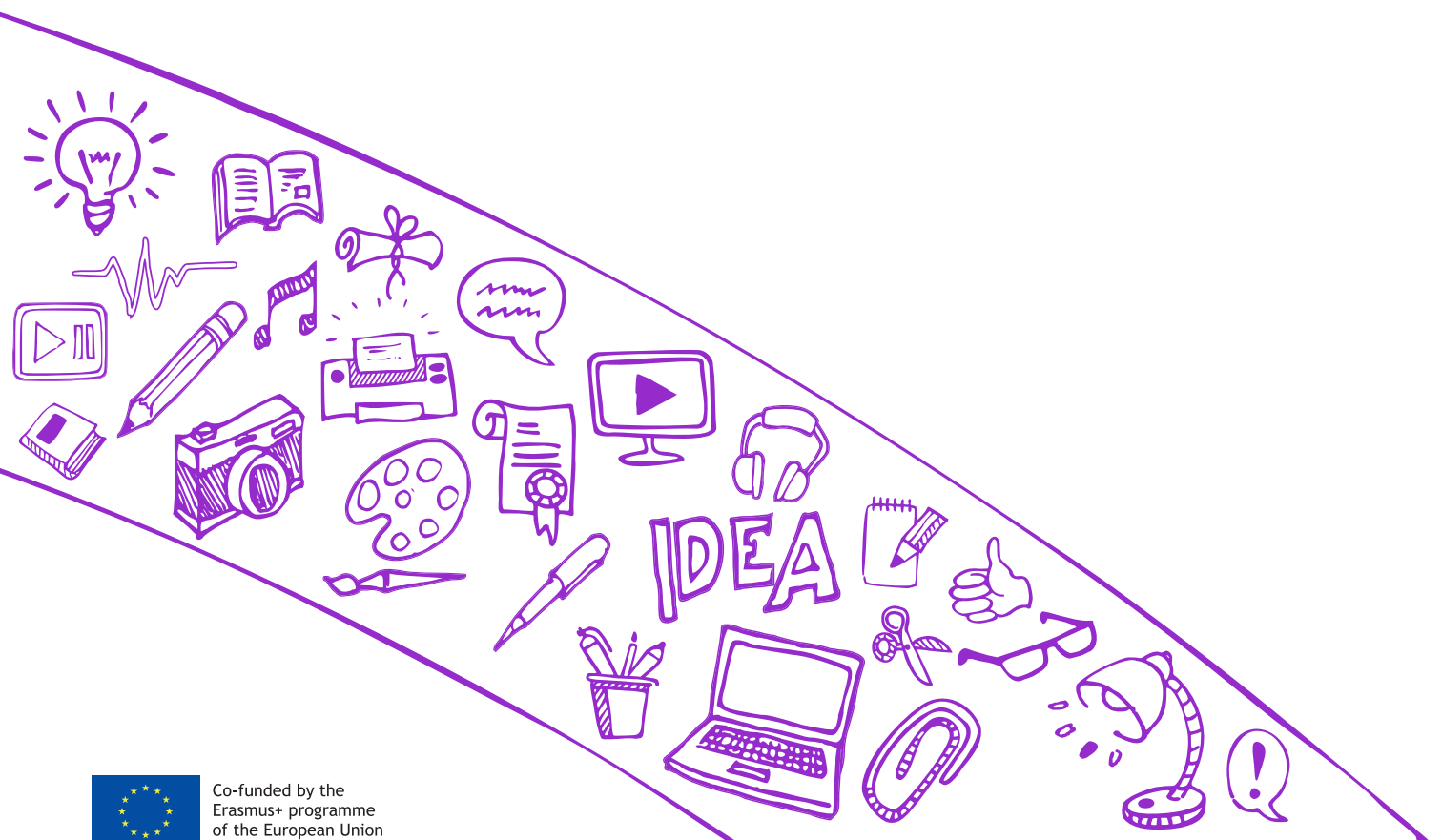**Module 5**

Applying your creative practice for solving community challenges

Part 1

Course description

Below you can find a template to structure the courses for each module. The duration of the entire module is 4 hours including 2x 15 minute breaks and a 30 minute lunch. Please use and fill the template below with the foreseen activities. Use one template for one activity.

