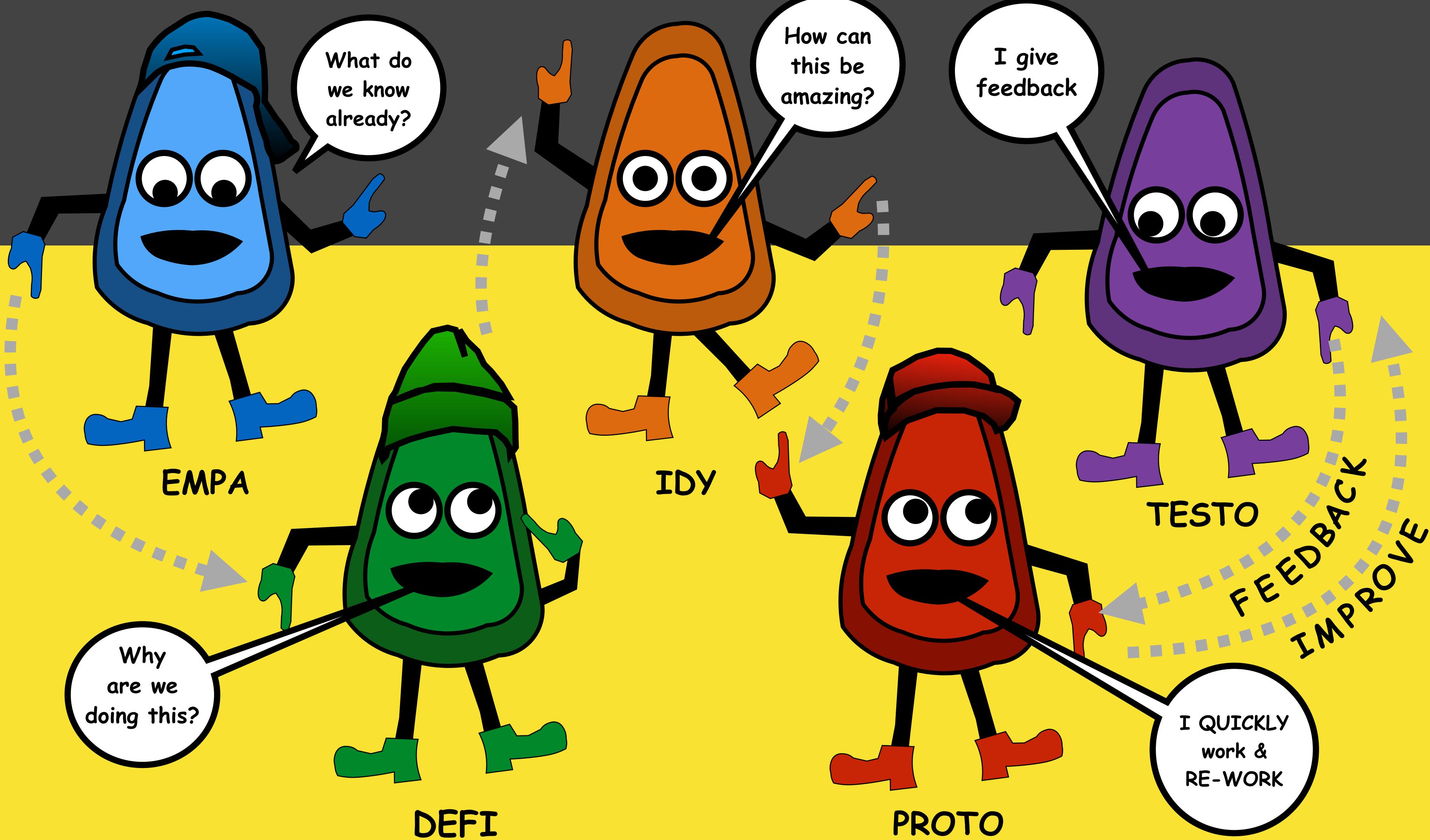


THE AVO-CAN-DO'S

by @EduWells

EduWells.com

Meet the AVO-CAN-DO's - They do Design Thinking for all their Learning because they can take charge of their learning and make sure they progress from what they've done before in a way that makes it exciting for them.



STAGE 1: CONNECT ... WITH THE TOPIC BEFORE YOU START WORK

REASONS FOR THIS STAGE : Kids don't want to repeat work they've done before. Every person has different experiences and skill levels. Different cultures see things differently.

What do you or your friends already know about the topic your class is learning?

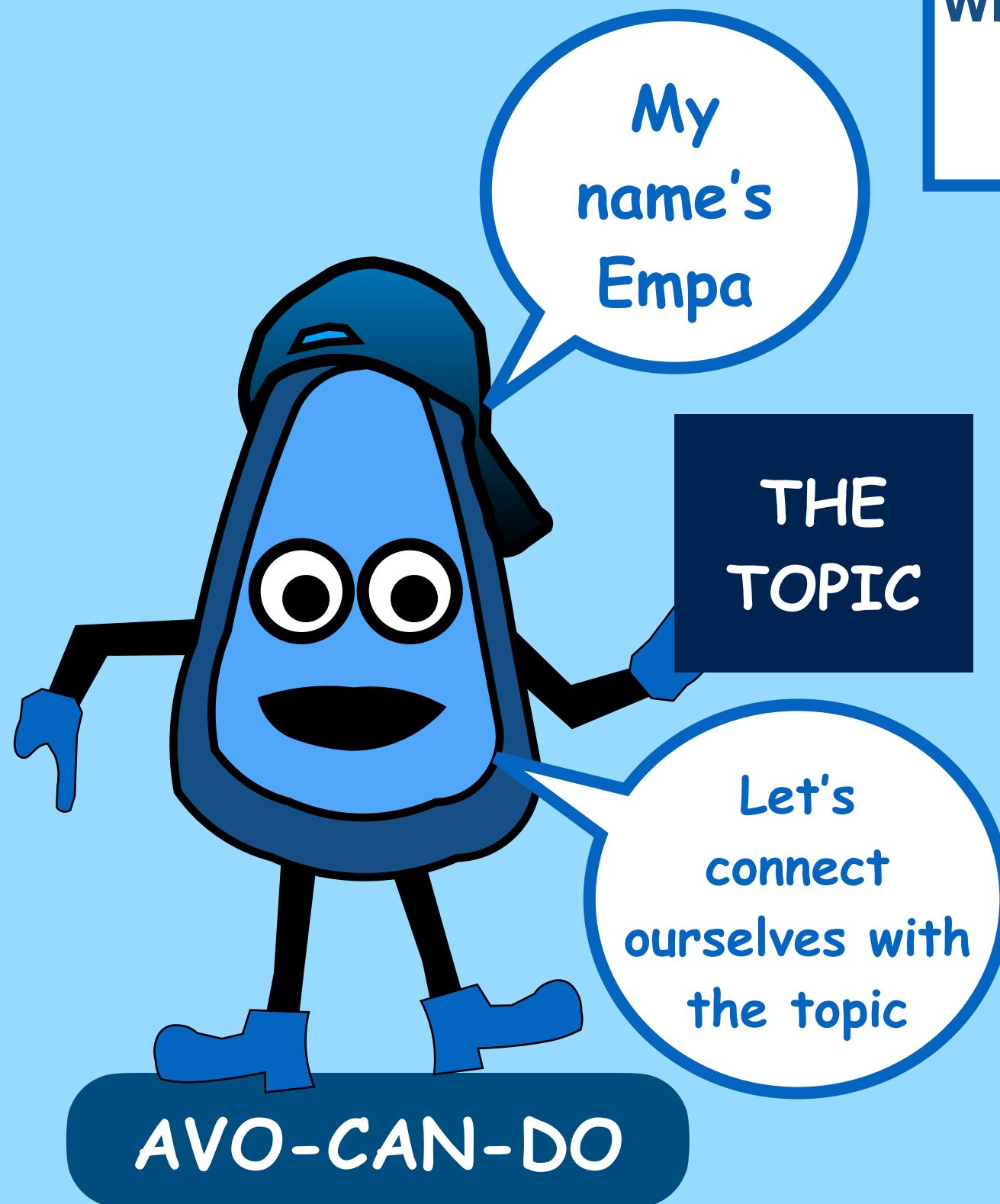
Where have you or your friends done this topic or one like it before?

What examples have you been given?

What examples / images can you find online of this topic?

Where is this topic in the real world?

Do different people see or are affected by the topic in different ways?



STAGE 2: TARGETS ... WHAT COULD WE DO WITH THIS ?

REASONS FOR THIS STAGE : In NZ, students are meant to share control of how work is done.
The teacher needs you to know things but what and how you do it should be up to you.

How long do we have?

