



STIIX™

# Lesson Plan

Hey there! My name is Alex Reader (great last name for working in education, right? 😊) & I am the founder here @ STIIX.



I am a former Engineer & Teacher, and I have a huge passion for bringing meaningful STEM experiences to students.

If this is your 1st STIIX lesson / project, we want to say thank you! We hope both you & your students enjoy the hands-on activities, and please know we are here to offer any support along the way.

All of our projects follow the infamous 'Engineering Design Process', shown below. This process is so meaningful to me because not only is it applicable here for fun activities like this, but also in life...design constraints are representative of the real world, failure is okay, and constantly making improvements is what life is all about!

The purpose of this lesson plan is just to point you in the right direction and to share all the helpful resources we provide to help make this activity a smooth, memorable, & impactful one!

If any question pop up at all after scanning through, please do not hesitate to call or email!

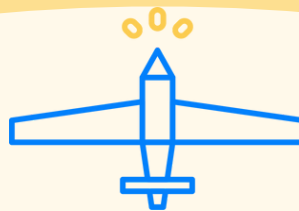


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## Glider Plane



**Topics:** Force, Thrust, Lift, Drag

**Career Exp:** Aero. Engineering, Air Traffic

**Length:** 2-3 Hours

**Teams:** 1-2 Students

## The Engineering Design Process



# So where do I start?

In case you have not found it already, you will want to navigate to the [Glider Plane Project Page](#).

To locate it, click on the "[Projects](#)" tab on our website ([www.hellostiix.com](http://www.hellostiix.com)) and click the  icon, or feel free to scan this QR code:



If you see something like this, you are in the right place! 👍

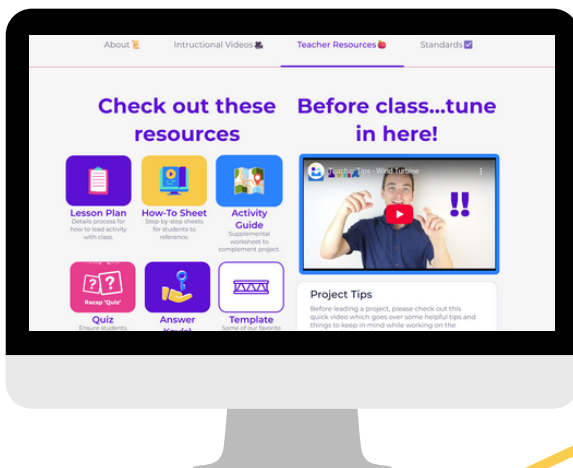


These tabs are where all the magic happens:

- "About 📄"
  - See general info. examples, a timelapse, etc.
- "Videos 🎥"
  - These are the student-facing instructional videos
- "Resources 🍎"
  - A digital copy of this LP, along with other resources for teachers are housed here.
- "Standards ✅"
  - Peek here at some of the standards this activity aligns with.

## Beforehand:

Don't worry, preparation is super minimal! We want to make this the easiest way possible for you to lead a meaningful STEM lesson 🙌

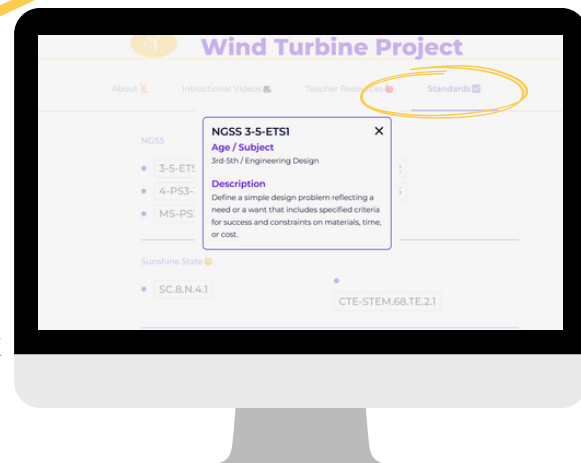


Be sure to check out our [TEACHER TIPS VIDEO](#) that we make for each project. In them, we detail helpful insight for how to feel comfortable & confident going into the project with your group.

1.

2.

Our projects align with some of the latest national standards. Click through the '[Standards](#)' tab to see how the content meshes with your grade band & initiatives.



# Project Objective:



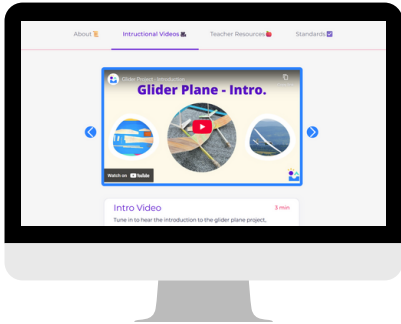
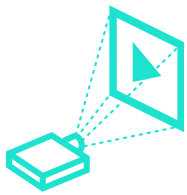
Students will explore principles of aerodynamics, forces, and engineering design by constructing and testing a glider plane based on a provided template.

