	General Lesson	Learning Objectives
Week 1: Intro to Maker & DY	Students will be introduced to the class, work with the instructors to establish class guidelines and norms, learn how to use Inkscape to make simple vector shapes, print shapes using the vinyl cutter, and collaborate in groups to make a collagraph (a large painted collage using the positive and negative shapes as stencils).	Students will be oriented to the program and start exploring the simple concept of "shape" identity (I am a purple square.)
Week 2: Superhero Symbols	Students will design a symbol that represents their strengths through an icebreaker activity, create a vector version of that symbol in Inkscape, print onto vinyl, and then stick the vinyl to screens in order to screen print their symbols to t shirts and other surfaces.	Students will learn how to use symbols to represent, what they determine to be, important aspects of themselves clearly and simply using a vector based program.
Week 3: Soldering 101	Students will learn how to solder using circuit and LED kit.	Students will learn a new maker skill in order to increase their capacity for making independent projects with circuits.
Week 4: Super Shields!	Students will use what they learned last week about soldering to make simple LED 2D paper shields using their symbol as a guide for the lights.	Students will review their knowledge of soldering, be introduced to circuit paths (positive and negative), plan effective light placement within their symbols, make complete/working circuits using LED lights as indicators.
Week 5: Maker, Tinkerer, Inventor	Students will be given access to all the tools of the previous weeks as well as miscellaneous building supplies. Students will be expected to go through the design process of making an object independently with guiding questions from the teacher.	Students will begin to see themselves as part of the "maker" culture, learn how to combine independent thinking techniques with the tools they have mastered in previous classes, and begin to accept the troubleshooting process of fail -> find -> fix.
Week 6: Team Maker	Students will be given access to all the tools of the previous weeks as well as miscellaneous building supplies. Students will be expected to go deeper into the design process of making an object independently with guiding questions from the teacher.	Students will learn how to become more accepting of the independent learning process, explore new techniques out of necessity to complete their projects rather than depending on teacher-led initiatives.
Week 7: Intro to Google Sketchup & 3-D Printing	Students will be oriented to thinking in 3D and the program and use the freehand draw tool, and the "push/pull" tool to create either their initials or their super hero symbol from previous weeks.	Students will be able to expand on their 2D skills and "enter the third dimension" by being exposed to (and playing with) new visual concepts such as perspective, orientation, and the z-axis.

Week 8: Bling Making 102	Students will use the skills learned from the previous week to make 3D printed versions of their initials, full names, or symbols from week 2. They will also have the option to make either keychains or medallions. Students will also have the option to continue their work on independent projects while their names are printing.	Students will learn how to think independently and effectively apply their problem-solving skills to their on-going projects as well as combine them with their new 3D design skills.
Week 9: I'm My Own Superhero	Students will be asked to decide what's their superpower and what's their kryptonite, will be introduced to scratch as a new tool, and make a scratch sprite based on themselves as a superhero. They will also use their previous knowledge of Inkscape to independently create their superhero sprites (and if they have enough time, their villains and end-of-game prize.) Students will also be introduced to Scratch as a new tool as well as basic programming language.	Students will be able to thoughtfully identify their personal strengths and weaknesses and be able to represent them symbolically through their characters. Students will also learn how to apply the concept of "if-then" statements and linear thinking to beginning game design.
Week 10: Superhero Maze game	Students will create a short maze game based on color parameters in Scratch using their superhero sprites from the previous week.	Students will continue to use independent exploration and learning techniques. Students will learn how to structure and apply their linear thinking skills to the Scratch platform.
Week 11: Sharing Prep Day 1	Students will be given the opportunity to finish their maze game (and make a 2nd level if they've finished their first) at the beginning of the class. Students will be asked to work collaboratively to discover the individual steps it takes to complete their project, using linear thinking, and begin to plan the ways they will be able to transfer their knowledge to their friends and family.	Students will transfer their Scratch linear thinking application skills to developing a linear process for teaching a specific maker skill. Students will practice working collaboratively with their peers in instructor-assigned groups. Students will learn about good teaching practices, and how to share their ideas clearly and effectively with an audience.
Week 12: Sharing Prep Day 2	Students Students will continue to prep for the sharing and begin running trial lessons. They will troubleshoot knowledge sharing for their specific skillset and create an instruction manual for their group's station.	Students learn how to apply their independent learning, oral presentation and linear thinking skills to what they will be teaching at the sharing.
Week 13: Sharing Prep / Sharing	Students will prep the space, gather tools, quickly review their procedure, and teach their mini lessons DreamYard staff, family, and friends.	Students will be able to clearly explain/teach the activity for each of their specific groups with minimal help from the instructors and communicate effectively with their visitors.
Week 14: Reflection and Next Steps	Students will regroup the last week to discuss how the outside sharing went, reflect on the entire class, take surveys, and be given next steps/options/resources for continued participation in the program and the maker movement.	Students will be able to articulate what they like/disliked about the program, what they learned, and have some idea what they would like to see the program grow this summer & next year.

