

ITERATE

IDEA REMIX



FACILITATOR GUIDE

GRADES: 6-12

TIME: 20 minutes

MATERIALS: sticky notes, pencil/pen

Designers often expand on their ideas, or create multiple versions of it. When a designer builds on an idea this way, they **iterate**.

PROCESS

This works particularly well as an icebreaker or to practice thinking outside the box.

1. CHOOSE A NUMBER AND LETTER

Ask students to pick a number between 1-12 and a letter between A-L. Each number and letter corresponds to a trait and an object.

2. SKETCH OR WRITE 10 IDEAS BASED ON YOUR COMBINATION

Students chosen number and letter will generate a wacky idea for students to iterate on. Using sticky notes, challenge students to come up with at least 10 different ideas based on their prompt (1 idea per sticky note). Students may sketch, write, or use a combination of methods.

- | | |
|----------------|---------------|
| 1. silly | A. toothbrush |
| 2. evil | B. shoe |
| 3. happy | C. backpack |
| 4. funky | D. hat |
| 5. angry | E. phone |
| 6. sleepy | F. chair |
| 7. wild | G. jacket |
| 8. grumpy | H. watch |
| 9. friendly | I. lamp |
| 10. weird | J. computer |
| 11. crazy | K. car |
| 12. mysterious | L. glasses |

3. REFLECT AND DISCUSS

Bring the group back together for discussion.

- What happened when you tried coming up with many ideas instead of just one?
- Why do you think it might be valuable for designers to iterate?
- Is the first idea always the best idea? Why or why not?

SCAFFOLDING

- **Gradual Release:** Complete this process as a whole group first before you bring it to individual students.
- **Extended Ideation:** Ask students to work on this over the course of a few weeks as a warm-up.

EXTENSIONS

- Alter the word list to match an idea or focus in your classroom.
- Gradually challenge students by giving them more post-it notes/challenging them to develop more ideas.

LEARNING STANDARDS

Common Core Math

- Grades 6–12: CCSS.MATH.PRACTICE.MP1; MP3; MP4; MP6; MP7 — make sense of a design challenge, compare and justify iterations, model ideas visually, communicate precisely, and identify patterns or structures across multiple versions

ELA (CCSS)

- Grades 6–12: CCSS.ELA-LITERACY.SL.6.1; SL.7.1; SL.8.1; SL.9-10.1; SL.11-12.1 — participate in collaborative discussions about ideas, iterations, and design choices
- Grades 6–12: CCSS.ELA-LITERACY.SL.6.2; SL.7.2; SL.8.2; SL.9-10.2; SL.11-12.2 — interpret and analyze information presented in visual, oral, or multimedia formats
- Grades 6–12: CCSS.ELA-LITERACY.SL.6.4; SL.7.4; SL.8.4; SL.9-10.4; SL.11-12.4 — present ideas, claims, findings, and design reasoning clearly
- Grades 6–8, 9–10, 11–12: CCSS.ELA-LITERACY.WHST.6-8.5; WHST.9-10.5; WHST.11-12.5 — develop and strengthen work by planning, revising, editing, rewriting, or trying a new approach

Science & Engineering (NGSS)

- Grades 6–8: MS-ETS1-2 — evaluate competing design solutions using criteria and constraints
- Grades 9–12: HS-ETS1-3 — evaluate a design solution using criteria, constraints, trade-offs, and possible social, cultural, environmental, or aesthetic impacts

Visual Arts (National Core Arts Standards)

- Grade 6: VA:Cr1.1.6.a; VA:Cr3.1.6.a — combine concepts to generate ideas, reflect on whether the work communicates intended meaning, and revise accordingly
- Grade 7: VA:Cr1.1.7.a; VA:Cr3.1.7.a — use strategies to overcome creative blocks and reflect on important information about the work
- Grade 8: VA:Cr1.1.8.a; VA:Cr3.1.8.a — document early stages of the creative process and apply criteria to reflect on or plan revisions
- High School Proficient: VA:Cr1.1.HSII.a; VA:Cr3.1.HSII.a — use multiple approaches to begin creative work and apply criteria to examine, reflect on, and plan revisions
- High School Accomplished: VA:Cr1.1.HSII.a; VA:Cr3.1.HSII.a — formulate new creative problems and use critique to revise and refine art/design work
- High School Advanced: VA:Cr1.1.HSIII.a; VA:Cr3.1.HSIII.a — visualize and plan new directions, then reflect, re-engage, revise, and refine art/design work