

	<p>The “L”: In this first phase, students look listen and learn with the ultimate goal to become aware of a problem. During this time, I like to spark curiosity and interest with an entrance experience into the project.</p>
	<p>The “A”: In this second phase students will begin inquiring, or asking questions about the topic.</p> <p>Do the “A”: Ask your students what questions they have for the topic that they see in these pictures/videos. Start to group their questions, and highlight questions. Present or decide on an essential question for the project. The essential question should keep students focused on their purpose and goals.</p>
	<p>The “U”: In this third phase, students begin to understand what it is they need to research and how they will conduct their research. The goal during this phase is for the research to be choice driven.</p> <p>Do the “U”: In order for students to get their questions answered, they will most likely need to discuss in groups.</p>
	<p>The “N”: In this fourth phase, students brainstorm and plan how they can create a solution to the problem and/or essential question. Their prototypes might be something digital, a tangible outcome or even an action.</p> <p>Do the “N”: After students conduct their research or any other methods they come up with, they will begin brainstorming ways that they can compile and share their findings in order to demonstrate their knowledge of the essential question. The sky is the limit with their ideas.</p>
	<p>The “C”: In this fifth phase, students create! Students can work independently or collaboratively during this process, but most importantly, they should feel challenged and empowered as makers.</p> <p>Do the “C”: If students are brand new to design thinking learning, you would probably want to create a prototype together.</p>
	<p>The “H”: In this sixth phase, students reflect and refine their work. This stage is the most challenging for kids but it so important for them to know that there is always opportunities for growth. It is up to us, the teachers, to make these opportunities available.</p> <p>Do the “H”: Teachers model procedures for self-assessment. I have included a Self-Assessment Rubric to help students reflect on the process that they took to answer the essential question.</p>
	<p>The “LAUNCH”: Now for the best part- It’s time to Launch! In other words, students share their prototypes with an authentic audience. For the first launch, students might feel a little nervous, but over time their confidence will grow and their audiences will change. The most important thing is that they choose a purposeful audience because this is what will empower them to learn and create more in the future.</p> <p>Do the “LAUNCH”: For the LEAD center, we chose our students and volunteers as our audience. January PTA event.</p>