

## Session 2 Notes

<b>Objectives</b>	To use creative problem solving and critical thinking skills to tackle a real-world issue.
<b>Overview</b>	<p>The video presents students with an opportunity to engage in creative problem solving by addressing the issue of injuries experienced by elderly people while walking their dogs. The video should be paused so that students have the opportunity to consult the information sources and worksheets. The first pause is at 0.38 in the video where students are encouraged to access a range of data to gain an empathetic understanding of the problem. The video can then be re-started after the countdown to move students on to the next phase of the design thinking process. The video should be paused for the second time at 2.34 so that students can use the Empathy Map. The video should again be paused at 4.03 so that students can use the 5Whys technique to think critically about the issue and form guiding questions to provide their direction. There is another countdown (20 seconds) to indicate that the video is about to move on to the How Might We task. The Reflection Journal can be completed at the end of the lesson or set as homework.</p>
<b>Resources</b>	<p>The video guides the structure of the session. The teacher can alter the pace according to the needs of their students and the time available.</p> <p>News report</p> <p>Dog lead product specification</p> <p>Brainstorming worksheet</p> <p>Empathy Map</p> <p>5 Whys worksheet</p> <p>How might we worksheet</p>

## Session 2 Notes

	<p>The Reflection Journal can be completed at the end of the session or set as an extension or homework. The Optional questions for discussion and/or reflection in this document can be set as prompts for this reflective task.</p> <p>The Creativity Playbook can be used to provide starter or extension activities.</p>
<b>Skills focus</b>	<ul style="list-style-type: none"><li>• Analytical thinking</li><li>• Active learning</li><li>• Critical thinking</li><li>• Communication</li><li>• Collaboration</li><li>• Empathy &amp; emotional intelligence</li></ul>
<b>Duration</b>	60 minutes (minimum)
<b>Suitability</b>	<ul style="list-style-type: none"><li>• Students aged 12-14 (Key Stage 3)</li><li>• Citizenship lessons</li><li>• Broad General Education (Scotland)</li><li>• A Problem-Solving/Thinking Skills co-curricular club</li><li>• Personal, Social, Health and Economic (PSHE) education thinking skills unit.</li></ul>
<b>Key terminology used in the video.</b>	<i>Constraint</i> - something that controls what you do by keeping you within particular limits.

## Session 2 Notes

	<p><i>Empathy</i> – the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.</p>
<b>Optional questions for discussion and/or reflection.</b>	<p>What assumptions and prejudices do you think some people have about elderly people? Is there a 'typical' older person? (There is no 'typical' older person. Some 80-year-olds have physical and mental capacities similar to many 20-year-olds. Other people experience significant declines in physical and mental capacities at much younger ages.)</p> <p>The World Health Organisation (WHO) stated in 2018 that between 2015 and 2050, the proportion of the world's population over 60 years will nearly double from 12% to 22%. A longer life brings with it opportunities, not only for older people and their families, but also for societies as a whole. What do you think the benefits of a longer life are for individuals, their families and societies as a whole? (Guide students to consider how additional years provide the chance to pursue new activities such as further education, a new career or pursuing a long neglected passion. Older people also contribute in many ways to their families and communities.)</p> <p>What do you think these opportunities depend heavily on? (Health. This could spark a discussion about universal health care and the health inequalities faced by individuals that live in countries without this welfare provision. The USA and the UK could be compared to understand the impact of private and public health care provision)</p> <p>Should healthcare and medication be free or universal? (<a href="#">This website</a> provides simple data to show the countries that offer universal health care. Understanding free vs universal healthcare is important. Free healthcare is also different from universal healthcare. The terms are often used interchangeably but there are differences. Free Healthcare means that all citizens receive health care at no cost or a very minimal cost. Universal Healthcare means there is a health care system that provides coverage to at least 90% of</p>

## Session 2 Notes

	<p>citizens Both of the above are subsidised programs typically paid for by the citizens of the country via taxes.)</p> <p>What would a world without ageism look and feel like?</p> <p>How would eradicating ageism benefit everyone in society?</p> <p>If our global population is living longer, what impact might that have on the economy, society, politics or any other area of life? (consider the fact that older people are more likely to vote than younger people, and in the UK, when they do, they are more likely to vote for conservative politics), housing and healthcare.</p> <p>What are the links between health inequality, economic inequality and social inequality? (Students could be encouraged to identify the interconnected nature of inequality and how each inequality leads, is a cause or effect of the other. Students may consider the cyclical nature of inequality and the generational impact of inequalities. They may also consider the impact that inequality has on everyone not just those experiencing it. In this regard they may consider pressures on health services, increased public spending on the welfare system, higher taxes, etc. They could also consider concepts such as Universal Basic Income (UBI) which has the potential to reduce inequality. Pilot studies of UBI have been carried out in Kenya and Alaska among other countries. If students would like to read about this and other concepts linked to inequality, the book, 'Utopia for Realists' by Rutger Bregman is an interesting starting point. An overview of Rutger's ideas about UBI can be found on <a href="#">Global Insights</a>.</p>
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## Session 2 Notes

### Extension

This session touches upon issues relating to stereotypes of ageism. Ageism is the discrimination against an individual strictly on the basis of their age. This can relate to both older and younger generations. Students could be encouraged to identify areas of life that ageism exists. Looking at workplace practices and marketing would be good starting points. Students could think about the ways that individuals, communities, schools and governments could tackle ageism of both older and younger people. The WHO is working on a [Global Campaign to Combat Ageism](#) that aims to build a world for all ages by the way we think, feel and act towards age and ageing. Students could look at this action and assess the effectiveness of this campaign and suggest next steps. In discussions about universal healthcare provision and its benefits and limitations, students could be encouraged to identify links between socio-economic inequalities and health inequalities. Students could identify the current pension provision in their country and analyse the extent to which the payment meets basic human needs such as warmth, shelter and food.

