

Minicourse Goals:

1. Students learn something about coworking and why it exists as an industry
2. Compare and contrast Indy Hall and SLA as communities
3. Flex some creativity and cooperation

March 18th, 1:30-3 IH Trip

Meeting Anaia and Alex, tour, q&a

1. Students walk around and then answer some prompts in their notebooks, getting their first impressions on paper.
2. I give a tour
3. Alex gives a spiel
4. Q&A

March 25, 1:30-3 reading IH lit + discussion

Structured discussion

1. What were their first impressions? Before + after the tour/spiel/q&a. Build a communal list
2. 3-4 groups break off, each with an article/blog post*
3. Read independently
4. Come together with their group and discuss their reactions. Agree on 5 takeaways
5. Combine notes in another communal list

April 1, 1:30-3 Venn diagram

Students break into groups for the web, and respond to prompts in 3 rounds: *What is unique about IH? What is unique about SLA? What do these institutions/communities have in common?* These are the A/B/AB categories of the Venn diagram

1. *Web* is an activity in which groups of youth draw on the same piece of paper at the same time. They cannot speak or write words, only draw symbols and illustrations. They are encouraged to move around the paper and interact with the rest of the drawings on the page. In the end, each student explains the meanings of their doodles to their group members. They are also invited to share how they interpreted each other's doodles.
2. A note-taker in each group documents as the students reflect. They have a few minutes to select 3 words or phrases that will go into the Venn diagram before moving on
3. Repeat x2 until each group has responded to each prompt with a web and chosen their words and phrases.
4. Combine all the words and phrases from step 2 and create the Venn diagram.

April 8, 1:30-3 rough draft

The Venn Diagram is the foundation of the next phase of the project. Students choose at least one concept from the Venn Diagram to expand on. They have an A9 notecard to fill with some variation or expansion of the concept. Ex: if the word is “community” they could write a little poem about community. (I’ll have more examples of possible formats for kids who can’t think of anything, but everyone will be encouraged to do whatever they want.) The goal is for each student to complete at least one card, but they can collaborate and do multiple if they have time. They can decide how in-depth each card goes, so long as it can be completed in the next 2 classes. (no homework!)

1. Students choose their concept from the Venn Diagram
2. Brainstorm ideas of how to represent it visually or with words
3. Complete a rough draft or description of their plan
4. They can get started

April 15, 1:30-3 final draft

Work on their cards

April 22 (out) 1:30-3 final draft

Work on their cards

April 29, 1:30-3 composition of our complete Venn diagram

Put the pieces together on poster boards that can be taken apart and put back together. The Venn Diagram will be centered, with a line from each concept to the cards the students made.

It’ll be interesting to see which topics will be chosen frequently, and which will be unconnected.

May 6, 1:30-3 reflections and activities

Let’s do something goofy!

Machine is a physical activity in which youth create symbolic movement and sound that relates to a topic. Starting in a circle, one person goes in the middle and starts repeating a motion and noise, one by one youth follow with interactive motion and sound. After everyone enters the middle, they are directed to slow down, speed up, get louder, and get quieter. Resume the circle and everyone must demonstrate their motion and sound, explain how they came up with it and how it relates to the person in front of them.

1. In our Machine the prompt will be “career”

2. Reflection on the moving parts and pieces. How did students interpret the prompt? Were they thinking of the machine as one career or the careers of individuals?
3. Look at the Venn diagram. Ask volunteers for topics that relate to our work so far.

May 13, 1:30-3 Closing party/panel

Bring students to Indy Hall with the complete Venn diagram and share lunch with members.

May 21st at noon Show and Tell at Indy Hall

Bring 2-3 students to Indy Hall to present on the minicourse at Show and Tell.

*Blog posts:

<https://www.indyhall.org/posts/10185-b-team-origins/>

<https://www.indyhall.org/posts/9523-high-fives-all-around/>

<https://www.indyhall.org/posts/10192-writing-opened-the-door/>

<https://www.indyhall.org/posts/9172-mother-earth-mental-health/>