



PAVING THE ROAD TO EQUALITY

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CORAL SPRINGS MIDDLE SCHOOL



INTRODUCING THE TEAM

Six kids. Six backgrounds. Six personalities. One shared goal: To win. This is the story of a team with a dream, and the lengths they are willing to go to achieve it. Let me introduce our members: Dwyane, one of our builders and drivers, is a Colombian musician and a former karate student. Brianna, another builder and the notebook writer, is a Trinidadian baker who loves music and video games. Camryn, a STEM-challenge writer, is a Jamaican make-up artist who enjoys coding and fashion. Noel, another STEM-challenge writer, is a Jamaican basketball player who also swims. Aurora, a coder and the other driver, is an American black belt who enjoys robot modification and watching movies. Lucy, a coder and the final STEM-challenge writer, is an Asian pianist who loves reading and rap. Together, we are the Girl Power Team of CSMS, and we proudly present our narrative.



THE CSMS GIRL POWER TEAM



Dwyane

Brianna

Aurora Lucy (Me)

Camryn

Noel



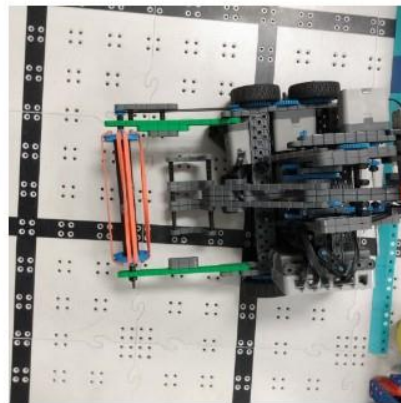
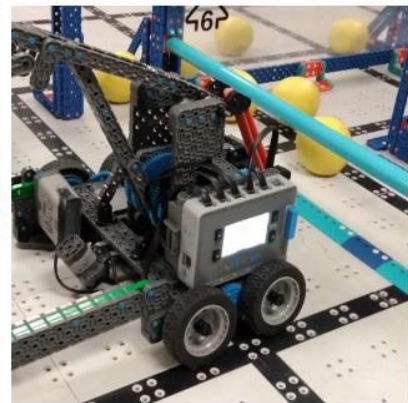
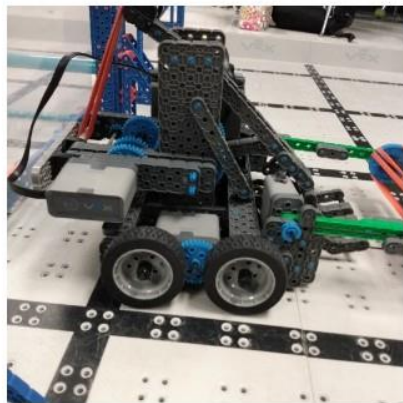
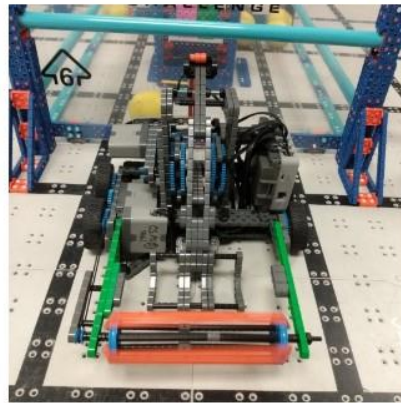
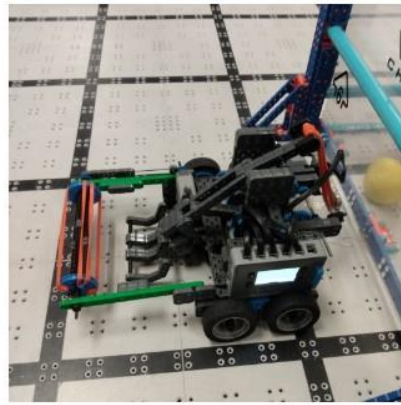
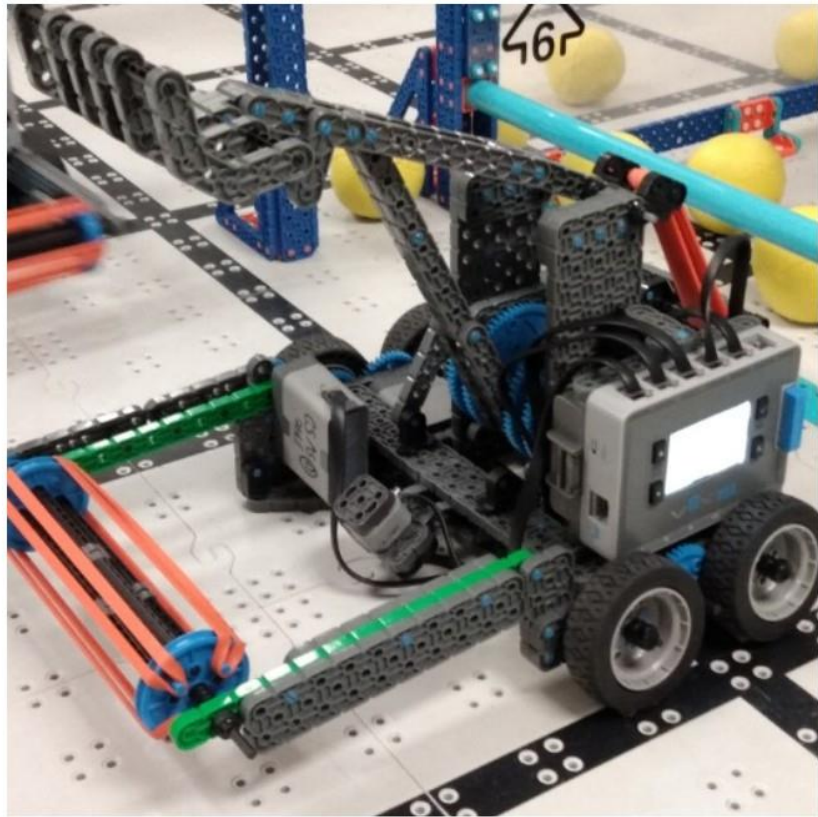
GIRL POWER



