

~~Stephen~~, Jorge, Carlos, Bilibi, + Martina

	Opening Lesson P1	Opening Lesson P2	Practicing Concepts	Assessment
Purpose	To introduce the idea of synergy and give the class a clear example of it.	To measure the class's ability to come up with resolutions to dilemmas before and after learning about synergy.	To give students a direct example of synergy that they can do themselves.	To measure the students knowledge of synergy and terms related to it.
Type	Video	Group work	Creation of a song/rhythm	Game
Learning Style	Visual	Kinesthetic	Kinesthetic/Auditory	Kinesthetic
Step-by-Step Plan	<ol style="list-style-type: none"> 1. Show the class a video that explains and shows the ideas of the geese and why they travel in V's. 2. Give a brief but explanatory lesson about synergy, explaining all of the most important terms and points and why the geese are using it. 	<ol style="list-style-type: none"> 1. Assign groups of five or so each. 2. Give each student a copy of the situation and/or put it on the smart board. 3. Have each group work together to come up with what they think is the best solution. 4. At the end of class, the groups will converge and create new solution using the Synergy Action Plan. 	<ol style="list-style-type: none"> 1. Provide a steady beat, such as stomping of foot or tapping for the whole class. 2. Each student will come up with a unique and original rhythm that goes along with the beat, one by one. 3. Poll the class, asking them which they liked better: the steady beat or the entire class. 4. Briefly explain how synergy allowed the class to create a better sound than one person alone. 	<ol style="list-style-type: none"> 1. Create and write down questions that have to do with synergy such as: "Define synergy," or "What are the roadblocks to synergy?" 2. Quiz the students using the questions in an 'Around the World' type game. (Two students face off, the winner moves on to the next student.)
Materials	None	Pencils, paper.	Pencils, hard surfaces	None
Technology and Visuals	Smart board, YouTube	Possibly smart board	None	None
Assessment	Students will be able to participate in the discussion about synergy.	We will poll the class at the end, asking them from a scale from zero to five how well they were able to use the SAP to create a better solution to the dilemma.	Students will be able to explain how synergy relates to this activity, as a class discussion.	Students will participate in game and be able to answer the majority of them correctly.

Debra, Stephen
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Habits of Highly Effective Teens
Design Cycle Group Project

MYP Design Cycle: Design

(Time frame: One 85-minute block with additional time outside of class for group-work and conferencing)

Habit Lesson Plan Design Specifications

Your lesson plan must:

- clearly state the learning intentions and success criteria;
- teach your peers the main ideas of the assigned habit;
- make clear, real-life connections to you and your peers' lives;
- be 60 minutes in length;
- incorporate technology (document camera, computers, projectors, radio, web-based applications, etc.)
- engage all of your peers in multiple activities that promote the essential idea of your chapter and are geared towards all types of learners (i.e. visual, kinesthetic, auditory, etc.);
- assess you and your peer's understanding of the material.

Step one: You need to review your Cornell notes on all of the main points conveyed and that your group determined you want to share with your peers. Based on these, create a learning intention for your lesson and describe the success criteria that is easily understandable to you and your peers.

Learning Intention (***)To be determined BEFORE designing possible activities.)

We are learning to:

work with people to come up with better solutions than alone, and
Use synergy in real life situations.

Success Criteria (***)To be determined DURING/AFTER designing activities.)

We will know we're successful when:

We are able to define and use synergy in
real life situations and use the synergy
Action Plan

Step Two: Your group will then need to discuss which activities you think are best to teach the concepts, give your peers the opportunity to practice using the habit, and to assess whether or not they understand. Keep in mind, you have 60 minutes to utilize, and you'll want to provide several purposeful activities that are both clear *and fun*.

Step Three: Discuss and design at least six DIFFERENT activities recording the essential information in the graphic organizer below.

- at least two of the activities should be options for opening the lesson (i.e. engaging ways to introduce the topic and teach important concepts).
- at least two of the activities should be options for providing your peers the opportunity to practice (i.e. engaging ways to get people talking with one another, moving around, using the habit, etc.)
- at least two of the activities should be options for assessing whether or not your peers understand (i.e. a way to “test” whether or not everybody “got it”)

