#HackYourCharacter

With A SUPERPOWER!

USING LITTLE BITS CIRCUITS
Project

What Character doesn’t need a SuperPower-- like a lazer vision or the ability to fly!

Build your own Character 2.0 prototype by adding interactivity of LEDs, sound or movement with Little Bits Circuits.

Invent your story to integrate the new superpower! Reflect and Share.

Little Bits
SuperHero Challenge
ReadWriteThink
Fantastic Characters: Analyzing and Creating Superheroes and Villains
# hackyourcharacter timeline

1. Characterization Work
2. Intro Little Bits Workshop
3a. SuperPower Ideation Workshop
3b. Homework Story Writing-Materials
4. Construction & Share
Characterization Work-- Superpowers

Students worked individually to begin thinking about their own character development.

SuperHero Profile
ReadWriteThink Print Out
Mrs. Caprio’s Superhero Brainstorm

CrowdSource Ideas
Padlet- Round 1
Post every Superpower that comes to mind. We returned to this list in the third workshop.
Day 2

- Introduce LED Inventions
- Explore w/ LittleBits Mini Lab
- Video Reflection with FlipGrid
BRAINSTORM

What are some ways you use electric light everyday?

At home? School? Community? World?
MAKE IT GLOW

see. think. wonder.
EXAMINE

WHAT DO YOU NOTICE ABOUT EACH LITTLE BIT?
DO THE COLORS MEAN ANYTHING?
HOW DO THEY CONNECT?
HOW CAN YOU TELL WHAT THEY DO?
Challenge 1:
Make a dance party or a nightlight.
How does the speed of light change the mood of the space?

Challenge 2:
Create a light that feels calm, anxious, happy, sad, or angry.
How does color relate to your emotions?

Challenge 3:
Change the interaction.
How are the two pink Bits the similar? How are they different?
What did you learn about Little Bits?

What tips would you share with your peers?
Workshop 2

- Get to Know Your SuperHero
- Super Hero Powers + Little Bits
- Ideate
GET TO KNOW YOUR SUPERHERO

Physical Appearance
Environment
Job

A day in the life of _____

empathy

GRAPHIC ORGANIZER
POINT OF VIEW STATEMENT

_______________ needs a way to ________________
(User name) (Verb)

because ____________________________________.
(Surprising Insight)
FLY, MAN OF STEEL & X-RAY VISION
ADGET SAVVY & CAPE CRUSADER
SPIDER SENSE & WEB SLINGER
FLY, STRONG & LASSO OF TRUTH
STRONG & INVINCIBLE SHEILD
RING OF POWER
LIGHTENING FAST
PEAKS TO MARINE LIFE & BREATHES UNDERWATER
INDESTRUCTIBLE
WOLVERINE
CLAWS & HEALS QUICKLY
STRONG & HAMMER THAT MAKES THUNDER

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Project name

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt

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**PINK INPUTS**
- PULSE
- BUTTON
- DIMMER
- LIGHT SENSOR
- MOTION SENSOR
- SOUND SENSOR

**GREEN OUTPUTS**
- LED
- RGB
- LED WIRE
- BarGraph
- Numbers
- FAN
- SERVo MOTOR
- DC MOTOR
- Buzzer
What ideas do you have in designing and constructing your character? Draw, list, label, write... what does your character look like? Little bits used? Materials?

ROUND 1
- DIVIDE PAPER IN HALF for your own ideating spaces
- CENTER CIRCLE-leave blank
- BY YOURSELF

ROUND 2
- SHARE
- REMIX
- COMBINE
- PUT IN THE CENTER CIRCLE
Workshop 3

_ _ _
Begin by

- Discussing your sketch and plan with your partner
- Building your character
- Then, start adding your Little Bits

Think about...

Building your Little Bits circuit into your design.  
How do you access the switch?  
How do you keep your circuit connected?  
Is your character visually appealing /complete?
Presentation

Share your Character’s Story & Demo their SuperPower!
Now that you have actually made your Characters, take some time to think back to the process.

What was helpful? What didn’t you have enough time for? What suggestions do you have for the next time?
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What was helpful? What didn’t you have enough time for? What suggestions do you have for the next time?
Other Ideas. Reflections. Resources

ADD YOUR THOUGHTS & IDEAS TO OUR FLIPGRID

Little Bits Educator, STEAM, and Librarian Guides
Ms. Caprio’s (ELA Teacher) Feedback

Letting students "play" with the Little Bits before we began the brainstorming process was helpful. That way, they weren't stuck on only the Little Bits that they would use on a character.

The next step of brainstorming of the character traits as an independent assignment - classwork, then homework - allowed many of my "not so quick to brainstorm" students to show more creativity since they had more time to think through the questions. I think this made the next day's group discussion about merging character powers and traits more powerful.

I liked the free flow form of the writing with this activity. I wanted to see what kids would give me 'on the fly' instead of forcing them into a writing box - "This is the way you must do things" and "This is what I'm looking for on a rubric." The kids really interpreted how to use my four basic questions the way that they wanted to. Some just answered the questions and some developed a story or the character and character background more fully. This activity has the potential to expand upon the story writing - narrative aspect of the writing - which would include plot mapping, character development, conflict etc.

The most important thing that I noticed about my students was their engagement in every step of the process. I didn't overthink the 'teaming' but they've all been on cluster and in class long enough to recognize that I value collaboration. They knew that this wasn't being graded yet they came into school early, worked during advisory and stayed after school to create. They wholeheartedly engaged in this creative endeavor. Imagine if our whole year looked like this?! Here are books - choose - write - create - reflect - engage! Oh my!