Week 1	Intro to Maker & DY
General Lesson:	Students will be introduced to the class, work with the instructors to establish class guidelines and norms, learn how to use Inkscape to make simple vector shapes, print shapes using the vinyl cutter, and collaborate in groups to make a collagraph (a large painted collage using the positive and negative shapes as stencils).
Learning Objectives:	Students will be oriented to the program and start exploring the simple concept of "shape" identity (I am a purple square.)
Task Outcomes & Expectations:	Students will be able to: - make simple shapes on design software - transfer design to printer and print using the vinyl cutter - name functions of and uses for the vinyl cutter - name collagraph as a form of 2d collaborative or collage work
Materials:	vinyl cutter, construction paper, large paper for collagraphs, laptops, tempera paint, brayers, trays for paint, scissors, registration forms, name tags, post-it notes, camera, sponges
Prep:	x - make collagraph exampleset up all the laptops x - make sure all the laptops have inkscape x - set up vinyl cutter connection x- registration forms All - discuss class norms All - Go over agenda and assign roles All - Come up with back up plans - if more kids come, other small activities x - Hill - create sign in form - Name, address, phone number, parent name, school, grade Hill - buy sponges
	Cyd: Learn how to use vinyl cutter, run through collagraph example - make Tumblr and show others how to post - Help participants sign in - make "maker garage" reflection wall piece
	Jon: - Help with laptop setup & vinyl cutter setup - learn collagraph - move the Emacs - set up vinyl cutter - Write out the Inkscape to dropbox to printer - file name?
	Edwin: Help with laptop setup, - talk to Cyd & Jon about what's happening in the class - Take pictures of the class - when they arrive and during the class - Set up snack
Cue-to-Cue:	
3:45 - 4:15 pm	snack, name tags, registration forms, take pics for roster
4:15 - 4:25 pm	intro to maker, DreamYard and us as teachers + Hillary
4:25 - 4:35 pm	Ice Breaker: Circle game. Say your name grade & something cool about you and everyone in the circle has to remember and repeat the people's information before them.
4:30 - 4:50 pm	Going over general protocol and developing class norms as a group

4:50 - 5:00 pm	Intro to latops, windows 7 & opening inkscape
5:00 - 5:20 pm	Learn how to use the shape tools in inkscape & how to save things to dropbox
5:20 - 5:50 pm	Printing and making collagraphs in groups
5:50 - 6:00pm	Breakdown / clean up / reflection garage time, bring t shirt for next week!!!
Reflection Activity:	Reflection garage, use the post-its to write 3 things about the program (what did you learn? how did you feel about the experience?, what was your favorite part of the day? how could you use this in other parts of your life?)
Assessment Opportunities:	completed collagraphs, everyone has successfully printed at least one shape from inkscape, knowing / naming the vinyl cutter, knowing/naming collagraphs
Documentation Strategy:	Photos of process: 3 in the beginning of intros, 4 of working on inkscape, 4 of making the collagraph, type up reflection garage
General Center things:	Make sure to take pictures of all students holding name for Issan & Rose, beginning week attendance sheets, snack protocol & storage