Examples

	<i>Opening</i>	<i>Practicing</i>	<i>Assessing</i>
<i>Purpose</i>	To introduce the concepts of the first habit “Be Proactive” and to distinguish between proactive and reactive responses.	To discuss situations that students have used either proactive or reactive language.	To determine whether or not students understand how to make a proactive response to a situation that could cause a reactive one by using proactive language and actions.
<i>Type</i>	Questioning and Discussion	Reflecting and Evaluating	Creating Skits
<i>Learning Style</i>	Auditory and visual	Auditory and visual	Kinesthetic
<i>Step-by-step plan</i>	<p>1. Poll the audience with a show of hands and the following questions:</p> <p>- “How many of you feel in control of your lives? How many of you feel you’re not in control of your lives? How many people feel like there are some things they have control over and some things they don’t? What are some of the things you DO and DON’T feel in control of?”</p> <p>2. Read pages 48 and 49 of <i>The 7 Habits of Highly Effective Teens</i> to introduce the concepts of proactive vs. reactive.</p> <p>3. Project directions that instruct small table groups to read and analyze the example scenes provided by Covey for six minutes.</p>	<p>1. Instruct students to anonymously write a scenario in which they have been either reactive or proactive, but they can’t indicate which type of response in the description.</p> <p>2. Collect responses.</p> <p>3. Read responses to the class one-by-one.</p> <p>4. Instruct students to vote with a thumbs up to indicate a proactive response or a thumbs down for a reactive response.</p> <p>5. Discuss ways to make each reactive response into a proactive one.</p>	<p>1. Distribute reactive scenario sheets to students.</p> <p>2. Instruct students to read their assigned passage and to highlight the part of Jack or Jill’s response that was reactive.</p> <p>3. Explain to students they must rewrite the ending, creating one in which Jack or Jill’s behavior was proactive.</p> <p>4. Group students with like scenarios, and instruct students to discuss all of the possible new endings.</p> <p>5. Instruct students to select one of the endings – or to combine some of the ideas – to create the most proactive example to reenact for the class in a skit.</p>
<i>Materials</i>	7 Habits books, Power Point with directions, online timer	strips of white paper and pencils/pens	handouts with different scenarios and props
<i>Technology</i>	projector and computer	none	none
<i>Assessment</i>	Students needed to generate a list of additional proactive and reactive responses for scenes 1 and 2.	Students correctly identified proactive and reactive situations by showing the correct thumb signal.	Students highlighted the reactive portion and created a proactive skit.

	Design #1	Design #2	Design #3
Purpose	Show the class a direct example of synergy and introduce the idea.	Measure the classes ability to solve situations off the bat	To get an idea of how the class views diversity
Type	Video		Read and summarize
Learning Style	Visual	Kinesthetic	Visual
Step-by-step plan	<ol style="list-style-type: none"> 1. Show the video of geese flying in V and explanation 2. Have them take notes on the benefits of doing this 3. Briefly explain synergy 	<ol style="list-style-type: none"> 1. Give the students a situation/dilemma 2. Have them take 5 minutes to come up with a solution 3. Have them keep it for later. 4. Go to final design 	<ol style="list-style-type: none"> 1. Have the class read the poem on page 192 2. Have them summarize why the people couldn't survive 3. Conclude as a class w/ discuss poem.
Materials	pen/pencil, paper, computer with youtube, smartboard	pen/pencil, paper, situation	poem/1 habits book, pencil, paper
Technology and visuals	Youtube, video,	None.	None
Assessment	Students will take notes on the video.	Students will compare their first to last solutions	Students will have summarized correctly

Practicing Concept(s) – Designs

	Design #1	Design #2	Design #3
Purpose	To give students a direct example of synergy they can do themselves	To get people to understand a little more about diversity	Get people to further understand paradigms and perspective
Type	Creating beat	Survey	Quizzes
Learning Style	Kinesthetic/aural	visual	visual
Step-by-step plan	<ol style="list-style-type: none"> 1. Provide a steady beat, and tell each student to come up with a rhythm 2. One by one, have each student perform their rhythm using pencils on the desk. 	<ol style="list-style-type: none"> 1. Give copies of the survey to everyone (from page 187) and have them take it. 2. Compare results with class (with rising hands) 3. Ask how it relates to synergy 	<ol style="list-style-type: none"> 1. Show first picture on page 186, poll the class on what they see 2. Show 194 and repeat. 3. Explain stuff on pg 186
Materials	Pencil, surface	Pencil, survey,	Powerpoint, Camtasia, smart board
Technology and visuals	None	None	Powerpoint
Assessment	Ask the students using hands how the activity applies	Re surveys themselves	Students understand the relationship between paradigms and synergy