Activities

- **Opening of the module**

- Exercise 1: **Presenting the idea of Design Thinking (DT)**

- Exercise 2: **Let's try Design Thinking: Empathise & Define**

- Exercise 3: **Define the problem - what artistic solutions you can propose?**

- Exercise 4: **Ideate and intend**

- Exercise 5: **Homework**

- **Closing session debrief and takeaways**

Addressing competencies

- Creativity

- Critical thinking

- Teamwork

- Self-awareness

- Self-efficacy

- Community needs identification

- Negotiation

- Problem solving

Learning outcomes

Here participants will be quickly introduced to different phases of the process to be experienced: Connecting with what matters to me and others. Checking my understanding with others. Making a guess about the solution. Checking my guess with others. Producing a prototype. Showing it to the others. Planning activities and delivery. Spreading the word.

- Introduce participants to the concept of solution design and the concept of design thinking

- Practice design thinking method step by step

- Introduce participants to entrepreneurial thinking

- Practice collaboration

- Practice describing concepts and applying ideas in different contexts.

Concrete steps for the implementation

This module is dedicated to demonstrating how creativity can be applied to our daily challenges, both individual and community. It will introduce a tailored process of creative solution design and implementation, based on design thinking, entrepreneurship, and project management methodologies.

Learners will be introduced to a brief description of the methodology and invited to engage in a group project on a community challenge they identify.

The final two modules are connected and at the end of the modules, there will be time to reflect on what the main learnings from the whole course are.

For concrete steps – please see below .

Detailed step by step scenario is proposed with PowerPoint.

Learning materials

Visual PowerPoint, creative mentoring, group work on concrete challenges, "outdoor" activities, active teamwork in between sessions.

Methodological explanation

Considering the recurring pandemic situation, the course has been planned as an online learning opportunity, but its content is flexible in terms of delivery. It can be a standalone course or part of another curriculum.

Online based experience and flexibility: this will allow the trainer and learners to learn at their own pace and convenience.

Depending on the art field in which the trainer is involved, as well as the level of preparation of learners and their interests, the trainer decides what frequency to deliver the five modules with.

Debriefing questions

- *What do we know now about practising creative solution design and design thinking?*
- *How do we understand challenges now?*
- *What were the individual and group tasks?*
- *What is the impact we would like to achieve?*
- *What was valuable and exciting for you today?*
- *What could make your experience even better?*

Feedback

Once the module is complete, ask learners for feedback. Use a brief online form or ask them at the end of the module. Questions to ask: see above.

Description of joint practical assignments

Please see the detailed scenario below.

Guidelines for peer to peer learning and evaluation

Peer-to-peer learning is an approach to teaching where learners teach each other. Without direct intervention from the trainer, students engage in collaborative learning.

As a trainer you will monitor the process, but peers are in charge. Working one-on-one within groups and breakout rooms, peers provide each other individualised help, promote teamwork, and gain new insights from one another.

In the context of the module, peer-to-peer learning is a way for the learners to:

- Learn new skills and tactics from others in the group, through shared experiences

- Support others and be supported in their journey

- Help learners to improve their overall performance – as students or workers. This is in contrast to individualised learning. Most skills can't be learned independently, but require teamwork

Tips and tricks for trainers

As a trainer from the artistic field you don't necessarily need to be aware of the principles and concept of Design Thinking. Introduce yourself to the concept with videos or the suggested readings presented here.

Focus on learning through teamwork and fun. Young people will have much more solid takeaways if they have good time together and approach the subjects through creativity than to follow a strictly as outlined process.