When I think of the phrase “Girl Powered,” I think of resilience, relentlessness, and teamwork. This is reflected in our team’s approach to robotics because from the moment we step into the classroom, we strive to embody these traits. We show resilience when we persevere through problems that take time and effort to solve, such as the configuration and troubleshooting of code. We are relentless in our positivity and desire to bring each other up, especially when the work gets monotonous and we are tempted to slow down. We displayed teamwork when we worked collaboratively to build the robot, and we continue to do so every day, from the STEM challenges to robot modification. Overall, our team is the perfect embodiment of the phrase “Girl Power,” which is why our work in this robotics team has been both empowering and enjoyable.

CREATING AN INCLUSIVE ENVIRONMENT

Our team takes initiative to create a more inclusive environment that attracts a diverse group of students by giving everyone a voice and finding our similarities. When we first came together as a team, it was difficult to cooperate. Although we all had such stellar ideas, we were afraid to express them for fear of being singled out. This led to us breaking into separate groups based on who we already knew, which was detrimental to our team structure and caused us to regress. As we fell farther and farther behind the other teams, we realized that the only way to move forward was to overcome this problem, so I called our first official team meeting. Everyone had a chance to address the group, and as we discussed our reasons for joining robotics and team goals for the year, the invisible barriers dividing us were instantly shattered. We discovered that between the six of us, we weren't so different after all: a group of intelligent adolescents interested in technology who wanted to try something new. We also learned that our similarities stretched beyond robotics; some of us are Marvel fans, music enthusiasts, sports players, video gamers, and so much more. These discoveries strengthened our team morale and helped us get to the place we are at today.



