

GATE SYMPOSIUM 2016

Head, Hands, and Heart



Why is Symposium Special?

- (Autonomy) This is a Student-Driven Project! Your topic is whatever YOU think is important. YOU and YOUR group members are IN CHARGE. It's all about YOU.
- Your mentors are there only to SUPPORT and GUIDE you...not do it for you!

Make it Matter!

- Why does it matter to you?
- Can you affect change?
- Your project is **POWERFUL**. What do **YOU** have to bring students to the table and what relevant connections does your project make to their lives?
- **LET THE WORLD KNOW.**
- There must be an element of **COMPASSION** in your project (Head, Hands, and Heart!)

Picking your partner:

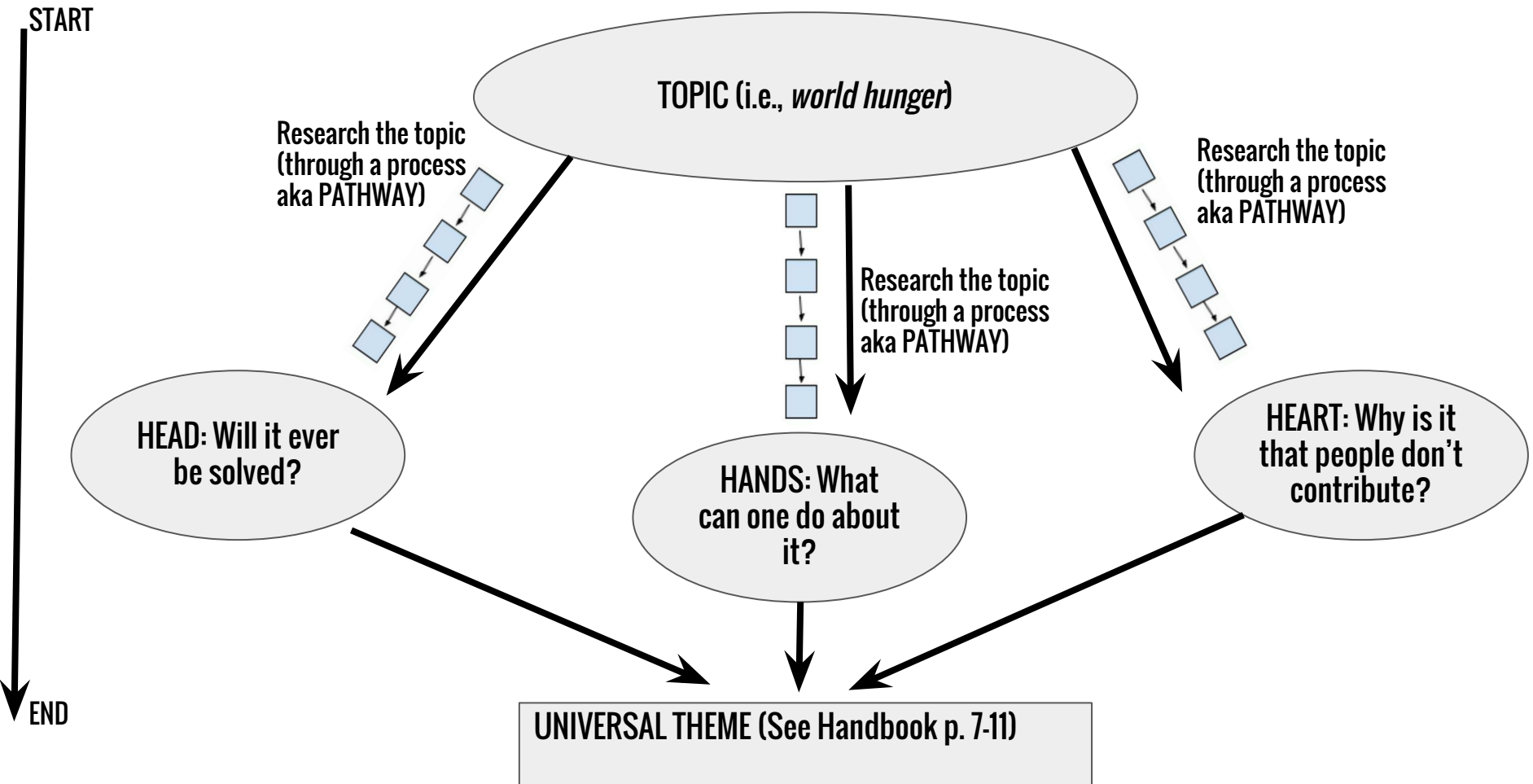
- Groups of 1, 2, and 3. No more than three!
- Make smart choices when you choose a partner.
- Just because someone is your friend does not mean that person will make a good business partner.
- The commitment must be VERY strong.
- How strong are you mentally? Can you do the work?
- What qualities do each of you bring to the table?
- How passionate are you all about the topic?

