**Time**: 45 minutes

**Overview**: Students will read articles on issues within your community, then learn about the driving question related to some of these topics.

**Objective:** Students will be able to explore the driving question.

**Materials & Setup:**

* Provide local current news that addresses a specific problem, giving different organizations and regions. Distribute to all teams and rotate so they can skim articles.
* Display driving question in class: **What problems exist in my community? How can we address these problems within the community?**
* Print the UCD image document

**Activity:**

|  |  |
| --- | --- |
| **Overview** | **Details** |
| **Explore Driving Question**Question: What patterns do you notice in these articles? | * Students skim through various local articles. They should all be local news that focuses on different simple topics. You can make this a station rotation activity.
* Ask students about related patterns in these articles. Teams discuss before a class discusses.
* Initiate a discussion as to whether we as a class can make a positive impact.
* Start the driving question, explaining the meaning behind the driving question (see PBL Tools) and make sure to display the driving question on your walls.
* Students should see that there are problems in their community, on large and small scales, and that they will be part of a design team to help tackle these problems.
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**UCD Background:** The User-Centered Design process is a structured yet creative process that allows groups to answer questions surrounding their user. From MIT’s D-Lab, Google, Apple, Samsung, GE and other organizations use this process. This is an engineering process that equips problem solvers to take big problems and find answers to these problems.

The User-Centered Design process begins with the Learn Phase:

