Design Studio

Youth content creation process

Lauren Clark and Dakota Staggs,
Beyond School Bells

Storyset

Afterschool staff create programming content all the time
Student and Youth input can be the spark that a club needs (and that every club deserves)
Design Studios are one potential process to give young people voice in programming creation

Content Creation

Youth Input

Design Studio

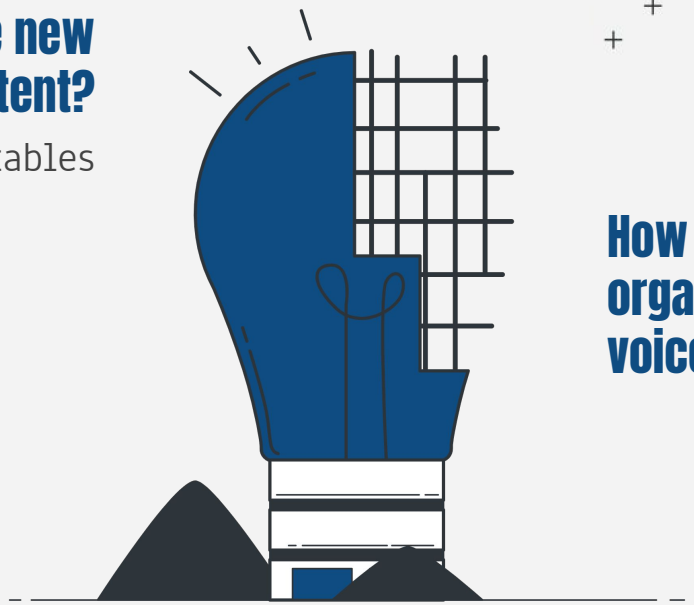
Logistics

Examples

HOW DO YOU DESIGN PROGRAMMING?

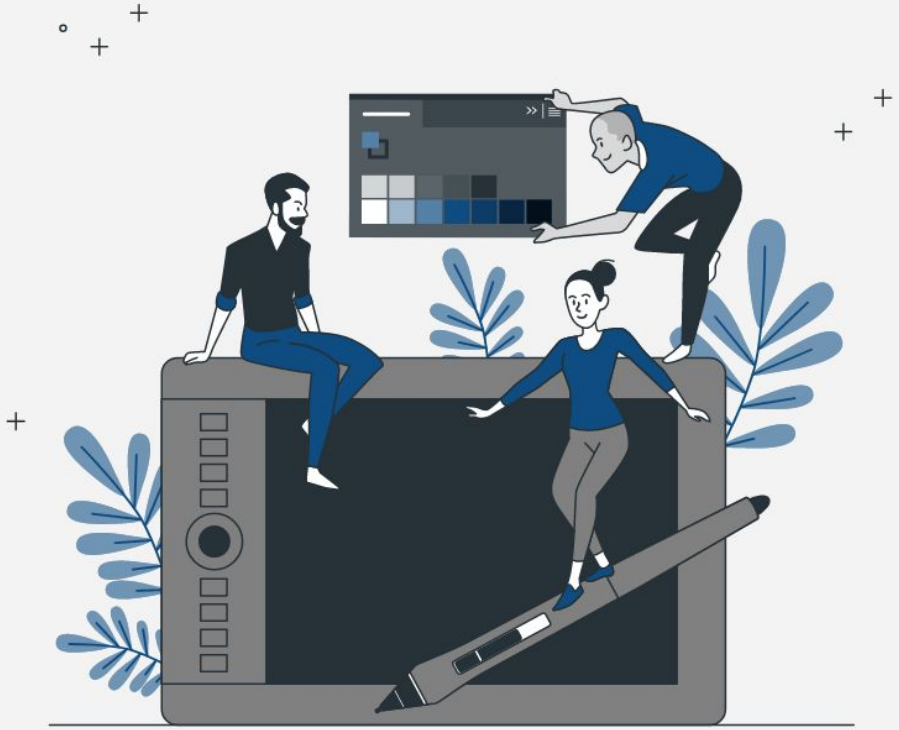
How does your program or organization create new content?

Discuss at your tables



How does your program or organization use youth voice?

Discuss at your tables



DESIGN STUDIO

Design Studios are the Beyond School Bells approach to creating afterschool and summer club guides and curriculum that are based in youth-voice

College or HS students as the Designers

1-2 Consistent Facilitators

3-4 Content Experts

"The Synthesizer" can be 1 of the 2 Consistent Facilitators

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.

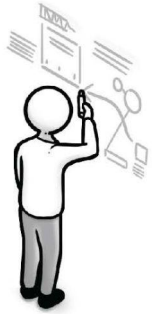
3. **"The Synthesizer"**
   Record group conversations and pull out key points from each activity.