Potential pitfalls

Start with the end - due to lack of experience, participants may select a community challenge that is beyond their control to solve or to contribute to its solution. Then they might be turned down and it can break the process.

Help them see the goal in chunks and coach them to identify concrete steps towards achieving it.

Potential adaptation for face-to-face learning

This workshop can be easily adapted to offline and online environments as well. The plan originally is written for the online setting, (using resources like Jamboard) for discussions and breakout rooms, using any call programs (Zoom, Teams etc.)

After the activity part of the workshop, you can have a short break before the debriefing.

Further reading resources

Guides

The Field Guide to Human-Centered Design by IDEO.org
http://www.designkit.org//resources/1

Design Project Guide by Hasso Plattner Institute of Design at Stanford
https://static1.squarespace.com/static/57c6b79629687fde090a0fdd/t/589ba9321b10e3beb92 5e044/1486596453538/DESIGN-PROJECT-GUIDE-SEPT-2016-V3.pdf

Articles

Design Thinking for Social Innovation by Tim Brown & Jocelyn Wyatt, 2010 *https://new-ideo-com. s3.amazonaws.com/assets/files/pdfs/news/2010_SSIR_DesignThinking.pdf*

Human-Centered, Systems-Minded Design by Thomas Both, 2018
https://ssir.org/articles/entry/human_centered_systems_minded_design

How to create your Design thinking workshop step by step? - article with additional resources
https://careerfoundry.com/en/blog/ux-design/design-thinking-workshop/

Books

Finding your way in a wild new world by Martha Beck PhD, 2013
https://marthabeck.com/product/finding-your-way-in-a-wild-new-world/

Entrepreneurial You by Dorrie Clark, 2017
https://www.amazon.com/Entrepreneurial-You-Monetize-Expertise-Multiple-ebook/dp/B06XJ4NWR9

Videos

Career decisions supported by the Design Thinking Methodology
https://www.ted.com/talks/bill_burnett_5_steps_to_designing_the_life_you_want

Why All Young People Should Be Entrepreneurs by Justin Lafazan | TEDxAllendaleColumbiaSchool
https://www.youtube.com/watch?v=b483sxGu630

About the module

These modules are dedicated to demonstrating how creativity can be applied to our daily challenges, both individual and community. They will introduce a tailored process of creative solution design and implementation, based on Design Thinking, entrepreneurship, and project management methodologies. Learners will be introduced to a brief description of the methodology and invited to engage in a group project on a community challenge they identify.

At the end of the final two modules, there will be a reflection time on what are the main learnings from the whole course.

1. *How to practice creative solution design?**
2. *What is the challenge?*
3. *What are the individual and group tasks?*
4. *What is the impact we would like to achieve?*
5. *What are the outcomes from our creative design?*
6. *What have we learnt from the course and what has been improved?*

Learning methods

Visual PowerPoint, creative mentoring, group work on concrete challenges, "outdoor" activities, active teamwork in between sessions.

*Here participants will be quickly introduced to different phases of the process to be experienced: Connecting with what matters to me and others? Checking my understanding with others? Making a guess about the solution? Checking my guess with others? Producing a prototype? Showing it to the others? Planning activities and delivery? Spreading the word.

Opening
Module 5 introduction

10-15 minutes

The final 2 modules of our course are dedicated to demonstrating how creativity can be applied to our daily challenges, both individual and in our communities. We will go through the process of creative solution, design and implementation, based on Design Thinking, with some elements of entrepreneurship, and project management.

This will help you to identify what is your own, unique formula for resilient response to this wild new world we live in.

You will immerse yourself in design thinking as a solution method. Then you will engage in a group project on a community challenge that you will identify.

At the end of these final two modules – 4 and 5, there will be a reflection time on what are the main learnings from the whole course.

