

\$100 TEST

Within this technique participants are given \$100 to “spend” on different ideas or solutions to the driving question. How much money each solution/idea gets indicates how much they believe the solution effectively addresses the driving question.

This is a great strategy to potentially gain feedback from the person or people that the students are designing a solution for.

DIRECTIONS:

Have students divide a large sheet of paper into three columns: Possible Solutions, Amount of Money, and Why.

In the possible solutions column, have student teams write all of the ideas and solutions they came up with to address the driving question.

Afterward, have the students discuss how they would spend a hypothetical \$100 on each of the ideas that they wrote down and why. Within this method, what students considered to be the most important or essential idea would get the most amount of money. One possible iteration of this would be to have the person or people the students are designing for decide how the \$100 should be spent among the ideas.

Once the students are finished dividing their \$100 among the different ideas they listed, they should have a discussion about what they spent the most and least money on and what this says about their solution going forward.

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Item/Topic/Issue	\$	WHY?
Internet Access	\$21	to tell others & ask for help
alarm clock	\$7.50	the only one often available
Telephone	\$55	connect with EMS
SMS	\$8.50	help during emergencies
camera	\$4.25	documentation for insurance
Solitaire	.75¢	stress relief
voice recorder	\$3	capture disaster interviews