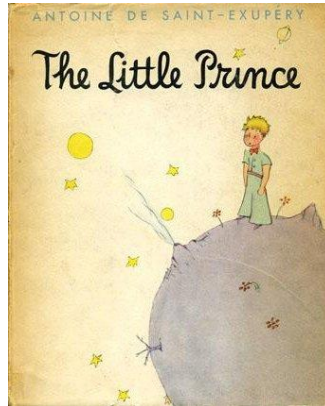


Mitch

Go Beyond Program Manager

Design Studio co-lead

Background in Education

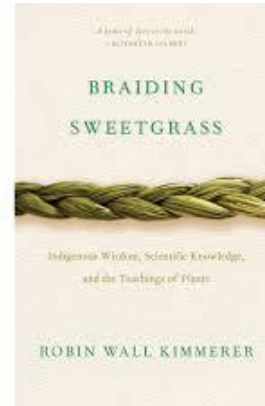


Dakota Staggs

Beyond School Bells

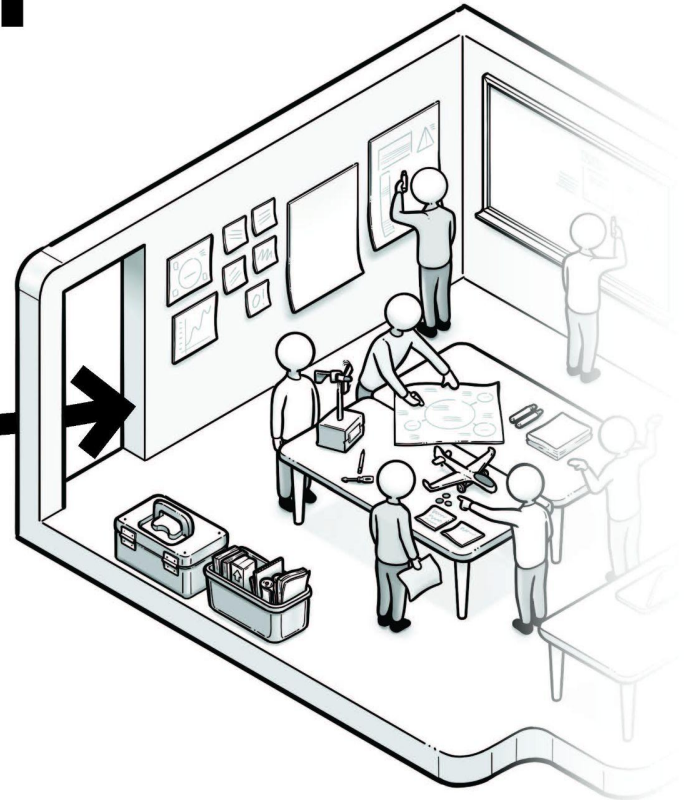
Design Studio co-lead

Environmental Guy



Design Sprint

What is a Design Studio (/Sprint)?



Adapted from the book, "Sprint, how to solve big problems and test new ideas in just five days"

Design Studio Roles

College or HS students are the Designers

1-2 Consistent Facilitators

3-4 Content Experts

“The Synthesizer” can be 1 of the 2 Consistent Facilitators

Design Sprint

Roles

- 1 “The Expert”**
Bring in a subject matter expert for an hour or so. Have them discuss with the group and allow time for questions and feedback.
- 2 “The Facilitator”**
Guide group discussions, facilitate activities, and keep the process moving forward. Avoid spending too much time on one activity/ discussion as well as repetitive tasks.
- 3 “The Synthesizer”**
Record group conversations and pull out key points from each activity.



