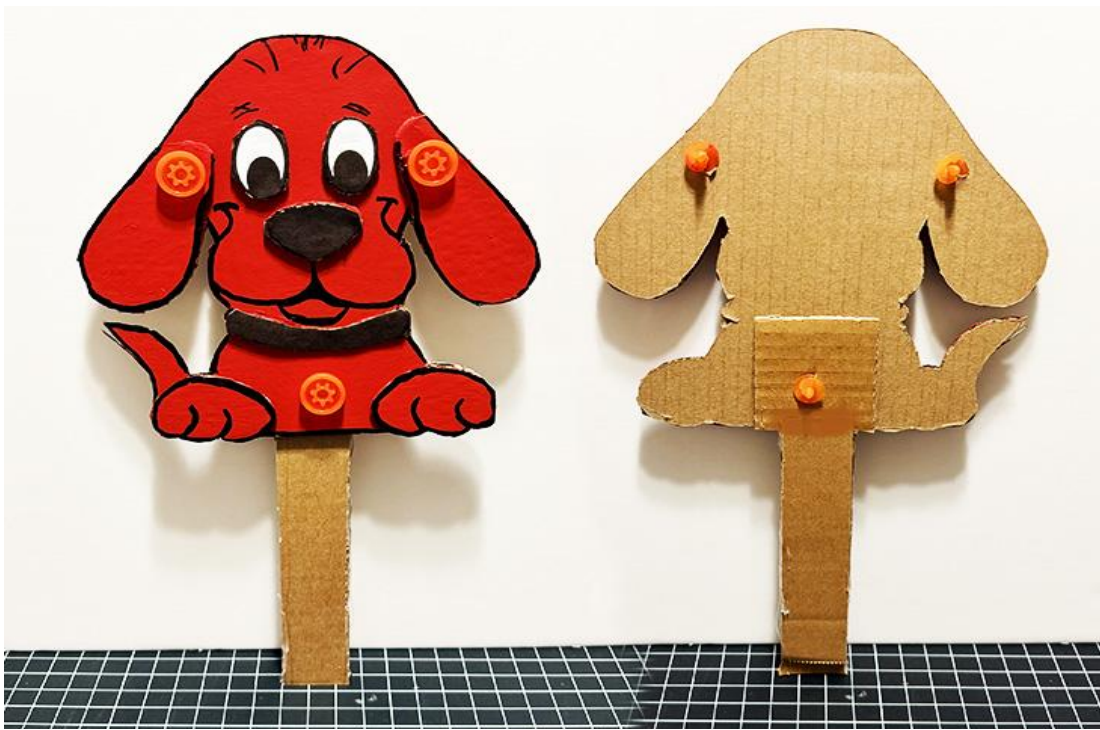


Character Mask

All Subjects ➡ All Grades
Required Learning Modules
All Tool-torials



INSIDE THIS LESSON:

- Overview and Learning Goals
- Teacher Preparation
- Project Pacing Guide
- Standards Alignment
- Project Outline
- Classroom Tips and Modifications

Character Mask Overview

Project Overview

Students will create a cardboard mask that represents a character or famous person they have researched. This project is designed to be completed after your core content has been presented and can serve as a summative assessment or unit final project.

Student Learning Goal

Students will be able to design and build a three-dimensional character mask representing key concepts about a character or famous person of choice or as assigned.

Estimated Timeline

- 2-3 class periods (45-60 minutes each), depending on experience level.

Materials Needed

- Swift Student Kit (1 kit : 2-3 students)
- Cardboard of various sizes
- Craft supplies such as construction paper, popsicle sticks, tape, pipe cleaners, pom poms, markers, etc.

Supplemental Resources

- Swift Engineering Design Notebook

Teacher Preparation

Below are some suggestions for teachers to complete prior to the start of the lesson.

Become familiar with the Swift Student Kit

- View the video Tool-torials and relevant How-To videos based on your Swift classroom materials available on CreXo Classroom and have them available for student viewing.
- Swift projects can be as simple or complex as students want! Encourage your students to experiment with ideas and problem solve as they build. The Engineering Design Process is a cycle, not a linear path!
- Review the Builder's Guides for basic build ideas and more advanced mechanisms. Students can use these resources as examples or thought starters.