Week 2	Superhero Symbols
General Lesson:	Students will design a symbol that represents their strengths through an icebreaker activity, create a vector version of that symbol in Inkscape, print onto vinyl, and then stick the vinyl to screens in order to screen print their symbols to t shirts and other surfaces.
Learning Objectives:	Students will learn how to use symbols to represent, what they determine to be, important aspects of themselves clearly and simply using a vector based program.
Task Outcomes & Expectations:	• Students will learn how to use symbols to represent themselves clearly and simply • Students will continue to work in Inkscape and build on their knowledge of simple shapes to learn about the union & difference functions to make complex shapes • Students will be introduced to the concept of simplified screen printing and basic printing tools • Students will learn the difference between negative and positive space and what that means compositionally for design
General Center things:	Find space for word wall and class guidelines to live (talk to Rose), figure out filing system & storage that works for everyone, get pictures and list to Issan
Materials:	• vinyl cutter
Prep:	
Cyd:	x- Make word wall...passive teaching tool x-Super Shield Copies -T shirt printing steps writtten up x- agenda x- Make graphic design guidelines for symbol (open vs closed shapes) x- Design printed x - T shirt made x - printed example of inkscape design (regular) x- Initial super shield plan - first diagram of symbols & why they didn't work - shape breakdown of how things were made on inkscape (maybe)
Jon:	- Inkscape tools cheatsheet - written up step-by-step saving process - Sync the dropbox for all the computers - Print some random shapes so they can play with joining them together
Edwin:	- initial boot up and update - make sure all of the netbooks are on dreamyard.com - cut vinyl for everyone
Hillary:	- Make a roster
Cue-to-Cue:	
3:45 - 4:15 pm	• ask for registration forms • snack • reflection wall introduction and post-its • "talk to new people" • "how was your day?"

4:15 - 4:20 pm	• intro to the day • last week recap • this is what we're doing today (show examples)
4:20 - 4:30 pm	• super shield activity • once you're done share with the person next to you
4:30 - 4:40 pm	• step-by-step inkscape/dropbox recap + tool cheat sheet
4:40 - 4:55 pm	• designing your symbol guidelines • greenlighting
4:55 - 5:15 pm	• make your symbol in inkscape & print on vinyl cutter
5:15 - 5:50 pm	• walk through steps of screen printing • practice print on paper • print your shirt • start reflection wall post-it / interview time
5:50 - 6:00pm	• finish reflection post-its / interviews • CLEAN UP! • next steps
Reflection Activity:	• Continuation of reflection wall (see last week for explanation) • Short interviews with the kodak cameras using the same reflection questions: - what did you learn? - how did you feel about the experience? - what was your favorite part of the day? - what was the most difficult part of the day? - how could you use this in other parts of your life?
Assessment Opportunities:	finished projects, vocabulary wall building, introductary experience with print making, better familiarity with inkscape and tools, reflection wall, and interviews
Documentation Strategy:	reflection wall, video interviews, photos, tumblr uploads

Week 3	Soldering 101
General Lesson:	Students will learn how to solder using circuit and LED kit.
Learning Objectives:	Students will learn a new maker skill in order to increase their capacity for making independent projects with circuits.
Task Outcomes & Expectations:	Students will learn how to use a soldering iron, be introduced to assembling a simple circuit, and become acclimated with soldering tools & vocabulary.
Materials:	soldering kits, soldering irons, wire clippers, pliers, desoldering pumps,
Prep:	
Cyd:	Write up beginning circuit steps • agenda • organize art supplies • grab "this is a what" stuff • make guidelines for reflection wall
Jon:	• set up all soldering irons & stations • write up (on big paper) basic steps to beginning soldering along with tips like "make sure it's shiny and not too ball-like so it isn't a cold joint"
Edwin:	• print out boxes on construction paper with every kid's symbol on it • help Cyd with making example • help Jon with soldering setup
Cue-to-Cue:	
3:45 - 4:15 pm	Students get snack and do reflection wall posts from last week
4:15 - 4:25 pm	Students are introduced to what we're doing today and play "This is a What?"
4:25 - 4:35 pm	Explaing of simple circuits and how that works
4:30 - 4:50 pm	Students get leds, copper tape strips, and batteries to figure out how to make the connections work on their own
4:50 - 5:50 pm	Explanation of soldering activity along with step-by-step run through & students make their own boxes, if they get done early they can do other challenges like "make a switch" or "add another light" or go over to the soldering stations.
5:00 - 5:50 pm	Students who are done with box and want to tackle soldering will go over to the soldering stations in pairs and learning soldering basics using the soldering kit.
5:50 - 6:00pm	
Reflection Activity:	reflection wall
Assessment Opportunities:	completed soldering kits, LEDs light up, completed/correctly assembled boxes, students can name soldering tools and accessories
Documentation Strategy:	reflection wall, photos, tumblr uploads
General Center things:	

