

Design Thinking Guide

Leiden

March 2018

Bright ideas challenge

**How might we feed everybody
in the world?**



Bright ideas challenge:

How might we feed everybody in the world.

11 /12 years old, march 2018 in Leiden.

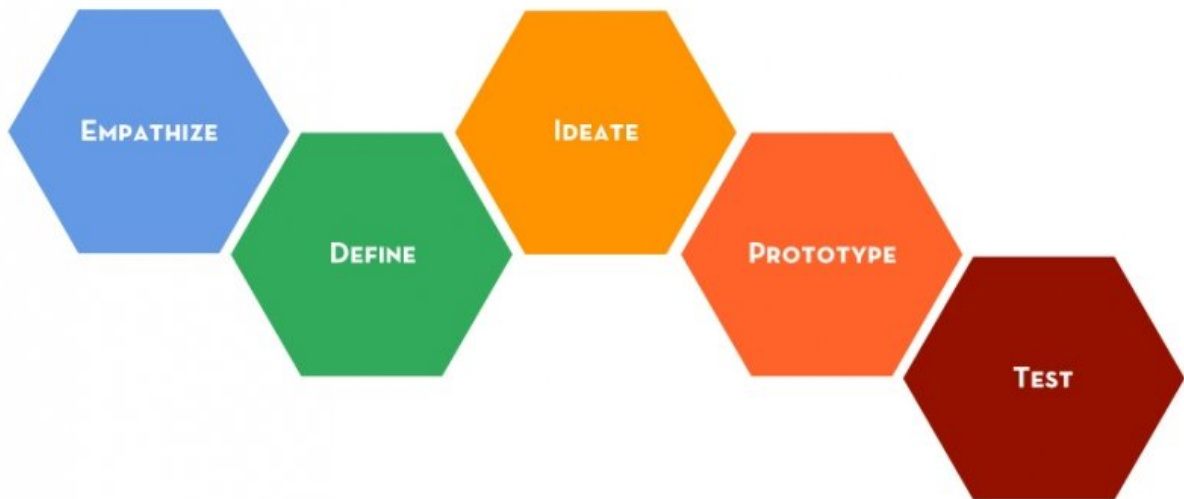
For the design thinking challenge for the last exchange we're inspired by the Shell Bright Ideas Challenge. (<https://brightideas.generationdiscover.nl/>) In this design challenge children try to find solutions for some big problems of the world. We have chosen for: How might we be able to feed everybody in the world.

The Shell Bright Ideas Challenge is a competition for Dutch schools. We would like to enter this competition with our exchange-students. During the exchange the students will work on their designs, using the Design Thinking steps. At the end of the week the students will make a one minute video clip of their idea and design. These clips will be send to Shell's Bright Ideas Challenge. A jury will pick a winning design. A professional team will make a virtual reality movie of the winning design. Maybe that's one of our designs!!!!

Coaches

It is important to have 1 or 2 coaches from each town in this age group. It is crucial all coaches are engaging the Design Thinking method.

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Tuesday March 20th

9.30-12.00

Introduction to Design Thinking for student

Time	Who	What	Where	Materials
+/- 15 minutes	Leiden	Games to get to know each other		
+/- 10 minuten	Leiden	Introduction challenge and Shell Bright ideas	1 classroom at the school	Projection screen and internet

Design Thinking for kids

https://www.youtube.com/watch?v=a7sEoEvT8l8&list=PL6cG1WctJGLB3MsassI6UPQ4yx_t2GLTG <https://www.youtube.com/watch?v=93BqLewm3bA>

Empathizing

Time	Who	What	Where	Materials
10 minutes	Leiden	Food waste welcome diner	1 classroom	Food waste Flaps and markers
1 hour	Leiden	Guest speaker	1 classroom	Digiboard
30 minutes	All coaches	Clips	2 classrooms	Computer for each team (6)

Empathizing fase

- We start by showing the students the food waste from the welcome diner on Monday. We let them see what the waste contains, how much it is, what would still be useful, etc.
- A guest speaker (Unicef or World Food Program?) will explain to the students the world food problem. Students can ask questions.
- Each team can watch some clips for **a better understanding** of the problem. (Possible topics: bio industry, climate change, forest disappearing, drought, doggy bags, erosion, restaurant using left overs, political power, poverty, vegetarian, etc.) The teams can choose which clips have their interest. There will be a selection of clips available on an ELO (Itslearning)

Each team can write their thoughts and ideas on a flap, during these activities.

Wednesday March 21th

9.00 – 12.00

Empathizing

Time	Who	What	Where	Materials
10 minutes	Leiden	energizer / game	2 classrooms	???
+/- 1 hour	All coaches	Completing empathizing Clips/ website (desk research_)	2 classrooms	Computers / flaps and markers
45 minutes	All coaches	Ideas -market	2 classrooms	Flaps and markers

Ideas market: each team divides in two groups. The first group can look at the flaps of the other teams, like visiting a market. The second group will stay at their own flap, so they can explain **it** if required. After sometime these groups will change **roles**. Students can complement their flaps after visiting other groups.

