

Developing: Refining the Strongest Idea

60 minutes

Strand 2.1: Appreciating my Community

Applying

Outcome LCW.M2.S1.CPS.3

WHAT THIS LESSON DOES

Apply the three design thinking filters of feasibility, desirability and viability to your starred ideas. Narrow them down to one developed solution and outline its purpose, users, workings, costs and risks on a single page for your Strand 2.1 Digital Portfolio.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S1.CPS.3	collaborate to respond to a real-life community issue, using a design thinking problem-solving approach.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Apply feasibility, desirability and viability filtering to your group's starred ideas
- Narrow to one solution the group will develop
- Describe what the solution does, who it serves, how it works, what it would cost, and what risks it carries

KEY TERMS

Term	What it means here	For example
Feasibility	Whether your group can actually deliver the idea with the people, skills, time, access and resources you have.	A free homework club in the school library is feasible if you can book the room and staff a rota; a county-wide app rebuild is not
Desirability	Whether the people affected by the issue would actually want, use and support the idea.	A litter pick every Sunday fails desirability if residents say they want bins and collection times changed instead
Viability	Whether the idea can keep going beyond the first burst of energy: costs, funding, ownership and what happens when your group leaves.	A one-off awareness day can work once; a weekly drop-in needs a small community or ETB grant and a named owner after June

BEFORE THE BELL

- Ensure each group has access to its ideation board and problem-definition statement in printed form if needed.
- Prepare a spare sample idea written on paper for any group requiring additional practice.
- Note for filing: Collaborative Task Solution is Strand 2.1 collaborative-task groundwork. It feeds the implementing lesson next in this sequence and later Portfolio in Action evidence of the collaborative task.
- Every group needs access to its ideation board and problem-definition statement from earlier collaborative-task lessons. Have a spare sample idea ready for any group that arrives with no stars. This document is Strand 2.1 collaborative-task groundwork (pre-ALT): file it under the collaborative task strand so it feeds the implementing lesson and later Portfolio in Action evidence.
- On screen this lesson: card sort.

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HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Filter, Then Write the Solution
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking each group to hold up or name their three starred ideas from the ideation board. If a group has fewer than three, give them two minutes to star from the full board before you move on. Confirm every student can open the Collaborative Task Ideation document in the Strand 2.1 folder.

5 min Key Terms

Spend the five minutes on the difference between the three lenses, not on definitions alone. A quick oral check works well: give one sample idea and ask the room which lens it fails first. Common mix-up: students treat cost as feasibility when ongoing cost is viability.

35 min Filter, Then Write the Solution On screen: card sort

SUGGESTED TIMING

- **0-8 min:** card sort on the IWB; keep whole-class debate short; pause once on contested cards and ask which lens students are really testing
- **8-15 min:** groups run their three starred ideas through feasibility, desirability and viability out loud; circulate and challenge soft claims ("who said they would use it?")
- **15-35 min:** write Collaborative Task Solution; push for real cost figures and named risks. Incomplete Cost or Risks sections must be finished before the implementing lesson next in this sequence

LOOK-FORS

- Cost lines with actual euro amounts, named free resources, or a realistic small grant line, not "low cost"
- Risks that are specific to this idea, not generic "people might not come"
- Who it serves matching the problem definition, not a new audience invented today

TEACHING TIPS

If a group cannot agree, force a two-minute silent vote then the majority carries, with the minority recording one line on what they would have chosen. Do not let the period end on debate without a page. Remind them the implementing lesson next in this collaborative-task sequence needs this document for the implementation plan. The yourTurnPrompts after the card sort are oral discussion only: no platform typed responses; all captured writing goes on Collaborative Task Solution.

10 min Think About It

Keep this as a standing pair or group talk, two to three minutes per prompt. Listen for groups that dropped an idea because it was hard rather than because it failed a lens; push them to name the lens. Require one concrete sentence on Collaborative Task Solution before save: evidence under the weakest heading, or the lens that killed the dropped idea. Cost and Risks must not be blank.

5 min What you covered

Quick exit check: every group member has Collaborative Task Solution saved in the Strand 2.1 folder with all five headings present. Flag empty cost or risks sections for completion before the implementing lesson next in this collaborative-task sequence. No new homework beyond finishing any incomplete page. Remind students this is pre-ALT collaborative-task groundwork that feeds the implementation plan and Portfolio in Action evidence, not a standalone ALT.

ANSWERS AND LOOK-FORS

- Feasibility: can we deliver it? - We have people who could run the first month; We can get a venue free or cheap enough; We could build a working version in six weeks
- Desirability: would people want it? - The people affected said they would use this; Local residents would support it publicly; It answers a problem people have already named
- Viability: can it keep going? - It could keep going after our group leaves; Someone would pay, or a funder already covers this; Running costs fit one small grant for a year

TEACHING MOVES

- Model the three-lens filter with a whole-class example idea during the Key Terms step.
- Circulate among groups during the main activity to ask which lens each idea fails first.
- Encourage oral checks to confirm understanding of the differences between the lenses.
- Listen for groups that need prompting to name the specific lens when rejecting an idea.
- Treat yourTurnPrompts as oral discussion only; all writing lands on Collaborative Task Solution.

WHAT TO WATCH FOR

- Combining the three lenses into one vague judgement instead of testing separately; direct students to apply each lens one at a time.
- Rejecting ideas because they seem difficult without specifying the lens; prompt them to identify feasibility, desirability or viability explicitly.
- Leaving sections on cost or risks incomplete; check and flag these for follow-up before the implementing lesson.
- Treating the card sort as sorting starred ideas into a single lens bucket; the cards practise recognising claims; each starred idea must clear all three lenses.

DIFFERENTIATION

- Support: Offer a template with prompts for each of the five headings on the solution page.
- Support: Allow groups to work with a partner from another group for the initial filter practice.
- Extension: Ask groups to add a note on how the solution could be sustained long-term (for example via a small community or ETB grant, or a Garda-vetted volunteer rota where relevant).

WHAT STUDENTS ARE LEFT WITH

- Collaborative Task Solution: one-page developed solution with cost and risks