"The Expert"

1

"The Facilitator"

2



"The Synthesizer"

3

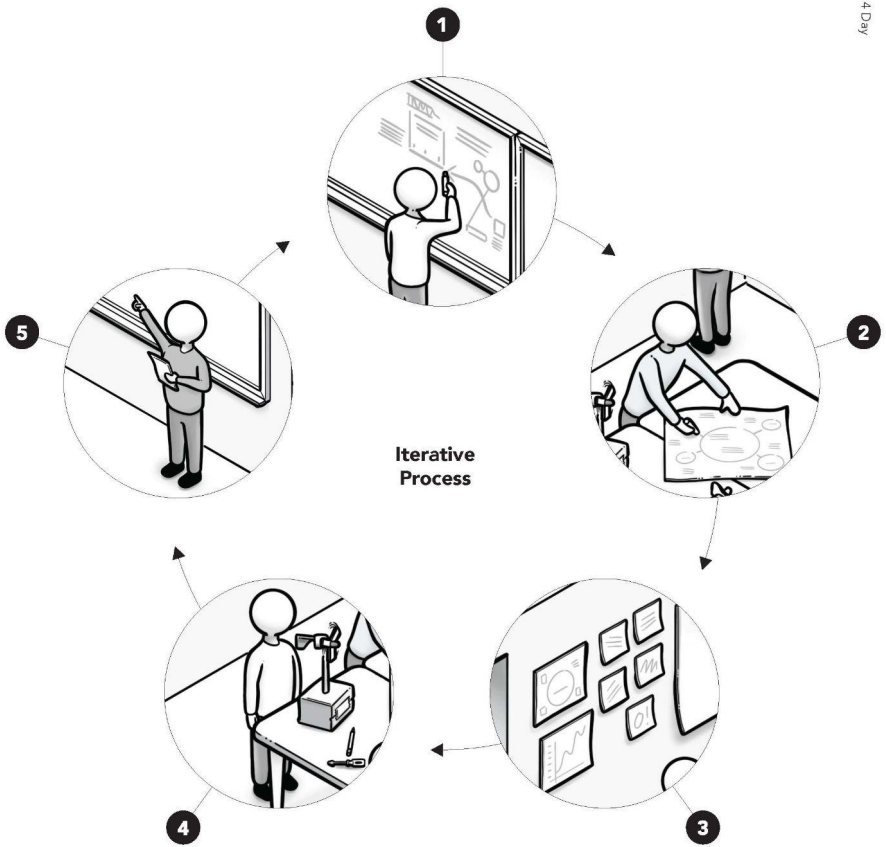
Iterative student content-creation process

4 Days (can be shorter/longer)

3-4 Content Experts

Macro club-structure and activity guides

Steps



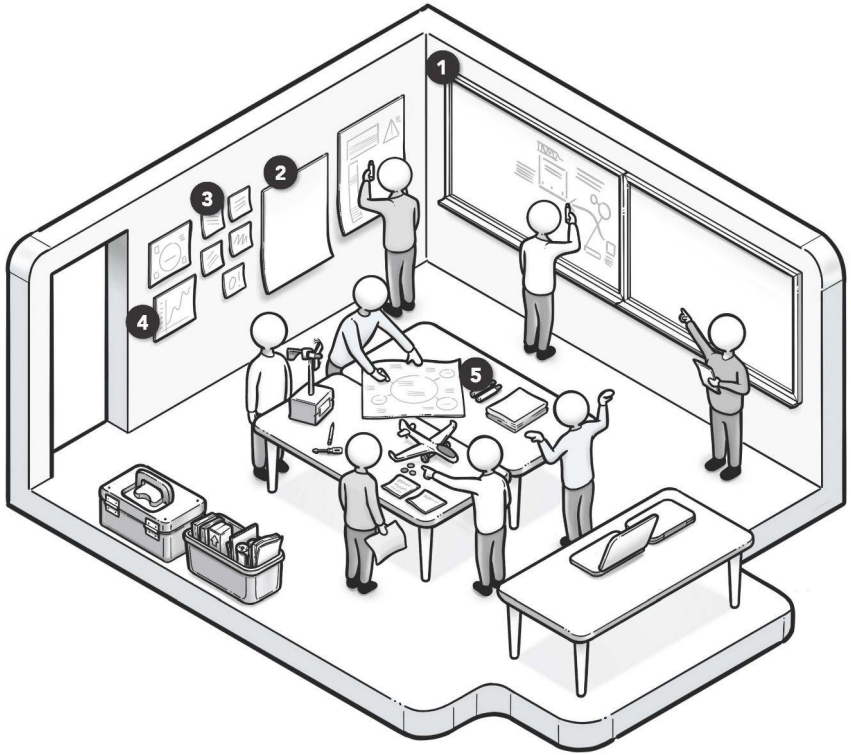
Essentially one long brainstorming cycle