“The Expert”

1



“The Facilitator”

2



“The Synthesizer”

3

Design Studio Process

Student content-creation process

6 UNL students

4 Days (can be shorter/longer)

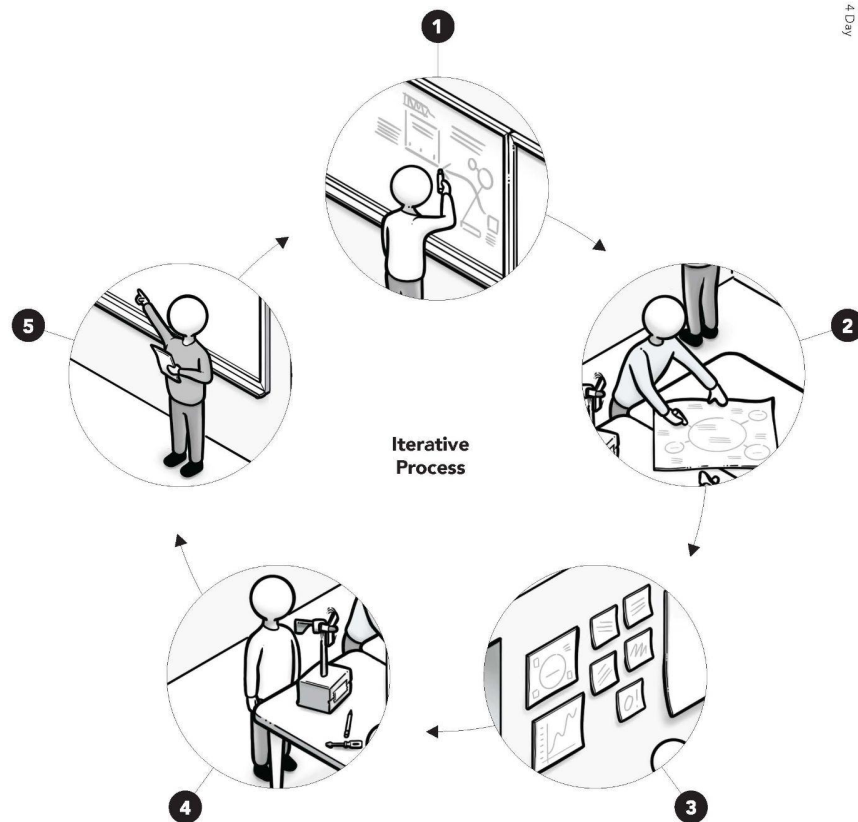
Macro club-structure and activity guides

Design Sprint

Steps

- 1 Map**
Page 8 & 9
- 2 Sketch**
Page 10 & 11
- 3 Decide**
Page 10 & 11
- 4 Prototype & Test**
Page 12 & 13
- 5 Present & Feedback**
Page 12 & 13

4



Content Creation

Design Studio Process

- Brainstorming sheets / tools
 - Miro
 - Whiteboards
 - Giant Sticky notes
- Iterative process

Teamwork

Clear passion in ideas

Understand each others ideas

Collaboration

Group feedback

Student work

Brainstorming

student preference

With materials

research

Cycles of brainstorm

Foster community

Communication skills

"expert" opinions

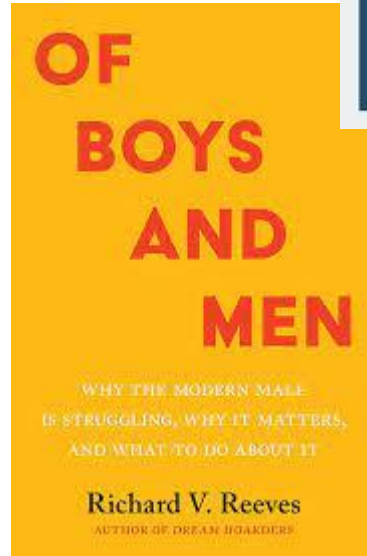
Presentations

Linking Verb

Context Materials

2022 Book bringing the conversation to national headlines

Data on boys falling behind: K-12 achievements, HS graduation rates, college admission and completion



Podcast conversation between Richard Reeves and Jennifer Fink

Nature and Nurture

Positive, Mature Masculinity

Student / Educator perspectives

Examples of boys falling behind

- Lack of participation
- Fixation on video games
- Academically falling behind
- Feelings of isolation
- Low afterschool sports/club involvement

Miro Exercise

- Grab 2-4 sticky notes
- Write down examples that you have noticed in your career/field of boys involvement
- Discuss with others at your table

