



Written by:

- Victoria
- Evamaryl

Words:

1,500

○ Team Focuses:

○ -Describing girl power
○ -How we create an inclusive environment

○ -Various roles
○ -Including others

○ -Our S.T.E.M model
○ Marie Curie

○ -4073B Vex Jets
○ -Credits

"Nothing in life is to be feared; it is only to be understood."

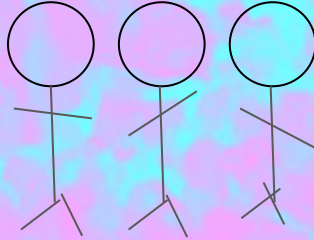
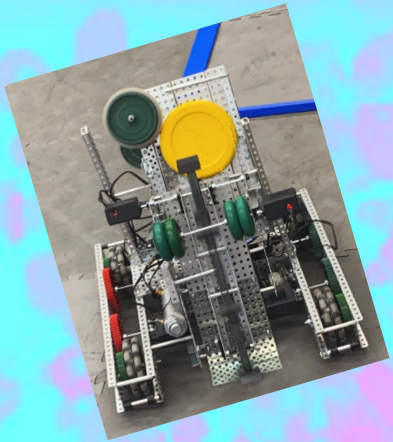


Girl
Powered

-Marie Curie

Describing

Girl Power



When we do girl power the idea shows what we are doing in our team. The females on our team give ideas by building, coding, and improving ideas by driving and repairing. The females have shown what we can do by giving our team 4073B ideas about creative solutions and much more. To add, we have shown our team how we see what improvements we can make. For example, we have shown how to build along with the rest of our team. This is by putting our idea in our conveyor and flywheel. Girl power is when females work together to accomplish great things under three main categories. These categories are confidence, independence, and empowerment. First of all, girl power means confidence. This would include confidence in the feminine group of our society. Next, girl power means independence. To further explain, the independence from men. To continue, girl power means empowerment. This empowerment comes from the inclusive environment provided by girl power and the effects of the idea.



How we create an inclusive environment

We include many of the students by opening up in class. Such as how we ask all of our teammates what their ideas are no matter who they are in gender or race. By furthering including everyone. We create an environment that attracts diverse groups of students by being inclusive and involving other people's ideas. To continue, the groups of VEX Jets are made of many different students from different backgrounds however this creates no difference in the way our group functions. Furthermore, our team 4073B works together to create an amazing robot with the power of teamwork our team uses.

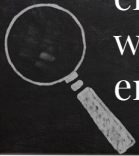


| | | | |
|--|---|--|--|
| <h2 style="text-align: center;">Designing</h2> | <h2 style="text-align: center;">Building</h2> | <h2 style="text-align: center;">Driving</h2> | <h2 style="text-align: center;">Programming</h2> |
| <p>Our team is encouraged to create the best team robot possible. To add, our teammates learn about trial and error. This is because the design may not work out the first time and need some improvements.</p> <h2 style="text-align: center;">Strategy</h2> | <p>Students may be encouraged to build for a building hands-on activity and is directly the robot. Furthermore, a student may learn about building skills. Building skills in the future can become a profession and help students with their future.</p> <h2 style="text-align: center;">Awards</h2> | <p>Teammates may be encouraged to be a driver if they enjoy video games. In addition, the team member can learn about teamwork for when on the field the team has to work together to benefit the robot. For example, if the robot gets stuck the team can communicate with the helping team to get the robot unstuck.</p> <h2 style="text-align: center;">Inventor</h2> | <p>With programming, you learn the basics of driving and the controls. Programmers are crucial for the team. They make the codes for the robot to go forward with a click of a button. As well is autonomous which goes from a click of a button a robot goes forward and shoots a disc into the high goal. Programming is where we are learning the basics of software and you can take it as a profession into software development which later in life could be worth a lot of money.</p> <h2 style="text-align: center;">Engineering Notebook</h2> |
| <p>Well with the strategy we decided to aim for the rollers because of the point range, of 15. We knew that shooting into the high goal may be hard so in case if we were going to shoot, we would shoot in the low goal. We decided to do this because when we did our first match we focused on the shooting which didn't work, so we focused on the next best thing, rollers. We did try our best to remember coordinates. When we practiced we knew the field was 6x6. By doing this we create more ideas on how to do better by supporting teammates from either the cheering crowd or next to the driver to get a higher chance of succeeding.</p> | <p>We are encouraged by rewards such as the excellence award. This reward is the highest honor in VEX. To continue, the reward is earned by having a well-structured robot, notebook, and inventor. We learn from the skills that we obtained in doing these jobs.</p> | <p>With an inventor, you can create almost anything. Inventor is for students who like to build new things. The inventor could make a part that doesn't exist, the inventor is there to create it with the CAD program. Inventors focus more on the robot they are learning the basics of the CAD program. Which if taken as a profession could be used for video development, Manufacturing and production, architecture, animation, and film. They can focus on inventing and have an average pay wage of \$108,000. To add, with the actual vex robotics they make a model of our robot to then give further detail of how it look.</p> | <p>Team members may be encouraged to be notebook writers if the team member enjoys writing. To continue, this experience the team member may learn organizational skills. This would be useful further in life if they want to take this as a profession. The person writing in the notebook will also have an essential job to the team.</p> |