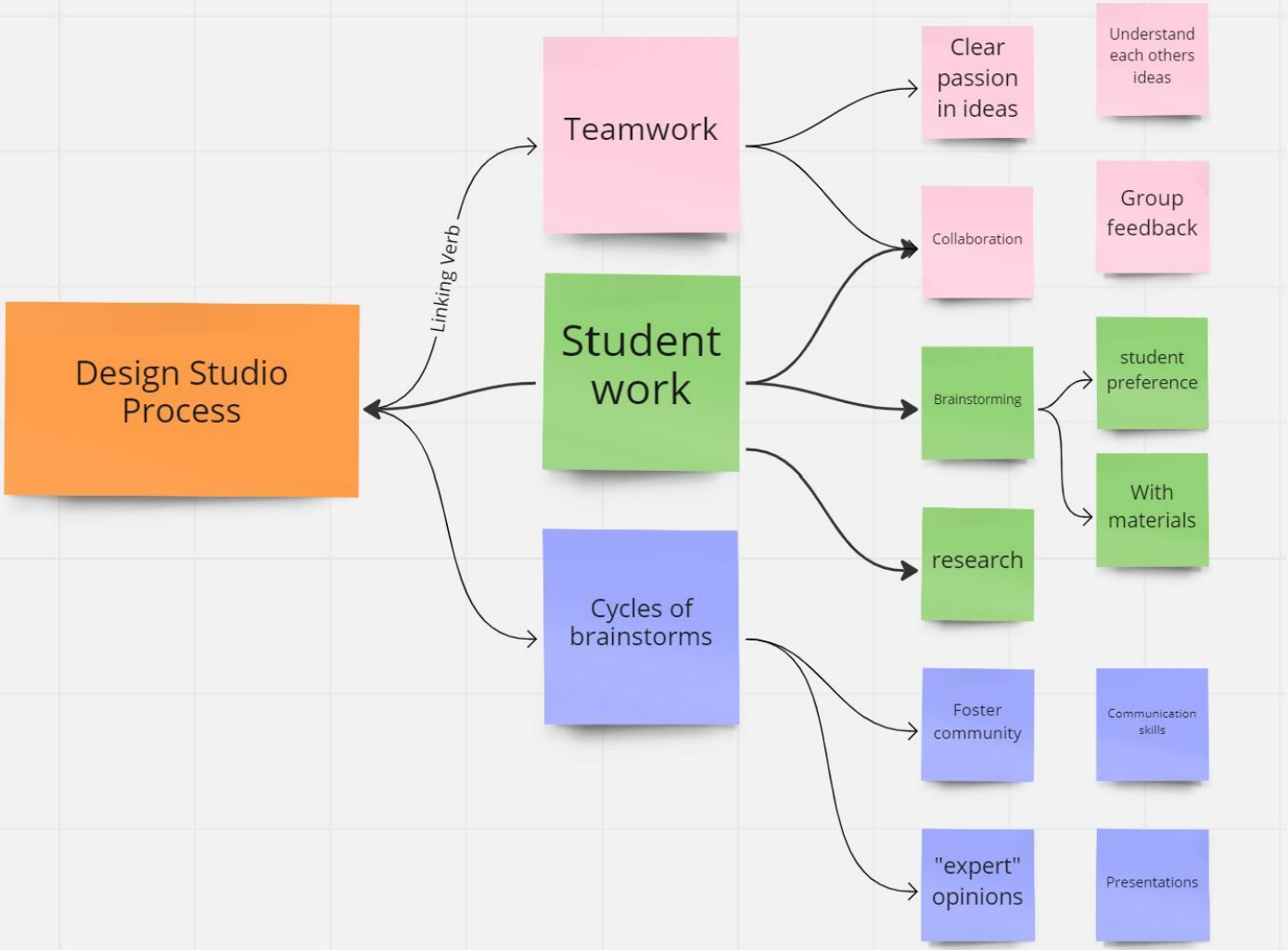
Set up can be in-person, digital, or a mix