Your final product.

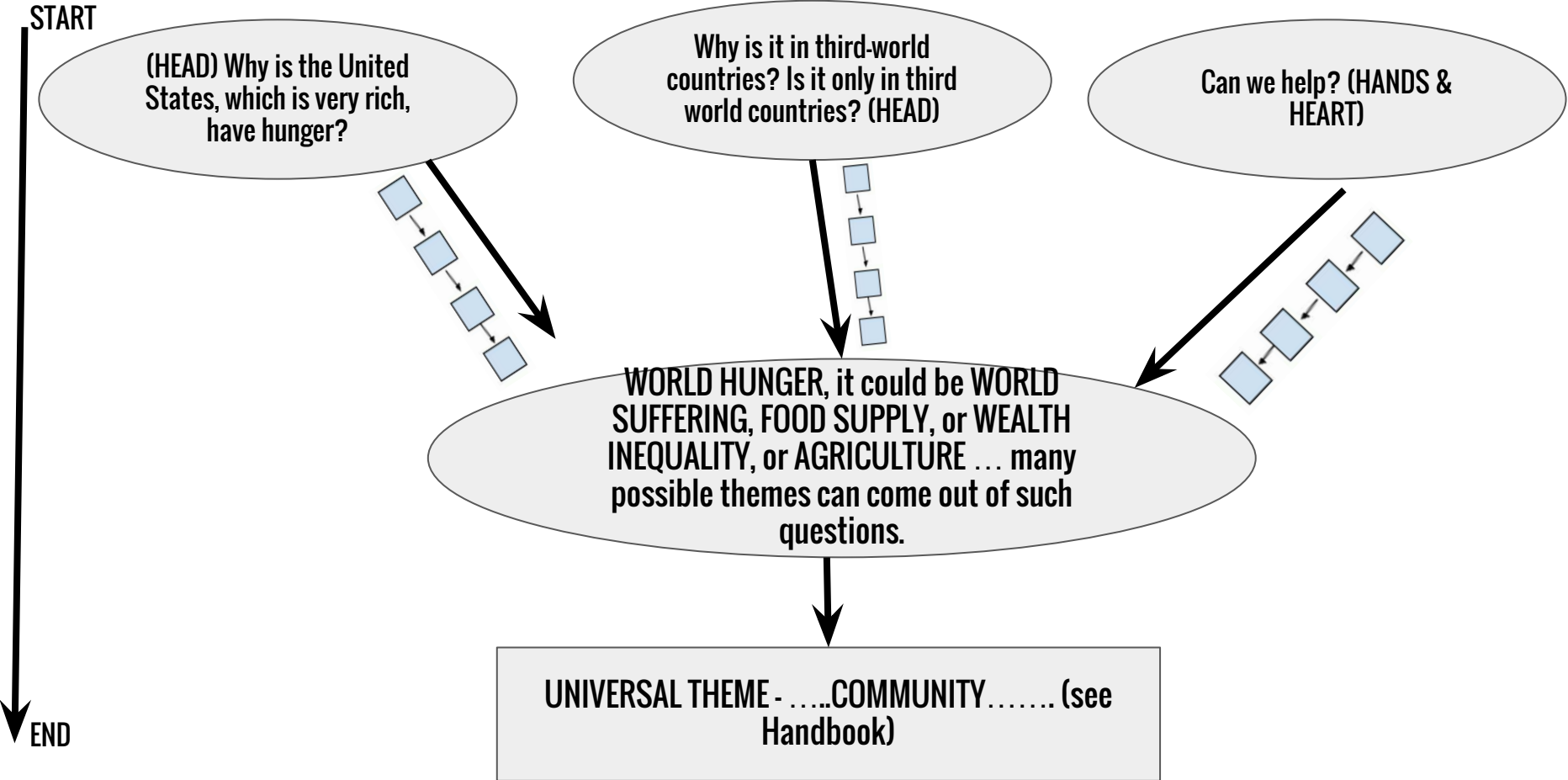
- **Symposium is on the evening of Thursday, May 26th, 2016**
- **WOW FACTOR! - Will people walk by, stop, and say, “WOW!”**
- **Does your topic/questions make people stop and think?**
- **You are fighting for real-estate. You need to sell it. Make your poster and art exciting and transformative.**
- **Your research should be thorough and the depth of your thinking should be demonstrated through every detail of your project.**