As **check-in exercise** use as a prompt from the **DiARC online deck**, and pick a check-in card for everyone, so they can connect to it and to share thoughts on the question.
https://nmct.eu/creativecards/

Exercise 1

Exercise 1
Presenting the idea of Design Thinking (DT)

15 minutes

Presenting the concept of Design Thinking

Use this short video as an introduction:
https://www.youtube.com/watch?v=a7sEoEvT8I8

To know more and better understand their users, designers act as scientists and entrepreneurs: challenge assumptions, redefine problems and create innovative solutions to prototype and test.

Today we will focus on some of the phases in the process of DT and will use them to identify and start our activities on addressing a community challenge:

- **Empathize**
- **Define**
- **Ideate**
- **Prototype**
- **Test**

Exercise 2

Exercise 2 (page 1 of 2)
Let's try Design Thinking: Empathize & define

40 minutes

What challenge we want to address and who is our user (to whom we want to serve)?

Explain that from now is a very practical part of participants' experience in the training and share with them that following the Design Thinking process. Participants will address a challenge in their community.

Before splitting participants into breakout rooms, the trainer gives examples of community challenges – **it might be an environmental issue, or a social issue, or another problem that is specific for a given area or is common for societies around the world**.

An example can be a challenge, which is linked to consequences of the Covid-19 crisis – like people living in isolation or another problem that participants unite around.

What is important in Design Thinking is that we don't guess but always check with the audience / community we want to help.

Participants must decide around a challenge they want to address and identify the community that is currently facing that challenge.

For example – if you want to improve isolation and contribute to depression prevention due to Covid isolation, which is the community you want to support? Elderly people? Single mothers with children? Young persons? Be specific.

Now you have the opportunity to define a key challenge and the main target/user group.

Example of a challenge and a group: watch the videos in advance and decide which is most suitable to share with your group, you can use storytelling or watch the video together:

Danish case of "**The Good Kitchen**"
https://www.youtube.com/watch?v=H3hXZlmWVS8

Cambodian "**Easy Latrine**" wins international design award
https://sanitationupdates.wordpress.com/2010/06/27/cambodian-easy-latrine-wins-international-design-award/

Design Thinking with the American student Sabba Quidwai
https://www.youtube.com/watch?v=l8kg9EBZqtA&t=94s

Exercise 2 (page 2 of 2)

Let's try Design Thinking: Empathize & define

40 minutes

Individual work

Individually, think about the top 3 challenges that come into your mind. These can be related to COVID, your daily life, your neighbourhood, virtual life, etc.

Write these down on a separate sheet of paper with some keywords for your choice. Also list some key words about the main people or group of people that are impacted by this problem/challenge.

Group work

Now, we will split you into 2 or 3 groups (3-4 participants in each), breakout rooms or in another way. Each of you will present your list of challenges to the rest of the group. At the end you need to agree on one common challenge that you would like to address as a group along with the target user or group.

After Breakout Room discussion 1 speaker per group or all together, present / report on:

- *Why do we see this to be a challenge?*
- *What is our reason to want to help?*
- *What is the best outcome / state we think the user can reach?*
- *Who are we helping?*

(up to 5 min per group)

At the end of presenting the challenges and communities the groups will serve to, the trainer will check if anyone wants to change groups. If you have 2 groups after identifying the challenge and communities, some participants from the one group may decide they want to go to the other group, as their direction is more appealing to the participant.

Split participants into groups of 5 or 6 people, but not less than 4.

15 minute break

Exercise 3

Exercise 3

Define the problem and what artistic solutions you can propose?

60-80 minutes

Next, we will move onto the **define** phase. This is where your will narrow down the broader design challenge (how might we improve the community experience for the problem they have, and we want to solve).

Here we distil the problem to something more specific, in DT it is called a problem statement, or point of view (POV) statement. The main focus will be to check what users think about the problem we have identified and what new insights can we add to be in line with their understanding as well.

Participants work in groups, using their time to focus on the users or communities they serve.

- Connect with your community online or conduct an interview with a representative of the community if the challenge you want to address is a challenge for someone in the group (e.g., "I need to find a job that support me to pay bills while studying").