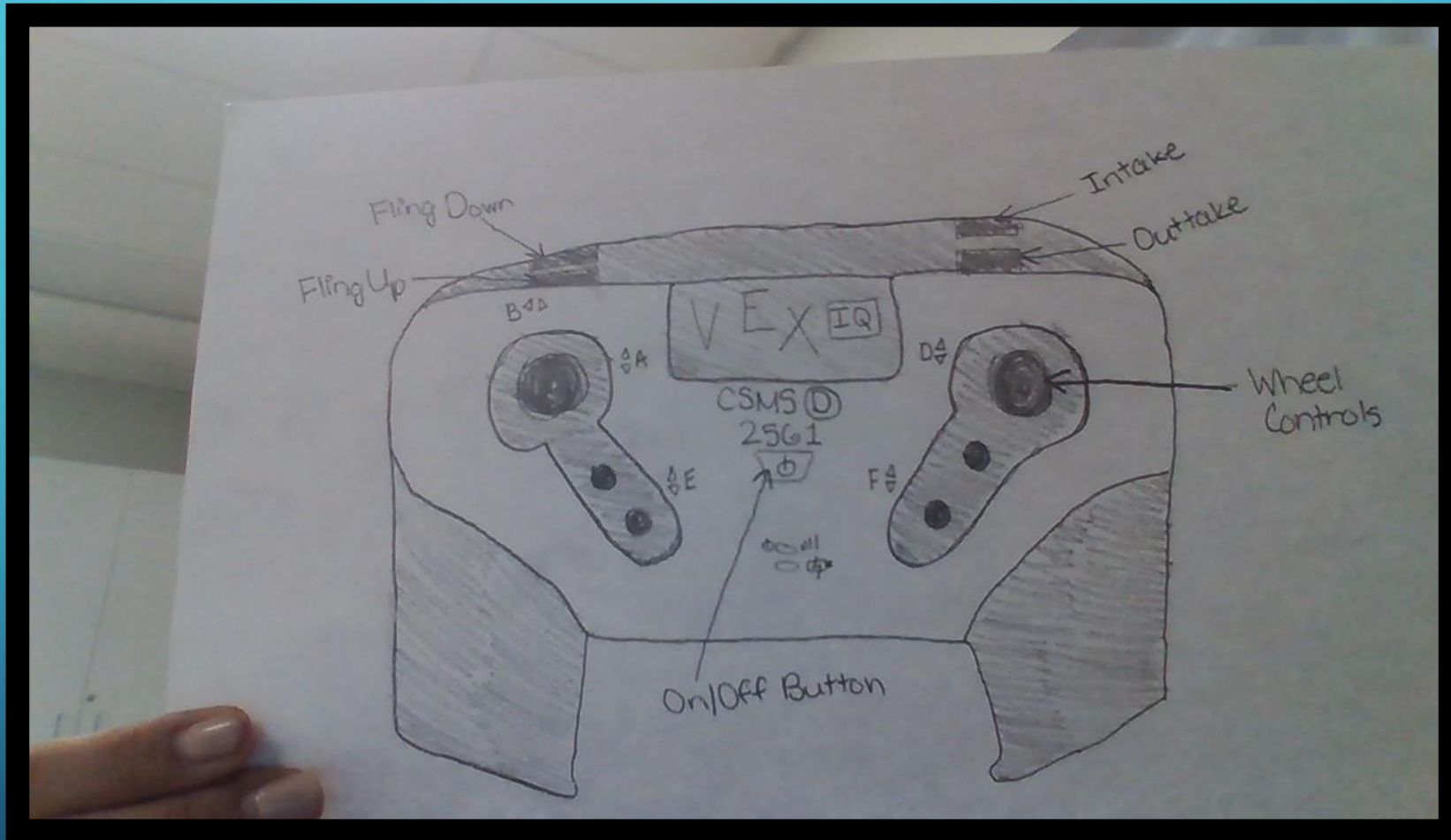
THE
ROBOT
NAMED
(DIS)GRACE

TRYING VARIOUS ROLES

As a group, we encourage team members to try various roles on the team by allowing everyone shot at each job. We have four main denominations: builders, coders, drivers, and writers. To decide who would be in each category, we used different methods. At the beginning of the year, we started building the robot together. After consulting the team, who agreed that Brianna and Dwyane were the most skilled, they became official builders. Similarly, when we did coding challenges, it was clear to everyone that Lucy and Aurora surpassed the rest and earned the roles of the official coders. Moreover, our writers, Brianna, Lucy, Camryn, and Noel were chosen based on previous essays. Additionally, since there were only two (highly coveted) driver spots, we held a competition to see who could score the most points in a minute. Our highest scorers, Dwyane and Aurora, became the official drivers. From this experience, we learned that we all have different strengths that bring something essential to the table. By giving everyone an equal shot at each role, we all got to venture into the various aspects of robotics and learn which parts fascinated us. As a bonus, we felt empowered by the ability to choose for ourselves who would fill each slot, and our teamwork levels have skyrocketed since then. Overall, our team was strengthened exponentially once the jobs were assigned and put into action, and the process which we did this by helped us grow as a group.



