



## PROBLEM TO PITCH



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Problem to Pitch is a 7 lesson stand-alone module. Problem to Pitch is a generic project-based learning module that can be adapted to any topic. It introduces students to the concept and process of Design Thinking; the cognitive, strategic and practical processes for creative problem solving.

The module encourages students to engage with their local context to enable them to explore real-world problems in meaningful and tangible ways that are manageable. The module encourages the development of 21st Century skills supporting students to keep up with the lightening pace of a constantly changing technologised world.

Design Thinking helps the students to understand that they can create their own future by enabling them to design their own experiences and participation. Using linked learning and systemic thinking with practical methods of learning, including inquiry and project-based methods, the activities support teachers and students to undertake projects that address contemporary issues on a local scale, in line with the Sustainable Development goals and the 2030 agenda.

#### Learning Objectives:

- Develop skills of organising, planning and scheduling
- Develop awareness of the basics of Design-Thinking for problem-solving
- Practice problem solving and critical thinking skills as individuals and part of a group
- Be introduced to project management tools such as Lean Canvas, Logic models, 5Ws (who, what when, why where)
- Create vision boards and a Pecha Kucha presentation.

This module covers the following Sustainable Development Goals: SDG4 Quality Education; SDG11 Sustainable Cities and Communities; SDG12 Responsible Consumption and Production; SDG13 Climate Action.

Lesson 1: Design Thinking is the cognitive, strategic and practical processes for creative problem solving. This lesson will introduce students to the 5 stages of Design Thinking to build a foundational understanding of the process.

Lesson 2: Empathy 1- Stanford Design School's five chairs activity encourages students to iterate on their designs and practice using different materials.

Lesson 3: Defining the Problem: In this lesson learners define a problem. Learners begin to identify a real problem they want to address on a local or global level, using the SDGs as a starting theme and gain an opportunity to develop an awareness of a local problem.

Lesson 4: Ideate, Generating and Remixing - Ideas This lesson enables students to develop an understanding of the process of generating ideas starting with their personal experience and then moving into project themes.

Lesson 5: Ideate 2 Generating and Remixing Ideas 2.0 Good Idea / Bad Idea. This lesson builds on lesson 4 and enables students to develop an understanding of the importance of developing ideas and looking for opportunities to iterate and improve on existing ideas. Students are also introduced to Open Source concepts e.g. iteration and collaboration.

Lesson 6: Prototype Your Idea - In this lesson students will begin to consider their ideas for prototyping, develop a concept statement and look at ways to prototype their ideas depending on their users / audience.

Lesson 7: Test Your Idea - Evaluating an idea is a key aspect of Design Thinking. In this lesson students will begin the process of testing their ideas with potential users. Students will learn that this is not the end of the process and that they may learn something that means they might need to return to an earlier stage e.g. Define or Ideate.

This module also comes with a set of Real-World Challenge briefs that complement the lessons and activities from lesson 3 onwards offering specific focus and additional skills, including a 5-lesson introduction to creative, critical challenge-led learning.

### **External Expertise:**

- Dr. Anita McKeown: UCD / FutureFocus21c. Dr Anita McKeown, FRSA, FIPM, MEI - is an award winning artist|scholar and STEAM educator, co-designing values-based leadership through education and community processes. She works at the intersection of art, equitable placemaking and technology: Open Source Culture and Technology (ethical and ecological implications) and STEAM education, across a range of interdisciplinary projects, processes and partnerships
- Ms. Rebecca White: UCD - is an educator, consultant, trainer and curriculum developer, focusing on STEAM education, project-based, student-led learning and professional development for place-based learning.

For more information or to access online support in integrating the programme into your existing teaching please contact: [hello@futurefocus21c.com](mailto:hello@futurefocus21c.com)