**THE “TEACHER” PART STARTS
HERE. PLEASE HAVE STUDENTS
TAKE OUT A BLANK SHEET OF
PAPER AND A PENCIL.**

DEDUCTIVE REASONING - Some people like to go from TOPIC to questions. You can show this idea on the board - SEE VIDEO.



INDUCTIVE REASONING: Some people like to go from QUESTIONS to Topic.. You can show this idea on the board - SEE VIDEO.



BRAINSTORMING ON PAPER (Side A) (TEACHER-DIRECTED)

1. “Write down as many questions that pop up in your head over the next five minutes. Try not to have your pencil leave the paper.”

(Students should do this separately and quietly. Students should move away from other desks and work on this exercise alone so that they can eliminate any affective filters) - **5 minutes**

Some prompts you can say aloud as students write: “Do not think about what is right. When you write your questions, make sure your pencil is always on that paper. Write down EVERY question you can think of. Try not to do “HOW” questions... You can use questions that start with “Does, Why, What...” Write down questions about your family, about your community, your friends, our nation, our environment, television, social media, Kanye, the human condition, fairness, unfairness, money, food, a crazy question, educational things, painful things, happy things, politics, dancing, painting, film, theatre, science, history, your history, countries, hatred, love, leprechauns, fantasy, reality, social justice, social injustice, popularity, ...”

BRAINSTORMING ON PAPER (Side B) (TEACHER-DIRECTED)

2. **“TOPICS: Flip the paper over, and now write as many topics as you can (that interest you). Topics are usually only 1-2 words!”**

As students work, say this aloud a few times so they can get inspiration:

“Think personal. Think community. Think global.”

“There is no irrelevant topic. If it’s important to you, then it’s a topic.”

BRAINSTORMING ON PAPER (BACK TO THE QUESTIONS SIDE)

3. “Go back to the questions side, and circle the top **FIVE** questions that **YOU LIKE THE MOST.**” *There is no right or wrong. 1 minute.*

BRAINSTORMING ON PAPER (ON THE TOPICS SIDE)

4. “Now, flip the paper over again to the Topics side, and circle your top **FIVE** topics.” *Take 30 seconds.*

BRAINSTORMING ON PAPER (QUESTIONS SIDE)

5. Eliminate two questions - bring it down to 3 questions.
Take 10 seconds.

Do any of your topics relate to your 3 questions? WRITE IT DOWN.

TYPES OF QUESTIONS:

6. Some people have lots of “head” questions, others have “heart” questions, and some have “hands” questions. Identify those.

GIVE NUMBERS to divide the class (1 through 6).

Have student number groups move to their new groups. SCRAMBLE groups many times (anyone with glasses move to another group, oldest person, shortest hair, etc...) so students are not with peers they worked with before.

7. DISCUSS whether or not that subject that you are going towards (not committing to yet) can grab attention, or do you need to add more to it? Do you need to make it richer? Discuss with your group members what you have down as some of your top topics and questions, and if they relate to each other.

STARTING OFF SYMPOSIUM WITH A STRONG SOLID START LAYS THE FOUNDATION FOR SUCCESSFUL PROJECTS!

It is more meaningful when students are able to explore their curiosities through a visceral process that comes from within on the first day of brainstorming. This way, they will really focus on the topics that they truly care about. Emphasize the need to be very committed to, interested in, and curious about the topic, as students will be having a relationship with their topic for nearly two months. The topic should excite them, confound them, and inspire them on a daily basis. Emphasize the importance of having a shared interest in the topic and a commitment to the project rather than a shared social interest in being with one's BFFs as the basis for choosing groups.