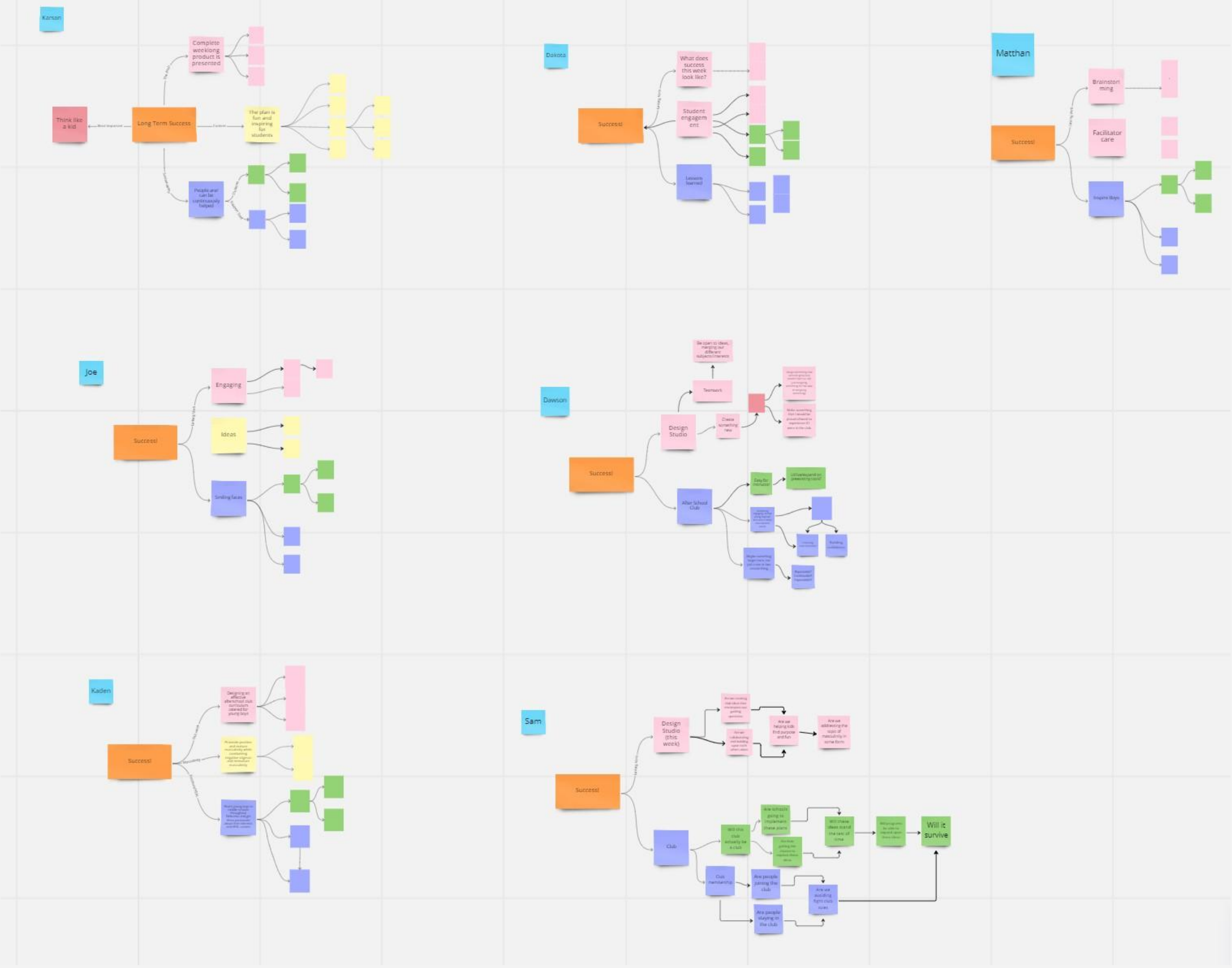
Whiteboards, Sticky notes, MIRO

Setup

1. **Whiteboard**
   The bigger the better
2. **Big Sticky Notes**
   25in x 30in
3. **Small Sticky Notes**
   3in x 3in or 5in x 5in
4. **Printer Paper**
   8.5in x 11in
5. **White Erase Markers**
   Multiple Colors




Design Studio Process
Linking Verb
Teamwork
Student work
Cycles of brainstorms
Clear passion in ideas
Collaboration
Brainstorming
research
Foster community
"expert" opinions
Understand each others ideas
Group feedback
student preference
With materials
Communication skills
Presentations


Karson
Think like a kid
Long Term Success
Complete weeklong product is presented
The plan is fun and inspiring for students
People are/can be continuously helped
Dakota
Success!
What does success this week look like?
Student engagement
Lessons learned
Matthan
Success!
Brainstorming
Facilitator care
Inspire Boys
Joe
Success!
Engaging
Ideas
Smiling faces
Dawson
Success!
Teamwork
Design Studio
Create something new
After School Club
Kaden
Success!
Sam
Success!
Design Studio (this week)
Club
Will it survive

