

## Session 5 & 6 Notes

<b>Objectives</b>	To create a presentation of the process and solution that each group has determined to be their minimum viable product.
<b>Overview</b>	The video encourages students to look back through their Reflection Journal to help them communicate their thought processes and what they have learned during the process about themselves and how to solve problems. Students will then spend time constructing their presentation to identify how they used the design thinking process to come up with their solution. They can use the worksheets, sketches, models and any other aspect of their experiences in this process. Each group will present in front of each other and pose questions to the presenters to gain clarity.
<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>PowerPoint templates</p> <p>Reflection Journal</p> <p>Observer worksheet</p> <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>• Prototyping</li> <li>• Creativity</li> <li>• Ideation</li> <li>• Reasoning</li> <li>• Problem solving</li> <li>• Creativity, originality and initiative</li> <li>• Leadership and social influence</li> <li>• Technology use, monitoring and control</li> <li>• Resilience, stress tolerance and flexibility.</li> </ul>
<b>Duration</b>	120 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>Data</i> - facts or information, especially when examined and used to find out things or to make decisions.

<b>Key terminology used in the video.</b>	<p><i>Collaboration</i> – the action of working with someone to produce or create something.</p> <p><i>Communication</i> – a process by which information is exchanged between individuals through a common system of symbols, signs, or behaviour.</p>
<b>Optional questions for discussion and/or reflection.</b>	<p>What do you think makes an effective communicator?</p> <p>What are the benefits and limitations of collaborating?</p> <p>Can you describe the problem that you have solved?</p> <p>Can you explain the steps that you and your team took to solve the problem?</p> <p>Can you explain your design solution in one sentence only?</p> <p>Can you outline the feasibility, viability and desirability of your solution?</p> <p>What have you learned about working in a team?</p> <p>What have you learned about yourself throughout this process?</p> <p>If you were going to start the process again is there anything that you would do differently?</p> <p>What have you observed about engaging presentations?</p>

**Extension**

Once students have completed the process of creating their presentation and presented their process, design and findings to their peers and received and responded to observation comments and questions, students can move towards reflecting on the process as a whole. The design thinking process offers students the opportunity to talk about a real-life experience of solving a problem. They could be encouraged to discuss the process itself, the impact that it had on them and the target market, the notion of adopting a human-centric approach to problem solving, not allowing assumptions to drive their ideas, working in a team and aspects of the process that they would do differently if starting again.

## Transcript of Video Session 5 & 6

As you will have realised by now design thinking helps to improve your collaboration and communication skills. You have been honing these throughout the process and for the final phase of this design thinking journey, you are going to present your process and findings.

Presentations can be engaging when the speakers speak for short bursts and do not simply read what is on the screen or board. Keep your presentations short and to the point.

Throughout this process you have placed the user or target market at the heart of your problem solving. The same approach works when designing a presentation – place your audience at the centre and consider what their experience will be. Will they be bored or engaged? Are you going to give them enough for them to make observations and ask you questions? Remember they are not judging you and will have to present themselves.

Therefore, you should consider your audience as A Friendly sounding board that is interested in what you did and what you are going to share with them.

Your presentation may reflect on the whole process. Look through the reflections that you have made in relation to the ideas that you have considered and the steps that you took as a group. Take a look back through your notes, worksheets and designs. Think about what you have learned about yourself and working with others. Reflecting is an important part of this process. It helps you to appreciate your progress and to see if there are any areas of the process that would have benefited from refinement or more focus.

You can use any form of presentation that you are able to access. There are PowerPoint templates that you can edit as shown here or you can use the templates to help you structure your own presentation using another method such as video, animation etc.



As you hear the presentations of other groups, note your observations about their decision-making process and any questions that you may have using the worksheet or some paper.

### Observations

As you hear the presentation of your peers, note your observations in the spaces provided on this sheet.

Your observations will provide valuable feedback and will help your peers to revisit their solution.

Can you identify any limitations to the solution?	What do you think is interesting about the solution? Note down a question that you would like to ask about the solution.	Could the solution help to solve any other real-world issues? What could you add to improve the solution?

### Your observations

As you hear the presentation of your peers, note your observations in the spaces provided on this sheet.

Your observations will provide valuable feedback and will help your peers to revisit their solution.

Note down a question that you would like to ask about the solution.

What do you think is interesting about the solution?

Could the solution help to solve any other real-world issues?

Can you identify any limitations to the solution?

What could you add to improve the solution?

Name:	
Observations for Group #	
Teacher:	Date: