

CCP Case Study

Startland EDU Teacher Accelerator Program

SCHOOL

Basehor-Linwood High School



CLIENT

Geeks for Kids



CLIENT PROBLEM

How can we at Geeks for Kids find a battery for our cars that better meet the needs of our clients?

SCHOOL

Basehor-Linwood High School

CLASS

Innovation Academy

TEACHER LIAISON

Jay Johnston

LENGTH OF PROJECT

Semester-long

OTHER POTENTIAL COURSES FOR CONTENT ALIGNMENT:

Science/Engineering

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"Once you tap into passion point for a student, the project drives itself."

-Jay J., IA Facilitator

Project Overview

Geeks for Kids is an organization that builds motorized vehicles for kids with movement disabilities. The problem they were having is that their car batteries were dying too quickly. Kennedy, the BLHS student, was able to take on the project of researching, sourcing and testing new batteries for Geeks for Kids, meeting with outside experts, attending GfK Saturday build days, and ultimately helping them purchase and install new batteries for their cars.

Behind the Scenes

Teacher Process:

In IA (flexible microschool model), students are receiving relevant credits, (dependent on their project) and are assessed on project management and content power standards. Mr. Johnson meets with his students to set three goals at the beginning of every week. They conduct regular class standups. The touch points with the client vary, but it needs to be at the very least three times (beginning, middle, end of project deliverables). They have a showcase for the community at the end of the semester.

Student Profile:

This student was a junior who didn't much care for school and entered Innovation Academy to try something different. He struggled to find a project at first and only knew he liked working with cars. Once he found Geeks For Kids through another teacher's connections, his passion and drive were ignited.

Teacher Reflection, Guideposts and Insights:

Overall, these types of client projects are for every student—not just high-flyer, academically-inclined students—and can engage those most checked out on school, leading to a more confident and successful young person.

Successes:

- Starting with student interests—finding passion points drives the student through project ups and downs
- Students making industry connections even during pandemic
- Many students now versed in design thinking- having compounding effect

Next time, will focus more on:

- More steady work flow: getting away from "furious flurries" and "dry spells"
- More peer-peer feedback
- Potentially pushing more group work, rather than mostly individual projects

CCP Case Study

Startland EDU Teacher Accelerator Program

SCHOOL

Notre Dame de Sion



CLIENT

Young Family Farm



CLIENT PROBLEM

How can we better market our products to the community?

SCHOOL

Notre Dame de Sion

CLASS

Designing Real World Impacts

TEACHER LIAISON

JPrentiss Earl; Katie Durkin

LENGTH OF PROJECT

3-5 months

OTHER POTENTIAL COURSES FOR CONTENT ALIGNMENT:

Business/ Marketing; ELA/ Communications; Social Studies; Culinary

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"I've noticed that a lot of my other learning across high school is me,me,me...nothing is about community; nothing is really about other people. You're not trying to help the person sitting next to you; you're supposed to beat the person sitting next to you. [...] Coming here is not that environment, and I think we are more productive because we don't have that environment."

-Sion Senior, DRWI student

Project Overview

A team of students in Designing Real World Impacts (DRWI) identified food insecurity as a significant interest of theirs. They first conducted initial empathy work and research by interviewing a local chef (subject matter expert) who then connected them to a family-run urban farm, Young Family Farm. When the students met with this organization/ small business, they built empathy for their pain points and learned that they could help by developing a better marketing strategy to get the word out to the community. Within a week of the student team developing and executing their marketing plan, the urban farm saw their sales double.

Behind the Scenes

Teacher Process:

Designing Real World Impacts (DRWI) is a half-day class that teaches students how to take on resume-worthy passion projects that serve the community in some form. With teacher guidance, the students in DRWI are responsible for sourcing their own clients or entrepreneurial endeavors. The instructors aim to connect the students with community partners that fit their interests, and from there, student must focus the scope and purpose of their project.

Student Profile:

The Sion students in DRWI are junior and seniors attending an academically competitive private college prep school. The course aims to deconstruct their understanding of true learning and success, finitely goes against the grain of the traditional high-achieving culture. Students do a lot of reflection on the different experience they have in DRWI compared to the rest of their education career. Often times the students that have the hardest time embracing DRWI or choose not to take the course are the ones who are most 'high-flying'/ successful in the traditional model.

Teacher Reflection, Guideposts and Insights:

The authentic engagement that happens in these projects—both in the highs and the lows of the process—is incomparable with traditional classroom work.

Successes:

- Weekly check-ins, high energy, set and track goals
- Students building their own networks and securing their own mentors and community partners in the "research and discovery phase"
- Students learning perseverance and resilience when they hit walls

Next time, will focus more on:

- Build a culture of feedback: student to student; student to instructor; instructor to student