Goal Setting

Guiding Questions

Content Creation

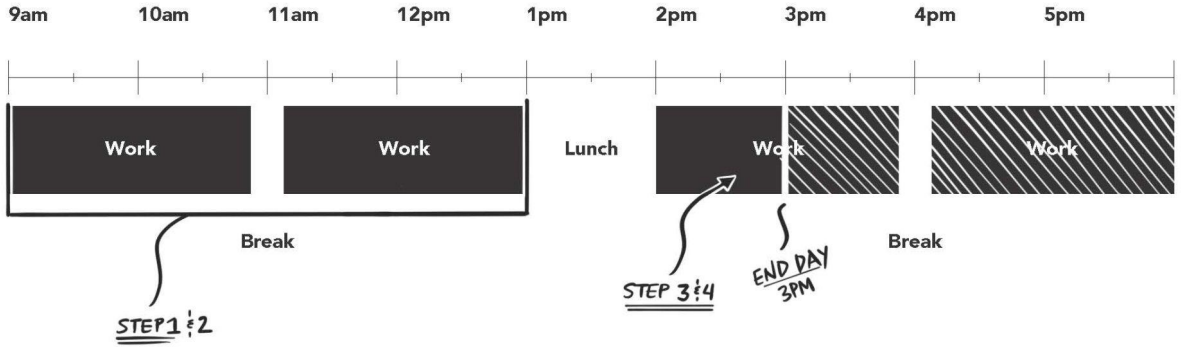
Brainstorming / feedback cycles

Produce club overview

Day 1 Schedule

Goal/Objective:

1. Identify long-term goal and clearly outline what questions you want to answer at the end of the Design Sprint. Create a map broadly outlining the steps you need to take to get to your solution.
2. Get feedback from an expert on the outline you and the team have created. If necessary rewrite your long-term goal, guiding questions, and mapping exercise based on the experts feedback.
3. Begin framing challenges identified from the previous exercises into questions. Example, "How might we make learning about career readiness exciting and engaging for 3rd-8th grade youth?"
4. Prepare for Day 2: Pick a target, inspiration boards, research, and ideation.



Day 1

Tuesday, January 17, 2022

Time	Focus	Facilitators / Experts	Notes
9-10	Check In What is a Design Studio	Dakota	Get to know each other, introduce the idea of a Design Studio (DS), answer any questions
10-10:45	Boys are falling behind	Mitch	Talk about the challenge of boys falling behind.
10:45-11	Break		
11-12	What will success look like? Guiding Questions	Lauren	

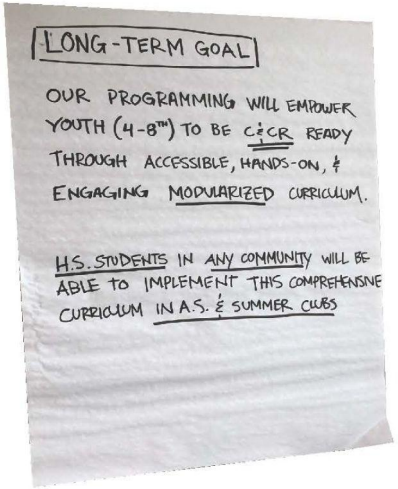
12-1	Finalize long-term goal	Lauren	Group brainstorm to identify and agree to long-term goals for this DS
1-2	Lunch Break		
2-3	How to engage the unengaged The advantages of Afterschool	Dr. Day	Introduce the opportunities and solution of afterschool
3-4	Anticipated challenges Goals to focus on	Dakota	Brainstorm challenges we see in creating activities, challenges that the activities aim to overcome, and brainstorm goals to focus on for this DS to be successful
At-home	Think through the challenges / goals outlined in day 1 Highlight topics / ideas you are excited to explore in day 2		

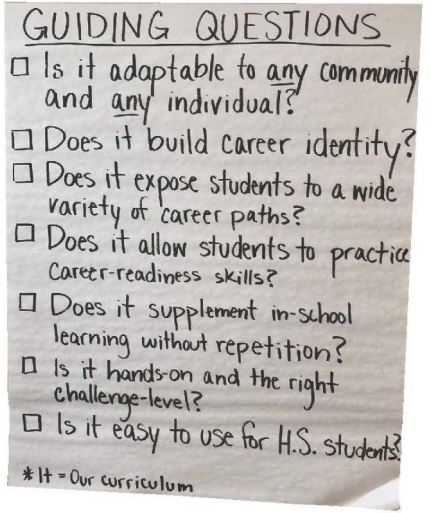
Goal Setting

Guiding Questions

1 Long-Term Goal
Why are we doing this project? Where do we want to be six months to a year from now?

2 Guiding Questions
What questions do we want to answer in our design studio? To meet our long term goal, what has to be true?





