

Ideating: Generating Solutions

60 minutes

Strand 2.1: Appreciating my Community

Participating

Outcome LCW.M2.S1.CPS.3

WHAT THIS LESSON DOES

Generate a wide set of solutions for your collaborative community issue using three timed rounds: rapid-fire, silent and build-on. Defer judgement, star three survivors, and capture the full board in your Collaborative Task Ideation document as Strand 2.1 Digital Portfolio evidence.

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

- Generate a wide range of solutions without judging early
- Use rapid-fire, silent and build-on rounds to widen the set
- Star three ideas and reflect on which round produced survivors

KEY TERMS

Term	What it means here	For example
Ideation	The stage of design thinking where you generate as many possible responses as you can before you choose or improve any of them.	A group listing thirty ways a town could give teenagers somewhere safe to go after school, before picking three to develop
Defer judgement	The rule that nothing is praised, mocked, ranked or ruled out while ideas are still being generated. Judging comes later.	Writing 'paint the bus shelter neon green' on the board without anyone saying it is silly
Build-on	An ideation round where every new idea must start from somebody else's idea, so the set grows by combination rather than by solo invention.	Taking 'open the library after school' and adding 'and run a peer homework club inside it'

BEFORE THE BELL

- Confirm each group has its clarifying problem-definition statement ready (print or device).
- Sticky notes or large paper per group for the physical board run; devices for Collaborative Task Ideation capture.
- Strand 2.1 Digital Portfolio folder path agreed with the class; students create Collaborative Task Ideation if missing.
- Before-and-after check and annotator run on-device; print access copies only if needed for individual students.
- The students mark the five statements on what they think now, before they have seen any ideation done well. Hold the explanations back until the end of the lesson, after the worked board, the labelling activity and their own three rounds, so that they can compare what they assumed with what they saw. Revealing early turns it into a quiz and there is nothing left to look back at.
- On screen this lesson: before-and-after check, worked example, document annotator, list builder.

Ideating: Generating Solutions

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
7 min	activity	What Do You Believe About Ideas?
10 min	activity	Three Rounds on a Real Board
8 min	activity	Label the Moves on the Board
25 min	activity	Run Your Three Rounds
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Confirm each group still has its problem-definition statement from the clarifying lesson open in front of them. A group with no definition has nothing to generate against, so pair them temporarily with a neighbouring group rather than letting them invent a new issue on the spot.

The path today is the worked method first, then a full timed run on their own issue. Give the groups' own three rounds the full fifteen minutes even if the worked board discussion is going well, because the board they build themselves is what they file and what the next lesson works from.

7 min What Do You Believe About Ideas? On screen: before-and-after check

TEACHING TIPS

- If the room races to mark everything true, pause and ask who has sat in a group where the first loud idea became the only idea.
- The false statements on early judgement and first-minute brilliance are the ones to surface in discussion later.
- This runs on-device; you do not need printed true/false sheets unless a student needs a paper access copy.

10 min Three Rounds on a Real Board On screen: worked example

SUGGESTED TIMING

About ten minutes on the worked board and the three think-about prompts. Keep discussion on process (which round produced survivors), not on arguing the sample town issue.

TEACHING TIPS

- Force attention onto which round produced the starred ideas. That is the learning, not the sample community issue itself.
- Here, stress quantity and the order of the rounds. The clearest example of judging too early comes in the next activity, where one group member answers a rapid-fire idea with "that will never get insurance"; save the discussion of deferring judgement for that moment rather than spending it now.

8 min Label the Moves on the Board On screen: document annotator

HOW TO RUN IT

Let them place the tags first with nothing scored, so a wrong label costs nothing and partners argue it out. Reveal the model only when most students have placed at least four tags.

LOOK-FORS

- Students confusing a build-on with a brand-new rapid-fire idea
- Students tagging every positive phrase as starred instead of only the three survivors
- Groups that want to argue the community issue instead of the ideation moves; pull them back to process
- Missing the line where one member says an idea will never get insurance; that tag is the teaching moment for deferring judgement

25 min Run Your Three Rounds

On screen: list builder

SUGGESTED TIMING

- Document create/open and headings: 3 minutes
- Rapid-fire: 5 minutes
- Silent: 5 minutes
- Build-on: 5 minutes
- Cluster, star, and portfolio notes: 7 minutes

FACILITATION

- Model deferring judgement: do not comment on idea quality during generation rounds.
- Enforce silence in round 2; if the room leaks into chat, restart the silent timer.
- Target thirty-plus ideas across the three rounds. Call out groups stuck under fifteen and push one more build-on sweep.
- Star only after all three rounds. Groups that want to star early are judging too soon.
- Every student needs their own copy of the full board in Collaborative Task Ideation, not only the scribe's device.

COMMON MISTAKES

- Judging during generation: redirect to adding only.
- Build-ons that ignore earlier ideas: insist each new line names what it starts from.
- Starring before round 3 finishes: hold the stars until the sequence is complete.
- Filing feelings about the sample youth-space board instead of their own survivors: portfolio lines must refer to their problem definition.

DIFFERENTIATION

- Support: allow one paired whisper check during silent round setup only; writing stays individual.
- Support: sentence starters for the star note, e.g. 'Star 1 came from the build-on round because...'
- Extension: a fourth mini build-on sweep combining two already-starred ideas into a stronger hybrid (still keep three stars marked).

