

SDG 15 Seeding Sustainability

MM1: Problem to Pitch The Ice Cream Olympics



MM1: Problem to Pitch - The Ice Cream Olympics

Programme Phase 1: Research and Development

Lesson 2 Design Thinking - Empathy

Subjects: Climate Action
and Sustainable
Development, Design,
Technology, Science

Lesson Title and Summary: Empathy and Empathic Design?

Stanford Design School's five chairs exercise encourages learners to learn how to develop design principles for a user profile. This has been adapted to suit the Ice Cream Olympics project.

Learners will consider the 5 users' needs (this sets the design principles) and develop ideas on paper. In this lesson they will also complete a user empathy map and create 3D prototypes of their designs. This activity encourages students to iterate on their designs and practice using different materials.

This lesson, while unrelated to Ice Cream it builds foundational skills required if undertaking the final event e.g. devising inclusive games and ice cream recipes depending in dietary requirements.

Vocabulary

**Assumptions; (Biases, Judgement) Design
Principles; Empathy; Identify; Immersion**

In this lesson, the learner will:

- understand empathy in design
- develop critical thinking through the practical tasks of asking learners to analyse their user's profile to find their needs
- build, test and iterate design ideas grounded in a user's needs
- practice group work and develop the ability to work through design challenges collaboratively

Materials:

- Worksheet: User profiles worksheet
- Worksheet: Empathy Map
- Pens, pencils
- Paper



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Activity Instructions

Activity 1 Developing design principles from user profiles (10 mins)

1. Organise learners into groups of 2 or 4.
2. Introduce the lesson and the importance of empathy in design.
3. Hand out the user profile worksheet, one per group.
4. Explain the task to the learners and ask different groups to read out each of the user profiles from the user profile worksheet.
5. Learners will develop the design principles (rules / needs) for the users' chairs based on needs of user for all profiles.

Activity 2 – Developing paper designs – (20 mins)

1. Have learners select a two users they wish to work on and identify two - three needs (design principles) they see in the description of their user.
2. Learners will develop ice cream design ideas on paper for two of the users that integrates the users' needs (design principles).
3. Discuss the challenged and the flavour ideas learners have developed based on their users' needs.

Activity 3 – Using an Empathy Map – (20 mins)

1 Through discussion or writing the questions on the board for learners to answer, discuss the empathy questions Checklist - use the empathy map to expand on the users:

- Did you identify the design principles required for your user?
 - Did you make any assumptions about your user?
 - Did you discover any biases / judgments about your user that you might have?
 - How much do you think you really know about your user - do you need to do more research?
 - How will you do more research on your user?
2. Using the Worksheet: Empathy Map - learners will complete the activity based on one or both of their selected users, depending on time from activity 2.

REFLECTIVE EXERCISE: 3-2-1 (10mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

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EXTENSION / REDUCTION ACTIVITIES

Reduction: For a shorter class, undertake activity 1 and 2 only and make paper designs only for one user in activity 2. Use any remaining time to ask learners to watch the video empathy mapping at home and complete an empathy map for the user they worked on in class.

Extension: For a longer class, integrate either Video: Design Thinking 1 - 'Empathise' or 'The Importance of Empathy' before activity 1 and Video: 'Empathy Mapping' in advance of activity 3 - see media box.

Develop a class discussion based on the empathy questions in activity 3 and learners' empathy maps.

Option: 2 Learners can research ice cream company's and develop questions to email to them based on how they do their market research and use inclusive design to develop ice cream for a diverse range of consumers, e.g. dietary needs.

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

Video: Design Thinking 1 - Empathise (3:08 min) <https://www.youtube.com/watch?v=LSXop-NTfR0>

Video: 'The importance of Empathy' (3:30min) <https://www.youtube.com/watch?v=UzPMMSKfKZQ>

Video: 'Empathy mapping' (5:36min) <https://www.youtube.com/watch?v=QwF9a56WFWA>

Video: 'Empathy not Sympathy' (2:32min) <https://www.youtube.com/watch?v=HznVuCVQd10>

Linked learning: Media Communication Skills micro-modules support the development of the 4Cs skills – Creativity, Communication, Critical Thinking and Collaboration

Local Trip / Expertise / Additional Work and Assessments

Connect to one of the organisations in the local town or village to research ice cream preferences, undertake a survey of local unusual ice cream flavours that people know about or have tried.

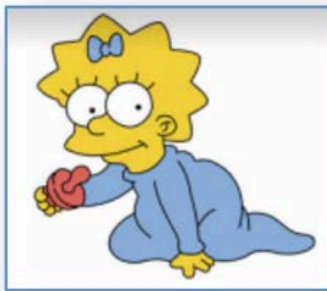
Linked learning: Tutors are encouraged to work with other tutors to develop the project through multiple outcomes such as video, poster, Pecha Kucha, Interviews or Podcasts and SDG 4 supporting Skills - reports.

MM1: L3WS 5 USER PROFILES

15 LIFE
ON LAND



Grandad is getting on an can be a bit cranky. Nothing cheers him up like a walk to get ice cream. Grandad has to watch his cholesterol and sugar intake. He has also been told to limit dairy in his diet, but he loves ice cream and his favourite flavour is mint chocolate chip.



Maggie is 9 months old and she loves to play and crawl. When her brother and sister have ice cream she wants some too. Marge tries to limit added sugar as she doesn't want Maggie to have a 'sweet tooth'. She gives Maggie bananas or nut butter as a treat. Maggie also loves avocado and mango.



Neil is an astronaut who travels to space. When he is in his space ship he is in a weightless environment. This is cool most of the time, but it is a challenge when he wants to have an ice-cream. After a few months on the International Space Station, Neil is desperate for fresh fruit and loves to get some ice-cream.



Lisa is a marathon runner who runs every single day and her metabolism is very high and she can eat what she likes. She snacks a lot on nuts as they are high in protein and eats food with a lot of ginger, turmeric, cardamom or cloves to help with aches and pains. She also drinks a lot of milk after her run for calcium.



Ralph is in secondary school and spends about 6 hrs a day sitting down. In the summer he likes to go for ice cream with his friends, but no 99s for Ralph as he is lactose intolerant. He's lucky the shop they go to have other frozen options, but he has to be careful as he is also allergic to nuts and strawberries.

MM1: L2WS Empathy Map

What does your user think and feel?

- What really matters to them?
- What do they think about?
- What are their worries, dreams or aspirations.

THINK AND FEEL

What sort of things does your user hear / listen to?

- Where does your user get information?
- Who might your user listen to or be influenced by?

HEAR

SEE

What does your user see?

- When do they use the town and what do they see? Do they walk, cycle or drive through the town?
- What might they notice?

WHAT DO THEY SAY AND DO

- What other things might your user do?
- What other things are they interested in?

