

Day 2

<i>Time</i>	<i>Task</i>	<i>Materials</i>
5 min	Set Up and Introduction	
5 min	Regroup on the Reframe: Based on their discussions from day 1 and whatever conversations they may have had in the intervening period, students settle on their reframed question. It may change as they begin developing solutions, but it is important to have a guiding question to brainstorm around.	<ul style="list-style-type: none"> • Chart paper from day 1
10 min	Brainstorm Solutions: Groups begin by writing the question in the centre of a new sheet of chart paper. Then, for a timed 10-minute stretch, each student in the group concentrates on producing as many ideas as possible for possible solutions. They write their solutions on the Post-It Note, read it aloud so the entire group can hear, and slap it somewhere on the paper. The goal here is quantity of raw ideas—they will be selected and refined in later stages. In generating the ideas, students should consider whether there is a way to break down the problem into different components so as to eliminate the apparent contradictions (flip-the-switch), or use the mechanism that already produces one benefit to generate another (double-down). <i>Be prepared for this part especially to be noisy!</i>	<ul style="list-style-type: none"> • Chart paper • Markers • Post-It Notes
5 min	Cluster Ideas: Looking at the ideas they have generated, students group them thematically on the chart paper. There are no predetermined categories: what is important is a grouping that makes sense to the students and will be helpful in expanding on the solution. Again, there is no magic number of clusters, but four or five is probably reasonable.	<ul style="list-style-type: none"> • Chart paper • Post-It Notes • Markers
5 min	Select a Cluster: Looking at each cluster and the ideas it contains, students select one (or possibly two that might complement one another) to develop into a prototype solution.	
25 min	Prototype a Solution: Having selected their route to a solution, groups now elaborate on the details of their concept. The more visual they can get at this stage, the better, so mind maps, diagrams, even 3-D models are a good way to turn their idea into a more concrete plan. The goal for this stage is to produce a clear summary of the plan that can be presented in a few sentences. In developing their plan, students need to keep in mind the benefits they decided they needed to produce, and the stakeholders for whom they are being produced.	<ul style="list-style-type: none"> • Chart paper • Markers • Paper • 'Arts and Crafts' supplies (if desired)

15 min	<p>Share the Prototype:</p> <p>Each group has two minutes to deliver an “elevator pitch” to the class on the essence of their prototype solution. The pitch should include:</p> <ul style="list-style-type: none"> • A brief summary of the two opposing models they started with; • A statement of the benefits they decided their new plan must produce; • An outline of the plan itself including an explanation of how it produces the benefits they identified as being essential. <p><i>If prototyping is running overtime, and it seems that more time would be helpful, then this stage might be postponed to the start of Day 3 or skipped altogether, with the students instead sharing their solutions individually in their written submissions.</i></p>	
5 min	Wrap Up and Clean Up	