



“Check in and check it out” Activity

Here is a three-step process you can use, alone or with others, to get to know the **Design Solutions Competency** and to understand how and to what extent it is showing up in your learning community.

Part 1: *Make Meaning*

Take a few moments to read the competency and its skills. Then, jot down your initial impressions.

- What do you feel, notice, or wonder about the competency and its skills?
- What curiosities do you have about the competency’s skills?
- What feels familiar, and what feels new?

COMPETENCY	SKILLS
Design Solutions I can identify meaningful challenges in the world around me and design ways to address them.	• Identify an issue or design challenge • Build models, prototypes, or action plans • Test and iterate

Part 2: *Investigate*

- a) **Check In:** After reviewing the competency, competency statement, and skills, check in with your understanding of the competency and your ideas about your own learning community. Record your ideas in the [Check In](#) column of the table below. Here are some prompts to get you started.

- Where do you expect to see these skills in action?
- How do you identify and approach issues in a way that considers varied perspectives and experiences?
- Why are humility and perspective-taking important when designing solutions for community issues?

- Why might it be valuable to generate lots of ideas, even those that seem implausible, before trying to focus on a solution?
- How does feedback help improve designs?
- How and to what extent is this competency showing up in your learning community? How do you know?

b) Check It Out: Next, using **Design Solutions** as a lens, do a walkthrough of your learning community to check out your understanding of the competency and how it’s showing up. You might, for example, pop into several classrooms over the course of a week. Or maybe you’ll peruse displays of student work, or listen to student performances or presentations. As you do, jot down your observations and notes in the [Check It Out](#) column of the table below.

Consider these prompts if they are helpful to you.

- What skills are you seeing in action? What’s your evidence?
- How are learners encouraged to get close to a problem before trying to solve it?
- How are students encouraged to brainstorm and ideate?
- What opportunities do learners have to prototype new ideas and then test them?
- How is “iteration” viewed within your learning community? Do students and teachers see the need to iterate or revise as a weakness or failure, or as part of an improvement and learning cycle?
- Are you seeing any interdisciplinary connections or opportunities?

CHECK IN // CHECK IT OUT CHART

Competency	Check In	Check It Out
Design Solutions		

Part 3: Synthesize and Reflect

After you’ve investigated **Design Solutions** through **checking in** and **checking it out**, it’s time to come back and make some sense of what you saw and heard. Here are some questions you can use for solo or group reflection:

- Which skills are “loudest,” showing up the most obviously, or most often, in your learning environment?
- Which skills are “quietest,” or not showing up in your learning environment?
- Where was the strongest match between your “check in” and “check it out” notes?
- Were there any mismatches or surprises between your “check in” and “check it out” notes?
- What new insight has emerged from this experience that feels like something you want to pursue?