Week 4	Super Shields!
General Lesson:	Students will use what they learned last week about soldering to make simple LED 2D paper shields using their symbol as a guide for the lights.
Learning Objectives:	Students will review their knowledge of soldering, be introduced to circuit paths (positive and negative), plan effective light placement within their symbols, make complete/working circuits using LED lights as indicators.
Task Outcomes & Expectations:	Students will make complete functional circuits using copper tape, LEDs, soldering, and their symbol as a planning path.
Materials:	copper tape, LED lights, soldering materials, printed symbols for each student, card stock paper, glue stick, tape
Prep:	- Printed symbols for everyone - some type of icebreaker - agenda written up - big explanation of how circuits work - materials out
Cue-to-Cue:	
3:45 - 4:15 pm	Reflection wall and snack
4:15 - 4:25 pm	Human Knot
4:25 - 4:35 pm	What we're doing today / agenda break down
4:30 - 4:50 pm	Explanation of circuits
4:50 - 5:00 pm	Prepping and planning how their circuits are going to work (must be approved by Cyd or Jon)
5:00 - 5:50 pm	Making actual circuits with copper tape & soldering LEDs to it
5:20 - 5:50 pm	For those who finish early, try making a switch or a cover for their circuits
5:50 - 6:00pm	Clean up and what's happening next week.
Reflection Activity:	reflection wall
Assessment Opportunities:	completed circuits, remembering soldering steps, understanding of positive vs negative currents (can't cross, - to -, + to +)
Documentation Strategy:	reflection wall, video interviews, photos, tumblr uploads
General Center things:	

Week 5	Maker, Tinkerer, Inventor
General Lesson:	Students will be given access to all the tools of the previous weeks as well as miscellaneous building supplies. Students will be expected to go through the design process of making an object independently with guiding questions from the teacher.
Learning Objectives:	Students will begin to see themselves as part of the "maker" culture, learn how to combine independent thinking techniques with the tools they have mastered in previous classes, and begin to accept the troubleshooting process of fail -> find -> fix.
Task Outcomes & Expectations:	Students will be introduced to what it means to be a part of the maker community, how to work begin the independent design process, troubleshooting, prototyping, and "it's okay to fail".
Materials:	soldering irons, hot glue guns, card stock, card stock with box pattern, craft sticks, idea sheets, markers, pencils, paper, general art supplies, computers to look up project ideas (if necessary)
Prep:	All supplies out • soldering irons and hot glue guns on the "hot table" • poster made explaining the design process • poster for "what we're doing today" made • copies for "I make" activity made
Cue-to-Cue:	
3:45 - 4:15 pm	Reflection Wall & Snack
4:15 - 4:25 pm	"I make" icebreaker: Students will write down what they make (it can be anything) on the "I make" badge copies without sharing what they wrote with any of their classmates. The teacher will collect them and then randomly tape a badge to every student. The student then has to ask y/n questions of their peers to figure out what they "make" or the word taped to their backs. At the end of the activity, each student gets an opportunity to say what they are or ask their peers for clues until they've figured it out.
4:25 - 4:35 pm	Explanation of what's happening today. (You are a maker. Failure is okay today and it will happen!)
4:30 - 4:50 pm	Beginning of the design process for everyone's independent projects
4:50 - 5:00 pm	Paper prototyping for all projects that must be approved by one of the teachers
5:00 - 5:45 pm	Everyone works on independent projects, only asking for help if ABSOLUTELY necessary
5:45 - 6:00 pm	Clean up
Reflection Activity:	Reflection Wall
Assessment Opportunities:	Observations on students' ability to troubleshoot / problem solve. Independently generated ideas that are structurally sound and attainable with the materials given.
Documentation Strategy:	reflection wall, video interviews, photos, tumblr uploads

General Center things:	