Final day

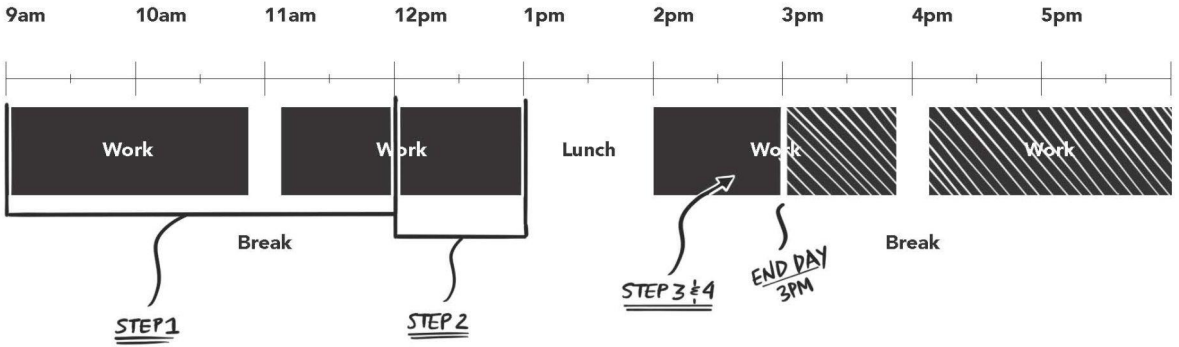
Final feedback session

Prepare and final presentations

Day 4 Schedule

Goal/Objective:

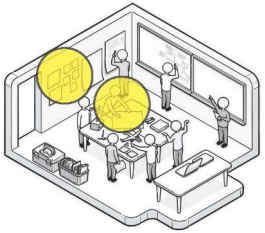
1. Continue prototyping (Page 14).
2. Prepare a simple presentation for the panel of experts.
3. Take detailed notes on what the experts had to say.
4. Reflect as a team on how the design sprint went. Next steps will vary but ideally you will want to test ideas in an after school program.



Content Creation

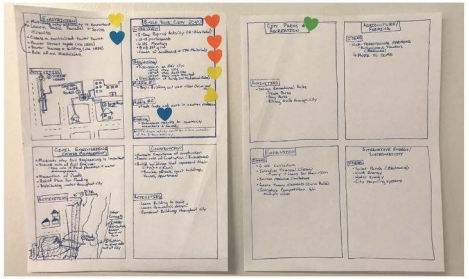
Brainstorming / feedback cycles

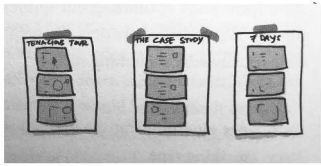
Produce club overview

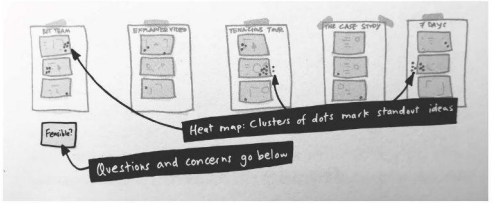


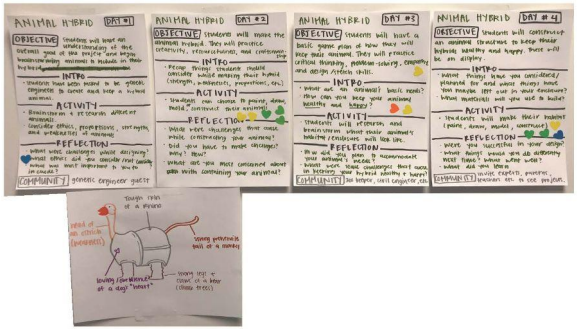
1 Storyboarding
Initial storyboards will be used to explain your idea and will only consist of a beginning, middle, and end. Later, storyboards will be used as a blue print to create your prototypes and will consist of 5-15 steps. In the examples to the right you will see different ways to create storyboards.

2 Heat Mapping
As a group we will silently walk around the room and put stickers on ideas we think are most successful. After 15-30 minutes, discuss each idea as a group. Each person should have a clear direction of which idea they will pursue at the end of the discussion.









BioBlitz Habitat and Plant Life

Big Question:

Plants are all around us, but what kind of habitat do they provide for the environment?

Set the Stage:

Plants are everywhere, but they are different based on factors like climate, water, sun, and other factors. They help create habitat for all kinds of other organisms, so it is important to understand them. Let's see what plants and habitat are near you!

Resources:

This activity has students look for all kinds of plants in their backyard, park, or natural areas near them. Try to identify what you find with a local field guide or the iNaturalist app. Consider the importance of plant diversity to provide habitat and food for all kinds of bugs, birds, and other animals in the environment.

