

HS IET Plaque Classroom

Student: [inaudible 00:00:00]

Teacher: By the way, [inaudible 00:00:12] It is related to this class. Now you all know the standard for this classroom. I hope you do. The standard for this classroom is that you understand that people are writing and reading. That's why we covered a lot of what types of line types as far as we covered line weight, we covered dimensioning. We covered orthographic view, etc. That's all the standard in designing. Whenever you're drawing you have to communicate to your manufacturer or your client. We cover industry standards in designing.

We also need to understand the different types of tools that we use. We use AutoCAD in this class. That's a tool. Sometimes you use paper, pencils, etc. Becoming more obsolete but nevertheless, the foundation is there. We covered design process. It helps you to be able to have a process in place whenever you're designing any type of ideas that you're going to create some type of product or service.

[00:02:00] As you know, empathy is one of the areas that we have in our process. Learning how the client feels about and what the client wants is a key to success. We always talk about innovation and creativity. Hands, remember creativity is what robots can never replace in you.

Having the ability to be creative is a skill that is very critical for your success. Then we said it's all fine and dandy. You know the tools. Etc. Can you actually market your design to others? Especially to your client. Today we ask you this question. As groups, you are going to get together and come up with some solutions.

The question your design team is competing against other teams to earn a contract with this large, national corporation. To earn the contract, they have all, they have asked all teams to submit a design for the employee of the year plaque. The corporation feels they can get an understanding of the designing team by the empathy and creativity that is incorporated in the employee of the year plaque.

[00:04:00] Provide a sketch, freehand, of your design in the allotted time given. You'll be given approximately 15 minutes. To use a team or logo that your designing team feels it represents the empathy of the employees of this corporation that you're designing for. Name the tools and resources you will need to produce a prototype of the plaque. Finally, estimate the cost and the approximate time needed to produce your prototype.

This is going to require you to solve the, to come up with solutions. It's going to require you to collaborate as a team. In the designing room, many times you have to work with a team so you have to have everyone involved in engagement in this activity, contributing to your solution. We will take your design, we want you to present it at the end of the time allotment, but we also will take this on a [inaudible 00:04:44] and have it judged by others.

So you have a better idea how your client thinks about your idea and your design. Do you have any questions? Yes.

Student: What kind of corporation is this?

Teacher: It might be a large national corporation. It might be a company like Sears. It might be a company like McDonald's. It might be a company like Ford Motor Company. It's a national company. Everything pertains to how their, the corporation feels that you're embodied their employees. As the employee of the year. Any other questions? Yes.

Student: What's the size of the plaque?

Teacher: Any size that you want it can be. You have the freedom to be as creative in your design as possible. It is a plaque. Yes.

[00:06:00]

Student: Do we have to put a name on it? Like for example, this one goes to ...?

Teacher: Please put employee of the year, but also have the theme on your plaque.

Student: That's it? We don't need to put any [inaudible 00:06:20]?

Teacher: No. We will assume that once we identify who the employee of the year is, we can engrave their name on it. They're looking at the design. What is the design going to look like?

Student: Can we also put like the name of the company [crosstalk 00:06:41]?

Teacher: Yeah you can put any corporation that you want to, yes. That's fine. Yes.

Student: Are we going to be provided with materials?

Teacher: All you have to do is sketch it. Please put the rest of the answer in paper or pencil. Like example, what type of these tools and resources can you identify them? Also, estimate the cost, can you put it on paper and pencil too? Every group please submit. Yes?

Student: Assuming you write down the tools and resources [inaudible 00:07:24], do we have to put dimensions of materials?

Teacher: As much as you can describe. As much as you can. I know that you're sketching it, but if you're going to be using to produce the prototype, other means to draw or design, etc. Please identify them. Yes?

Student: Basically what the plaque wants is [inaudible 00:07:55]? Then you can [draw 00:07:59] whatever you want?

[00:08:00]

Teacher: You're sketching your design because that might be what draws your client into choosing you as a design team. Let's see the groups collaborating, talking about this and coming up with a solution. I said groups. This is your group.