- The task is to talk with representatives of the target group or community impacted by the identified challenge. For example, try to talk to / interview at least three representatives from the target group and try to map their understanding of the challenge and its underlying reasons.

Try to summarise your observations and findings from the communication with users.

Example/template for statement formulation:

❝ *Our user / community struggles to .... because she / he / they ....*
Our solution should deliver a quick and easy way for her / him / them to ....

The most important thing is to stay connected with the user's needs. Not to think what is good for the person, but ask the person what is good for him / her.

10 minute break

Exercise 4

Exercise 4
Ideate and intend!

45 minutes

How will we as a team solve this challenge?

Activity – reframe the problem as a "how might we" question

Brainstorming in groups

How might we provide a creative, feasible and realistic solution for the persons we are serving?

Additional questions to stimulate the brainstorming:

- *How can we integrate artistic work in finding the best solution?*
- *What is the best solution we can develop?*
- *Who can help us?*

Individual work

Each member of the group thinks of three possible solutions and presents to the other members. Following a quick discussion the group decides on which solution to work on. In making this choice, encourage them to think not only about the level of creativity of ideas, but also their feasibility.

Each group prepares a short presentation to the other groups.
Questions to reply:

- *What is the challenge we will tackle?*
- *Who is our user?*
- *What is the solution we propose?*
- *In what way we will use art within the solution?*

Reflection and discussion (20 minutes)

Each group has five minutes to share their idea for a solution with the other groups.

Facilitator supports exchange of opinions helping each group to receive quality feedback and food for thought on the presented idea.

Exercise 5

Exercise 5
Homework

5 minutes

Invite participants to continue working on their solutions as a homework for the final module.

Two main tasks:

1. Consult representatives of their users/communities with the idea for their solution. They are free to choose the forms of communication.
2. Try to build a draft visualisation of their solution. It can be in the form of a creative written description, comics, sketches, drawing, 3D sculpture of recycled materials. It is up to them to decide.

When and if possible, take photos or record videos with a storyline, about your work between the final two modules.

Closure of the module

5 minutes

Check out with a brief one word or **DiARC online deck** cards check-out closure.
https://nmct.eu/creativecards/

Course contact points

United Kingdom
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Slovenia
Katja Kolenc and Samanta Hadžić (Celjski mladinski center),
Katja.Kolenc@mc-celje.si and *samanta.hadziczavski@mc-celje.si*

Annex 1 - Course bibliography

The current list is indicative, highlighting examples of sources to be used when delivering the different modules of current course. It would be constantly updated through the piloting sessions in each piloting country (United Kingdom, Bulgaria, Slovenia and Croatia).

Guides

Change by Design, Revised and Updated: How Design Thinking Transforms Organizations and Inspires Innovation by Tim Brown, 2019
https://www.amazon.com/Change-Design-Revised-Updated-Organizations/dp/0062856626

The Field Guide to Human-Centered Design by IDEO.org
http://www.designkit.org//resources/1

Design Project Guide by Hasso Plattner Institute of Design at Stanford
https://static1.squarespace.com/static/57c6b79629687fde090a0fdd/t/589ba9321b10e3beb92 5e044/1486596453538/DESIGN-PROJECT-GUIDE-SEPT-2016-V3.pdf

Articles

Design Thinking for Social Innovation by Tim Brown & Jocelyn Wyatt, 2010 *https://new-ideo-com. s3.amazonaws.com/assets/files/pdfs/news/2010_SSIR_DesignThinking.pdf*

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https://marthabeck.com/product/finding-your-way-in-a-wild-new-world/

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https://www.amazon.com/Entrepreneurial-You-Monetize-Expertise-Multiple-ebook/dp/B06XJ4NWR9

Videos

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Why All Young People Should Be Entrepreneurs by Justin Lafazan | TEDxAllendaleColumbiaSchool
https://www.youtube.com/watch?v=b483sxGu630

Movies

The Creative Brain, NETFLIX