Goal setting

Focus on the idea of positive / mature masculinity

Context of inclusive, fun, and engaging curriculum and activities

process

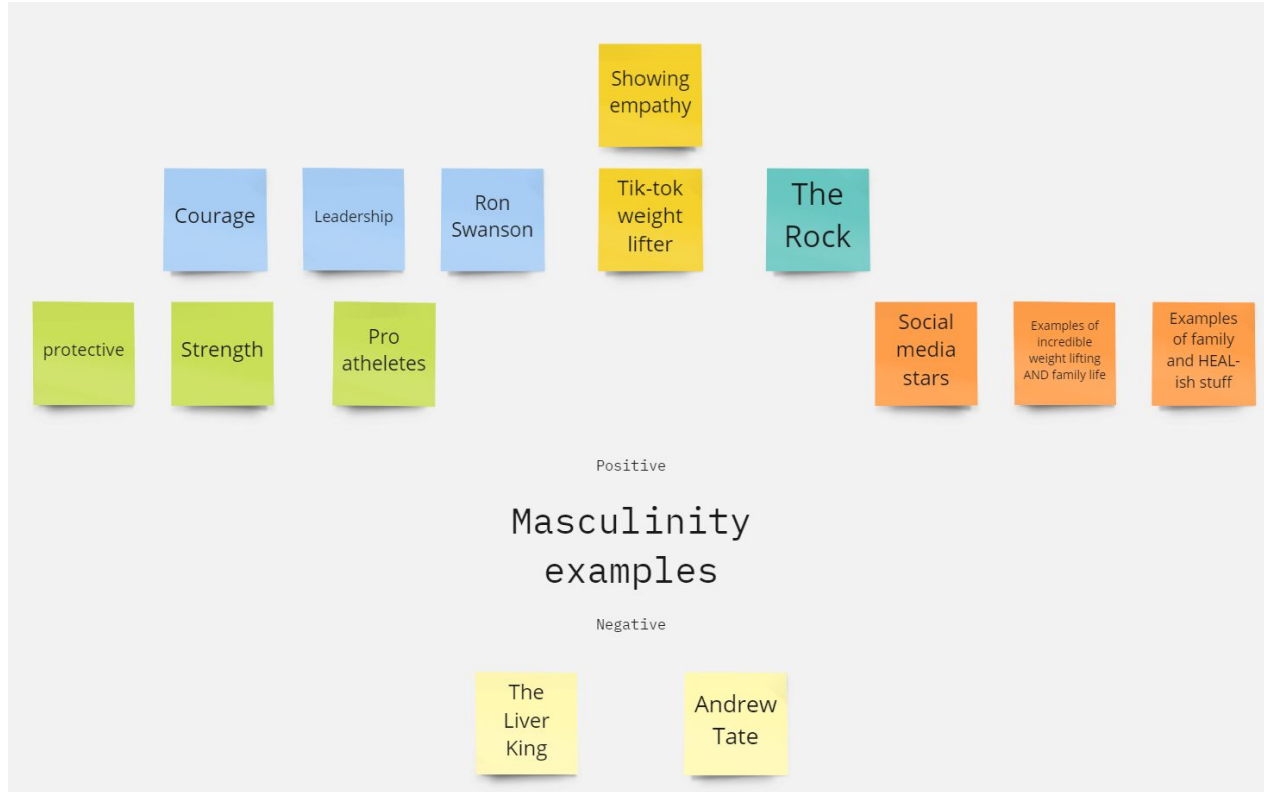
Collaborate, positive, "can do", iterative growth process that builds positive masculinity

Finalize long-term goal

Product

Create fun, engaging, and adaptable activities that are cohesive and have a lasting positive impact on students.