CONTROLLER DIRECTIONS

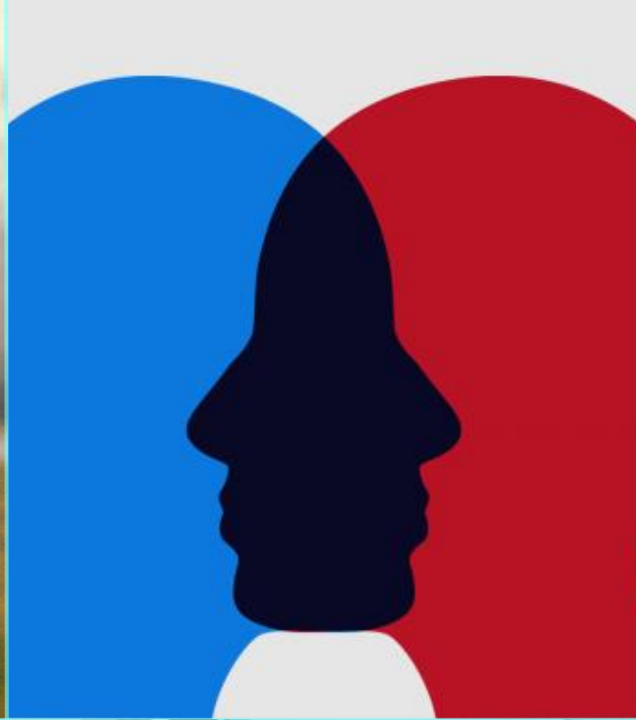




PERSPECTIVE:

*Same Day,
Different Experiences*

NotSoMommy.com

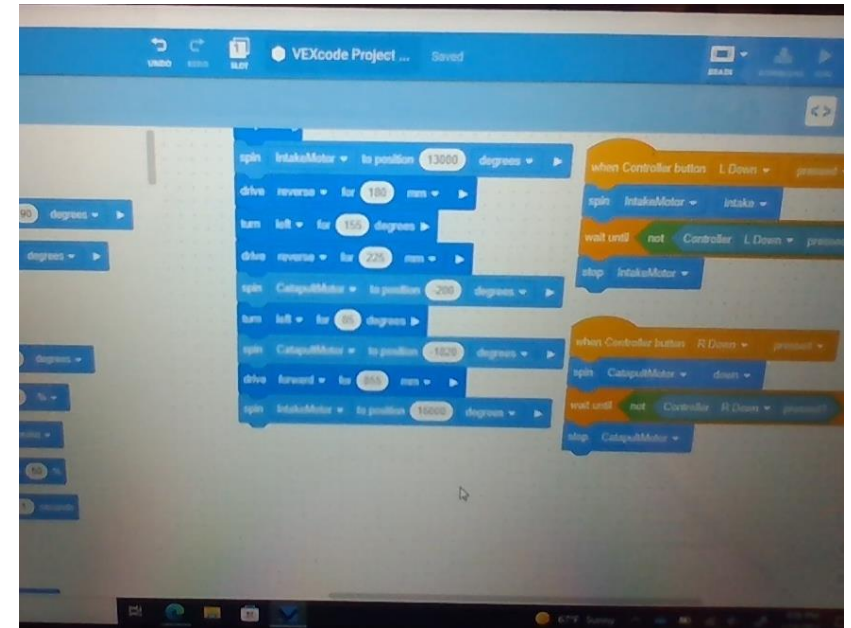
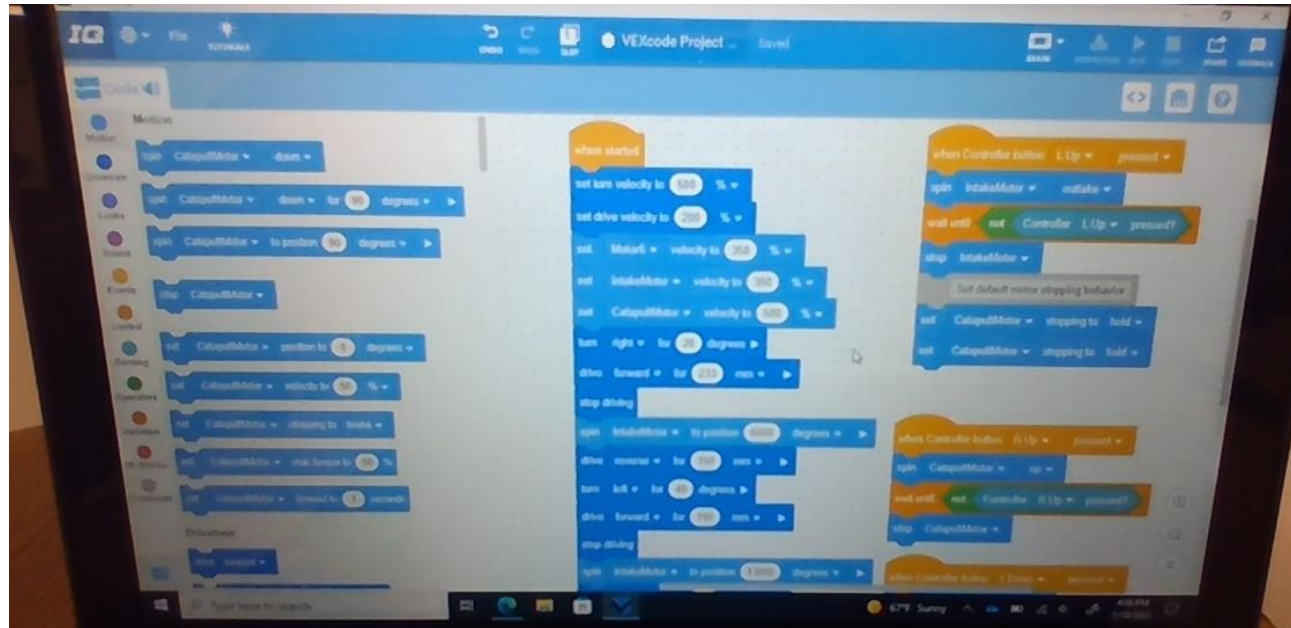


