

# How do you set up a Design Thinking Challenge?

- 1) Try to find a realistic problem. This can be found in the students' living environment or experiences, a cross-curricular (social or scientific) problem or can be within a specific subject area. **Formulate the problem.**
- 2) Think about the **end goal** that you want to achieve with this challenge. These are teaching objectives, not specific final products.
- 3) Organisation:
  - Determine the number of teams (preferably teams of about 3 or more people)
  - In which room will they work?
  - How much time will you spend on the challenge?
  - Will the students have access to internet, craft materials, multi-media, etc.
  - Which coaches/tutors/teachers will be involved?

## ➤ **Empathise**

Who forms the target group? How can students come into contact with this group? Plan a guest lecture, visit, interview, etc. Which sources can students use?

The teacher will have to prepare this phase in more detail for younger students (primary school). Older students can go in search themselves of ways to come into contact with the target group. Allow students to empathise with the target group's problem and the need to find a solution. Think about how students will record their findings.

→ *Tip: arrange for the target group to be involved in the testing phase.*

→ *Tip: schedule sufficient time for this phase. This forms the foundation of the challenge. Moving too quickly to the next phase can result in a challenge that is performed superficially.*

## ➤ **Define**

Select a form in which the students can organise their findings from the previous phase.

- Target groups - needs - insights schedule
- For example, use Post-Its to cluster findings. The students will complete the following sentence for each cluster: In our solution, we must ensure that .....
- Ask the children to complete the following sentence: I think that the most important part of the problem is that .....

Make the problem small during this phase, or formulate sub-problems. You could have different teams working on a different sub-problem each.

Every team should end with a good definition that they must write down!

➤ **Ideate**

Let the students work in teams to produce as many ideas as possible. Choose 1 or more brainstorm technique(s). Keep the energy high and ensure that they do not reject any ideas.

→ *Tip: if the brainstorming is slow to start, ask the students to come up with incorrect/strange/impossible ideas. How do you make the problem bigger/worse?*

→ *Tip: let students think of ideas individually first, then share them with each other. Organise multiple rounds.*

➤ **Prototype / test**

Ensure that the students have the materials required to make or work out their prototype. This can be done on paper, spatially or digitally. For example, organise short rounds of prototyping and testing.

- 1) first, each team member creates a short prototype
- 2) share the ideas with the team and decide on 1 prototype per team
- 3) test each prototype amongst the other teams (tips, tops, ideas, questions)
- 4) finally, test the idea on the target group.