Masculinity Figures

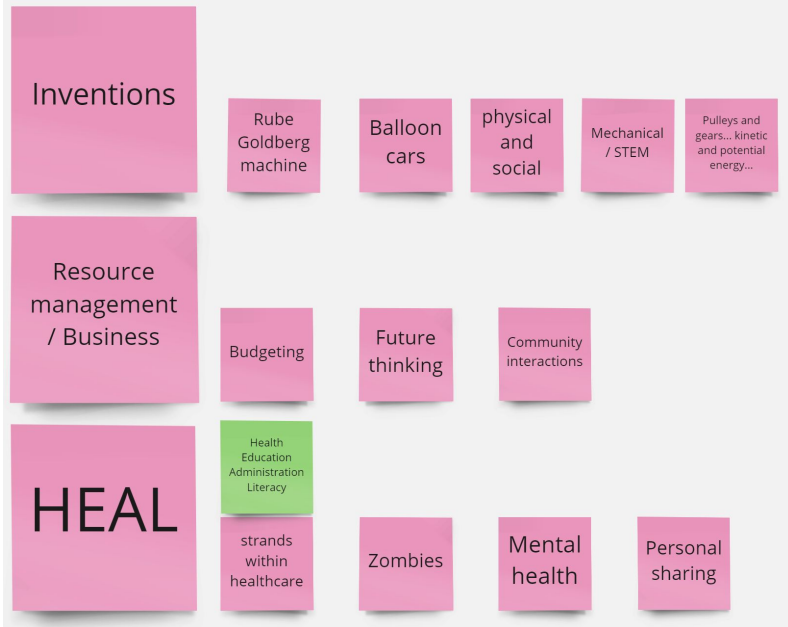


Positive

Examples in our student lives

Negative

Core Intentions



- Guiding Questions:
1. Will students feel like this is "just more school"? (environment, engagement, hands-on learning, etc.)
 2. Does this get students up and moving? (if not, suggest physical activity before lesson)
 3. Is there a clear take-away for students - tangible or not; can students form an opinion on their relationship to the topic?
 4. Is this adaptable to student interests and abilities?
 5. Is this adaptable to program needs and logistics - setting, materials, HS / non-expert facilitation, etc.
 6. Does this involve teamwork or provide opportunities for collaboration?
 7. Does this embody positive masculinity without being exclusionary?
 8. Is this activity attentive to student interests but still pushes them outside of their comfort zone?
 9. Can we wrap this into a cohesive concept for Directors / programs to pick up and implement?
 10. Is this the right content level for Middle School students?

- 3 Focuses
 - Inventions
 - Resource Management
 - HEAL (Health, Education, Administration, Literacy)
- 10 guiding questions

What are some guiding principles you all would have included had you been in this design studio?

Miro Exercise

- Who is this for?
 - How do we make kids want to participate each week?
 - Who can proctor these activities?
 - Why is any of this important?
 - What can we expect for supplies?
- Grab 2-4 sticky notes
 - Write down examples that you have noticed in your career/field of boys involvement
 - Discuss with others at your table

How have you applied these guiding principles in the past? How about the future?

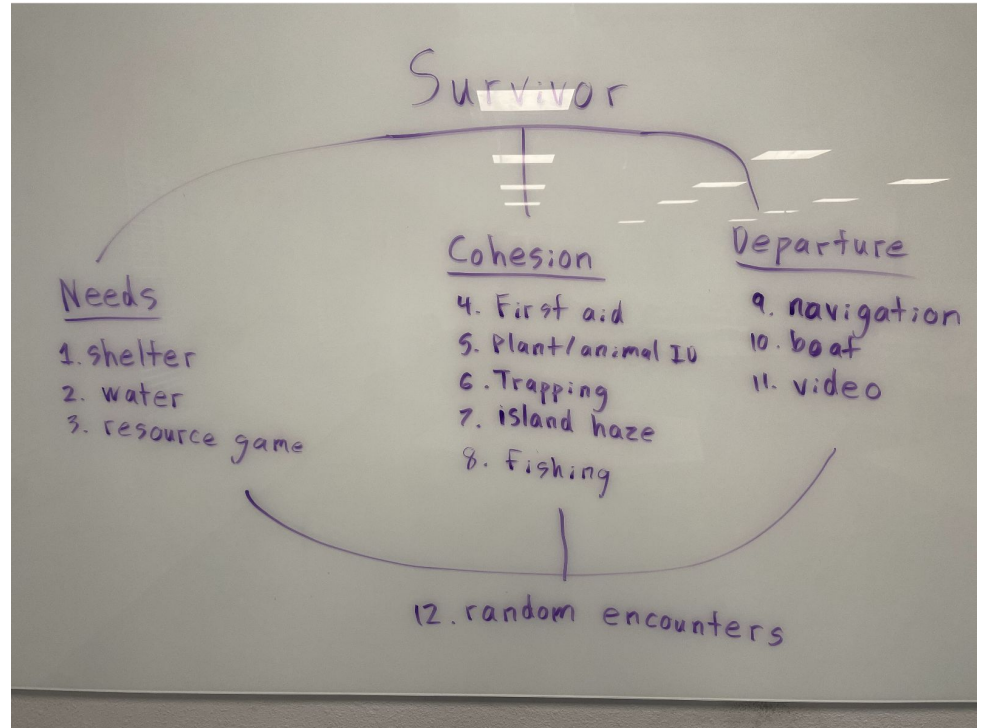
- Including without excluding?
- Casting a wider net?
- Adding in life and emotional lessons to the programming?
- Where can you mitigate shortcomings?