Various Roles...

Including others

The diversity of students changed the robot's final design with different ideas. For example, Victoria and Eva had thought of ideas for the conveyor. The first idea was using tracks. However, Aiden and Jacob used chains and this tremendously improved the robot's final design. Even though we do have a diverse team of students we all look at each other's idea of equality. For example, we had thought of different ideas for the roller. However, in the end, our group of students had concluded the design of the roller. This design had two wheels that would be activated by a motor and turn the rolls. The diverse group of students helps our team by providing different ideas. To continue, our robot has been improved in many different ways by the process of trial and error and having many different ideas to help improve the robot. For example, with an endgame system, we are still changing and improving how our endgame will function.



Summary of Marie Curie

Marie Curie was born on November 7, 1867. To continue, in 1891 she went to Paris to continue studying, and she earned a degree in Mathematical Sciences and Licenciateships in Physics. To continue, her husband Pierre Curie died in 1906. She then gained the job of Professor of General Physics In the Facility of Sciences. Furthermore, she had accomplished being able to win two Nobel prizes. Lastly, Marie Curie died from an illness called, Aplastic anemia on July 4, 1934.

Inspiration

Marie Curie's inspiration was Wilhelm Roentgen's discovery of X-rays. To add, she was also inspired by the radioactivity discovery by Henri Becquerel. This inspired Marie Curie to study radioactivity.

Connection to S.T.E.M

Marie Curie's connection to S.T.E.M is in science. Science is what caused Marie Curie to be inspired to learn and study radioactivity. Continue, she has a connection to S.T.E.M. because of the accomplishments that this program's true meaning. Furthermore, Marie Curie received two Nobel prizes because of science.



Marie Curie - S.T.E.M model

4073B Vex Jets

This is 4073B and we are the VEX Jets. We all work together in different ways to improve the robot. To continue, our team contains three girls; Victoria, Evamaryl, and Jayleen. Furthermore, we are happy to be VEX Jets, thanks to Mr. Anderson. To continue, this photo is an image of our team. Also, the image shows how our robot, Napoleon looked when we started the season.



Source for information (slide 6, Marie Curie):

<https://www.nobelprize.org/prizes/physics/1903/marie-curie/biographical/>
http://www.chm.bris.ac.uk/webprojects2002/handley/curie_marie2.htm

Source information : slide 4(inventor):<https://www.educba.com/careers-in-3d-modeling/>
<https://www.careerexplorer.com/careers/collections/best-careers-for-inventors/>

Quote was from: <https://www.mariecurie.org.uk/who/our-history/marie-curie-the-scientist>

Special thanks:

Google Slides
Grammarly

Writers: Victoria and Evamaryl

Designers: Victoria, Evamaryl,
Jayleen

Thanks, VEX Jets!