ing Understanding - Designs

	Design #1	Design #2	Design #3
Purpose	Measure the st-dents knowledge of basic synergy terms	See how well the st-dents can give examples of synergy	From Design #2 on openy - measure student's understanding of the SAP
Type	Game	create skills	
Learning Style	Kinesthetic	Kinesthetic	Kinesthetic
Step-by-step plan	<p>1. Write down questions for the game, such as 'what is synergy?' or 'what are the roadblocks to diversity'</p> <p>2. Have them answer them in an 'Around the World' style game</p>	<p>1. Assign groups for whole class.</p> <p>2. Give them each a separate situation w/o a resolution, have them create one using SAP</p> <p>3. perform the situations</p>	<p>1. Give the st-dents the same situation and have them use the SAP to find a new solution</p> <p>2. Compare the two solutions</p>
Materials	None	10. Situations, pencil	Paper, pencil, previous solution
Technology and visuals	None	None	None
Assessment	St-dents will be able to do well in the game.	St-dents will perform their skills and successfully use the SAP	St-dents will have created a better resolution than before

Which one of the opening designs do you plan on moving forward with to the planning and creating phases? Why do you feel it's the best one for meeting the design specification, and most importantly, to address the problem?

The one in which we give the st. dvts - dilemma to solve, then at the end creating a new one using the SAP. This will be a good way to measure the st. dvts' understand of synergy, and to give them hands-on practice using it.

Which one of the practice designs do you plan on moving forward with to the planning and creating phases? Why do you feel it's the best one for meeting the design specification, and most importantly, to address the problem?

We are moving forward with the idea of making rhythms/beats with the whole class. It works the best with directly exemplifying synergy, and hopefully help them fully understand the definition of synergy in a fun and reliable way.

Which one of the assessment designs do you plan on moving forward with to the planning and creating phases? Why do you feel it's the best one for meeting the design specification, and most importantly, to address the problem?

The Around the World game, because we can be sure that the students understand the subject matter. It will directly show us who understands and can define different aspects of synergy.

Evaluation of Criterion B: Design

Achievement level	Level descriptor
0	The student does not design even one product before creating one.
Minimal	The student does not reach a standard described by any of the descriptors given below.
Basic	The student generates one design for each type of activity, and makes some attempt to justify this against the design specification.
Proficient	The student generates a two designs for each type of activity, justifying the choice of one design for each and fully evaluating this against the design specification.
Advanced	The student generates a range of feasible designs (i.e. 3 or more), each evaluated against the design specification. The student justifies the chosen design and evaluates it fully and critically against the design specification.

MYP Design Cycle: Design

(Time frame: One 85-minute block with additional time outside of class for group-work and conferencing)

Habit Lesson Plan Design Specifications

Your lesson plan must:

- clearly state the learning intentions and success criteria;
- teach your peers the main ideas of the assigned habit;
- make clear, real-life connections to you and your peers' lives;
- be 60 minutes in length;
- incorporate technology (document camera, computers, projectors, radio, web-based applications, etc.)
- engage all of your peers in multiple activities that promote the essential idea of your chapter and are geared towards all types of learners (i.e. visual, kinesthetic, auditory, etc.);
- assess you and your peer's understanding of the material.

Step one: You need to review your Cornell notes on all of the main points conveyed and that your group determined you want to share with your peers. Based on these, create a learning intention for your lesson and describe the success criteria that is easily understandable to you and your peers.

Learning Intention (**To be determined BEFORE designing possible activities.)

We are learning to:

We are learning to work with people to come up with better solutions and achieve more. Also learning how to apply synergy to your life.

Success Criteria (**To be determined DURING/AFTER designing activities.)

We will know we're successful when:

We can explain and show what synergy means when doing different activities or working together.

ing Lesson – Designs

	Design #1	Design #2
Purpose	To inform or teach the class of the main idea of synergy or the purpose of the whole habit.	Measure the class ability to solve situations of the bat. Which will show synergy or what the habbit is about and explain the purpose of the activity.
Type	Video	Group work
Learning Style	Visual	Kinesthetic
Step-by-step plan	<ol style="list-style-type: none"> 1. Show the class the video and ask what they think of it and explain it. 2. Have the class take notes on the benifits of what we saw 	<ol style="list-style-type: none"> 1. Give a situation 2. Have them talk 5 minutes to come up with a solution 3. Explain the habbit 4. Have them share their solution. And creat a better one together.
Materials	Video, onel, paper, internet, computer, projector, smartbord	themselves.
Technology and visuals	youtube, internet, video, computer, smartbord, projector	themselves
Assessment	Something that shows that they understand the habbit	How they came up with the solution.

