



Design Thinking Project Plan

NAME:

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Look, Listen, Learn

EMPATHIZE

Who is your user? What do they need?

Our user is a Grade 4-8 students who will utilize the experience of creating a longhouse to learn, engage and create cultural knowledge of indigenous Coast Salish Longhouses, Coast Salish peoples their use, spiritual and cultural importance.

Students will also conduct research in connection to the building process to indicate the impact of the longhouse for Coast Salish Peoples.

This can be adapted for younger and older students depending on how the questions are worded and created to suit abilities.

We will be using the Comox valley website
<https://www.comoxvalleyschools.ca/indigenous-education/big-houses/> for reference on how to build the longhouse.

Ask Questions & Understand the Problem

DEFINE

What is the problem? What do you need to know? Ask tons of questions.

THE PROBLEM: There is a need to incorporate a more decolonized and EDIDA perspective to teach students about indigenous ways of learning and create knowledge of important Coast Salish traditions for students who may not have experience or background information on Coast Salish traditions.

QUESTIONS:

How did Coast Salish peoples live and how did this impact their cultural, spiritual and daily activities/traditions?

What is the importance of the longhouse for Coast Salish Peoples and what does it represent spiritually?

What activities and collaborative experiences took place in Longhouses?

Navigate Ideas

IDEATE

Brainstorm some ideas!

Materials:

- Cardboard
- Microbits
- Wooden paint stirring sticks
- Toothpicks
- Paperbag
- scissors
- tape
- Hot glue gun

- Students complete research and create longhouse.
- Research is connected to the inquiry/problem-based questions.
 - Students reflect

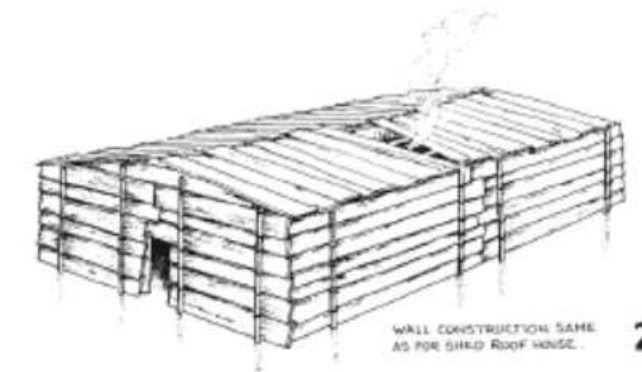




CREATE A PROTOTYPE

SKETCH YOUR IDEAS, THIS IS YOUR BLUEPRINT

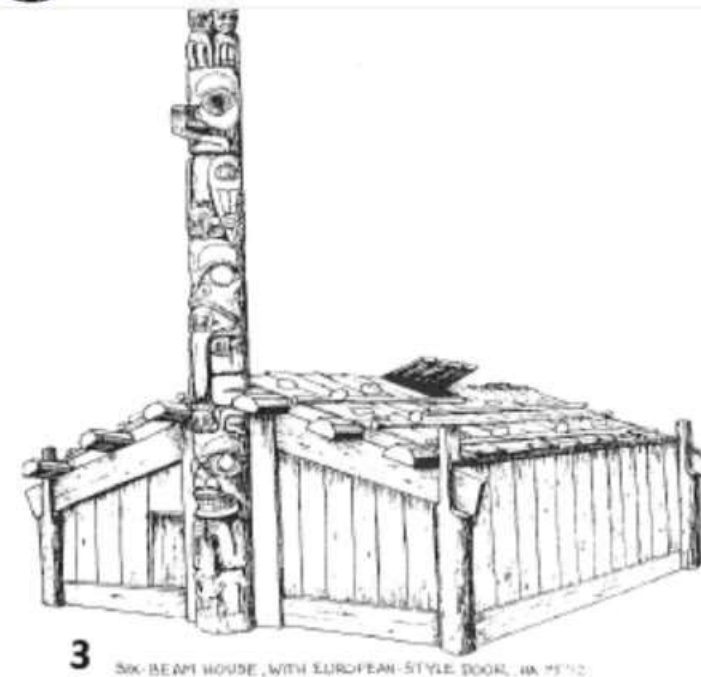
Big Houses of the Northwest Coast – 3 types