Student: [crosstalk 00:08:33]

It's what you guys want to do. He said we can do it anyway. [crosstalk 00:09:12]

We can do like [crosstalk 00:09:18] that corporation. [crosstalk 00:09:23]

I thought you were talking about the date and design. [crosstalk 00:09:41]

Is this like the word team or the team of your design? [crosstalk 00:09:49]

Teacher: The theme?

Student: Yeah.

[00:10:00]

Teacher: The theme and logo is what will best represent you and the empathy of the client. That's the reason why they asking.

Student: [crosstalk 00:10:08]

Teacher: You can use them both, yes.

Student: For the logo [crosstalk 00:11:01]

Teacher: You're right. Theme and logo is totally different things so they should almost be a theme and logo. What is the theme that will make it touch their heart?

Student: [crosstalk 00:11:16]

Teacher: Student, come sit over here. You too far away.

[00:12:00]

Student: [crosstalk 00:11:43]

Teacher: It's not whatever you wanted. It's [inaudible 00:12:32] part of a team. Part of a team.

Student: [crosstalk 00:12:42]

Excuse me. I'm sorry.

What kind of [crosstalk 00:12:56]?

Maybe ...

[crosstalk 00:13:01]

I don't know.

Easier to read?

[crosstalk 00:13:07]

It's like the style of cursive [crosstalk 00:13:12]

The first [crosstalk 00:13:21] that should be acknowledge is [crosstalk 00:13:22]

The name and the heading?

Yeah.

[crosstalk 00:13:29]

He or she? [crosstalk 00:13:45]

[00:14:00] Like what? [crosstalk 00:13:51]

If you enjoy your job, [crosstalk 00:14:11] be really helpful. You would never work a day in your life. [crosstalk 00:14:15]

We can modify it. [crosstalk 00:14:35]

It's like your job. [crosstalk 00:15:03]

What should be [crosstalk 00:15:08] Depending on [crosstalk 00:15:11]

You mean like a logo?

No, like a ...

Like a symbol for the company?

[00:16:00] Yeah. [crosstalk 00:15:26]

[crosstalk 00:16:05] A bigger corporation, then it would look better if it was [crosstalk 00:16:09] There would be like a [crosstalk 00:16:14]

Teacher: Try you to remember, whatever you come up with, will give them an idea about how your team deals with individuals. What I mean by that is they will have a better idea about who you guys are because of what you guys do. Do you catch the essence of what the belief is?

Student: [crosstalk 00:17:11]

Student. [crosstalk 00:17:20]

Teacher: Student?

Student: [crosstalk 00:17:24] What is that? [crosstalk 00:17:26]

Teacher: Student. [crosstalk 00:17:29]?

Student: [crosstalk 00:17:30]

Wal-Mart. It's Wal-Mart.

Huh?

It's Wal-Mart.

Teacher: Do you feel what you have done catch the essence of the company and what they believe in?

Student: [crosstalk 00:17:50] just for an example.

[00:18:00]

Teacher: [crosstalk 00:18:00] Them knowing and understanding who you folks are, what you guys [values 00:18:08] are, what a lot of companies make the decision on.

Student: [crosstalk 00:18:13]

Teacher: Do you feel that you have given them the best understanding who you folks are?

Student: [crosstalk 00:18:27]

Do you mean if we make this [crosstalk 00:18:45]

That's all I know. [crosstalk 00:18:56]

We're doing [crosstalk 00:19:00]

That's a good [crosstalk 00:19:04]

We can put [crosstalk 00:19:06]

Disney is a castle. [crosstalk 00:19:09]

You guys [crosstalk 00:19:11]

It's so easy! [crosstalk 00:19:13]

I was thinking [crosstalk 00:19:23]

[00:20:00] Do you think it's going to look [crosstalk 00:19:49]

Teacher: Okay! Okay! To make it simple, okay, simplify this. I'll give you a company.

Student: Yes!

Student: [crosstalk 00:20:15] We got a company!

Student: [crosstalk 00:20:18]

Teacher: You're designing employee of the year for Disney.

Student: [crosstalk 00:20:27]

Teacher: Disney.

Student: What?

Teacher: For Disney.