Before the first day of the project:

Complete the following before students enter the room to prepare for each team of students (we suggest 2-3 students to each kit):

- Print or share electronically the Swift Engineering Design Notebook.
- Determine how students will access project materials.
 - Will materials be available at their tables or in a specific location in the room?
 - What additional craft supplies will they need access to for their builds?
- Set aside space in the classroom for student projects to be stored between sessions.

Project Pacing Guide

Session 1

Time: 45-60 min

Description:

- Students will be introduced to the project goals and the Swift tools available to construct their projects.
- Students will then work individually or in teams to select a character or famous person and begin planning their build using their Swift Engineering Design Notebook.
- During this time, students should develop prototypes to test their plan and refer to the Swift Tool-torials for guidance.
- By the end of this session, students should have a plan for their final builds.

Session 2

Time: 45-60 min

Description:

- Students will construct their character masks independently or in teams.

Session 3

Time: 45-60 min

Description:

- Students will complete the construction of their character masks and the reflection page in their Swift Engineering Design Notebook
- Teachers may choose to provide additional build time as needed and supplement the reflection or add other assessments as desired

Extension Options

Advanced Mechanisms

If your students are ready to level up their builds, they can try using one of our Advanced Builder's Guides as an element of their projects:

- Adjustable Headband Builder's Guide
- Students can also use mechanisms they come up with to add manual movement to their projects
- Visit www.classroom.crexo.com to see the Builder's Guides.

Incorporate Robotics

If your students want to add automated movement, lights, or sound to their projects, consider adding components from a BirdBrain Technologies robotics kit.

Hatchling Robotics Kit

Grades K-5

Helpful Links

- Resources available via www.classroom.crexo.com

Hummingbird Robotics Kit

Grades 4-12

Helpful Links

- [Hummingbird Start Teaching Page](#)
- [Programming Tutorials](#)
- [My First Moving Scene Project](#)

STANDARDS ALIGNMENT

This project can meet multiple standards from various content areas. Some suggestions for how to customize this project for different content areas include:

Language Arts

Create a cardboard mask that represents a character from a book or story you recently read.

Social Studies, Science, Math

Create a cardboard mask that represents a historical figure, scientist, or mathematician you recently learned about in class.

Art and Music

Create a cardboard mask that represents a famous artist or musician you recently learned about in class.

Exploratory

Create a cardboard mask that represents an imagined character or concept, a self-portrait, or an animal.

NGSS Engineering Design Standards

K-2-ETS1-2

Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3

Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

MS-ETS1-1

Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

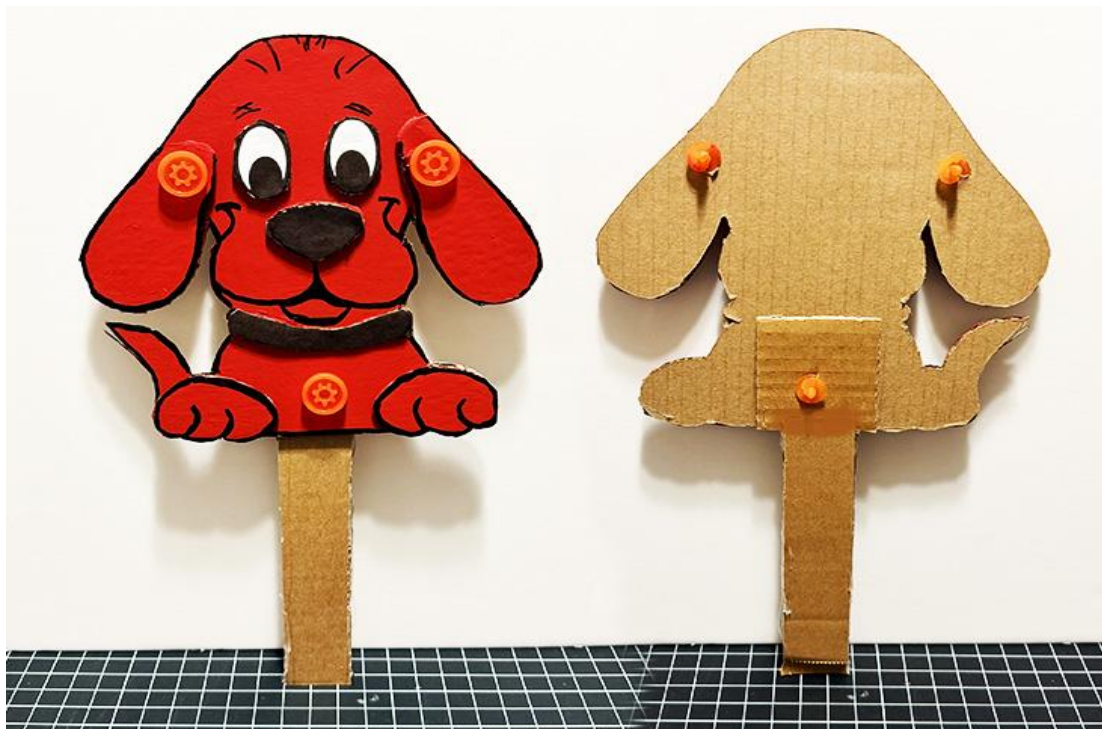
MS-ETS1-2

Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

MS-ETS1-3

Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Sample Projects



SESSION 1 Outline

MATERIALS NEEDED: Swift Student Kit, craft supplies	TIME: 45-60 min
LEARNING GOAL: Students will learn about the project goals and timeline and how to use the Swift tools to build their projects. Students will begin to plan their designs.	RESOURCES: Swift Engineering Design Notebook

1. Project Introduction (15 min)

Introduce the Character Mask Project to your students.

You can either assign a character for your students or you can let them choose their own. Present any requirements and constraints for the project. Share criteria for success, and the grading rubric/process. Share examples of projects, either one you have created or via the image on the previous page.

Consider the sample requirements below, and create your own to suit your needs:

- Students must choose or be assigned a character or person to represent in their build. They will be responsible for knowledge of the character or person they choose.
- Students must create the mask in three dimensions and use the Swift tools as part of their build.
- Students must present their work to the class (or to an audience of your choice) and justify their design choices, explaining how their project represents scale factor.

2. Learn about the Swift Student Kit (5 min)

Introduce the tools available in the Swift Student Kit. You might choose to review the tutorial videos with students or allow them to review them independently to learn how each of the tools work. If time allows, give students an opportunity to practice using the tools and make simple builds unrelated to the project so they can gain confidence in their building skills and knowledge.

- Recommended tutorials are available on Page 3 of this project map.

Continued on next page

SESSION 1 Outline (continued)

3. **Character Selection** (10 min)

Have students select the character they or their group will build, or assign each group a character to recreate as a mask. Let students know they should be ready to start planning in the next section.

Consider the following questions to ask students as they plan:

- Do you want to create a specific character from the story or book, or a project that represents the overall theme?
- How will you make your mask represent everything you know about this character or person?
- What limitations might you run into when you implement your plan? Are those limitations enough of a concern to make you rethink the build you want to create?
- How will you ensure you will be able to use the Swift tools effectively in your build?

4. **Planning Time** (15-20 min)

- Have students complete their Swift Engineering Design Notebooks, creating a 2D drawing of their planned design.
- Students should label where the Swift screws, bolts, or connectors will go on their design.
- If they would like more space to create a detailed plan, students may plan on a separate piece of paper or on the back.
- If they want to incorporate color into their design, they should include the color on their plan.
- During this step, you may also find it helpful to have students list the materials they will need for their projects. Students should refer to their sketches and create a materials list based on their designs. If you have limited supplies, be sure to tell students what materials are available.

SESSION 2 Outline

MATERIALS NEEDED: Swift Student Kit, craft supplies	TIME: 45-60 min
LEARNING GOAL: Students will construct their masks, following the plan that they have laid out in their Swift Engineering Design Notebook.	RESOURCES: Swift Engineering Design Notebook

Session Introduction (5-10 min)

Remind students of the project goals and timeline for the day. Encourage students to share their tips and tricks for building and problem solving!

Planning Time (30-40 min)

Allow students time to continue working on their build and Swift Engineering Design Notebook.

