

LESSON 13

The Stages of Design Thinking

60 minutes

Strand 2.1: Appreciating my Community

Participating

Outcome LCW.M2.S1.CPS.2

Outcome LCW.M2.S1.CPS.3

WHAT THIS LESSON DOES

Run clarifying, ideating, developing and implementing as a cycle on your community issue. Complete a two-pass mini sprint and record what the return changed.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S1.CPS.2	describe the process of design thinking and how it has evolved over time.
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

- Order clarifying, ideating, developing and implementing as a cycle
- Complete a two-pass mini sprint on your own community issue
- Record what a later stage taught you and what you changed

KEY TERMS

Term	What it means here	For example
Clarifying	The first stage of design thinking: defining what the problem actually is, and whose problem it is, before anyone invents a solution.	Rewriting 'teenagers have nowhere to go' as '14-317-year-olds in our town have no free, supervised indoor space after 6pm on weeknights'
Ideating	Generating as many possible responses as you can, without judging any of them yet.	A group listing thirty ideas for a community space in twelve minutes, including ones that sound silly at first
Developing	Taking the strongest idea or two and making them real enough to test: what the response is, who it serves, and what it would take.	Turning 'a youth hub' into a two-evening drop-in with a named venue type, a supervisor role, and a rough cost for the first month
Implementing	Turning the developed idea into concrete next steps a community stakeholder would recognise as a credible start.	Three next steps such as email the parish hall, draft a one-page pitch for the youth officer, and survey ten peers this week
Iteration	Going back to an earlier stage because a later one taught you something, then changing what you had. A cycle, not a straight line.	Discovering in developing that nobody would use your idea, so returning to clarifying and rewriting whose problem you are solving

BEFORE THE BELL

- Ensure students can access their Community Issue Investigation notes from the previous lesson.
- Prepare a fallback local issue example for any student who missed that work; the student page asks for a 3-4 sentence stem (who, where, when, what is missing).
- Confirm students can open their Community Issue Investigation notes. Have a fallback local issue ready for anyone who missed that lesson (for example a real transport, leisure, or wellbeing gap in your area), without inventing fake organisations. The student page gives a 3-4 sentence stem (who, where, when, what is missing); push anyone still stuck to complete that stem before pass one.
- On screen this lesson: flow builder.

The Stages of Design Thinking

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Two-Pass Mini Sprint
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking who has ever finished a project and realised halfway through that they were solving the wrong problem. That feeling is iteration. Name that today's portfolio entry only works if the second pass is real, not decorative.

Students need their **Community Issue Investigation** from the earlier lesson open and ready. Anyone without it writes one sentence now (who, where, what gap) before the main step starts. Have a real local fallback ready (transport, leisure, or wellbeing gap in your area) without inventing fake organisations.

5 min Key Terms

Spend under five minutes here, taking each row as a quick read-and-check rather than an explanation, because the stages are worked properly in the sprint that follows and anything you say twice comes out of writing time. Flag that **iteration** is the word that matters when students claim they 'used design thinking' in portfolio assessment and Portfolio in Action: the evidence is a real return and a concrete change, not four neat headings.

35 min Two-Pass Mini Sprint On screen: flow builder

SUGGESTED TIMING (TWO LABELLED BLOCKS)

- **Phase 1, cycle board and return-arrow talk:** maximum 6-7 minutes. If the board overruns, cut the class talk rather than the return write-up.
- **Phase 2, document sprint:** Pass one about 12 minutes; then two minutes briefing the forced return, insisting they pick clarifying or ideating rather than a vague 'tweak'; then Pass two and saving, about 12-13 minutes.

Keep the full twelve minutes for pass two even if pass one is still untidy, because the genuine iteration is what this lesson is meant to produce and a second pass with no concrete change does not count.

TEACHING TIPS

On the flow builder, pause on the final arrow labelled *and back around* and ask: *Your group gets to developing and realises you solved the wrong problem. Which stage do you go back to?* Keep asking for the stage by name until someone commits to one, because if the cycle is only read off the screen the class will take it as a diagram to copy rather than something they are about to do.

Say the changeover out loud so the room moves together: boards closed, documents open, and then writing in silence.

During pass two, look for students who only rephrase pass one. Push them: **what specifically did developing or implementing reveal that clarifying had wrong?**

LOOK-FORS IN THE PORTFOLIO ENTRY

- All four stages present on pass one, even if rough
- A named return stage (clarifying or ideating)
- A concrete change on the second pass, not 'I refined my ideas'

10 min Think About It

Keep this as paired talk, not a whole-class confession circle. Cold-call two pairs on the second prompt only: the concrete thing the later stage revealed. If answers stay general ('we learnt more about the problem'), send them back to name one fact or constraint that was not in pass one.

5 min What you covered

Quick scan: every student should leave with a saved Design Thinking Stages document. Spot-check three second-pass lines for a real change. Anyone who only rewrote the same clarifying sentence needs a two-minute fix before they pack up.

TEACHING MOVES

- Model the cycle board ordering briefly, then call the handoff: board closed, document open.
- If the board overruns, cut class talk, not the return write-up.
- Circulate during the mini sprint and push for a named return stage plus a concrete change.
- Use paired discussion in Think About It to keep reflections focused and brief.
- Check that second-pass entries show genuine revisions rather than minor edits.

WHAT TO WATCH FOR

- Students treat the stages as a straight line without using the return arrow; remind them iteration is required.
- Second pass repeats the first without changes; prompt for specific insights from developing or implementing.
- Clarifying statements remain too vague; encourage precise definitions of the problem and who it affects.

DIFFERENTIATION

- Support: Provide a pre-written community issue stem (who, where, when, what is missing) for students struggling to recall their own.
- Extension: Challenge students to complete a third pass if time allows after the second.
- Support: Pair students who need help with those who have strong examples from their investigation.

WHAT STUDENTS ARE LEFT WITH

- Design Thinking Stages: four-stage pass, return stage, what changed second time