



Early mornings in August, sixteen northeast Oklahoma middle and high school students gathered at Hardesty Center for Fab Lab Tulsa. They were challenged to build devices that increase accessibility for fellow Tulsans who have physical impairments. The camp was sponsored by Tulsa Engineering Foundation and Oklahoma Society of Professional Engineers in partnership with OU-Tulsa and NewView Oklahoma.

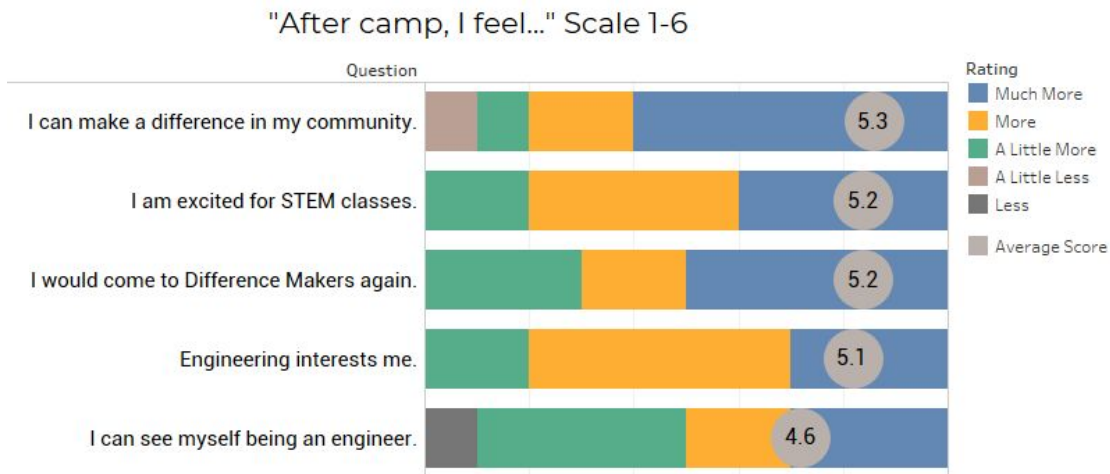
Before embarking on their engineering journey, participants were trained in the importance of empathy by Paradigm Shift. Students exercised the ability to put themselves in someone else's position and the emotions or feelings it may cause. Next, the students went on to interview two clients: a former athlete, paralyzed due to injury, and a man who had been blind since birth. Through interviews, the students learned about their daily routines, the challenges experienced in navigating various environments, and the needs that could make daily life easier.





## Surveys

Camp participants were given surveys at the beginning and end of the week. In the last survey, students were asked to reflect on their time at camp and rate if they feel more or less the same on certain statements. Students reported a stronger sense of making a difference in the community and excitement for STEM classes. Moreover, all responded they would participate in Difference Makers camp again.



## Quotes

### What was your favorite part about camp?

"My favorite part of camp was listening to the guest speakers stories and being able to make new friends."

"Meeting new people, getting to build and design something for someone. Also, learning how to use a laser cutter and the software."



**How did camp make you feel about yourself and STEM classes?**

“I felt more confident that I could use the skills I learned in class and apply them in real life.”

“Camp made me feel like I could help and make a difference and that I could come up with solutions to problems.”

“I felt like I can use my talents to help people.”