← Generally speaking, the purposes should be pretty similar for activities @ the same phase

Show a video on what, specifically?
 ← Maybe a combo of both?
 The 2nd idea is much more explicit. I like it through a

use both

Practicing Concept(s) – Designs

	Design #1	Design #2	Design #3
Purpose	To introduce the concepts of the 6th habit "Synergy" Help to understand	To get people to understand a little more about diversity	Get class mates to further understand paradigm and perspective
Type	Group work	Survey	Pictures
Learning Style	kinesthetic/Auditory	visual	visual
Step-by-step plan	<ol style="list-style-type: none"> 1. Get the class into small groups 2. Tell them to create a type of beat using the materials around them. 3. Present what they're coming up with. 	<ol style="list-style-type: none"> 1. Give copies of the survey to everyone (p.187) and have them do it. 2. Compare results with class 3. Ask how it relates to synergy and explain. 	<ol style="list-style-type: none"> 1. Show picture from page 186 2. Ask the class what they see 3. show page 194 and repeat what you've showed 4. Explain whats on page 186 and explain habit!
Materials	Materials in the class	pencil, survey	computer and smart board
Technology and visuals	Materials in the class	pencil, paper	Smart board
Assessment	They will create synergy	The survey	

ing Understanding - Designs

	Design #1	Design #2	Design #3
Purpose	To see what they know.	From design #2 in opening measure Students will understand SAP	
Type	Game		
Learning Style	kinesthetic	kinesthetic	
Step-by-step plan	1. write down P for game 2 Around the world.	1. Give students the same problems and have them use S.A.P to help them find a new solution 2 Compare results.	
Materials	pencil paper	pencil, paper	
Technology and visuals	pencil paper	pencil, paper	
Assessment	Student will be able to know synergy and dowel in the game.	Come up with new solution, using a different method.	

Step Four: You will then evaluate which activities are the best options for you to solve your problem, i.e. how do you best create a lesson to teach your peers your habit.

Which one of the opening designs do you plan on moving forward with to the planning and creating phases? Why do you feel it's the best one for meeting the design specification, and most importantly, to address the problem?

Design # 2 because it is an example that clearly and easily explains and shows what synergy is. Also how it can be accomplished. Because you need to work together.

Which one of the practice designs do you plan on moving forward with to the planning and creating phases? Why do you feel it's the best one for meeting the design specification, and most importantly, to address the problem?

Design # 1 Its a good example because its fun and you will see what synergy is and what you can accomplish by achieving synergy.

Which one of the assessment designs do you plan on moving forward with to the planning and creating phases? Why do you feel it's the best one for meeting the design specification, and most importantly, to address the problem?

Design # 2 Because it will get everyone involved and will help them understand habit 6.

Evaluation of Criterion B: Design

Achievement level	Level descriptor
0	The student does not design even one product before creating one.
Minimal	The student does not reach a standard described by any of the descriptors given below.
Basic	The student generates one design for each type of activity, and makes some attempt to justify this against the design specification.
Proficient	The student generates a two designs for each type of activity, justifying the choice of one design for each and fully evaluating this against the design specification.
Advanced	The student generates a range of feasible designs (i.e. 3 or more), each evaluated against the design specification. The student justifies the chosen design and evaluates it fully and critically against the design specification.

Habits of Highly Effective Teens
Design Cycle Group Project

George Anaya

MYP Design Cycle: Design

(Time frame: One 85-minute block with additional time outside of class for group-work and conferencing)

Habit Lesson Plan Design Specifications

Your lesson plan must:

- clearly state the learning intentions and success criteria;
- teach your peers the main ideas of the assigned habit;
- make clear, real-life connections to you and your peers' lives;
- be 60 minutes in length;
- incorporate technology (document camera, computers, projectors, radio, web-based applications, etc.)
- engage all of your peers in multiple activities that promote the essential idea of your chapter and are geared towards all types of learners (i.e. visual, kinesthetic, auditory, etc.);
- assess you and your peer's understanding of the material.

Step one: You need to review your Cornell notes on all of the main points conveyed and that your group determined you want to share with your peers. Based on these, create a learning intention for your lesson and describe the success criteria that is easily understandable to you and your peers.

Learning Intention (***)To be determined BEFORE designing possible activities.)

We are learning to:

work with people (in groups) to come up with better solutions than you would alone, while using synergy in real life situations

Success Criteria (***)To be determined DURING/AFTER designing activities.)