What are the main things the teacher wants us to do / show / prove / learn ?
(Rubric?)

What would make this work interesting?

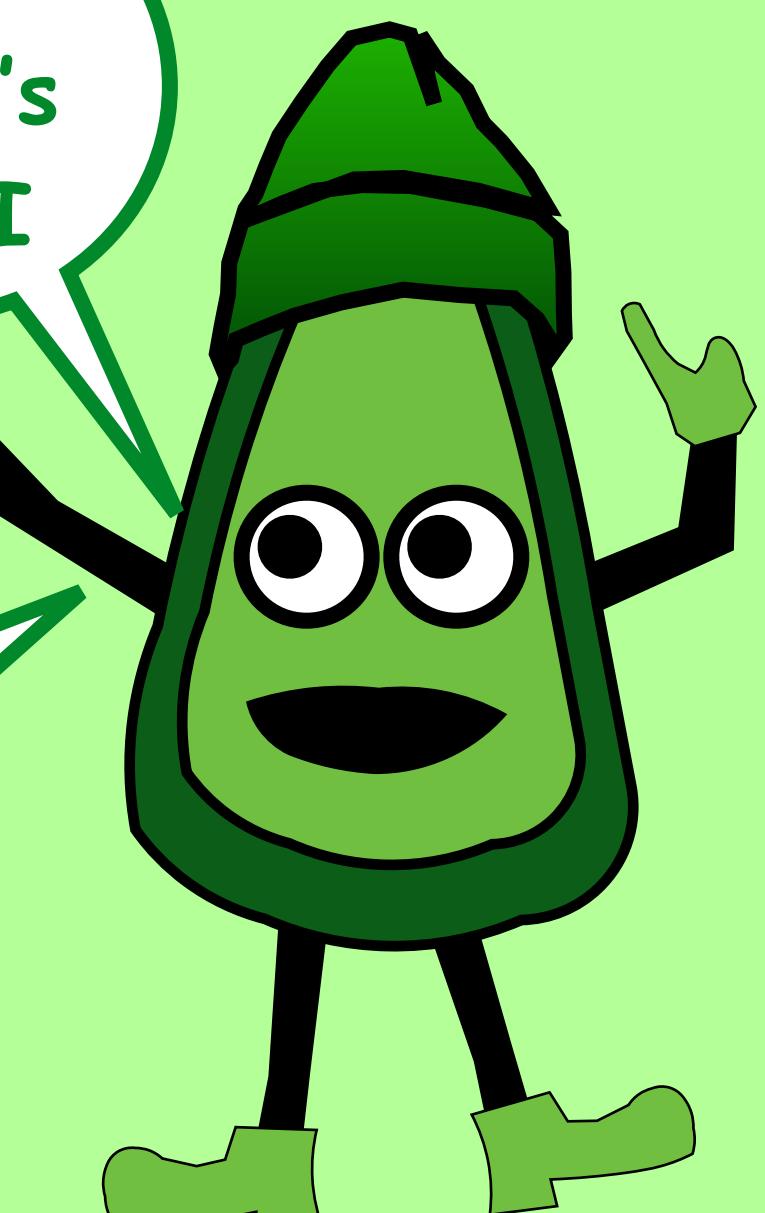
What do we need to find out?

Can we use this work to make a change to something in our classroom or school?

Could this be a bigger project that made a real difference?

My
name's
DEFI

Let's work
out our
targets and
possibilities



STAGE 3: POSSIBILITIES - LET'S MAKE COOL STUFF THAT MEANS SOMETHING

REASONS FOR THIS STAGE : Kids only develop good skills if they try new ways of working. They also have brilliant talents that should be used more often. Kid's prefer certain types of work style.

