

Lesson Plan for Henrico 21 Awards

Lesson Title: Diversity Awareness

Lesson Submission Number: 5226

Target Grade/Subject: **IB Academic Enrichment:** Technology Component

Length: 7 class periods (scaffolding the design cycle to focus on one piece at a time)

Summary:

Students were presented with the following challenge: A nation of your choosing needs your help! They have asked you to create an informational website informing possible visitors and tourist about the culture. Your goal is to create a website that is packed with helpful, fun, and useful information that illustrates the culture of your choice. When you present your website to the country ambassadors you will also provide them with a sample of food from the nation. The teacher explained students must use the IB design cycle to develop their site and be able to provide feedback to other students regarding the design specifications of the task.

Essential questions:

What are difference aspects of culture and how can we become aware of them?

Lesson Development:

Process/Tasks/Assessment:

Day 1:

The teacher introduced the lesson by posing the following questions to her students: What is diversity?

The teacher facilitated the discussion and redirected students throughout to ensure they focused on the key topics of diversity which were to be covered within their project. The aspects discussed range from the meaning of diversity, examples and aspects of diversity, more specifically culture, religion, demographic diversity. This provided context for students to investigate the diversity of another culture. Facilitating this discussion allows the teacher to model key concepts of the project without giving students a specific examples which may restrict their discovery or creativity. The structure of the conversation could change depending on the lesson's goal.

Students were then given the challenge and specifications required for the website through the [diversity awareness rubric](#). Students were also required to use the IB design cycle in developing their website and be able to provide feedback to peers on their country's website using specific criteria developed by the student.

In closing students were directed to the rubrics for grading the project, one for IB and one for HCPS purposes. Students reflect on the expectation then present and clarifying questions to the teacher.

Day 2:

One main focus of the lesson is ensuring students follow the IB design cycle when developing the website. Therefore the following work days are structured around those design elements. Prior to students starting the research phase (Design A) the teacher introduced the [Diversity Awareness](#)

[Brief](#) which detailed the organization of the lesson. This was also a way for the teacher to facilitate students through the design process with questions instead of direct instruction. If time allowed on Day 1 students began researching and finished on Day 2.

The teacher reviewed the questions for the design A portion of the process providing examples of research skills such as: keyword searching, validating sources, choosing the best source, paraphrasing information, and citing sources.

A. RESEARCHING AND ANALYZING

- **Explain the need for a website.**
 - Write and explain in your own words what the challenge is asking you to produce.
- **Analyze some existing websites that may solve the challenge.**
 - Brainstorm different countries. Write down as many ideas as possible. Quantity over quality.
- **Research information:**
 - Use research skills to find information about the country of your choice. Analyze how the information found would meet the requirements of the challenge.
- **Using MLA style, cite the sources that you used.**
- **Summarize the findings from a broad range of sources.**
 - Write a paragraph about the information that you found through your brainstorm and research. Remember to relate the information to the challenge.

DAY 3:

Once students have completed the research and conferenced with the teacher to ensure they are explored all aspects of their country. Facilitating individual student reflection allows the teacher to question the students findings and redirect them back to the focus of the lesson if needed.

For example: Within the rubric it states:

- Website must contain information about the nations culture
- Website must contain fun facts that might be interesting to a tourist
- Website must be catchy and motivation for a tourist planning a trip

If students are only providing information such as French people are rude to americans when describing culture. Questioning them to drive their investigations is needed and will assist them in completing the rest of the project more effectively and efficiently. Some questions used were How do you define culture? Give some examples of american culture? How does that relate to the information you have gathered regarding your nation's culture?

Students begin designing their website using the brief as a guide:

B. DESIGNING

- **Create a design specification which clearly states the success criteria for the design of a website.**
 - Write the design specifications in your own words including how you will meet ALL of the requirements of the challenge through design.
- **Present a range of feasible design ideas using appropriate mediums and annotations so that they can be interpreted by others.**
 - Choose three (3) web designs that you would like to use for your focus. Make one sketch of the three (3) designs in each of the boxes below. Write the details about how you would create the website. List the materials that you would need.