We will know we're successful when:

we can explain and show what synergy is when doing different activities that relates to synergy.

Writing Lesson – Designs

	Design #1	Design #2	Design #3
Purpose	Show the class a direct video as an example to show what is synergy.	Measures the class ability to solve situations right off the bat.	
Type	Video		
Learning Style	Visual	Kinesthetic	
Step-by-step plan	<ol style="list-style-type: none"> 1. Show the class a video that shows what synergy is 2. Ask questions 	<ol style="list-style-type: none"> 1. Give students a situation. 2. Have them solve it. 3. Have them share 	
Materials	Computer / projector	Pencil, paper, situation	
Technology and visuals	Computer / projector	None	
Assessment	Students clearly identify what synergy is.	Students will compare a list of solutions	

Practicing Concept(s) – Designs

	Design #1	Design #2	Design #3
Purpose	To introduce the concepts of the sixth habit "synergy" and to help the class understand what it is.	To get people to understand a little more about diversity.	Get class mates to further understand paradigm & perspective
Type	Group work	Survey	Pictures
Learning Style	kinesthetic / auditory	visual	visual
Step-by-step plan	<ol style="list-style-type: none"> 1). Get the class into small groups 2). Tell them to create some type of beat using the materials around them 3). Present what they've come up with. 	<ol style="list-style-type: none"> 1. Give copies of the survey to everyone (from page 187) & have them do it. 2. Compare results with class 3. Ask how it relates to synergy. 	<ol style="list-style-type: none"> 1. Show picture from page 186 2. Ask the class what they see. 3. Show page 194 and repeat what you've showed 4. Explain what's on page 186.
Te ar	create synergy	Non Survey	between paradigm and synergy.

-same comment @ purpose, so a combo might be needed or elaboration on a single design to encompass all the major points

2/3 seem more interactive than the other idea... Think of which of those two is the most purposeful while being engaging

Assessing Understanding - Designs

	Design #1	Design #2	Design #3
Purpose		To see what they've learned	From design #2, in opening measure, students will need to understand S.A.P.
Type		Game	Reflective
Learning Style		Kinesthetic	Kinesthetic
Step-by-step plan		<ol style="list-style-type: none"> 1. Write down ?'s for game (Ex: what's synergy) 2. Around the world 	<ol style="list-style-type: none"> 1. Give students the same situation and have them use S.A.P. to find a new solution 2. Compare results
Materials		pencil, paper	paper, pencil
Technology and visuals		none	None
Assessment		Students will be able to do well in game	Come up with new solution, using a different method

Step Four: You will then evaluate which activities are the best options for you to solve your problem, i.e. how do you best create a lesson to teach your peers your habit.

Which one of the opening designs do you plan on moving forward with to the planning and creating phases? Why do you feel it's the best one for meeting the design specification, and most importantly, to address the problem?

We will move with design #2 because first, we want to test the students ability on coming up with a solution when given a problem.

Which one of the practice designs do you plan on moving forward with to the planning and creating phases? Why do you feel it's the best one for meeting the design specification, and most importantly, to address the problem?

We are moving with design #1 because we want the class to do an activity when using synergy. Also it allows everyone to participate

Which one of the assessment designs do you plan on moving forward with to the planning and creating phases? Why do you feel it's the best one for meeting the design specification, and most importantly, to address the problem?

We will be moving with design #2 because the students will solve a real-life situation using methods that uses S.A.P.

Make sure your Reasoning connects directly back to design specs. (see box on front of packet)

Evaluation of Criterion B: Design

Achievement level	Level descriptor
0	The student does not design even one pr
Minimal	The student does not reach a standard de
Basic	The student generates one design for each design specification.
Proficient	The student generates a two designs for e fully evaluating this against the design spe
Advanced	The student generates a range of feasible designs (i.e. 3 or more), each evaluated against the design specification. The student justifies the chosen design and evaluates it fully and critically against the design specification.

Habits of Highly Effective Teens
Design Cycle Group Project

MYP Design Cycle: Design

(Time frame: One 85-minute block with additional time outside of class for group-work and conferencing)

Habit Lesson Plan Design Specifications

Your lesson plan must:

- clearly state the learning intentions and success criteria;
- teach your peers the main ideas of the assigned habit;
- include questions to you and your peers' lives;

* Remember - both the LI + SC need to be written from your students' point-of-view... not the teachers. Rework

...a better solution to what? Could your intention be more specific? The end sentence needs rephrasing too

Learning Intention (**To be determined BEFORE designing possible activities.)

