**Design Thinking Lesson**

13th Lesson of the class Creativity: much more tan ideas!

Audience: 25 Undergraduate Students

Schedule: 2-5 p.m.

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| **CONTENT OBJECTIVE** |
| After this class the student will be able to:   * Explain the Design Thinking Process * Apply the basic concepts of Design Thinking into their projects |

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| **CREATIVITY TOPIC & OBJECTIVE** |
| **Keep it open:** Resisting premature closure, resisting the temptation to complete things in the easiest, quickest way. |

**Class Flow**

**Heighten anticipation**

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| Time | Content Activities | Creativity Goal Activities |
| 2 days before |  | *Create the desire to know*   * Email: Before we go to the final classes to do the project we still need to keep ***open*** to more and new learning. So I welcome you to come with your eyes and ears wide open for our class on Wednesday to learn how to design from the consumer understanding!   *Get attention and arouse curiosity*   * Doors wide **open** when they arrive to class * There will be a table full of material for them to play with a sign **“WANTING TO TOUCH?, NOT YET! ”** * The class will be organized in tables of two (have never had this design). In each table they will have the material for the exercise upside down, saying **“wanting to read?, not yet”** * Music |
| 2:00 – 2:08 | Warm up done by a student (Is a regular thing we do in class) | |
| 2:08 – 2:10 | Presenting the lesson objective | |

**Deepening Expectation**

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| Time | Content Activities | Creativity Goal Activities |
| 2:10 – 2:15 | By fours (initially sitting by 4):   * What do they know about Design Thinking? | * Give them 3 minutes to discuss * Then asked them to add 2 more minutes of discussion (not close it yet) * I write down the key points they shared but do not conclude yet |
| 2:15 – 2: 20 | TED video on design Thinking https://www.youtube.com/watch?v=IwidCkCmWg4   * While watching the video, pay attention to the process the group followed |  |
| 2:20 – 2:35 | *Cutting holes to see through*  In the group of four respond to the following questions:   * What was the problem they were trying to solve? – Phrase it in like a challenge statement * How do they identify this problem? What did they do? * How did they come to a solution? * How did they arrive to the final product? |  |
| 2:35 – 2:40 |  | Watch the video again knowing what the questions are: I do not close for them, they do not stay with the first answers they see |
| 2:40 – 2:55 | *Cutting holes to see through*  Now review your answers and at the end make a graphic representation of the process (3 min to share).   * What was the problem they were trying to solve? – Phrase it in like a challenge statement * How do they identify this problem? What did they do? * How did they come to a solution? * How did they arrive to the final product? | * Do a graphic representation: Keep thinking about the same questions and now they do not go with the easiest/quickest way to answer but they need to find a new way to do it. Sharing. |
| 2:55 – 3:10 | Explanation of the model (Power Point). Highlighting two main points: Empathy and Prototyping (Methods for each one) |  |
| 3:10 – 3:20 | Break |  |
| 3:20 – 3:36 | Introduction to the “New City experience project”: This work will be done in couples to design an experience for visiting a new city for each other. It is a format already given to them with instructions   * Stage 1: Empathy – *Looking twice*:   + Design the interview   + Make the interview | * Turn the material that is in the middle of the table * Need to stay in the interview until they hear a good story.. tell me more…, dig deeper and deeper |
| 3:36 – 3: 45 | * Stage 2: Define the problem - *Listening to a cat:* * What do you inferred the meaning of the story is? Then how do you define the problem? |  |
| 3:45 – 4:15 | * Stages 3 and 4 : Ideate & build | * Instructions: Use the divergent tools they now. Start with 15 ideas, 5 more, 5 more…Build, build more. |
| 4:15 – 4:25 | * Stage 5: Prototyping –   Theory on prototyping. Now they go and pick up material from the table for each one to build a low resolution prototype |  |
| 4:30 – 4:35 | * Stage 6: Test   Follow the testing the idea interview format | * Instructions: Keep understanding the answers you are getting. Dig deeper |

**Extending the learning**

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| Time | Content Activities | Creativity Goal Activities |
| 4:35 – 4:50 | *Singing in one´s own key: making associations of information*   * Debrief in groups of 4 discuss:   + Where does it one of the stages you did goes in the model?   + When do you see using this model in your professional life? * Share |  |
| 4:50 – 5:00 | * How did you see this class versus the previous ones? | * Debrief on the skill: Keep open |
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| 1 week | * *Homework: Singing in one´s own key*   + Apply the methodology to redesigning your mom´s kitchen   + Do the empathize stage for the problem you are going to work for the final project. | * Generate at least 20 ideas to solve the problem |