

Design Session Instructions

For images of all of the items below, set design, construction, and aesthetic, please refer to this [interactive spreadsheet](#).

The session requires the following materials

- Systems Scaffold
 - *Brand:* Safeway
 - *Description:* Scaffolding is a safe, fireproof structure to build out an environment for public assembly. The actual scaffolding is relatively cheap, rentable (pickup and delivery) and available everywhere. Assembly is where the price sky-rockets. If you can assemble it, or have folks assemble it, you'll stay within a reasonable budget.
- Tri-wall Cardboard
 - *Brand:* USA Fleet Supply
 - *Description:* Why cardboard? Tri-wall cardboard is lightweight, strong, recyclable and can be worked with simple tools. It is not cheap, running in at \$27.50 a sheet for an order of this size.
- Scribbling Machines
 - *Brand:* Exploratorium
 - *Description:* This was the hands-on making activity we chose. A proven, widely adopted STEM workshop activity that offers a wonderful blend of creativity, self-expression, and exploration.
- Gaff Tape
 - *Brand:* Amazon
 - *Description:* Gaff tape. One of life's essentials.
- Rosco Flamex PC (Paper & Cardboard)
 - *Brand:* Rose Brand
 - *Description:* This is the particular flame retardant brand we chose. There are different ones, this one's well known and designed for cardboard.
- Sprayer
 - *Brand:* Rose Brand
 - *Description:* Super easy, the best recommended sprayer for the job. A couple pumps and you're done
- A.C.E. (Artificial Consequence Engine)
 - *Brand:* Olin
 - *Description:* While superficially cute, the Artificial Consequence Engine (A.C.E.) was a device that solved a real problem. We all have words to explain our themes of "Experiment" and "Collaborate." Consider Consequences, is different. We needed to build the vocabulary of the attendees. The cootie catcher was a perfect prompt scrambling conversation device. Hat tip to Robert Wechsler for the idea! It is certainly a versatile workshop device -- to be used again.
- Fire Retardant Tyvek Banners
 - *Brand:* Neenah Performance Papers

- *Description:* Boston has some of the strictest fire code requirements in the country. Given the linear feet of banner and drawing surfaces needed for the event, we needed to source a fire code a durable compliant medium.
- Never Saw Him Again (Music)
 - *Artist:* Mary Lattimore
 - *Description:* The track "Never Saw Him Again", from Hundreds of Days, was played as the opening and closing soundtrack. <http://www.marylattimore.net/>. Mary Lattimore creates ethereal musical spaces.
- A Meeting by the River (Music)
 - *Artist:* Rye Cooder, Vishwa Mohan Bhatt
 - *Description:* A Meeting by the River, on A Meeting by the River, Cooder & Bhatt, 1993. An authentic East-West sonic collaboration.
- The Squiggler
 - *Artists:* Izzy Harrison, Robert Wechsler
 - *Description:* The Prompt: create a large drawing machine. This art piece took a lot of iteration and experimentation -- just the right line, just the right tube feel, establishing appropriate "weightiness". At was really something.
- Custom Aprons
 - *Creator:* Hadleigh Nunes, Chloe Grubb
 - *Description:* After standardizing the apron pattern, Hadleigh and Chloe handed out post-its for each member to design their preferred pocket arrangement.
- Stage
 - *Theater:* Jackie Leibergott Black Box Theater, The Paramount, Emerson College.
 - *Description:* We couldn't have had a better space. Plus, the folks who work there, Zak Fayssoux and his crew, totally made it possible.

The setup requires one table and one student facilitator per 5-6 attendees.

Script + Instructions

Introduction

Hello EVERYBODY!

I'm [HOST] and I'm here to greet you, provide a bit of context for this session, and then send you off.

You are the first class in our very own Pop-Up Schoolhouse. Welcome! In making this experience, we've followed three principles:

- Experiment
- Collaborate
- Considered Consequences

The same three themes we want you to work with and walk away with today.

At your sides, in the teal aprons, are Explainers. They're here to advise and provoke. Pull 'em aside! They're here to engage!

(pause)

The next hour will be focused on two activities. Your first assignment is drawing machines.

(EXPLAINERS RELEASE THE MACHINES!)

Now, turn to the materials on your table.

This is what we will be making! We have **bodies** of paper or plastic, **legs** of markers, and the **heart** of it all, a motor whose rhythm comes from an offset mass on its top. Put them together and set it free.

-- pause --

Now, I know what you're thinking -- markers, motors & masking tape are probably not the future of education. You might also be wondering why we're doing a kid's exercise anyways?

Because this is not about the content, this is about the experience.

So, experiment! Be mindful of your emotions throughout this process. Now, turn to your tables, engage with your explainers, and have fun. Don't be afraid to ask your explainers questions!

(30 minutes)

Drawing Machine Reflection

Bell, etc.

Time is up! Don't worry if you didn't finish your drawing machine, there will be time at the end to work on it.

Our intention was for you to feel what it means to experiment and collaborate. Take two minutes and write down some feelings and how they affected your experience. One thought per post-it note.

(2 mins)

One by one, share what you have with your group

explainer example

(10 mins)

Consider Consequences Reflection

Your second assignment is to consider consequences, but we can't do that from within this room, so let's break out of it and into the world. To do this, we've engineered a highly technological Artificial Consequence **Engine**. You've likely seen these before - but bear with us, we have a new use for them.

ACE, as we call it, is not an answer key, it's a vocabulary. A vocabulary that facilitates a discussion we need to be having more often.

For our first two principles, we have words to explain them: We generally know how to talk about "Experiment" -- try, try again, and "Collaborate" - listen, listen, talk, . But for "Consider Consequence", we don't have words on the tip of our tongues. We need them!

put stack of technologies on table (Smart cities, Autonomous Vehicles, AI, etc.)

Take a look at the emerging technologies on your table. As a group, take 30 seconds choose one for our discussion. I'll wait.

Start with ACE. Follow along with your explainer. For a few minutes, discuss how you would approach this prompt.

Closing Remarks

We've got a few minutes left before recess. First, can we all take a moment to look around this space? As a student, I'd like to give a shout out to the student designers of this space and these activities. This was a colossal effort.

Second, if our team's experience putting together this event this is any indication, experimentation and collaboration are comfortable concepts.

Considering consequences isn't a "comfortable task". It's hard, and it's something that we've been starting to grapple with as an institution.

If what we're trying to do is "Remake Education" as a whole, we all need to learn how to consider consequences. And we need to learn how to teach students to consider consequence in their work.

Alright. We have a few minutes left, so feel free to finish up those writing machines or continue your conversations about consequence. Check out the TV and printer if you haven't yet!!

Last thing -- we'd like to leave you with a homework question: "How do we think about, talk about, and work with consequence?"

Set of instructions prepared by Olin College student Jonathan Jacobs