Set in the growing town of STIIX-Ville, students are hired as aerospace engineers tasked with designing a new lightweight aircraft for the regional airport, STX. By modifying the base design—adding custom elements or sanding

for performance—they'll investigate lift, drag, and flight stability, while analyzing the effectiveness of their iterations and documenting design choices.

As an extension, students may explore an optional Augmented Reality experience through the STIIX-Ville app, where they can interact with and reflect on careers related to project. 🏢

## The Process:



### 1. Project & Play Videos (10-15 mins.)

STIIX has a series of 5 videos we play for the students to introduce the project & how to go about building it. We like to project these at the front of the room.

- V1 = Introduction
- V2 = Academics
- V3 = 'How- To'
- V4 = Testing & Eval.
- V5 = Industry Spotlight

Optional:

- Have students take note of any questions, potential challenges, unfamiliar terms, etc. they encounter during the video(s)
- Pause when prompted to discuss the inquiry-based learning questions!



This step provides some context, immerses students into a story, and introduces the “Problem / Scenario at hand”



### 2. Group up & Brainstorm (~15 mins.)

- Break up into teams of 1-2
  - If >2, standing around can tend to occur for this project.
- Prompt them to recollect our task
- Get ideas, design solutions, & roles written down on paper
- Use this as thinking time... encourage groups to talk to partners, ask questions, THINK BIG!
  - The temptation is to rush through this step...we strongly encourage groups to be thorough and take this step seriously (building the foundation).
- Once you green light their design, they are free to get their materials
  - Green light if design looks/sounds appropriate & they have a plan for the construction!



Here is the students' chance to Brainstorm + Get a Game Plan



### 3. Pass out Materials (<5 mins.)

Take time to set out materials in an organized fashion for students before class, while videos are playing, or while they are brainstorming.

#### Individual Mats.

- x1 Wing (x2 if broken) ⌚
  - We only have a few extra beyond that...
- x1 Tail (x2 if broken) ⌚
- x1 Rudder ⌚
- x2 Small Squares ⌚
- x1 Plane Body ⌚
- x1 Pen
- Rubber Bands (as needed, 6 max) ⌚
- x1 Practice Breaking Piece
- x1 Paper Clip ⌚



⌚ = Included in Refill Kit

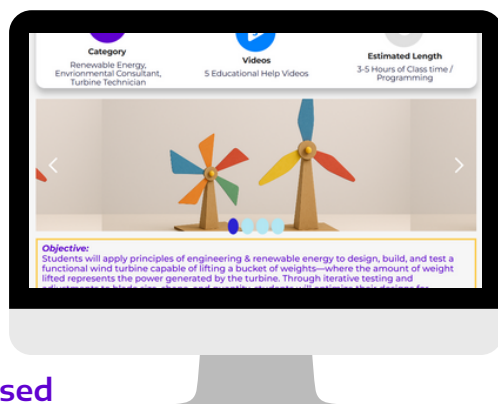
#### Shared / Group Mats.

- Hot Glue ⌚
- Markers to draw design ideas
- Newspaper Sheets
- x1 Sandpaper Sheet

Friendly reminder that not all of the materials are REQUIRED to be used ...but rather, this is what they have at their disposal as they design their project.

### 4. Get to Building (45 mins - 1.5 hrs.)

- Pass out "Step-by-Step" sheets
  - Should have a couple of copies printed in kit.
  - If students ask you questions, ask them if they have... #1. even attempted yet -AND/OR- #2. If they have referenced the instructions before you provide help.
- Optional: Leave the "Gallery" section of the project page up on the projector while students are building.

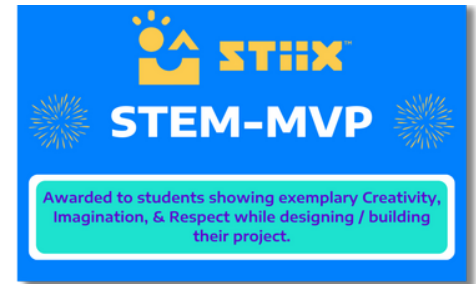
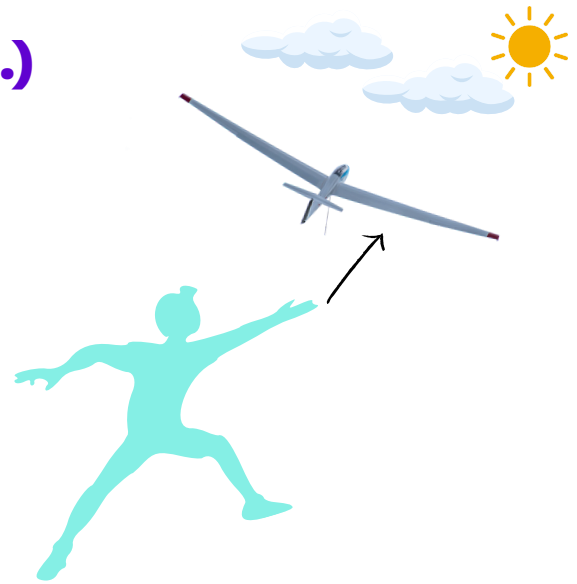
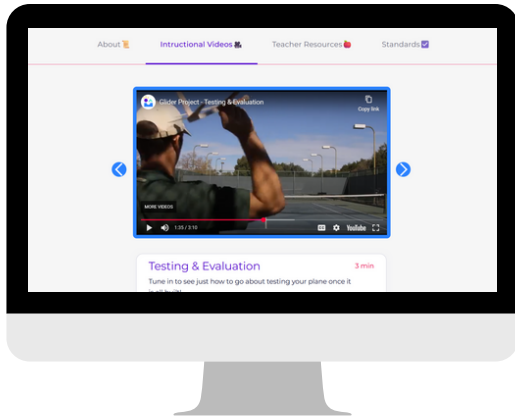