● Sketch #1	● Sketch #2	● Sketch #3

• Details Sketch #1	• Details Sketch #2	• Details Sketch #3
• Materials Sketch #1	• Materials Sketch #2	• Materials Sketch #3

- **Present and justify the final chosen design with detailed reference to the design specification.**
 - From your sketches, choose the ONE (1) web design that you would like to create.
 - Explain why you chose that design instead of the other two options. Give examples related to the design specification.
- **Create detailed planning drawings and requirements for the creation of the chosen solution.**
 - Make a detailed drawing of the web site that you will create.
 - Make a list of materials that you need to complete the challenge. Include measurements, amounts, and tools.
 - Use a separate paper to make these drawings.

DAY 4:

Students develop a plan of action which will allow them to achieve the vision they created in the previous sections of the design process.

C. REALIZING THE SOLUTION

- **Construct a logical plan-for-manufacture which describes efficient use of time and resources, resulting in peers being able to follow the plan to create the website.**
 - Write a step-by-step procedure of how you would complete the challenge. Remember that somebody else should be able to duplicate your web page using your procedures.
 - Create a timeline of the procedure steps that demonstrate how long the website will take to create.
- **Demonstrate excellent technical skill when making the website.**
 - Check any safety procedures required to create the website.
 - Create your website using resources and your best effort.
- **Follow the plan-for-manufacturing (procedures) to make the website which functions as intended and is presented appropriately.**
 - Create your website using the EXACT directions listed in your procedures.
- **Fully justify the changes made to the final chosen design and plan-for-making (procedures) when making the website.**
 - Explain any changes that you made to the website while you were making it.
- **Present the website as a whole.**
 - Present the informational website

DAY 5:

Students developed methods to evaluate their own site before presenting the final product. This allowed students to reflect on their decisions and make predictions of ways they may approach a similar problem or project in the future. The questions within the design brief facilitated this reflective process.

D. EVALUATING

- **Design detailed and relevant testing methods which are used to measure the success of the website.**
 - How will you test the success of your website?
- **Critically evaluate the success of the website against the requirements based on authentic tests.**
 - Display your website. Is it informational and persuasive to a tourist thinking of visiting? Explain

- why or why not.
 - Display your website. Does your website meet the design objectives? Explain why or why not.
- **Explain how the website could be improved.**
 - How would you change this website if you could create another one?
 - What problems did you encounter or have to overcome to complete this project?
- **Explain the impact of the website on society and the environment.**
 - How does your website impact society?
 - How does your website impact the environment?
- **Outline how the website could be developed for a specific market.**
 - How could you develop your website for a specific market?

DAY 6 & 7:

The students presented their websites through a gallery walk instead of a direct presentation in front of the class. Students evaluated their peers sites with the criteria and expectations described in the rubric. Students provided comments for improving the sites and praise for things done well. Students view performed the gallery walk as they enjoyed food which represented the variety of nations selected.

TIP Chart Assessment:

Categories:

Research and Information Fluency: Approaching

Students used previously modeled search strategies to find information about the country they chose. Students then analyzed the information and decided how the information related back to the challenge. Research was summarized and assembled cohesively within the student created website.

Communication and Collaboration: Developing

Students were asked to evaluate peers websites, using the teacher provided rubric, and provide feedback to the students. Students were given positives about the websites and ways to improve the site to closer fit the requirements of the rubric. The teacher modeled examples of appropriate and inappropriate feedback related to the assignment.

Critical Thinking and Problem Solving: Approaching

The task required students to investigate a country of their choice, make decisions on the content to include on their created site. Students also planned and sketched out their site before creation which caused them to critically think about placement and organization of the content prior to creation. Throughout the task students were asked to fully justify their decisions and how that would affect the overall outcome of the challenge.

Creativity and Innovation: Approaching

Students were tasked to create a site about a country of their choice. Students analyzed other websites to brainstorm ideas for constructing their own website. Students were asked to organize the site to appeal to tourist visiting their country which prompted students to stretch their creativity to make their site “catchy and interesting”.