Twenty20

Activity:

Procedure:

- Talk about different habitats that students can see in different areas of the field as well as what they know at home and why they think diversity of habitats is important.
- Have students search the field for unique plants and take pictures or draw what they find noting some of the things that they like, and think are interesting. Use the iNaturalist app to identify plants.
- Have students come up with their own name for the plant they have chosen to draw (ex. Red Wing because of red leaves that look like wings)
- After students come up with a name, have them come up with a story about the plant they have chosen and named
- Share unique plant names and stories

Reflection

To communicate their observations: "I saw..."
To reflect on diversity of what they found: "I thought...but then..."
To demonstrate science community skills: "I liked..." or "loved..."

Enrichment – Keep track of species found and repeat the BioBlitz Aquatic Life activity every 3-4 weeks to see how the environment changes with the seasons and weather!

Materials:

- BioBlitz Kit
- Paper and pencils or crayons
- Magnifying Glasses
- Mini Microscopes
- Clipboard to write on
- Local Plant Guide
- Smartphone with iNaturalist app

Standards:
BSB: The Do Place: NGSS - 2-PS1.A.1; K-PS2.A.2; K-PS3.C.1; NS 4D/P1
BSB: The Do Place: NGSS - 2-PS1.A.1; K-PS2.A.2; K-PS3.C.1; NS 4D/P1

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Title

Setting the stage:
Topic, Introduction, Resource videos / links / etc.

Picture

Activity:

Procedure description

Step-by-step instructions

Reflections

Facilitator tips

Materials needed

Enrichment connections

Dawson

1: Water

Enrichment connections

Dawson

2: First Aid

Picture

Enrichment connections

Random Encounters

Karson

Navigation

Work Sheet, Pencil, Ruler

Karson

Final Video/Capstone

-Cameras (Student phones and devices)
-Video editing equipment
-Video editing software (Movie or Adobe Premiere Rush)
-A way to upload from camera to video editing software

1 Shelter
2 Water
3 Resource management

Matthan

Joe

Shelter

Hurricane is on the way, build house

What is it that we need to prepare for this storm?

Need to learn your hasbin to survive / thrive here

Kaden

Constructing a Boat

Maybe switch these two

Sam

Random Events

Materials needed: Possible print outs of helpful information

Enrichment connections

Enrichment connections

game details

Karson
Dawson
Joe

On paper / in idea

Fire building Joe

Joe

3: Resource Management

Division of labor? Matthan

Resource management should be a component of the entire story, but can be focused on more specifically in this unit.

Kaden

Animal Trapping Machine

Sam

Naval Battle "Sirens in the Dead Sea"

Materials needed: Paper, pencil, emotions wheel

Navigation part 2

Picture

Map and Ruler

Add to the map in more details

Logistics

YOUTH RECRUITMENT

01	**RELATIONSHIPS**	Rely on existing relationships/partnerships
02	**VALUE**	Make the experience valuable to students - and communicate that value... INCLUDING PAY!
03	**TIMING**	Choose dates and times that work best for ***student*** schedules!

KEEPING YOUTH ENGAGED

Make sure the design studio topic is interesting to students

Strike a balance between:

- Giving clear instructions and communicating expectations and
- Allowing students to truthfully create what they want to create

...and expect youth to feel some discomfort with the freedom they have

RESOURCES AND MATERIALS

Space

- Somewhere where you can be collaborative!
- Consider how students will get there

Resources and Materials

- Keep brainstorming and ideas organized and easily accessible
- Use tools like a white board, sticky notes, Google Docs, Miro, etc.

ADAPTATIONS

Space

- Somewhere where you can be collaborative!
- Consider how students will get there

Resources and Materials

- Keep brainstorming and ideas organized and easily accessible
- Use tools like a white board, sticky notes, Google Docs, Miro, etc.

Space Suit Design

Fashion Challenge - Page 1/2

Mission Brief: Message from one of the ESA Astronauts: *"We are so sick of our Earth Space Agency (ESA) issued space suits - they are soooo bland!"*

For this challenge you need to decorate your space suit in a way that shows your style but also preserves key elements of survivability that make a space suit an essential part of your wardrobe.

Activity: Build your own space suit

1. Use any and all materials you have access to in your home.
2. Use a tape measurer or ruler to get some basic dimensions of your arms, legs, waist, head, hands, and feet.
3. Sketch out some cool space suit ideas on paper
4. Construct your space suit. Make sure to keep all of the technology that will protect your from the environment and allow you to breath!

Reflection: What elements of your space suit represent your style? How could we make future space suits more exciting and fun for our astronauts?

M2M Competition and Challenge: To enter the official M2M 2.0 statewide challenge upload a video of you wearing your space suit to @m2m_2.0_challenge Instagram or email m2m2.0challenge@gmail.com. In your post highlight your design ideas!