# Session 2 Notes

## Transcript of Video Session 2

So now we have arrived at the point at which you are going to begin thinking creatively. Consider the following situation:

There has been a rise in the number of elderly people that are falling and fracturing their bones while walking their dogs.

We know that the first phase of the design thinking process is to gather information and define the problem that needs to be solved. Take a look at the information that you have and using this, brainstorm the challenges of this situation. At this point we are not looking for solutions, we are simply analysing and evaluating the challenge so that we can understand what the problem is.


## News Article



# Session 2 Notes

## Dog Lead Product Specifications

**THE DOUBLE ROPE**



**DESCRIPTION**

This is a double rope dog lead with a black handle and a metal clip. It is made of two thick ropes, one green and one black, which are twisted together to form a single, thicker rope. The lead is designed to be durable and resistant to pulling. It is suitable for use with a dog collar or harness. The lead is made of high-quality materials and is designed to last for a long time. It is a great choice for dog owners who want a lead that is both functional and stylish.


**THE RETRACTABLE**



**DESCRIPTION**

An all-weather retractable dog lead with a black handle and a metal clip. It is made of a durable material that is resistant to pulling. The lead is designed to be easy to use and is suitable for use with a dog collar or harness. It is a great choice for dog owners who want a lead that is both functional and stylish. The retractable lead allows you to control the amount of lead that is extended, making it easy to manage your dog's movements. It is a convenient and practical choice for dog owners who want a lead that is both functional and stylish.

**THE SIMPLE**



**DESCRIPTION**

A simple dog lead with a black handle and a metal clip. It is made of a durable material that is resistant to pulling. The lead is designed to be easy to use and is suitable for use with a dog collar or harness. It is a great choice for dog owners who want a lead that is both functional and stylish. The simple lead is a classic choice that is both practical and reliable. It is a great choice for dog owners who want a lead that is both functional and stylish. The simple lead is a classic choice that is both practical and reliable. It is a great choice for dog owners who want a lead that is both functional and stylish.

## Brainstorming Worksheet


**Understanding and empathising**

Note your findings here

**Brainstorm Area**

**Our most significant findings**

Note your significant findings here



## Session 2 Notes

So, you now have some information about the issue. And you are closer to understanding the challenges.

Now let's watch an interview with someone that has been affected by this issue. Try to add more detail to your brainstorming notes to help you to understand the situation a little more:

*My name is Nina and I am 75 years old. I used to be an educator until I retired. My husband passed away five years ago and to help me cope with the loneliness I felt at home I decided to get a dog from the local rescue centre. He was a Boxer and I called him Bailey. Bailey and I used to go for long walks and it really helped me overcome my grief and improve my wellbeing. One day after the rain had cleared, Bailey and I were walking on a path that was a bit muddy. I had on my walking boots, but Bailey saw a rabbit in the distance that he wanted to chase and he pulled on the lead so hard that I fell. I was in shock and once I was taken to the hospital by a passer-by, I was told I had broken my hip and arm. The tendons in my wrist were also damaged. I was holding Bailey on a fixed length lead with a loop around my wrist. It took a long time for me to recover after my fall and I was unable to look after Bailey so I had to return him to the rescue shelter. That made me really sad as I don't get out as much as I used to and I do feel very lonely.*

Okay so we have grasped the situation, the constraints, challenges and impact of the issue. We now need to continue on with our empathetic understanding of the issue by using what is called an Empathy Map. Look at the questions on the Empathy Map and try to answer them as best you can.

### Empathy Map





## Session 2 Notes

We are now building up a deeper understanding of the user and their experiences, but we still need to define the actual problem that they are facing and the reasons for this.

One way to do this is by using what is known as the 5Whys technique.

This questioning technique was first used by the car manufacturer, Toyota in the 1930s. It is a really simple method where you take a problem and drill down to its root cause by asking 'Why?' five times. By the 5th Why you will see that the root cause of the problem will likely reveal itself to you.

Let's start with this first Why question: *Why are elderly people becoming injured when walking their dogs?*

We could answer this by saying "Because they are falling".

We would then follow this up directly with another why question that could be: *Why are they falling?*

We would try to answer this question and then follow it up with another why question, an answer and then two more until you have 5 Why questions and their answers which should lead you to the root cause of the issue.

### The 5Whys worksheet

THE 5 WHYS?

1 Why are elderly people becoming injured when walking their dogs?  
Because they are falling.

2 Why are they falling?  
They are slipping on the pavement.

3

4

5

## Session 2 Notes

Now that you have established a deeper understanding of the causes of the issue that you are trying to solve, construct a 'How might we' question so that you can focus on clear next steps. So, for example, this could be something like "How might we design a dog lead that prevents the handle slipping from the owners' hands?" or "How might we design a lead that prevents dogs from pulling on their leads?" You can use the How might we worksheet to construct these questions.

### How might we worksheet

**HOW MIGHT WE...?**

How Might We questions turn challenges into opportunities for design. This type of question suggests that a solution is possible.

1 How might we ...	2 How might we ...
3 How might we ...	4 How might we ...

Remember to keep the user at the heart of your problem solving. By doing this you can prevent injury and keep dog walkers and their dogs happy and healthy.