Find a Purposeful, Authentic Context:

Home	School	Natural Environment
Leisure	Culture	Business and Industry
Character Education	Other Curriculum Areas	School Values or Drivers

Design Process

THE BRIDGE

Developing Knowledge

- Activate schema and make conscious connections to previous learning
- Introduce explicit knowledge through:
  Dual Coding
  Small Steps
- Exploring existing products
- Make knowledge stick through activities that encourage recall and repetition of knowledge

Design

- Use of a design criteria
- Generate ideas through research
- Sketch and model ideas
- Clear rationale for choices

Plan

Use substantive knowledge to choose the best: materials, procedures, processes, components and tools to make the product

Make

- Identify and follow safety procedures
- Measure components accurately
- Combine and join components

Evaluate

- Identify strengths, weakness and areas of development of their product in reference to the original design criteria