Week 6	Team Maker
General Lesson:	Students will be given access to all the tools of the previous weeks as well as miscellaneous building supplies. Students will be expected to go deeper into the design process of making an object independently with guiding questions from the teacher.
Learning Objectives:	Students will learn how to become more accepting of the independent learning process, explore new techniques out of necessity to complete their projects rather than depending on teacher-led initiatives.
Task Outcomes & Expectations:	Students will contine their identification with the maker community, continue the independent design process, troubleshooting, prototyping, and will be reminded that "it's okay to fail".
Materials:	soldering irons, hot glue guns, card stock, card stock with box pattern, craft sticks, idea sheets, markers, pencils, paper, general art supplies, computers to look up project ideas (if necessary)
Prep:	All supplies out • soldering irons and hot glue guns on the "hot table" • poster made explaining the design process • poster for "what we're doing today" made • copies for "I make" activity made
Cue-to-Cue:	
3:45 - 4:15 pm	Reflection & snack
4:15 - 4:25 pm	"I make" activity led by the students who were in class the previous week
4:25 - 4:35 pm	Re-explanation of design process & maker / recap of "what we did last week"
4:30 - 5:50 pm	Students who were present the previous week continue working on their projects. Students who were not are taken through the design, question, prototyping process and begin their independent projects.
5:50 - 6:00pm	Clean up
Reflection Activity:	reflection wall
Assessment Opportunities:	Observations on students' ability to troubleshoot / problem solve. Independently generated ideas that are structurally sound and attainable with the materials given.
Documentation Strategy:	reflection wall, video interviews, photos, tumblr uploads
General Center things:	

Week 7	Intro to Google Sketchup & 3-D Printing
General Lesson:	Students will be oriented to thinking in 3D and the program and use the freehand draw tool, and the "push/pull" tool to create either their initials or their super hero symbol from previous weeks.
Learning Objectives:	Students will be able to expand on their 2D skills and "enter the third dimension" by being exposed to (and playing with) new visual concepts such as perspective, orientation, and the z-axis.
Task Outcomes & Expectations:	Students will be able to: - Use the freehand draw tool, and the pushpull tool - Students observe how the 3-D Printer works
Materials:	Laptops, MakerBots, plastic
Prep:	Arrange tables
	Set up Laptops, and the projector / projector screen
	Preheat Makebots
Cue-to-Cue:	
3:45 - 4:15 pm	snack
4:15 - 4:25 pm	3D String activity. Students are asked to make 3D shapes in groups using their bodies as the vertices and long pieces of string as the edges.
4:25 - 4:45 pm	Intro to Freehand tool / push pull tool
4:45 - 5:15 pm	Students use freehand tool / push pull tool to create letters and possibly their logos
5:15 - 5:35 pm	Demonstration of 3-D printer in Action
5:35 - end	Wrap - up , students continue modeling
Reflection Activity:	reflection wall
Assessment Opportunities:	successful use of google sketchup program and tools
Documentation Strategy:	reflection wall, video interviews, photos, tumblr uploads
General Center things:	

Week 8	Bling Making 102
General Lesson:	Students will use the skills learned from the previous week to make 3D printed versions of their initials, full names, or symbols from week 2. They will also have the option to make either keychains or medallions. Students will also have the option to continue their work on independent projects while their names are printing.
Learning Objectives:	Students will learn how to think independently and effectively apply their problem-solving skills to their on-going projects as well as combine them with their new 3D design skills.
Task Outcomes & Expectations:	Students will
Materials:	Laptops, MakerBots, plastic, chain, jumprings, split ring keychains, pliers
Prep:	- Room 1 set up the same time as last week - Room 2 set up for independent projects and have out tools for making keychains
Cue-to-Cue:	
3:45 - 4:15 pm	reflection wall & snack
4:15 - 4:35 pm	"What would you make if you had your own 3D printer?" activity: Students are asked to brainstorm ideas for what they would make with their own 3D printer, write a short description of what the object is and what functions it will have, and then draw a quick sketch of their design.
4:35 - 4:45 pm	Google sketchup refresher
4:50 - 5:30 pm	Finish designing name (or intials) to be printed and save to dropbox folders
5:30 - 5:50 pm	Design something else or work on indepent projects until names are printed then individually learn how to make keychains
5:50 - 6:00pm	Clean up
Reflection Activity:	reflection wall
Assessment Opportunities:	printed names or initials, files saved sucessfully to dropbox, the ability to continue independent projects with limited guidance
Documentation Strategy:	reflection wall, video interviews, photos, tumblr uploads
General Center things:	

Week 9	I'm My Own Superhero
General Lesson:	Students will be asked to decide what's their superpower and what's their kryptonite, will be introduced to scratch as a new tool, and make a scratch sprite based on themselves as a superhero. They will also use their previous knowledge of Inkscape to independently create their superhero sprites (and if they have enough time, their villains and end-of-game prize.) Students will also be introduced to Scratch as a new tool as well as basic programming language.
Learning Objectives:	Students will be able to thoughtfully identify their personal strengths and weaknesses and be able to represent them symbolically through their characters. Students will also learn how to apply the concept of "if-then" statements and linear thinking to beginning game design.
Task Outcomes & Expectations:	Students will continue to explore self-directed learning techniques. Students will also be guided through an introductory, critical, character development process based on their personal weaknesses and strengths.
Materials:	laptops with scratch, painters tape, markers, superpower/kryptonite worksheets, art supplies
Prep:	- Hillary - Invite people to May 14 - Jon - Plan intro to Scratch and second hour of Scratch - import sprite and make it move with arrow keys - Cyd - plan the intro activity, superpower/krytonite worksheet and lead them through how to make a character in Inkscape, how to save - Edwin - help build the maze, play with Scratch
Cue-to-Cue:	
3:45 - 4:15 pm	Reflection and snack
4:15 - 4:25 pm	Get the Edwin to the snacks maze game
4:25 - 4:35 pm	Announcements about Emoti-con & sharing
4:35 - 4:40 pm	This is Scratch
4:40 - 5:00 pm	Superhero / Kryptonite sheet
5:00 - 5:20 pm	Superhero character design
5:20 - 6:00 pm	Beginning scratch
Reflection Activity:	Reflection wall
Assessment Opportunities:	Students are able to complete the Edwin maze, transfer their knowledge of symbol design to character design, work independently using Inkscape,
Documentation Strategy:	reflection wall, video interviews, photos, tumblr uploads
General Center things:	

Week 10	Superhero Maze game
General Lesson:	Students will create a short maze game based on color parameters in Scratch using their superhero sprites from the previous week.
Learning Objectives:	Students will continue to use independent exploration and learning techniques. Students will learn how to structure and apply their linear thinking skills to the Scratch platform.
Task Outcomes & Expectations:	
Materials:	laptops with scratch, painters tape, superpower/kryptonite worksheets from previous week, art supplies
Prep:	Edwin maze game level 2 chart, laptops out, projector & screen set up
Cue-to-Cue:	
3:45 - 4:15 pm	Reflection and snack
4:15 - 4:25 pm	Edwin maze game level 2
4:25 - 4:55 pm	Finish characters in Inkscape (if they get done early they can make villains and end-of-maze-prize sprites)
4:55 - 5:05 pm	Students learn about the "Stage" sprite and design the shape of their maze level 1
5:05 - 5:15 pm	Overview of coordinate system, "Go to x: y: block" , Green Flag block
5:15 - 5:25 pm	Go over "forever if" block, sensing blocks (touching color, touching sprite, etc.)
5:25 - 6:00 pm	Go over broadcast/receive blocks, create a second level.
Reflection Activity:	Reflection wall, informal video interviews
Assessment Opportunities:	
Documentation Strategy:	reflection wall, video interviews, photos, tumblr uploads
General Center things:	

Week 11	Sharing Prep Day 1
General Lesson:	Students will be given the opportunity to finish their maze game (and make a 2nd level if they've finished their first) at the beginning of the class. Students will be asked to work collaboratively to discover the individual steps it takes to complete their project, using linear thinking, and begin to plan the ways they will be able to transfer their knowledge to their friends and family.
Learning Objectives:	Students will transfer their Scratch linear thinking application skills to developing a linear process for teaching a specific maker skill. Students will practice working collaboratively with their peers in instructor-assigned groups. Students will learn about good teaching practices, and how to share their ideas clearly and effectively with an audience.
Task Outcomes & Expectations:	
Materials:	
Prep:	
Cue-to-Cue:	
3:45 - 4:00 pm	Snack and Reflection
4:15 - 4:25 pm	Explaining what the sharing is & explaining teaching pairs
4:25 - 4:35 pm	Voting (in pairs) about which activity in which order
4:30 - 4:50 pm	We discuss the votes & finish scratch projets
4:50 - 5:00 pm	These are your pairs, and process for the next hour
5:00 - 5:20 pm	Brainstorming activity & refresher course on that class + thinking worksheet
5:20 - 5:50 pm	Solidfying activity & figuring out the steps to teach it
5:50 - 6:00pm	Coming back together & clean up
Reflection Activity:	
Assessment Opportunities:	
Documentation Strategy:	reflection wall, video interviews, photos, tumblr uploads
General Center things:	