Miro Exercise

- Grab 2-4 sticky notes
- Write down examples that you have noticed in your career/field of boys involvement
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Island Survival

- Needs
 - ◆ Build a Shelter
 - ◆ Fresh Water
 - ◆ Resource Management Game
 - ◆ First Aid
- Cohesion
 - ◆ Plants/Animals 101
 - ◆ Trapping Food
 - ◆ Island Haze
 - ◆ Fishing Pole Workshop
- Departure
 - ◆ Navigation Methods
 - ◆ Boat Construction
 - ◆ Wrap-up Video
- Random Encounters



“Arrival” Unit 1 - “First Aid”

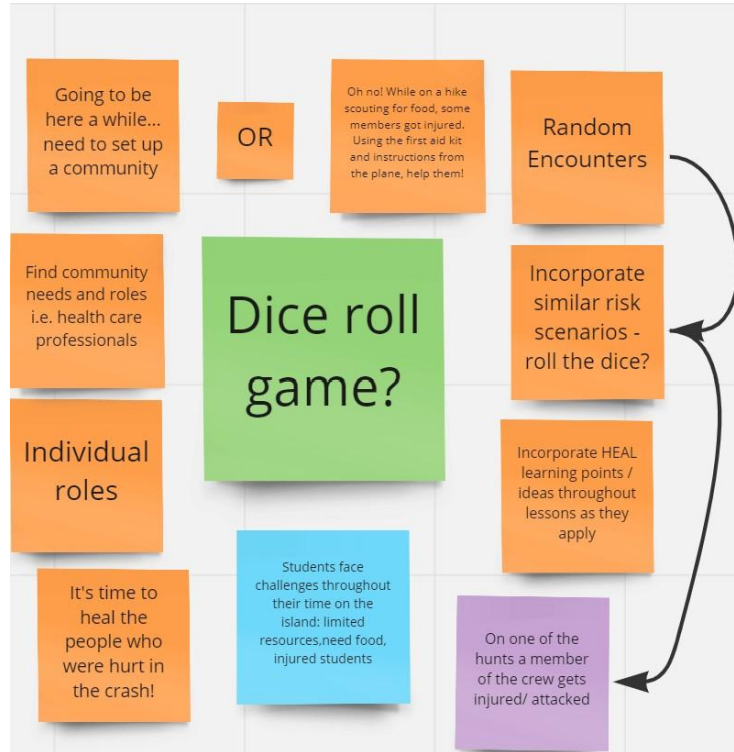
Survival

Competition

Skills
practice

HEAL

Leading into
Community
connections



2: First Aid

Setting the stage:

Oh no! after the crash, many passengers are injured. Lets perform some basic first aid on them!

Activity:

Bracket style game where two pairs of students see who can perform basic first aid tasks the fastest/most accurately

Procedure description:

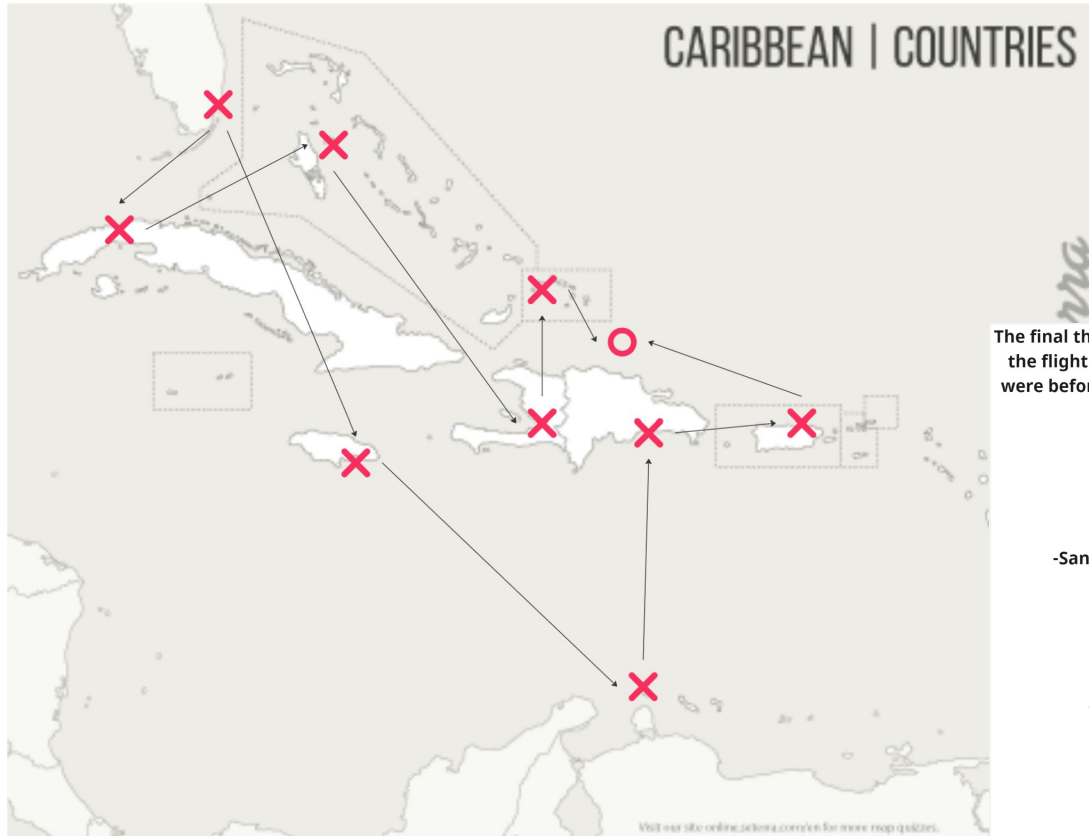
At the beginning of the session, students will be shown six injuries and how to treat them. Treatments should take less than a minute each

Students will then be split in to pairs, with one group of three being allowed. One student will be the doctor, the other the patient. In a typical round, two pairs of students will go against each other. At the beginning of the round, the facilitator will roll a die to determine the injury, and then the two pairs of students must compete to perform the correct treatment. The team who finishes treatment first will continue on to the next round. At the beginning of the next round, roles are switched. There will be a victor crowned at the end of the tournament bracket. This game can be repeated any number of times

My goal is to have these tasks take only basic materials. Will filter them down based on this. Likely going to need bandages/ace wrap/other stuff. Will game-ify some of the tasks, since real world examples can differ a ton.

Expand upon the list with more first aid examples.

“Let’s get outta here” - Unit 3 - Lesson



The final thing the plane did before completely losing power was to print out the flight path. We know how far away from our next and last airports we were before we crashed. Using a ruler, we are going to figure out where we crash landed and where the nearest other land is.

Route 1:

- Miami, Florida SE to Kingston, Jamaica
- Kingston, Jamaica SE to Aruba
- Aruba N to Santo Domingo, Dominican Republic
- Santo Domingo, Dominican Republic E to San Juan, Puerto Rico

Route 2:

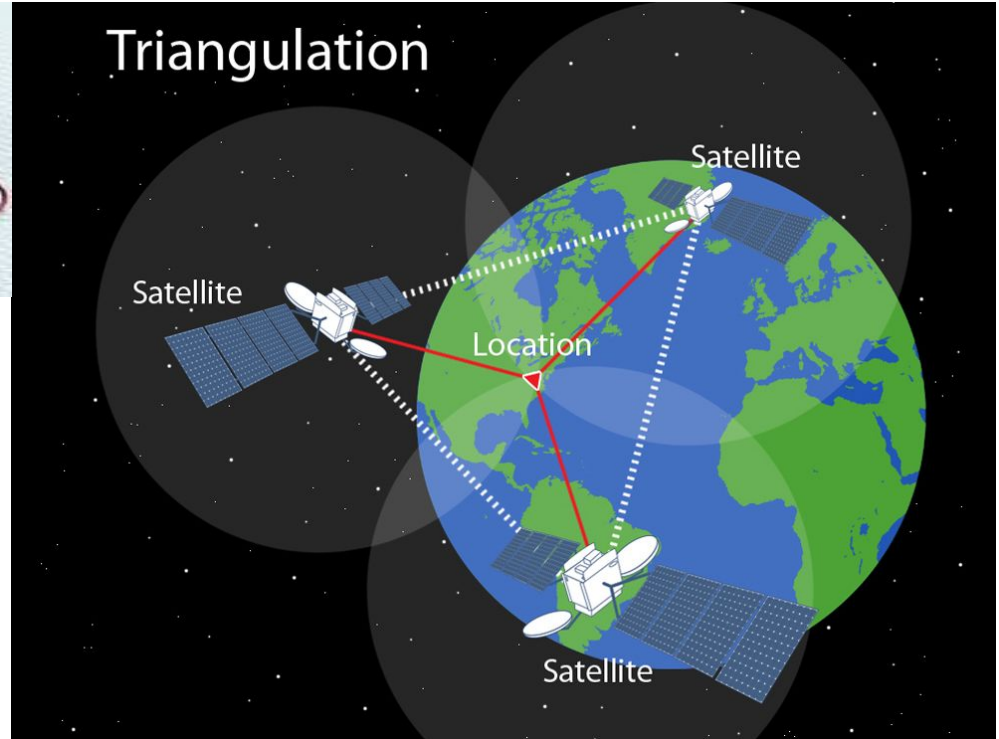
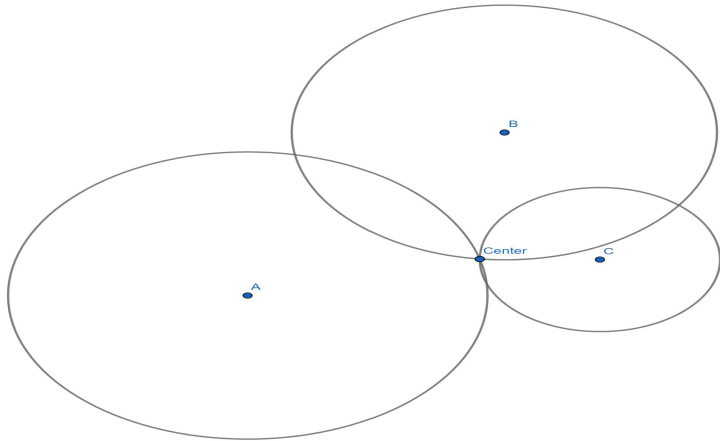
- Miami Florida SW to Havana, Cuba
- Havana, Cuba NE to Nasua, Bahamas
- Nasua, Bahamas SE to Port-au-Prince, Haiti
- Port-au-Prince, Haiti N to the Turks and Caicos Airport

Where we are:

- x miles east of the Turks and Caicos Airport
 - x miles north of San Juan, Puerto Rico
- How far are we from the nearest island?

The final worksheet would have miles and directions, much like the last section with the x's

“Let’s get outta here” - Unit 3 - Lesson (part 2)



What did you learn?

- New perspective?
- New way to think about the creation of programming?
- Conversations in your group or from the large group discussion?
- New lesson ideas?

Miro Exercise

- Grab 2-4 sticky notes
- Write down examples that you have noticed in your career/field of boys involvement
- Discuss with others at your table

Thank you!

Any Questions?

Overview

- Intros - all
- Design Studio overview - Dakota
- Of Boys and Men and Context materials - Dakota then Karson
- Examples you've seen - Mitch
 - First group "Miro" exercise
- What we came up with - Karson
 - Examples of Mature Masculinity
 - Guiding Principles
 - etc.
 - Second group "Miro" exercise to replicate the above facets
- Our end product (draft) - all
 - Third group "Miro" exercise
 - What would the examples you've written above look like in your program?
 - "Arrival" example - Dakota - First Aid
 - "Setting up shop" example - Mitch - Island Haze
 - "Let's get outta here" example - Karson - Navigation
- End with a sticky note - one thing you've learned today
 - How can you incorporate the mature masculinity you've defined today into programming at home?