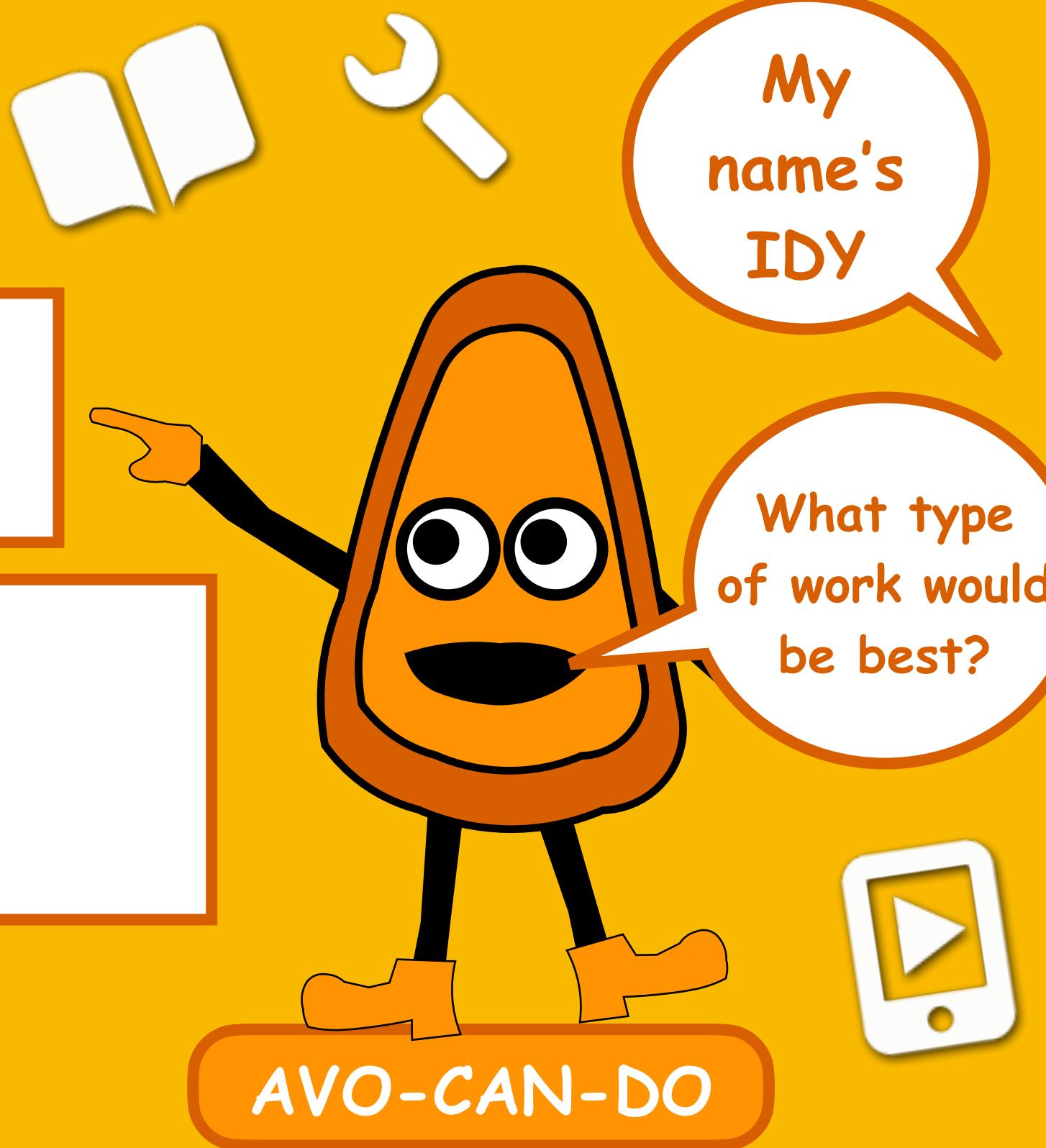
Who could be the audience for our work / project?
Does it change the style of work needed?

What type of work would best achieve our goals BUT still meet the teacher's needs?

What would make this work interesting for us?

What type of work would have the biggest effect?

Why would the audience react well to this type of work / project?



STAGE 4: WORK QUICKLY- DRAFT A VERSION AND GET FEEDBACK ASAP !

REASONS FOR THIS STAGE : Unlike school work, nobody in the world tries to make a perfect thing in just one go. All adults and companies make version 1 and get feedback ready for version 2 etc.

List the **MUST-HAVE'S** that this work has to include.



Use this box to list the sections or parts of the work and what each part will do ... (OR quickly draw what you're going to make)

Before you make a proper start
get FEEDBACK on this “sketch” first NOW!

STAGE 5: FEEDBACK LOOP - LET'S SEE HOW OTHERS WOULD CHANGE THIS VERSION OF OUR WORK

REASONS FOR THIS STAGE : Getting feedback is how the world works. Other people have ideas that you might never think about. E.g. Each new iPhone is changed based on feedback on the last version.

**Do a 3 minute presentation of your work so far to
FRIENDS or OTHER STUDENTS or TEACHERS or
OTHER PROJECT TEAMS or PARENTS ... ANYONE!**

Your aims. Your work. Your thoughts.