Week 12	Sharing Prep Day 2
General Lesson:	Students Students will continue to prep for the sharing and begin running trial lessons. They will troubleshoot knowledge sharing for their specific skillset and create an instruction manual for their group's station.
Learning Objectives:	Students learn how to apply their independent learning, oral presentation and linear thinking skills to what they will be teaching at the sharing.
Task Outcomes & Expectations:	Students will complete an "instruction manual" of listed steps for their group project and will be able to lead the instructors through a trial run of their lesson.
Materials:	laptops, maker bot, vinyl cutter, soldering irons, art supplies, whatever each group needs to teach their lesson
Prep:	maker bot & sticker group + supplies in one room, soldering & scratch group in the other
Cue-to-Cue:	
3:45 - 4:15 pm	Reflection and Snack
4:15 - 4:25 pm	Recap of what happened last week / more information about the sharing
4:25 - 5:50 pm	Plan activity step-by-step and write instruction manual with each group. Students are in charge of how the activity will be run. Teachers are only there for troubleshooting and light guidance. Once instruction manual is completed, students will run through the activity with their instructors pretending to be someone who has never seen these tools / materials before.
5:50 - 6:00pm	Clean up
Reflection Activity:	reflection wall
Assessment Opportunities:	knowledge of material, ability to teach instructors
Documentation Strategy:	reflection wall, video interviews, photos, tumblr uploads
General Center things:	

Week 13	Sharing Prep / Sharing
General Lesson:	Students will prep the space, gather tools, quickly review their procedure, and teach their mini lessons DreamYard staff, family, and friends.
Learning Objectives:	Students will be able to clearly explain/teach the activity for each of their specific groups with minimal help from the instructors and communicate effectively with their visitors.
Task Outcomes & Expectations:	Visitors will be taught how to make small projects using fun maker tools. Students will have fun & feel empowered through the process of teaching others.
Materials:	Whatever each group needs according to their instruction manuals
Prep:	Setting up the 5 spaces: - Community Lounge: food, Scratch, soldering - Vis Arts 1: sticker making - Vis Arts 2: 3D printing
Cue-to-Cue:	
3:45 - 5:00 pm	Prep
5:00 - 5:20 pm	Social time & explaining completed projects & food
5:20 - 5:30 pm	Announcements
5:30 - 6:45 pm	Teaching at stations
6:45 - 7:15 pm	Clean up
Reflection Activity:	reflection wall
Assessment Opportunities:	Students feel prepared for sharing, students feel confident enough that they can teach without the instructors' help, everyone's having fun :)
Documentation Strategy:	reflection wall, video interviews, photos, tumblr uploads
General Center things:	

Week 14	Reflection and Next Steps
General Lesson:	Students will regroup the last week to discuss the sharing, reflect on the entire class, take surveys, and be given next steps/options/resources for continued participation in the program and the maker movement.
Learning Objectives:	Students will be able to articulate what they like/disliked about the program, what they learned, and have some idea what they would like to see the program grow this summer & next year.
Task Outcomes & Expectations:	Students will love us and come back for the summer
Materials:	Post surveys, leftover materials from the sharing, hugs for all the childrenz
Prep:	Materials out on the table
Cue-to-Cue:	
3:45 - 4:15 pm	Reflection wall
4:15 - 4:25 pm	Discussion about sharing
4:25 - 4:35 pm	Survey
4:30 - 5:50 pm	Students can use this time to do the projects from other groups' sharing tables or work on their independent projects
5:50 - 6:00pm	Goodbye for the summer & reminder about open studio time for middle schoolers
Reflection Activity:	reflection wall
Assessment Opportunities:	post survey
Documentation Strategy:	reflection wall, video interviews, photos, tumblr uploads
General Center things:	