Defining

Time	who	what	where	Materials
30 minutes	all coaches	defining the challenge (each team)	<u>2 classrooms</u>	flaps / post its/ markers

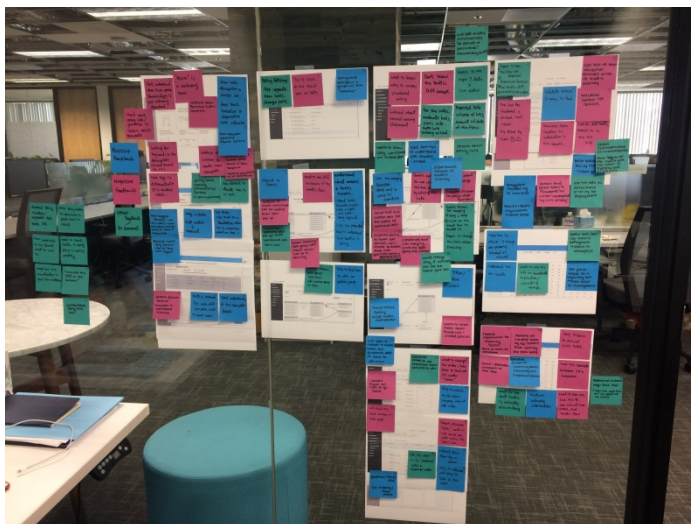
Each team chooses a topic of their flap to work with for the rest of the Design Challenge.

In this phase students (teams) have to define their own challenge, as detailed as possible. To help them we use the UNI (users – needs – insights).

- First they think of characteristics of their users. They write them down on post-its and stick them in the first column.
- Then they think of the needs of their users. Again, they write them **down** on post-its and **stick** them on the second column.
- Combining the characteristics and needs will **give them some insights**. They can write these in the third column.

Every team has **got** a big **sheet of paper**, with 3 columns.

<i>Our users are.....</i>	<i>Our users need.....</i>	<i>Insights</i>



Finally, each team defines their challenge. Let them use the sentence :

“ How might we.....”

Thursday March 22th

9.00 – 12.00

Ideating

Time	Who	What	Where	Materials
10 minutes	Leiden	energizer/ game	2 classrooms	????
+/- 30 minutes	All coaches	Thinking of as many ideas as possible	2 classrooms	Paper and markers

Each team **has** to come up with as many ideas (solutions) as possible.

Suggestions for the coaches

- let the students think of ideas in silence and alone for a few minutes, maybe in their own language first. (post its)
- let them share these ideas and think of 10 new ideas as a team (big paper)

In the ideating faze every idea is right, **no judgement**. Stimulate wild ideas/ fantasizing. If they can't come up with ideas, let them think of stupid/wrong solutions.

Rules for ideating:

- Everything is possible
- No judgement
- As many ideas as possible
- Ideas are from everybody
- 1+1=3
- Drawing
- Give compliments

Prototyping/testing

time	who	what	where	Materials
30 minutes	all coaches	making 2 prototypes	2 classrooms	craft materials, computer
30 minutes	all coaches	testing prototypes	2 classrooms	pen/paper
45 minutes	all coaches	Prototyping And presenting	2 classrooms	craft materials, computer

After the testing phase the students will choose 1 prototype to improve. (In this phase students will make 1 prototypes.) Suggestions for coaches:

- A prototype can be a drawing, PowerPoint, text, or craftwork.,etc.
- Don't put too much effort in the appearance of the prototype, it's the idea that counts.





Teams will present their prototypes to each other.

Team 1 + 4

Team 2 + 5

Team 3 + 6

For feedback you can use :



What is good about this prototype?



What questions do you have about this prototype?



What improvements can you think of for this prototype?



What ideas do you (thought of) **get/have** for this prototype?

- After the feedback each team chooses the best prototype. The team works together to improve this prototype. Divide the tasks. **tasks**
- The next round of testing will be with the coaches.
- (Organize several rounds of prototyping and testing, with coaches or with other teams.
prototyping > testing > prototyping > testing > prototyping > testing)

Friday March 23th

9.00 – 12.00

Prototyping/Presentation

Time	Who	What	Where	materials
10 minutes	Leiden	energizer / game	2 classrooms	????
1,5 hour	All coaches + Elvira?	working on prototypes + making clip	2 classrooms	paper, scissors, tape, craft materials
1.5 hour	Leiden (+ Elivra?)	games / quiz (if necessary making clip)	classroom or gym	????

The students must present their last prototype. Let them prepare and practice this. Each team will make a clip to show and explain their design. A clip is max. 1 minute.

We think not everybody will finish at the same time, and filming takes some time too. At the end of the morning, there will be a game (the) **to** play for the teams (who) **which** are finished.

Afternoon:

time	who	what	where	materials
1 hour	all coaches and jury	presentation	1 big room	digi board/ computer

Every team (shows) **show** their clip and their design. The clip will take 1 minute. There is a jury (we hope the guest speaker and some other design thinking experts). The jury can ask some questions and the team can tell some more. (For each team there is) Each team has got 10 minutes for the presentation + jury. This is not a competition.

The teachers from Leiden will send in the clips for the Bright Ideas Challenge and of course send them to all members of the exchange.