Student: [crosstalk 00:20:35]

I was fine with doing Dominoes. [crosstalk 00:20:42]

It seems like everyone's talking about the castle. [crosstalk 00:21:28]

[crosstalk 00:21:41] lighting is good. [crosstalk 00:21:42]

Yeah like under it just so you know it [crosstalk 00:21:51]

Teacher: You like it?

Student: Yes.

You have different LED lights? LED?

[00:22:00]

Teacher: Anything that you want.

Student: Okay.

Teacher: It's not what I have, your company. Your company.

Student: [crosstalk 00:22:09]

Teacher: Anything you want. You are the company.

Student: [crosstalk 00:22:18]

Teacher: Remember, design teams, you get a contract with Disney. What does this mean to you?

Student: [crosstalk 00:22:34]

Teacher: That's why try to get this contract. You know ...

Student: [crosstalk 00:22:43]

Teacher: Your company [crosstalk 00:22:48] big company like Disney.

Student: [crosstalk 00:22:53]

Apple is easy. [crosstalk 00:23:08]

Apple is [crosstalk 00:23:10] easy [crosstalk 00:23:10]

I was thinking [crosstalk 00:23:19]

[00:24:00] I had some ideas! I gave him ideas and then you go and switch them.

To Disney!

[crosstalk 00:24:05] Dominoes and then [crosstalk 00:24:15]

This would be [crosstalk 00:24:21] and the name would be [crosstalk 00:24:23]

Teacher: You seem so like [crosstalk 00:24:39] If they're doing the sketch, can you work on teamwork? Teamwork. [crosstalk 00:24:54] Teamwork.

Student: [crosstalk 00:24:57] the corporation [crosstalk 00:25:03]

Teacher: Remember some members of the team, if others are doing the design, please move on and contribute to the team by working on the other questions that have been asked.

Student: [crosstalk 00:25:22]

What was this supposed to [crosstalk 00:25:43]?

[00:26:00] I was thinking of [crosstalk 00:25:50]

This is the border, the wood border on the outside? Okay.

[crosstalk 00:26:19]

We could like if we had a name.

[crosstalk 00:26:29]

[crosstalk 00:26:53] had made it out of wood.

[crosstalk 00:26:55]

Like a polish.

[crosstalk 00:27:02]

You know how they had those [crosstalk 00:27:04]

A plaque sander?

Yeah. [crosstalk 00:27:08]

Teacher: Good job! Good job, good job.

Student: [crosstalk 00:27:22]

Teacher: They acknowledge that they like you contributing [crosstalk 00:27:28]

Student: [crosstalk 00:27:47] in between the ears and the [crosstalk 00:27:48] words [crosstalk 00:27:50] Have like a brass plate on it, or some like a metal plate with the name [crosstalk 00:27:57] on it.

[00:28:00] [crosstalk 00:28:00]

[crosstalk 00:28:07] How about, you know how the logo on Disney Channel has those [ears? 00:28:09]

Mickey?

[crosstalk 00:28:13]

Teacher: How does your design relate to empathy of the client?

Student: [crosstalk 00:29:03] the employee of the year? [crosstalk 00:29:06]

It has to be bigger than [crosstalk 00:29:10]

Teacher: According to that [crosstalk 00:29:12] you understand that Disney is looking this as one of your designs, but they want to see what your company is before they hire you or look at any other kind of designing.

Student: [crosstalk 00:29:28]

Teacher: I'm saying, how do you present who you folks are so that they understand that ...

Student: Like a cutout?

Teacher: Deal with empathy of your clients when you producing ideas.

Student: [crosstalk 00:29:51]

Teacher: What is it that they're going to understand about you, about your group, your team, [00:30:00] that you understand empathy of your client?

Student: How much we're putting into this? Like how much [crosstalk 00:30:12] into this?

Student: [crosstalk 00:30:16]

Teacher: Is that the best way to show empathy for your client?

Student: [crosstalk 00:30:26]

Teacher: How else could you show empathy for your client in your design?

Student: By not having it look sloppy, having it all clean and polished, make sure there's no chips or anything.

Teacher: Quality work. How else?