DIVERSITY OF PERSPECTIVE

I believe that diversity of perspective has benefited our team because it allows us to see things from every point of view, rather than just our own. In terms of robot design, this means pointing out flaws and modifications that we may not have noticed without another pair of eyes there to spot them. Additionally, with team chemistry, different perspectives allow us to build friendships that strengthen who we are as a team. During breaks, we enjoy talking about our experiences and opinions with our teammates. This makes it easier to collaborate and share our ideas concerning the robot. Regarding the ability to succeed, our unique perspectives allow everyone to bring something different to the team. Since Lucy is group-oriented, she initiates team meetings. Since Aurora is hard-working, she does robot modifications. Since Dwyane is outgoing, he rotates between teammates. Since Brianna is dependable, we count on her for the journal. Since Camryn is optimistic, she motivates us. Since Noel is diligent, he works on the STEM challenges. All in all, diversity of perspective has made our team unique, and it allows us to constantly improve.



**SEEN
THINGS
DIFFERENTLY.**



AUTONOMOUS CODE



ROLE MODEL

Our STEM role model is our robotics teacher, Mrs. Roberts, because she is such an inspiration as a STEM educator and individual. In addition to managing the robotics elective at Coral Springs Middle School, she is also a 6th grade GEARS science teacher, and she makes both robotics and science engaging, interesting, and hands-on. Even though her college education was based on science, she has an extensive knowledge of robotics and is always ready to help with engineering and coding issues. Mrs. Roberts inspires us to have a more inclusive team/program by treating everyone equally, problem-solving, working hard, and respecting others. For example, she listens to what students have to say as if their opinions really matter, and that has inspired our team to be more open to innovative ideas and incorporate everyone's input. Mrs. Roberts leads by example, and that is exactly why she is the STEM figure that our team looks up to.

TAKEAWAY

Ultimately, girl power is a particularly important notion that extends way beyond just robotics. It's about female empowerment and bringing women's rights up to the standard that men's rights are currently held at. It's about equality, confidence, strength, and independence. It's about wanting to be seen. And, most relevantly, it's about inspiring women to enter male-dominated fields such as science, technology, engineering, and mathematics, also known as STEM. STEM is our future, so if we can create a world where these fields boast gender equality, then our posterity will grow up to see that no stereotypes can stop them from following their dreams. This is the foundation that our team is built upon, and why we chose to enter this challenge: to show that girl power isn't just for girls; it's for anyone who wants a better future.