- Hot glue may be used
  - Make sure students are wearing gloves while using.Working over newspaper sheets will also prevent messes.
- If project will carry over into another day, have students write names on their materials / work.
- Typically students do not finish in one day...anticipate students to get partially through the "Build" section and pick up where you left off next time!



## 5. Testing / Cleanup ( ~15 - 30 mins.)

- Follow testing instructions per the 4th video
- Optional: Students can use the included paperclip, rubber bands, and pen to build a handheld catapult launcher for the plane
- You can also play V5 (Industry Spotlight) at the end of the project once project is wrapping up



- While other groups are testing, finished groups should begin cleaning up workspaces.
- Award the “STEM-MVP” sticker(s)



### Key Vocabulary




Please keep an eye & ear out for the following vocab words:

**Lift, Thrust, Gravity, Drag,  
Aerodynamics, Wing, Glider Dihedral,**

## Extension Activities:

Check out the following options to lengthen or compress this lesson.



- Decorate planes
- Film tests in Slo-Mo and analyze
- Watch additional videos related to aerospace/planes
- STiIX-Ville App (see next page) 
- Build a 2nd Plane with a different design/details and compare performance!



- Skip testing portion/test at home.
- Students ahead can help out others who may be behind
- **DO NOT BEND WINGS.** Planes will still fly with flat wings.



# Optional Supplements:

Check out our activity guides, quizzes, technology, and more on the project page to see if implementing those makes sense for your classroom!

## Social-Emotional



### RELATIONSHIP SKILLS

STIIX activities are ideal for working in teams of 2-3 solving practical problems together.

### SOCIAL AWARENESS

For open-ended challenges, different people have different approaches / ideas. How can we decide on the best one, or better yet, combine thoughts?

### RESPONSIBLE DECISIONS

Our materials are age appropriate, but also need to be used safely and responsibly. Students' teams are counting on them to bear that responsibility and contribute.

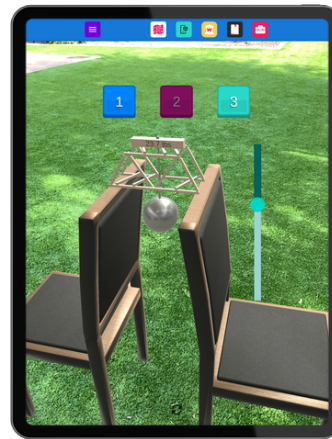
### SELF MANAGEMENT

The Engineering Design Process creates emotional ups and downs throughout the project. How do the students handle the inevitable obstacles and victories?

### SELF AWARENESS

Our projects introduce students to some of the hottest STEM career fields. Our hope is they resonate with a project and spark a passion for a future career field!

## STIIX -Ville



The Glider Plane Project is 1/6 of the STIIX activities on our Augmented Reality & Career Exploration App.



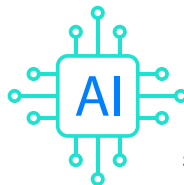
Scan the code above to have some fun bringing the following careers to life:

- Aerospace Engineer
- Fabricator
- Air Traffic Controller



## Reading / Writing / Presenting

Task students with some reflection questions from our provided 'Follow Up Quiz', or reinforce some topics through our 'Activity Guide' handouts.



If you are looking for helpful extensions, try this prompt into your favorite AI Chatbot 😊

"I just did a [Project Name] STEM project with my [grade level] students. Can you find me articles, videos, and/or publications that are age-appropriate and help extend or reinforce the core concepts of the project? I'm especially looking for resources that connect this topic to real-world applications, careers, or current innovations."

- **Optional....** "...that align with NGSS for {Grade}" -OR- "...with a focus on {your focus}." -OR- "...including YouTube videos, interactive websites, or kid-friendly news articles." -OR- "...that I can use as a pre-project hook or post-project extension."