Student: [crosstalk 00:30:49]

Teacher: Is there any other way we can ...

Student: [crosstalk 00:30:56]

Teacher: Exemplify empathy for your client ...

Student: [crosstalk 00:31:02]

Teacher: In your designs?

Student: [crosstalk 00:31:12]

Teacher: Good, so the theme can also explain to them how you guys feel about [Disney 00:31:25]. Are you folks all trying to contribute to getting your presentation ready?

Student: Mm-hmm (affirmative).

Teacher: Remember there's several parts to your presentation.

Student: When the light turns on and off [crosstalk 00:31:44]

[00:32:00]

Teacher: To give [crosstalk 00:31:57] teams an opportunity to present, can you wrap it up before 12:30? That's about approximately 8 minutes. If you have to work as a group on getting this task done within a timely manner, you need to, again, make sure that every member of the team is contributing to their goals. You have until 12:30 to get ready to present.

Student: [crosstalk 00:32:32] You know what I mean? So [crosstalk 00:33:06]

Teacher: They really want to know that their designing team always thinks about [crosstalk 00:33:27] That's why they asking [crosstalk 00:33:35] contract. They want to know who you are [crosstalk 00:33:42]

[00:34:00]

Student: I think I still feel like [crosstalk 00:33:59]

Teacher: [crosstalk 00:34:06] to show Disney how good you are.

Student: [crosstalk 00:34:10]

Teacher: Disney wants [to know 00:34:11] what standard we have [crosstalk 00:34:14]

Student: Is this going to be [crosstalk 00:34:26]

The cost!

Materials [crosstalk 00:34:57]

How much would the glass cost? [crosstalk 00:35:00]

Are we still doing that [crosstalk 00:35:01]

We can do [crosstalk 00:35:05] we can [crosstalk 00:35:06]

For the wood and the plaque. [crosstalk 00:35:15]

That's for the labor. The labor. [crosstalk 00:35:22] We can also customize.

[crosstalk 00:35:25] How much is glass? [crosstalk 00:35:37]

How much is glass? [crosstalk 00:35:39]

Glass.

Teacher: Just estimate, because we [crosstalk 00:35:44]

[00:36:00]

Student: How much would [crosstalk 00:36:00] [crosstalk 00:36:01]

You have to put the glasses like this, [crosstalk 00:36:13] just like this. [crosstalk 00:36:14]

Teacher: That's fine.

Student: [crosstalk 00:36:19]

Engraves is \$30 a minute.

Is it \$30 a minute for engraves?

[crosstalk 00:36:37]

\$10 per minute.

Per minute right?

Teacher: Per minute.

Student: [crosstalk 00:36:44] We could make it like [crosstalk 00:36:48] If it's [crosstalk 00:36:50] it could be [crosstalk 00:36:50] like a counter. That's what counter-tops [crosstalk 00:36:56]

\$10? Are you sure?

Yeah, it is.

[crosstalk 00:37:13]

Wouldn't it take just 10 minutes to engrave all of this since [crosstalk 00:37:22] Would it really take [crosstalk 00:37:26]

Teacher: About 3 more minutes, okay. Then we want you to present.

Student: [crosstalk 00:37:40]

Should we do each?

Yeah.

[crosstalk 00:37:46]

Assuming they're going to [crosstalk 00:37:52]

[00:38:00] Try to do [crosstalk 00:37:52]

Should we do one hour or [crosstalk 00:38:10] one hour engraving and [crosstalk 00:38:12]

No but I mean, [crosstalk 00:38:21]

Teacher: Do you folks have [crosstalk 00:38:25]?

Student: Just the castle [crosstalk 00:38:27]

Teacher: You're presenting [crosstalk 00:38:30] Good, good!

Student: [crosstalk 00:38:38]

Teacher: Are you good with your designs?

Student: Yeah. [crosstalk 00:38:45]

Teacher: You, Student? Confident you can get the contract?

Student: [crosstalk 00:38:51]

Teacher: Very good. [crosstalk 00:38:56] Are you ready to present?

