

# **Different Approaches**

## **Classic:**

A Preflight challenge as described in the idea with professional visits at beginning and end.

## **Extended:**

The professional visits at the beginning and end of a longer project or unit. The professional is supporting the school's material instead of hosting their own challenge. (eg electrical engineer in a Physics unit about electricity)

**Benefits:** Allows school to build off of existing projects or units instead of inventing new material

**Challenges:** There isn't really a design-thinking or industry-specific challenge component.

## **Multi-Class Challenge**

The challenge spreads out, with different classes taking on different aspects of the problem. (For example, in a startup business challenge, the students could write a business plan (English), make a financial plan (math) and study trade and business throughout history (history))

**Benefits:** Real world problems require multiple disciplines to solve. In situations where students study multiple subjects with the same peer group, this format could spread the load between teachers and subjects.

**Challenges:** This would most likely be impossible in schools where students switch classes and teachers due to the heavy planning required.

## **Preview Day:**

Instead of the professional coming into class, the class goes to the workplace of the professional. The change in environment makes the time engaging and allows the students to meet multiple people within the organization. The focus would be more on the workplace preview and less on the challenge. (Short activities could be done to immerse the students in the work of the organization) An alternate use of this approach would be to host an optional preview day outside of school after a Preflight challenge.

**Benefits:** The change of scenery gets the students even more interested in the work.

**Challenges:** Planning field trips during school is very labor-intensive. The challenge component would be very short due to time limitations.

## **Elective Class**

This would be an entire class where students learned the design thinking method through engaging in more in-depth Preflight challenges. The students are completely immersed in the challenges and have more time to produce good results and build lasting connections.

**Benefits:** Lots of freedom in the curriculum. The students would learn more and form closer relationships with professionals.

**Challenges:** Who would teach the class? Most students already fill up their electives with art/music/language. Would this class only attract smart kids who are already confident in their future?

## **The Hiring Model**

Businesses come into class looking for usable results and ideas. The best ideas or most interested students could get internship opportunities. This approach has been tested by Kedar at Gap Jumpers. This would more applicable to a college class.

**Benefits:** The challenges connect to out-of-class opportunities. The businesses get great young talent and fresh ideas.

**Challenges:** Would high school students be able to consistently produce usable results? Would the students be less excited about the idea of competing for “the best idea”?

## **Professional Ecosystem**

Between two and four professionals from different positions in the same industry visit the class to give their views on their work. They share what role they play in solving challenges and working within their team. They still host a challenge and give feedback at the end.

**Example:** A doctor, nurse, radiologist and pharmacist could come in for a health challenge; or an actor, set designer, costume designer and script writer in a theater challenge.

**Benefits:** The students get multiple perspectives, thereby giving them ideas about how different people with different skills interact in the real world. Also, coordinating employees could be easy if they already knew each other from their workplace.

**Challenges:** It could be more difficult to coordinate multiple people with different schedules.