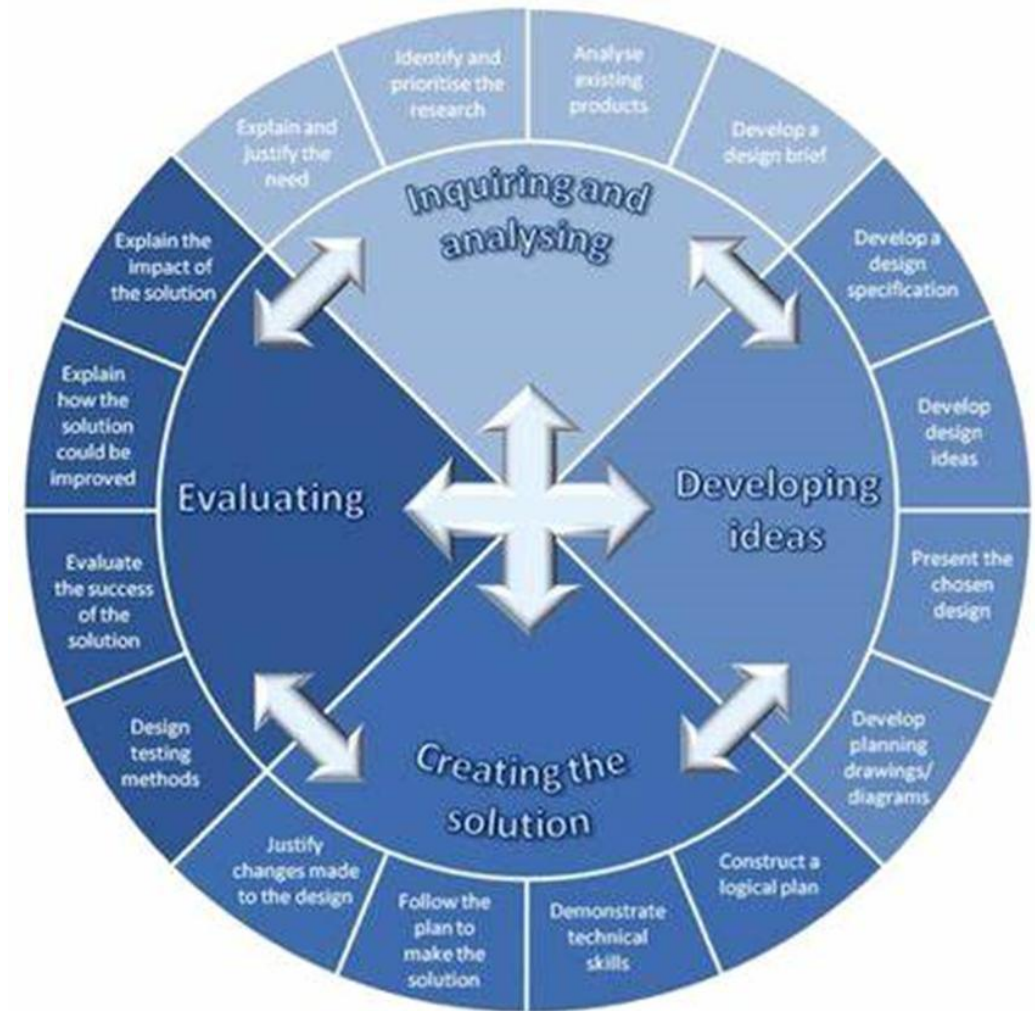




Refugee Child Toy

Statement of Inquiry

To create a **fairer** world,
we must first **evaluate**
and **understand** the
needs of different
communities.





GRASPS

GOAL:

Design and create a prototype toy that enhances play opportunities for refugee children aged 6-12, considering cultural sensitivity, durability, and accessibility. The toy should promote emotional well-being and/or learning through play.

ROLE:

You are a humanitarian product designer working for "Design for Change," an international organization that creates solutions for children in crisis. Your team has been tasked with developing innovative toy designs that can be implemented in refugee camps.



GRASPS

AUDIENCE:

Primary: Refugee children aged 6-12 in temporary housing facilities

Secondary: Aid organisations and nongovernment organisations who will implement your design

Stakeholders: Parents, camp administrators, and child development specialists

SITUATION:

Recent reports show a critical lack of play opportunities in refugee camps, affecting children's emotional and social development. Your design team needs to create a toy that:

- Can be produced using 3D printing technology
- Is durable and safe for long-term use
- Considers limited resources in refugee settings
- Promotes positive play experiences
- Is culturally sensitive and inclusive



GRASPS

PRODUCT/PERFORMANCE:

You will create: Design Portfolio including:

- Research findings and needs analysis
- Design specifications
- Sketches and iterations
- TinkerCAD 3D design files
- Material considerations
- Cultural sensitivity analysis
- Testing results

Physical/Digital Deliverables:

- 3D printed prototype
- User instructions in multiple formats
- Implementation guide

STANDARDS (Based on MYP Design Objectives):



GRASPS

STANDARDS (Based on MYP Design Objectives):

Objective A: Inquiring and analysing

- i. explain and justify the need for a solution to a problem.
- iv. develop a design brief, which presents the analysis of relevant research.

Objective B: Developing ideas

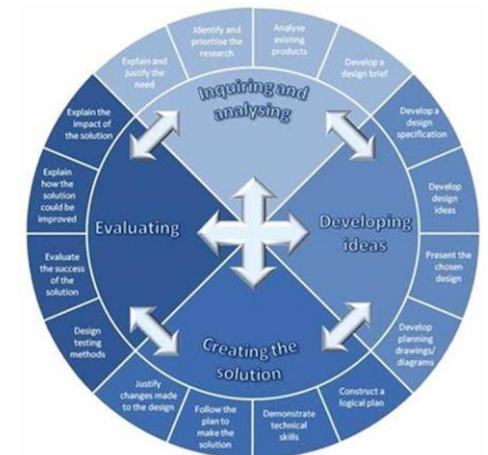
- i. develop a design specification, which outlines the success criteria for the design of a solution based on the data collected.
- ii. present a range of feasible design ideas, which can be correctly interpreted by others.

Objective C: Creating the solution

- ii. demonstrate excellent technical skills when making the solution.
- iii. follow the plan to create the solution, which functions as intended.

Objective D: Evaluating

- ii. explain the success of the solution against the design specification.
- iii. describe how the solution could be improved.





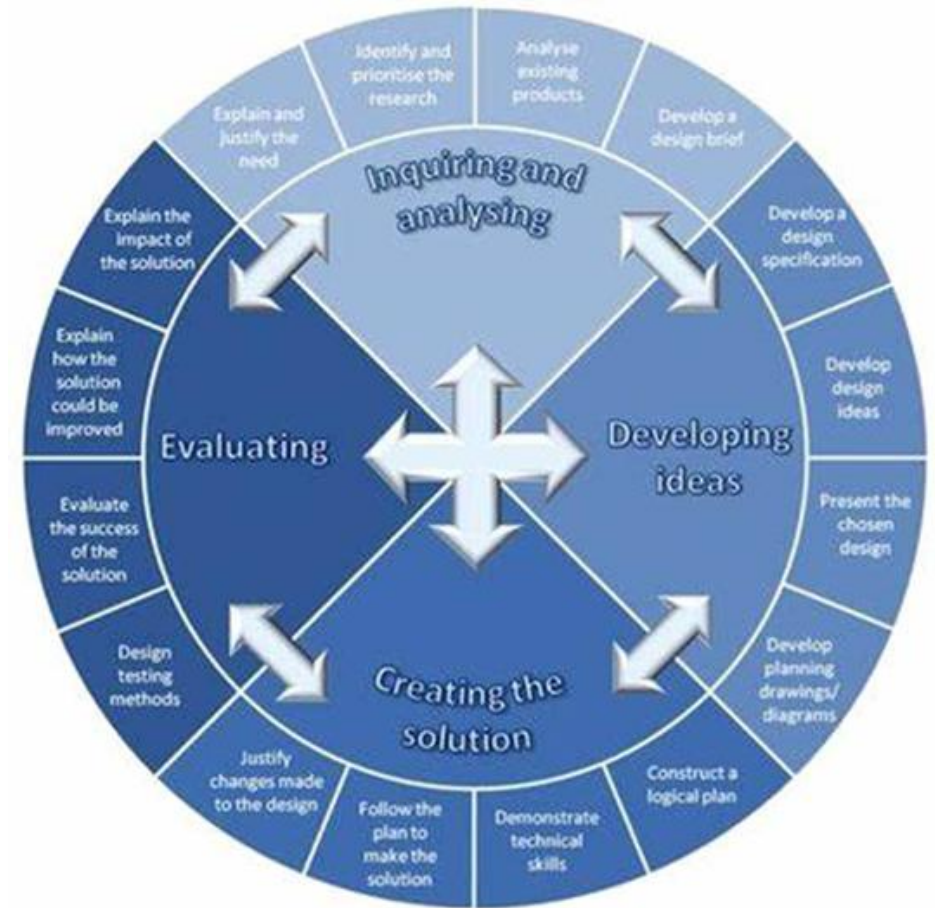
Portfolio Guidelines

ORGANISATION & STRUCTURE

- Use clear sections aligned with Design Cycle:

Inquiry & Analysis
Developing Ideas
Creating Solutions
Evaluating

- Include clear dates and numbering system
- Create a consistent layout template
- Include a table of contents
- Label all images and sketches clearly





Approaches to Learning (ATL)

- Communication skills
 - Practise empathy
 - Listen actively to other perspectives and ideas.
- Collaboration skills
 - Keep an organised and logical system of information files/notebooks.
- Creative-thinking skills
 - Create novel solutions to authentic problems.
 - Make unexpected or unusual connections between objects and / or ideas.
 - Apply existing knowledge to generate new ideas, products or processes.



Learner Profile attribute

- Open minded – we critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.