Instagram Competition Instructions:

1. Take a picture or video of your project.
2. Upload to Instagram
3. In your post include @m2m_2.0_challenge and #M2MSpacesuit to be entered into the statewide competition.

Materials:

- Any materials you can find!
- Old clothes
- Cardboard
- Recycled goods
- Tape
- Scissors
- Colored paper
- Arts & Crafts supplies
- Plastic Bottles
- Aluminum foil

Design Ideas:

What if you want to walk on Mars at night? How will you see?

How will you get in and out of your space suit? Zippers? Velcro?

What if you get lost on Mars? Can you contact your base using your space suit?

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Space Suit Design

Fashion Challenge - Page 2/2

Materials:

- Any materials you can find!
- Old clothes
- Cardboard
- Recycled goods
- Tape
- Scissors
- Colored paper
- Arts & Crafts supplies
- Plastic Bottles
- Aluminum foil

Design Ideas:

What if you want to walk on Mars at night? How will you see?

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Tree-a-Thon Extended

Contents:

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Afterschool Curriculum:

Thank you so much for your interest in this after school content that teaches why trees are so important, how to plant a seedling, and how to care for newly planted trees and a lot more!.

This content is provided to you free of charge and was developed by UNL students during the Winter 2020 Design Studio. If you could please complete a short 5-question survey after you use the content, it will help us to improve the quality of the lessons.

Thank you, again! All participates who reply to the survey will be entered into a prize drawing! See Program Survey

Topic 3: Build a Tree

Lesson A – Trees and Their Seeds

Introduction: Hi Pals! Access Prior Knowledge: ASK – students if they have seen flowering trees. Ask them if they know how flowers are pollinated. WRITE – Student responses on the board/poster paper.

Big Question: Can students identify and distinguish seeds from different trees?

Set the Stage: Race/hike to find seeds outside, 10-15 minutes.

Resource: Project the image called "Images of Tree Seeds" provided in the curriculum package.

Activity:

Procedure: After the intro video – Engage

Take students outside to look for tree seeds. Usually, seeds will collect near the base of the tree they fell from, but you can also look in other places (gutters, gardens, fences, etc.)
Lay all the seeds out on a table and have students group them by shape, size, or other distinctions they feel are important.

Help students point out similarities and differences between the seeds/ groups of seeds. Do they know if some of these seeds came from the same tree? If yes, how do they know? (If they don't know, that's okay!)

Have students look at pictures of tree seeds and see if they can match the ones they found to the pictures and identify the species of tree it came from.

Explain that usually, tree species that are in the same family produce similar seeds, but they might look slightly different. For example, some oaks produce tiny acorns (like pin oaks), while others produce big acorns (like burr oaks or chestnut oaks).

Enrichment:

Follow-up activity (next day) – Have students draw the tree that their seeds came from.

Materials:

If students can't go outside to find seeds, bring some in that you have collected OR, bring in some of the following for students to dissect:

- Acorns
- Oranges w/ seeds
- Apples
- Grapes w/ seeds
- Cherries
- Pinecones
- Mulberries
- Pecans
- Almonds

Standards:

Standards addressed by this activity - BSB – The Do Place: Nebraska: SC3.3.1.B, SC2.3.2.B, SC5.3.1.B; College & Career Ready: SC2.7.2.A; National: 5C/P2, 5E/P1, 8A/P1BC, 5C/E1, 5D/E3B, 5E/E2; and NGSS: 2-LS2.A.3

CITY BUILD 2040

What is the City Build 2040 Challenge?

The [City] Build 2040 is a two-day hands-on experience for K-8 youth to use mainly recycled materials to build a representation of their town as they envision it will look in 2040, a time when they may be the next generation of community leaders. In the 2040 City Build, students will work with peers, city and business leaders, and event facilitators to design a city with a focus on housing, businesses, parks and recreation, transportation, water management systems, and renewable energy.

General Build

Students ideate and create what they envision their community to look like in the year 2040. Students work in teams of three with cardboard and recycled materials to build a 3ft x 3ft plot in the 9ft x 9ft city.

Community Connect

Throughout the City Build, students engage with local professionals and city decision makers. Professionals are invited to talk about their role in the community and ideas on the future of the community.

Community Showcase

Each student has the chance to their thoughts, ideas, and what they accomplished during their City Build experience to their family, friends and community to wrap up the two-day event.

Who is this guide for?

This guide is designed for afterschool educators (from high school students to trained professionals) who want to organize and facilitate the [City] Build 2040 Project. This guide is intended to have enough instructions and resources for you make some minor adjustments and plug directly it into your afterschool program or community to host a [City] Build 2040 event.

DOWNLOAD THE GUIDE!