We are learning to: work together to be better than in a sport perhaps. because Together. Everyone + Achieves. More - T.E.A.M
 work together to create a better solution than alone / To further understand how synergy applies in life / To fully comprehend how working together (synergy) may have been used in your life.

Success Criteria (**To be determined DURING/AFTER designing activities.)

We will know we're successful when:

the class can identify what synergy is, and can apply it in life

	Design #1	Design #2	Design #3
Purpose	Show the class a direct example of synergy. Introduce the idea.	Measure the classes ability to solve situations of the bat	to get an idea of how the class views diversity
Type	video		Read and summarize
Learning Style	visual	Kinesthetic	visual
Step-by-step plan	<ol style="list-style-type: none"> 1. show the video of geese flying in V and explanation. 2. Have them take notes on the benefits of doing this. 3 Briefly explain synergy. 	<ol style="list-style-type: none"> 1. give the student a situation/dilemma 2. Have them take 5 mins to come up with a solution 3. Have them keep it for later 4. go to films design. 	<ol style="list-style-type: none"> 1. Have the class Read the poem on pg 192. 2. Have them summarize why the people couldnt survive. 3. Converge as a class and discuss poem.
Materials	Computer, youtube, Powerpoint???	Pencil, paper, situation	Poem / 7 habits soit, pencil, paper
Technology and visuals	youtube, video	none	None
Assessment	Students will take notes on the video	Students will compare their first 90 sec solutions	Student will ha summarized correctly.

Practicing Concept(s) – Designs

	Design #1	Design #2	Design #3
Purpose	to give students a direct example of synergy they can do themselves	to get people to understand a little more about diversity.	get people to further understand paradigms and perspective
Type	creating beat	Survey	Pictures
Learning Style	Kinesthetic/auditory	Visual	Visual
Step-by-step plan	<ol style="list-style-type: none"> 1. provide a steady beat, and tell each student to come up with a rhythm 2. one by one, have each student perform their rhythm using pencils on their desk 	<ol style="list-style-type: none"> 1. give copies of survey to everyone (pg 187) and have them take it. 2. compare results with class (with rising hands) 3. ask how it results to synergy 	<ol style="list-style-type: none"> 1. Show first picture, on pg 186, poll the class on what they see. 2. show (194 pg) and repeat. 3. explain stuff on pg 186.
Materials	Pencil, surface	Pencil survey.	Power point, computer smartboard.
Technology and visuals	None	None	Power point
Assessment	ask the student using words how the activity applies.	The Survey themselves	Students understand the relationship between paradigms and synergy

ing Understanding - Designs

	Design #1	Design #2	Design #3
Purpose	Measure the students' knowledge of basic synergy terms	See how well the situation can give examples of synergy.	From design #2 in opening measure students understanding of SAP
Type	game	create skill	
Learning Style	Kinesthetic	Kinesthetic	Kinesthetic
Step-by-step plan	1. write down questions to game. such as "what is synergy and how does it apply in life."	1. assign groups for the whole class 2. give them each a separate situation w/ a the situation have them create it using SAP 3. perform the situations.	1. give the students the same situation and have them use the SAP to find a new solution. 2. compare the 2 solutions.
Materials	none	situations, pencil	Paper, pencil, previous solution.
Technology and visuals	none	none	none.
Assessment	Students will be able to do well in the game.	Student will perfect their skills and successfully use the SAP	Students will have create a better solution.

than before

Step Four: You will then evaluate which activities are the best options for you to solve your problem, i.e. how do you best create a lesson to teach your peers your habit.

Which one of the opening designs do you plan on moving forward with to the planning and creating phases? Why do you feel it's the best one for meeting the design specification, and most importantly, to address the problem?

We will work with design #2 because first we want to test the student ability on coming up with a solution,

Which one of the practice designs do you plan on moving forward with to the planning and creating phases? Why do you feel it's the best one for meeting the design specification, and most importantly, to address the problem?

~~we are in #1~~ because we want the class to do an activity when using synergy

Which one of the assessment designs do you plan on moving forward with to the planning and creating phases? Why do you feel it's the best one for meeting the design specification, and most importantly, to address the problem?

design #2 because it will get everyone involved in a activity to help them further understand what synergy is.

Evaluation of Criterion B: Design

Achievement level	Level descriptor
0	The student does not design even one product before creating one.
Minimal	The student does not reach a standard described by any of the descriptors given below.
Basic	The student generates one design for each type of activity, and makes some attempt to justify this against the design specification.
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