



# BRAD'S DISNEY CHANNEL PROMO

MONTAGUE WORKSHOP LESSON 8



## Learning Target:

- Students will understand that we can utilize multiple strategies to overcome challenges.

## Materials:

- YouTube Video: [Brad's Disney Channel Promo](#)
- Box of uncooked spaghetti noodles
- Masking tape
- Bag of medium sized marshmallows
- String
- Scissors

## Suggested Grouping:

- Mixed ability
- Group size 3-4 students

## INTRODUCE

the Marshmallow Challenge to students: Working in teams of three or four, use 20 sticks of spaghetti, one yard of tape, and one yard of string to build the tallest freestanding structure that will support the weight of one marshmallow. Each team will have 18 minutes to construct its structure.

### MORE INFORMATION FOR TEACHERS:

[Marshmallow Challenge website](#)  
[Marshmallow Challenge TED Talk](#)  
[Marshmallow Challenge in Elementary School](#)

## ENGAGE

students in a conversation about the Marshmallow Challenge

- What did you learn from this experience?
- What was most challenging about this and why?
- What strategies did you use to overcome this challenge? (Sportsmanship, teamwork, not being misled by "false assumptions," the importance of testing your prototypes)
- In retrospect, what could you have done differently?

For more discussion questions, use this [doc](#).

## DIVIDE

students into small groups to discuss their own personal challenges.

- What is the greatest challenge you have ever faced?
- What strategies did you use to overcome these struggles?

**TECH TIP:** Use tools like [Padlet](#) or [Poll Everywhere](#) to engage the class in real time.

## EXPLAIN

to students that life is full of challenges and problems, but it is also full of solutions! Before starting the video, tell students to take note of the struggles Brad faces and how he ultimately overcomes his difficulties to achieve success.

## VIEW

the YouTube Video: [Brad's Disney Channel Promo](#)

## LEAD

students in a group discussion about the video.

- What were some of the things Brad struggled with while filming this promo? (Mispronouncing of "Disney," getting off topic, not following direction, becoming frustrated, being tempted to give up)
- What were some things Brad did to help him succeed? (He didn't give up, he practiced, he asked for help)

## BRAINSTORM

with students in a whole group to create a list of challenges that they commonly face. Remind the class that challenges might be physical, academic, social, or ethical. As students generate ideas, you may find [this list](#) of more than 50 problem-solving strategies helpful.

## ASK

students to select one challenge that most interests them. Group students according to their interests. Have each group generate a list of possible problem-solving strategies to overcome their selected challenge. Groups should work together to choose the most effective problem-solving strategy from their lists.

★ **BEST PRACTICE:** If students have trouble thinking of strategies, have them refer to Brad's video and the Marshmallow Challenge.

## COLLABORATE

with group to complete a project from the [choice board](#) about their selected problem-solving strategy.

**TECH TIP:** Set up a [Google Doc](#) for each group to use as a collaborative planning space.

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### INVITE

students to share their projects with the school or classroom community to promote healthy problem-solving strategies.

### DISCUSS

the strategies that students share:

- What similarities and differences did you notice between your problem-solving strategies and those of your classmates?
- How could you use your classmates' strategies to help overcome your challenge?

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*Below you will find resources to use in your classroom to extend the main ideas behind Brad's Disney Channel Promo video. Consider your standards as you explore the resources below.*

### Maker Activities

Suggestions for Beginning Makers:

- [How to make a Drawing Robot](#)
- [Make a low tech cardboard TV](#)
- [Create a Marshmallow Toothpick Structure](#)

Suggestions for More Advanced Makers:

- [Light Drawing](#)
- [How to Make a Real Magic Wand](#)
- [How to make a movie](#)

### Explore

Find your own maker projects based on the things you love to do and by exploring these resources:

- [Instructables: How to Make Anything](#)
- [Make: Find a Project](#)
- [DIY.org](#)
- [PBS Design Squad](#)
- [Maker Camp: Free Online Maker Camp](#)

### Picture Books

- [Rosie Revere, Engineer](#) by Andrea Beaty
- [Ada Twist, Scientist](#) by Andrea Beaty
- [The Most Magnificent Thing](#) by Ashley Spires
- [Today I will Fly!](#) by Mo Willems
- [The Dot](#) by Peter H. Reynolds
- [Spoon](#) by Amy Krouse Rosenthal
- [Shhh! We have a plan](#) by Chris Haughton
- [It's Okay to Make Mistakes](#) by Todd Parr
- [On a Beam of Light](#) by Jennifer Berne
- [Violet the Pilot](#) by Steve Breen
- [Iggy Peck, Architect](#) by Andrea Beaty

### Extension Resources for Failing Forward

- [Freedom to Fail Forward](#)
- [Controlled Failure: Helping Kids Navigate Back to Success](#)
- [Failing Forward: 21 Ideas To Help Students Keep Their Momentum](#)
- [Making Friends With Failure](#)
- [TED-Ed Talk: 3 Tips to Boost Your Confidence](#)

### About the Maker Movement

Did you know that the Maker Movement is sweeping the world? Being a Maker gives students a chance to engage in authentic problem-solving. As Makers try hard things and fail, they begin to understand that mistakes are just opportunities to learn and grow. Just like Brad, they try and try again until they learn what they need to succeed! The Maker Movement helps students realize that they have the power to change the world with their ideas and their effort.

### Anchor Standards

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.CCRA.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### ISTE Standards

6 Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.