- Students should be creating prototypes of their designs to evaluate their plan.

Pack Up Time (10 min)

Allow students time to pack up their project materials and worksheets.

- Consider where students will store their projects. Will they keep their prototypes built or disassemble them to make their final builds?
- How will they turn their worksheets in?

Suggestions for build days:

1. Have Swift Build tutorials on standby.

Students may need reminders and assistance troubleshooting, especially as they learn how to use the Swift tools.

2. Normalize iteration, troubleshooting, and frustration.

These critical components of the Engineering Design Process can sometimes be new and frustrating for students. Proactively introduce each concept to set students up for success.

3. Empower students to work as a team, independent from the teacher.

Students should push themselves out of their comfort zones with collaboration, problem solving, and giving and receiving feedback. This project is designed to be student-centered and teachers should be ready to give assistance only when asked.

SESSION 3 Outline

MATERIALS NEEDED: Swift Student Kit, craft supplies	TIME: 45-60 min
LEARNING GOAL: Students will finish constructing their masks, following the plan that they have laid out in their Swift Engineering Design Notebook.	RESOURCES: Swift Engineering Design Notebook

Session Introduction (5 min)

Remind students of the project goals and timeline for the day. Encourage students to share their tips and tricks for building and problem solving!

Building Time (20-30 min)

Allow students time to complete construction of their character masks.

- NOTE: You may choose to allow more or less build time for your students. Work within the constraints of your own classroom and timeframe!

Pack Up Time (5 min)

Allow students time to pack up their project materials and worksheets.

- Consider where students will store their projects.
- How will they turn their worksheets in?

Optional: Reflection

The teacher may choose to provide more build time as needed and supplement any reflection or additional assessment if they choose in addition to the reflection page in the Swift Engineering Design Notebook.

CLASSROOM TIPS

Quick Problem Solving

- **Swift Saw**

- **Power Supply:** If the saw powers off unexpectedly, check that the power cable has not been disconnected
- **Waste Drawer:** Always turn the Swift Saw off before emptying the waste drawer. Empty any cardboard waste into a trashcan after each use.
- **Auto-Stop Feature:** If your Swift Saw jams at any time, your saw will automatically pause for safety purposes. If this happens:
 - Try turning the saw off and back on.
 - If still jammed, turn off for an additional 30 seconds before turning back on.
 - If your saw does not restart after the above, reference our online FAQ section to clear the jam: www.crexo.com/brands/swift/faqs/

- **Swift Tools**

- Tutorial videos are available to demonstrate proper use of the tools included in the kit and can be used as a reference for any project.
- Visit www.classroom.crexo.com for more resources.

Critical Thinking Approach to Questions

If your students are stuck and asking for help, try open-ended responses that guide and empower students to solve problems and seek solutions themselves. These are two of our favorites:

- What problem are you trying to solve right now?
- What solutions have you tried so far?

CONTACTS

CreXo

- crexo.com/support

SHARE WITH US!

How did it go? Do you have photos or videos to share? We love hearing from you!

- Reach out to us on:
 - [Twitter](#), [Instagram](#), [Facebook](#)

COMMON MODIFICATIONS

SHORT ON TIME?

- Consider breaking up the full project into segments, or mini-projects. This option chunks the project into smaller parts, making it easier to complete in shorter timeframes.
- If your teaching schedule allows, collaborate with teachers across subject areas to create meaningful, interdisciplinary projects and dedicate more time to the project.
- Swift Projects make perfect after-school programs. If it works for you and your school community, consider starting a makerspace or inviting students to stay after school to work.

SHORT ON EQUIPMENT?

- If you need to work with groups larger than the intended 2-3 students, consider assigning roles to each group. For example: students can research, document the process, explain build design, etc.
- If necessary, make the Swift project a station as part of a rotation of multiple activities so smaller groups can work with the kits available. Once the allotted station time has ended, students deconstruct their projects so the next group can use the tools.

NEED MORE DIFFERENTIATION?

- If you have some students that need a challenge, consider adding extra criteria to their assignment such as use a specific mechanism included in the builder's guides from our build page.
- For students who need more support or scaffolding, resources like our Hardware Guide, Tool-torials, and Step-By-Step builds may be helpful.