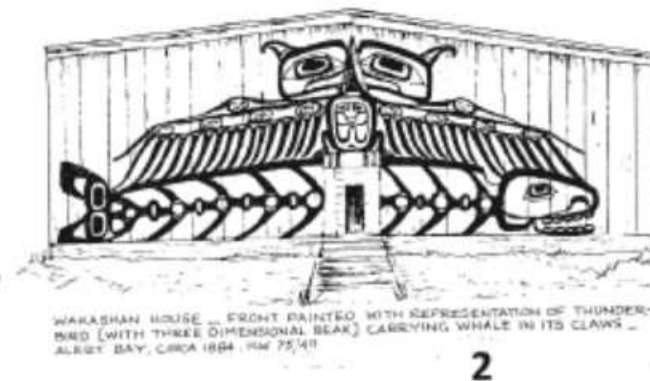
INDIGENOUS
EDUCATION

Big Houses of the

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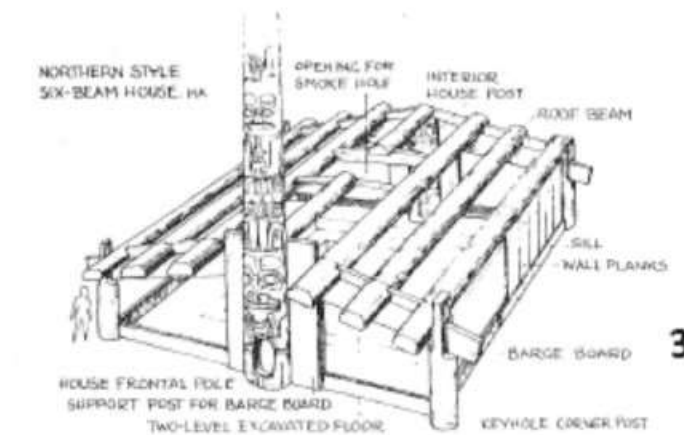


RECTANGULAR POLE SUPPORTED
BEAM WRAPS AND RATTLES



Source: *Coastal by William Starna - 1884*

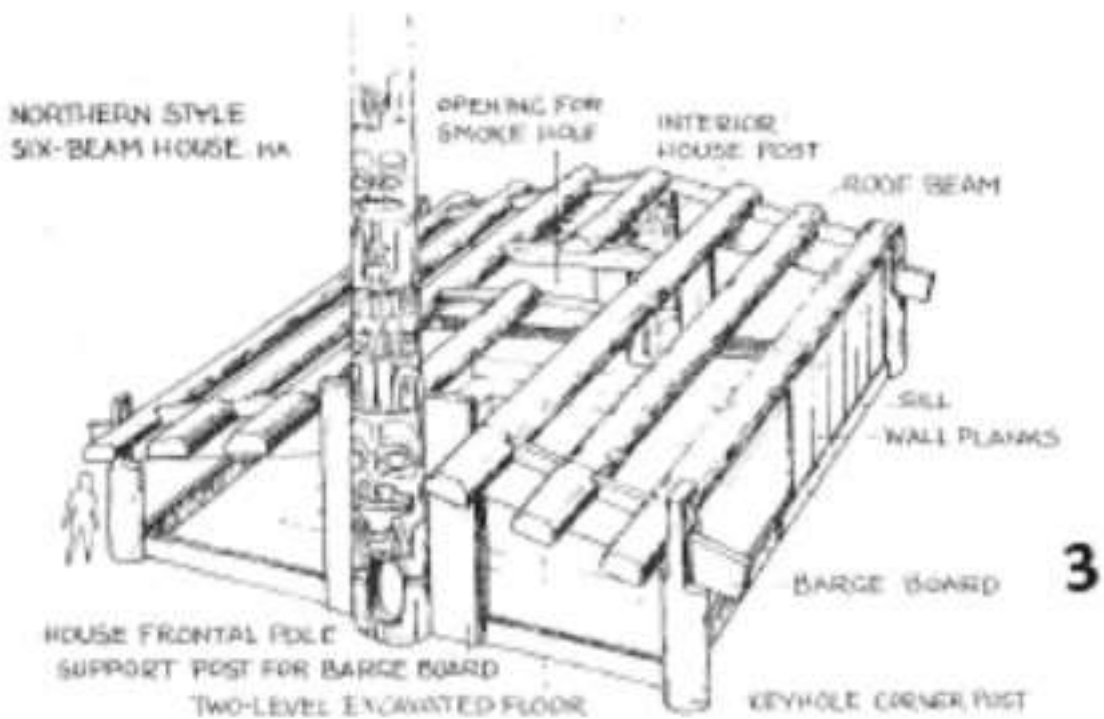
1. Shed – Coast Salish
2. Wakashan – Kwakwaka'wakw, Nuuchah-nulth
3. Northern – Tsimshian, Tlingit



Design Thinking Project Plan

CREATE A PROTOTYPE

Pick your favorite sketch idea & collect materials to build your design. Write/draw a list of what you will need.



Highlight and Fix

TEST

Test it out! What works and what doesn't work? What can you change if you did a redesign?

When the longhouse concept was originally thought through we wanted to make sure that it was culturally respectful towards indigenous communities that we were going to recreate a longhouse model.

Therefore, we had a discussion with Professor Keri Ewart to discuss what needed to be considered before we proceed. She advised that we make sure we reference our source and clearly indicate that this is our reference model of a longhouse and we are not trying to represent the Coast Salish People's perspective.

We also had a trial and error process with our fire pit. We had sensitivity issues with the MakeyMakey that we had to work through and find a solution. Through troubleshooting we were able to find a solution that allowed the firepit to work.

Highlight and Fix

OBSERVATIONS

What can you change about your design to make it better?
Can friends give you other ideas to help your design?

We could have added a door and add more interior details to make it more realistic, find ways to hide the electric wires.

We could have created it out of planks rather than simulated planks.

We could have made it more multimodal, with audio or text to make it more interactive and to highlight the key features of the design.

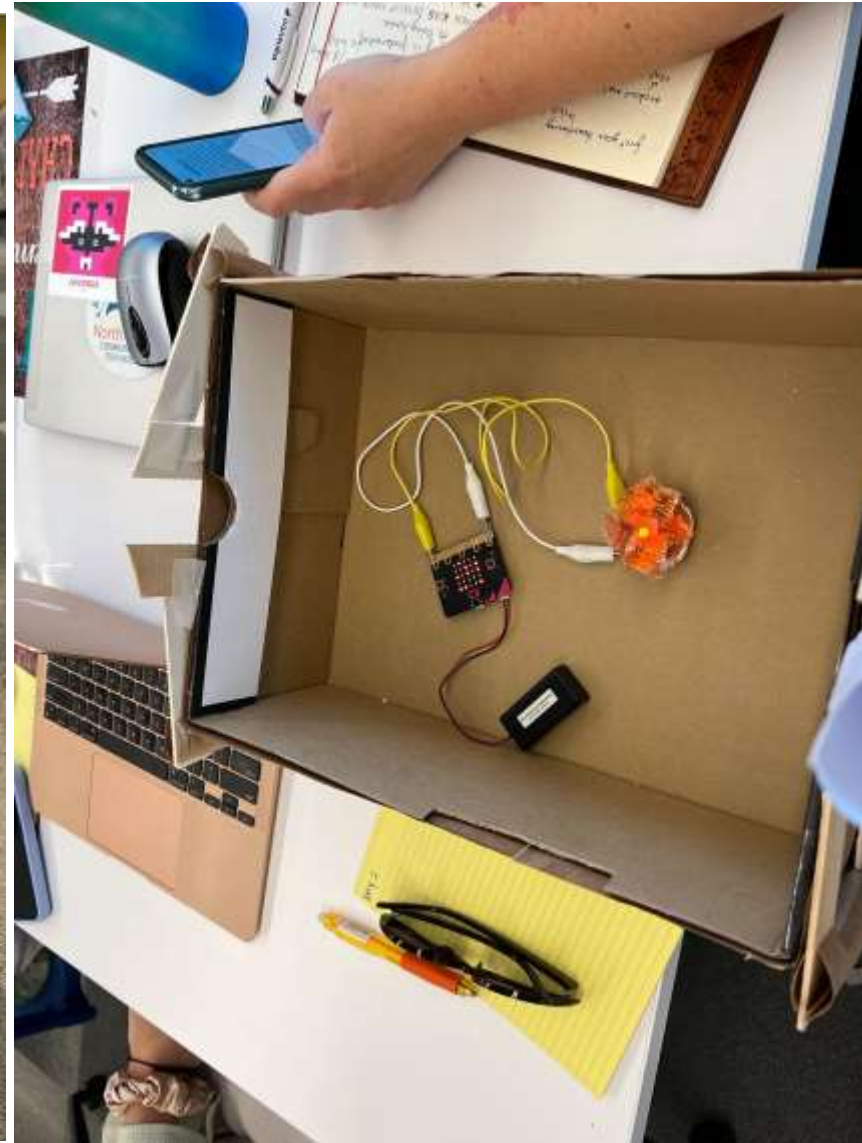




SHARE WITH AN AUDIENCE

SKETCH YOUR FINAL PROJECT, SHARE ANY THOUGHTS OR REFLECTIONS.

Who will you share your work with? (teacher/friends/family) What are two things you could change to make your project better and what are two things you did well?



We shared our work with our colleagues and peers who are also in the MET program taking part in their own Maker challenges.

TWO THINGS WE DID WELL:

1. We collaborated well together, we discussed and made a plan and then had each member of the group find something they felt passionate/connected to achieve and complete for the final project.
2. We were able to be mindful of our positionality and ask for permission of whether this was an appropriate

TWO THINGS WE COULD DO BETTER:

CLICK BELOW TO WATCH VIDEO OF OUR FINAL PROJECT:

https://inclusivemake-kyz8947.slack.com/files/U057G67GRMW/F05GFLAPGBX/pxl_20230711_182335655.mp4