Student: No. [crosstalk 00:39:09]

How much is [crosstalk 00:39:14]

Teacher: That will be done [crosstalk 00:39:39]

Student: We had thought about the border, how it's wood. [crosstalk 00:39:46] Like have it cut-out like have [crosstalk 00:39:49] or something there.

[crosstalk 00:39:51]

That'd be on the wall.

[00:40:00] [crosstalk 00:40:00] [crosstalk 00:40:01]

Because the wood got cut and shaved. You can cut it down.

[crosstalk 00:40:12]

I was thinking like the granite where you have [crosstalk 00:40:18] glass but [crosstalk 00:40:19] granite is, if we have it in there because it's a nice, hard material. If it gets polished, it would look nice [crosstalk 00:40:26]

We want the best for employee of the year! [crosstalk 00:40:42] 6:30?

[crosstalk 00:40:45]

Is this a reasonable price?

[crosstalk 00:40:52]

Teacher: Don't matter.

Student: It don't matter?

[crosstalk 00:40:58]

I would say depending on the materials for wood or anything, to engrave it and everything, I'd [crosstalk 00:41:10]

Teacher: To the best of your knowledge, okay, and capabilities, we're going to ask you to present your design. We're going to go with Team 1 first.

Student: We're Team 1?

Teacher: Yes. Can you present your design and the questions that were given for you to answer?

Student: [crosstalk 00:41:37]

Teacher: Sure you can stand up and all be recognized.

Student: [crosstalk 00:41:44]

Teacher: Can you guys go stand up?

[00:42:00]

Student: For our design, we choose Mickey Mouse as our main shape of our plaque, because that's what Disney is. Then for our background, we're planning to put the castle, the Disney castle. [inaudible 00:42:13] is going to talk about our design.

Student: Then what we plan on putting on the plaque is like Walt Disney presents, insert the name of the employee of the year with the employee of the year award. Along with the company's [inaudible 00:42:31] signature. Along with like some sort of quote in order to show what kind of hard work they did. Then over here we're also going to use like LED lights for example, the background. We're thinking about having some blue background with white lights to show the brightness of it. While we're also going to have Mickey, their mascot of Mickey Mouse, engraved in the glass. With their LED lights being black, red and yellow.

Student: [crosstalk 00:43:05]

Student: Materials, glass would be [inaudible 00:43:12] We're going to have for the mouse is going to be black wood. Then ...

Our costs, it's approximately \$630. The wood would be \$5, the glass would range between 5 or 10. The engraving part, so it's \$10 a minute plus the labor so that's \$600. Then ...

Student: The lights.

Student: The lights. LED lights would cost \$10.

Student: That's all. Thank you.

[00:44:00]

Student: [crosstalk 00:44:00]

Teacher: Group Number Two.

Student: It's going to be fine. It's going to be different. I'll explain [crosstalk 00:44:11] You want me to explain? [crosstalk 00:44:19]

Student: \$50 for materials. [crosstalk 00:44:24]

Student: Our design is the, do I explain or [crosstalk 00:44:29]? I'm Student.

Student: I'm Student.

Student: The design of this is we were planning on having it like the shape of Mickey Mouse's head but the wood bordering, on the inside it was going to be made of granite or something nice, hard and material that could be polished after it gets all engraved and everything. On the sides we could have Mickey over here and Mickey over here. Then the Disney on top with the employee of the year in the center.

Student: What we aimed for was basically like you know the [inaudible 00:45:06] the resort, that area? That's [inaudible 00:45:10] We put like [inaudible 00:45:13] for the Mickey [inaudible 00:45:15] Then palm trees with the name of the employee. Then we put a little quote here that says, if you can dream it, you can do it!

Student: The resources and materials we would use, it's a wooden border around and granite covering the middle. Tools we would use is an engraver, polish, and a rag to polish it up. The estimated cost would be \$450.

Teacher: How long would it take you to come up with a [inaudible 00:45:58]?

[00:46:00]

Student: For a good, rough, not rough but a good finished one, maybe a couple days. Just to make it have a ... If we need any last minute adjustments, we'll have enough time.

Teacher: Very good.

Student: [crosstalk 00:46:23]

Teacher: No filming unless you want the rest [crosstalk 00:46:26]