5 min What you covered

If predictions from the anticipation step are still open, reveal explanations now and take a 60-second show of hands on who would change an answer. Spot-check that each student has a full board copy in Collaborative Task Ideation, not only headings. Remind groups that the developing lesson only works on a wide board: they cannot filter what they never generated.

ANSWERS AND LOOK-FORS

- Before-and-after check: False: The best ideas in a group usually appear in the first few minutes. - Early ideas are often the obvious ones. In strong ideation boards, starred survivors frequently come from later rounds once people stop performing and start combining.
- Before-and-after check: False: You should drop weak or silly ideas as soon as someone says them. - That is judging early. Deferring judgement is what keeps odd ideas alive long enough to spark a stronger combination later.
- Before-and-after check: True: Quiet people in a group often hold ideas the loudest voices miss. - That is why a silent round exists. When nobody can perform out loud, different ideas reach the board.
- Before-and-after check: True: Building on someone else's idea counts as generating a new idea. - Build-on is a real ideation move, not cheating. Combination is how boards get past the first ten obvious answers.
- Before-and-after check: True: At the ideation stage, thirty rough ideas beat ten polished ones. - Ideation is about range. Polishing comes in developing. A short polished list usually means judgement arrived too early.
- Worked example: "Round 1, rapid-fire (aloud, no discussion)" - Round 1: rapid-fire - Rapid-fire is aloud and fast. No discussion, no ranking. The goal is volume: concrete shouts on the board before anyone edits them.
- Worked example: "Homework club in the GAA hall on non-training nights." - A plain first idea - A solid rapid-fire shout. Alone it is ordinary; later it becomes raw material for a stronger build-on with a food table.
- Worked example: "Round 2, silent (everyone writes alone, then all notes go up)" - Round 2: silent - Silent writing stops performance. Ideas that never win airtime in loud groups (sensory space, board-game shelf, Garda-vetted host schemes) reach the board here.
- Worked example: "Quiet sensory room for students who find noise hard." - What silence surfaces - A silent-round contribution. Nobody had to defend it out loud first, so a quieter need survived onto the set.
- Worked example: "From the library idea: late library plus a peer homework rota with..." - Round 3: build-on - Build-on language: it explicitly starts from an earlier idea and adds a workable layer. Combination, not solo invention.
- Worked example: "Two of the three starred ideas were build-ons." - Where the winners came from - The payoff of three rounds: starred survivors often come from later combination, not from the first loud shouts. Stopping after rapid-fire would have cost this group most of its final three.
- Document annotator: "open the old courthouse foyer two days a week" - Rapid-fire round - A classic round-one shout: concrete, fast, and not yet combined with anything else.
- Document annotator: "Aoife immediately said that will never get insurance" - Early judgement (broke the rule) - This is judging during generation. The idea nearly died before it could be built on or clustered.
- Document annotator: "quiet sensory room for students who find noise hard" - Silent round - Arrived only because nobody could perform out loud. Silent rounds surface needs the loud conversation skips.
- Document annotator: "phone-free board-game shelf in a donated unit" - Silent round - Another silent-round contribution. It later becomes raw material for a build-on.
- Document annotator: "late library plus a peer homework rota with Transition Year mentors" - Build-on round - Build-on language: it explicitly starts from an earlier idea and adds a workable layer.
- Document annotator: "non-training nights in the GAA hall plus a simple food bank table" - Build-on round - Build-on from the earlier GAA homework-club shout. A weak-looking solo idea becomes useful when combined.
- Document annotator: "donated unit with board games and a weekly employer drop-in" - Build-on round - Combination move. Two earlier fragments become one stronger proposal.

- Document annotator: "Starred at the end: late library with peer mentors" - Starred survivor - Survivor that depends on a build-on, not on the first shout alone.
- Document annotator: "Also starred: GAA hall nights with a food table" - Starred survivor - Second survivor. Trace it back to the GAA build-on, not to a polished round-one pitch.
- Document annotator: "Also starred: donated unit with board games and employer drop-in" - Starred survivor - Third survivor, and it did not exist in round one in this form.

TEACHING MOVES

- Name the cycle phase: participating. Students generate on their own issue today; the worked board is the model only.
- Model deferring judgement by not commenting on idea quality during generation rounds.
- Enforce silence in the silent round; restart the timer if chat leaks in.
- Keep annotator discussion on process labels, not on re-arguing the sample youth-space issue.
- Target thirty-plus ideas. Ten is not ideation.
- Every member leaves with a full board copy in Collaborative Task Ideation.

WHAT TO WATCH FOR

- Students begin judging ideas during generation: redirect them to adding only.
- Mislabel build-on ideas as brand-new: each must start from a previous idea.
- Star ideas before all three rounds finish: hold stars until the sequence is complete.
- Portfolio notes about the sample case instead of their own board: require stars and attachment lines on their problem definition.

DIFFERENTIATION

- Support: sentence starters for starring notes and for naming which round produced each survivor.
- Support: paired setup for document headings; silent writing stays individual.
- Extension: extra build-on sweep combining two strong fragments into a hybrid while still starring only three.

WHAT STUDENTS ARE LEFT WITH

- Collaborative Task Ideation: full board, three starred ideas, individual attachment note
- Artefact: Collaborative Task Ideation in Strand 2.1; shows wide solution set, defer-judgement practice, three stars with round sources.
- Developing next only works on a wide board; thin lists will stall filtering.