



GEORGIA HIGH SCHOOL SUSTAINABILITY CONTEST

CLASSROOM LESSON PLAN

A day-by-day plan for running Track 1 or Track 2 in class, built around roughly 50-minute periods.

This plan is a starting point, not a strict script. Compress it into a shorter unit, stretch it across a semester, or run it as a club project — whatever fits your schedule. Days 1–2 are shared by both tracks; after that, follow the path for whichever track your students choose.

Materials Needed

- Copies of the Track 1 and/or Track 2 contest briefs (see Resource Guide)
- Judging Rubric — one per student or team
- Access to a CORSAIR product to study, either physically or via product pages/manuals online
- For Track 1: basic teardown tools if doing a physical teardown (optional), sketch paper or 3D-modeling access for a prototype
- For Track 2: a phone or camera to record video, presentation software for the supporting visual

DAY 1 — KICKOFF (SHARED)

Objective	Students understand the contest, the concept of Design for Service, and choose a track.
Activities	• Show the Student Presentation Deck (10–15 min) • Discuss: "What happens to a product after you're done using it?" — introduce Design for Service • Walk through the Track 1 vs. Track 2 comparison in the Resource Guide • Students form teams of 1–4 and choose a track; identify a faculty advisor
Homework / Next Steps	Each team picks the CORSAIR product they'll study.

DAY 2 — UNDERSTAND THE PRODUCT (SHARED)

Objective	Students research their chosen product before splitting into track-specific work.
Activities	• Teams gather product information: materials, components, how it's assembled • For Track 1: introduce the iFixit Repairability Scale as a model for evaluating products • For Track 2: teams brainstorm a list of candidate problems with the product
Homework / Next Steps	Finalize the specific angle (Track 1: product + focus area; Track 2: the one problem to pitch).

TRACK 1 PATH — THE REPAIRABILITY LAB

Day 3 — Phase 1: The Audit

Objective	Teams complete a component-by-component audit of their product.
Activities	• For each major component, document: material, expected lifespan, repairability, end-of-life fate • Encourage teams to note anything surprising or frustrating about the design
Homework / Next Steps	Complete audit notes for every major component.

Days 4–5 — Phase 2: The Proposal

Objective	Teams design one meaningful, realistic change based on their audit.
Activities	• Brainstorm possible changes (material swap, fastener change, modular part, standardized part) • Narrow to one proposal; write up the change, why it matters, and its expected impact • Begin building a prototype or mockup (3D-printed, built, or clearly diagrammed)
Homework / Next Steps	Finish the prototype/mockup and written proposal.

Day 6 — Phase 3: The Repair & Service One-Pager

Objective	Teams summarize the product's repair and service story in one page.
Activities	• Answer the three required questions: self-repair feasibility, what happens if it's returned, and a 1–10 repairability rating with justification • Peer-review another team's materials using the Judging Rubric
Homework / Next Steps	Revise based on peer feedback; prepare final files for submission.

Day 7 — Finalize & Submit

Teams assemble their full submission — component map/diagram, audit notes, written proposal, prototype/mockup, and the one-page Repair & Service summary — and submit through the contest portal ahead of the deadline.

TRACK 2 PATH — PITCH THE FIX

Day 3 — Step 1: Find the Issue

Objective	Teams settle on one specific, real problem with their chosen product.
Activities	• Narrow the brainstormed list from Day 2 to a single, specific issue • Sanity-check: is this a real, well-defined problem — not a vague complaint?
Homework / Next Steps	Write a one- or two-sentence problem statement.

Day 4 — Step 2: Design the Fix

Objective	Teams design a believable fix and create a supporting visual.
Activities	• Sketch, diagram, or mock up the fix — no working prototype required • Build the one supporting visual (slide, sketch, or diagram) they'll use in the pitch
Homework / Next Steps	Finalize the supporting visual.

Day 5 — Step 3: Script the Pitch

Objective	Teams write and rehearse a tight 90–120 second pitch.
Activities	• Draft a script covering: the problem, the fix, and why it matters • Time practice runs and trim until the pitch fits the 90–120 second window • Peer-review a practice run using the Judging Rubric's Delivery and Clarity criteria
Homework / Next Steps	Rehearse the final version.

Day 6 — Record & Finalize

Objective	Teams record their final pitch video.
Activities	• Record the pitch, with the supporting visual alongside it • Review the recording as a class or in small groups against the rubric • Re-record if needed
Homework / Next Steps	Prepare final video and visual for submission.

Day 7 — Finalize & Submit

Teams submit their 90–120 second pitch video and one supporting visual through the contest portal ahead of the deadline.

TIPS FOR TEACHERS

- Mixed-ability teams work well for Track 1 — pair a detail-oriented student with a more hands-on builder.
- For Track 2, run a low-stakes practice pitch (even 30 seconds, on any topic) before students script their real one — it takes the edge off recording day.
- If hardware for a physical teardown isn't available, Track 1 fully supports a research-and-diagram approach instead.
- Use the Judging Rubric for peer review at least once before final submission — it catches gaps early and gets students used to the scoring language.
- Keep the Quick-Start One-Pager posted or linked for students who join or catch up late.