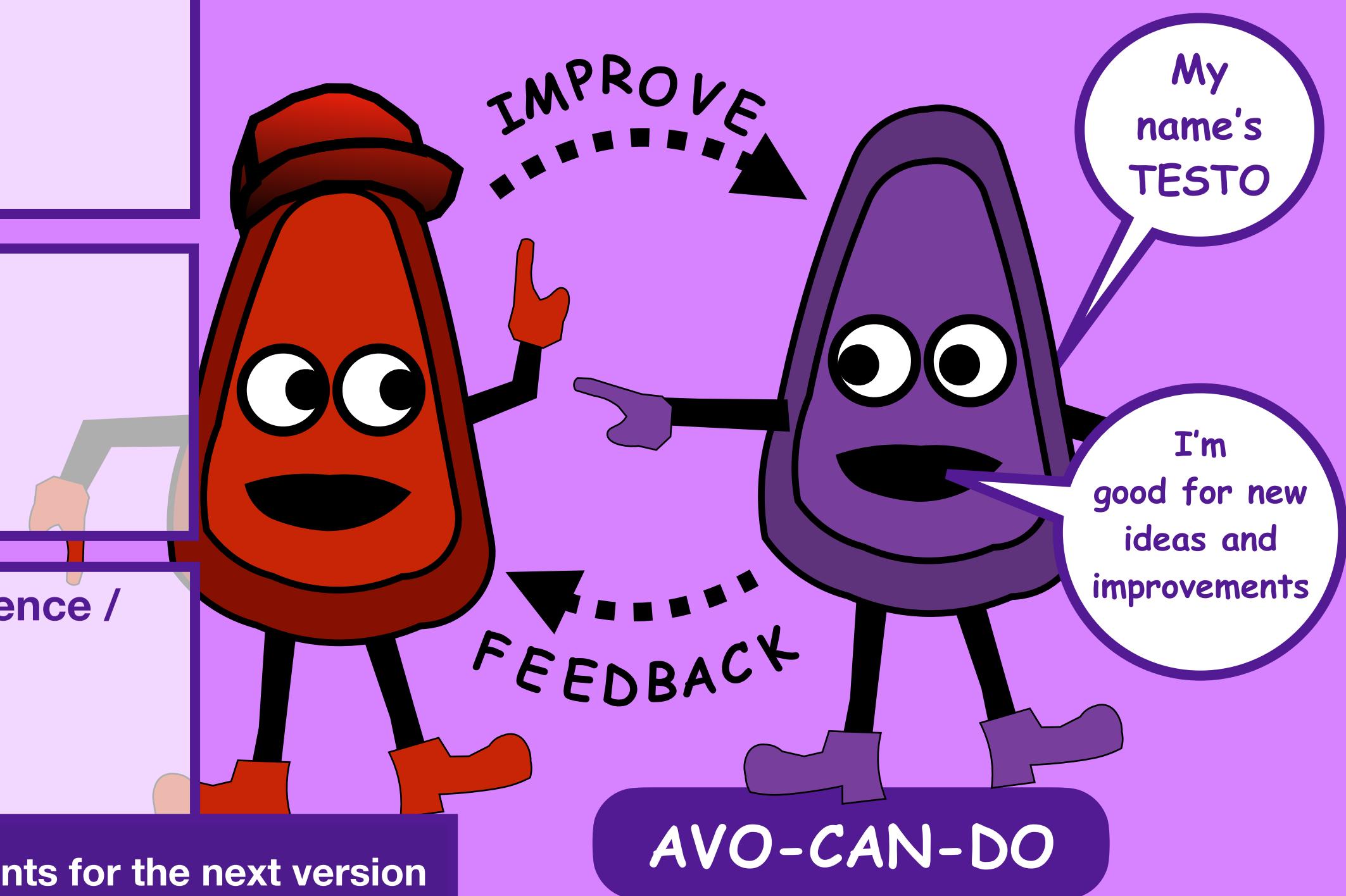
**NOW HAND THESE QUESTIONS
TO THEM TO GIVE YOU
FEEDBACK**

Which aims do you think they've achieved?

Which aims have they not yet really achieved?

What would make their work better for the audience /
customers?

Now we have feedback - let's start on the improvements for the next version



THE AVO-CAN-DOs

DESIGN THINKING FOR EVERY CLASSROOM - by Richard Wells @EduWells EduWells.com

