Mini Golf Hole Design – 4 Days

Day 0 HW – Students given Day 0 HW from Drive

Day 1 CW:

* Warm up (Goal is for students to learn to let go of their insecurities and allow selves to be more creative) – In Drive
	+ Students are asked to take 60 seconds in pairs to draw another person at their table
	+ Students share their pictures with one another
	+ Students are then asked to take 30 seconds to re-draw their picture of the person
	+ Share results
	+ Students are finally given 15 seconds to draw a new third picture of their partner
	+ Share results
	+ As a class, discuss how students felt at each stage of this process
	+ Were they comfortable?
	+ What did their conversations sound like?
	+ Did their drawings improve?
* Discuss the end-of-year activity with students and hand out Mini Golf Design Packet
	+ Students will spend 4 days in Geometry designing one mini-golf hole
	+ We hope students learn more about design thinking and creativity
	+ Students will learn to collaborate, share ideas, give constructive feedback, and receive constructive feedback
	+ After Physics MCAS Exam, each physics class will be given a mini-golf hole design from one Geometry class.
	+ Physics classes will spend 2 weeks constructing their hole
	+ Students will most likely construct a different hole than their Geometry class designed, which is why it is so important for the designs to be explicit and thorough
	+ The public will be invited to play the golf course at the end of June
	+ It may be set up in the third floor hallway on a Saturday morning
* Build Scale Model
* Take another student’s floor plan and try to construct it (15 minutes, its okay if they don’t finish)
* Have students critique the floor plan, what could they have added to make the plan easier to construct?
* Students will use paper, scissors, and tape (students may want to use other materials, which is great as well- they should be creative)

Day 1 HW: Day 1 HW: Research Mini Golf holes and bring ideas into class tomorrow. Complete page 1 and 2 of packet.

Day 2

* Have students share their mini golf hole ideas with each other at their tables
* Ask students to think about what would make them want to play a mini golf hole.
* Show students the bird’s eye view documents in our drive
* Explain this is what scaled drawings should look like
* Students complete page 3 in Packet individually and share with their group
* Students then complete page 4 in Packet, in which they make a group proposal
* If groups finish with time to spare, vote as a class on the best proposal. Otherwise start next class with a vote.
* Each student or group should then sketch the Class Prototype Design on pg 5
* No HW or sketch Class Prototype Design if not finished in class

Day 3

* Warm Up
	+ Reflection on page 6 of Packet
* Each person in a group is given a particular view to sketch on page 7 of Packet
	+ Birdseye view
	+ Side view
	+ Other side view
	+ Obstacle dimensions
* If time remains, students can complete page 8 in Packet
* There is a list of materials on the drive that we are providing
	+ When students complete page 8, they should be able to determine what other materials need to be acquired
	+ We anticipate many of these materials can be found by students in creative ways
* No HW

Day 4

* Students will exchange their view drawings with other groups
* Groups provide feedback for one another
	+ Could the group construct the hole based on the blueprint provided?
	+ What needs to be added? Taken out?
	+ Are the heights of objects listed?
	+ Is it detailed?
	+ Could someone outside of the design team understand what it is they were to create from looking at the blueprint?
* Groups are given back their designs and make adjustments based on the feedback
* Although all students/groups are working on this, only one blueprint of each view needs to be sent over to the Physics classes.