

Group Number	Title of Project	During the Empathy phase of design thinking what problem did the students discover that needed to have a new invention to solve?	During the culminating event, how did you have students put together a picture of the design thinking process they just went through?	How did your Big Think help students look back at the process they went through and reflect how they might get better the next time?
group 1	Group Modest Proposals: Using Satire and Persuasion to Change Our School...and World	Students worked on researching (empathizing with) an issue of importance to them and their peers	Students worked in groups to come up with a satirical attack upon the problem and a ludicrous solution highlighting the causes of the problem itself	Students reflected on the strengths and weaknesses of their use of the model of satire to see how they can better persuade audiences in the future.
Group 2			This culminating event in the BIG THINK process will be for the students to come together and share their google slide show with their video footage and narration of the whole design process. They will include the test phase and report back on the community feedback of their design/plan/activity/invention.	
Group 3	Reduce Reuse Recycle	Finding an environmental solution to overuse of plastic/plastic pollution in oceans.	This culminating activity before the BIG THINK process will be for the students to come together and share their google slide show with their video footage and narration of the whole design process. The will include the test phase and report back on the community feedback of their design/plan/activity/invention.	When the students share with each other there will be an opportunity for a collaboration of ideas from all teams on what they could have done better and what they would like to do next. What is the next step in this process of change? Is there something they could do that would impact a larger community? Can they re-do their plan and have a different impact?
Group 4	Wildfire Impact	During recent wildfire event there was a lot of trauma which could have been avoided.	Students will develop and present an emergency plan for future wildfire events	Students present their emergency plan to Government officials.
Group 5	Voting: Why it's important and How do we get more people involved?	Students had to recognize the importance of voting, then solve the problem of getting 18 to 29 year olds out to the polls to vote.	Students created genius hour projects.	Students discussed new learning in groups. Students then created a visual representation (through a drawing or cartoon) of the key details they learned from the topic. Visual representations were posted around the room so students could see connections made by other students. Students then created a class web on the whiteboard to gather ideas and incorporate all learning. Students created a 'Wordle' document to represent learning.
Group 6	Playground Flooding Prevention	Students had to come up with a way to prevent playground flooding from taking place	worked in groups to design a debris barrier, re-designing playground layout, creating a community movement to keep drains clear, and created prototypes that would be judged by an expert	students reflected on which techniques were helpful based on the expert's feedback
Group 7	Wildfire Impact	Students identify who is affected by wildfires?	Students created an emergency plan based on the needs of the communities and individuals affected by wildfires to present to county officials.	Students received feedback on plan and implemented the changes and suggestions. Students reflect on the learning experience by creating a personal family plan based on results and feedback.
Group 8	How Can We Use Empathy During Lunchtime?		We had a panel pick a solution to fix with feedback and continue working on and implement. The culminating event was to implement the plan and inform the school.	The students jigsaw into new groups. They fill in a reflection chart (google form) about what collaboration feels like, looks like, sounds like.
Group 9	Statistics for Change	Students had to come up with a problem that they thought existed at their school site in order to investigate it.	During the culminating activity, student groups had to both analyze their own work to see if it supported their original hypothesis and review the work of other groups.	The Big Think had them review over their approach and consider new questions resulting from their analysis. They have to consider what they would repeat and what they would do differently.
Group 10	Motivation to use the Library	The students realized the dip in library attendance and tried to find ways to bring in more people to use the local library	Students work on an "advertisement" for the library using media of their choice	Students were able to ultimately reflect concerning attendance at the library. They were able to see and view which advertisements drew in the most crowds. This would ultimately help them view and reflect how their ad helped or attracted people.
Group 11	Prosthetic Hands	Students need to solve the problem of how to create prosthetic hands that are easy to make, and affordable so that children and adults that require prosthetic hands are able to access the prosthetics they need and replace them as needed.	Up and through the event, they were recording everything they did in a Designer's Notebook, where they shared their process. They shared that process in the culminating activity along with their group prototypes.	In the big think they made a visual, which helped them to reflect on their process and how they could a better version in the future. They also did a thoughtful writing to reflect on how they learned and how to use it in the future. This was added by all the documentation in their Designer's notebook.
Group 12	Expert Projects	Students had to come up with their own problem based on what they are interested in and passionate about.	The purpose of this culminating activity is for the students to learn about others' genius hour process by looking at and comparing each other's logs. They explain their process through their design thinking experience. They work in small groups to compare their logs and make lists of successful strategies vs. time wasters. In the end, the whole class compares their lists and makes a cheat sheet for the next class on tips and tactics for their genius hour project.	Students will come up with a new way that they could have utilized their time during expert hour or describe something they wish they had had more time to do during their project. They will write their reflections in a blog post
Group 2 project 4	Genius Hour	Students discuss how they can use empathy to problem solve a situation.	Students needed to illustrate their thinking using Google Draw	Students reflect on the process they used in order to arrive at their conclusions and planned for future progression of ideas.