### PHASE 2: Define & Ideate

*In the “Define & Ideate” phase, students think of possible solutions based on the information gathered in phase 1 aiming to define (narrow down / converge) certain features of the artifact they will create. s. This involves, for example, deciding on an initial first structure, setting criteria and deciding on specific featurese.g. define the main gaming idea and the basic game elements in ChoiCo and SorBET, or define the material and type of their 3D model in MaLT2. When you design the activity think about how you are going to support your students:*

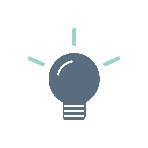
1. ***Define*** *the problem to be solved:*

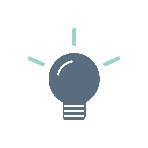
* *How can I define the problem based on what people said?*

1. ***Ideate****:*

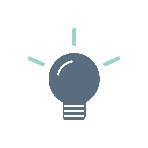
* *What are some possible solutions to the problem?*

Duration: *e.g. 2 hours*

* Students need some time to see and analyze the data from the questionnaires of phase 1. You can do this in the classroom as a whole or ask them to do it at home*

*Keep in mind that children may need support with divergent thinking. Remind them that the aim of the activity is not to find THE answer but to think of lots of possible solutions and THEN gain consensus on which one they will develop a prototype for.*

Description of the activities:

*Do your students use the conclusions from the data they gathered during the previous phase in developing their project’s criteria? Discuss with them how the criteria they set for their project relate to the data gathered during the previous phase.*

expected use of extendt2 technology: *e.g. Experiment with the existing procedures in MaLT2 and select the ones they need to compose a 3D jewelry model.*

student constructions:

Students’ expected interactions:

| Between the members of the group |  |
| --- | --- |
| Between the groups |  |