

IMAGINATION IS A CAREER

DESIGN

DESIGN THINKING

This 50 minute activity is a fun way to expose students to design thinking. The key to making this exercise a success is to encourage students to be creative and exploratory in their ideas.

big question: how can we improve transportation for all creatures?

set up:

- Paper cut into roughly 1" x 4" pieces, enough for each student to have 2 pieces
 - Paper for students to draw on
 - Crayons, markers and/or colored pencils for students to color with
- Give each student two 1" x 4" pieces of paper. One piece for each of the two following prompts.

who

Pick someone. It could be anyone, a celebrity, an animal, a historical figure, a character from a comic book, etc. This should be someone or something most students are familiar with.

where

Choose a destination for your **who**. Examples could include the gym, the park, the grocery store, the arcade, or even Mars. Each of these options unlocks its own unique design opportunities.

activity:

- 01** Allow three minutes for students to write their ideas for **who** and **where**, one **who** and one **where** per student.
- 02** Take a couple minutes to collect prompt papers (keeping **who** & **where** papers separate) and then draw one **who** and one **where** or random. As a class, use them to fill out the sentence: _____ needs to get to _____.

example: RALPH needs to get to NEW YORK CITY.

- 03** Once you have written your sentence, spend a few minutes discussing your **who** as a class. Collect 5 - 10 key points about them. Try to have the discussion focus on what their life is like: likes? dislikes? family & friends? These key points will be springboards to draw design ideas around.

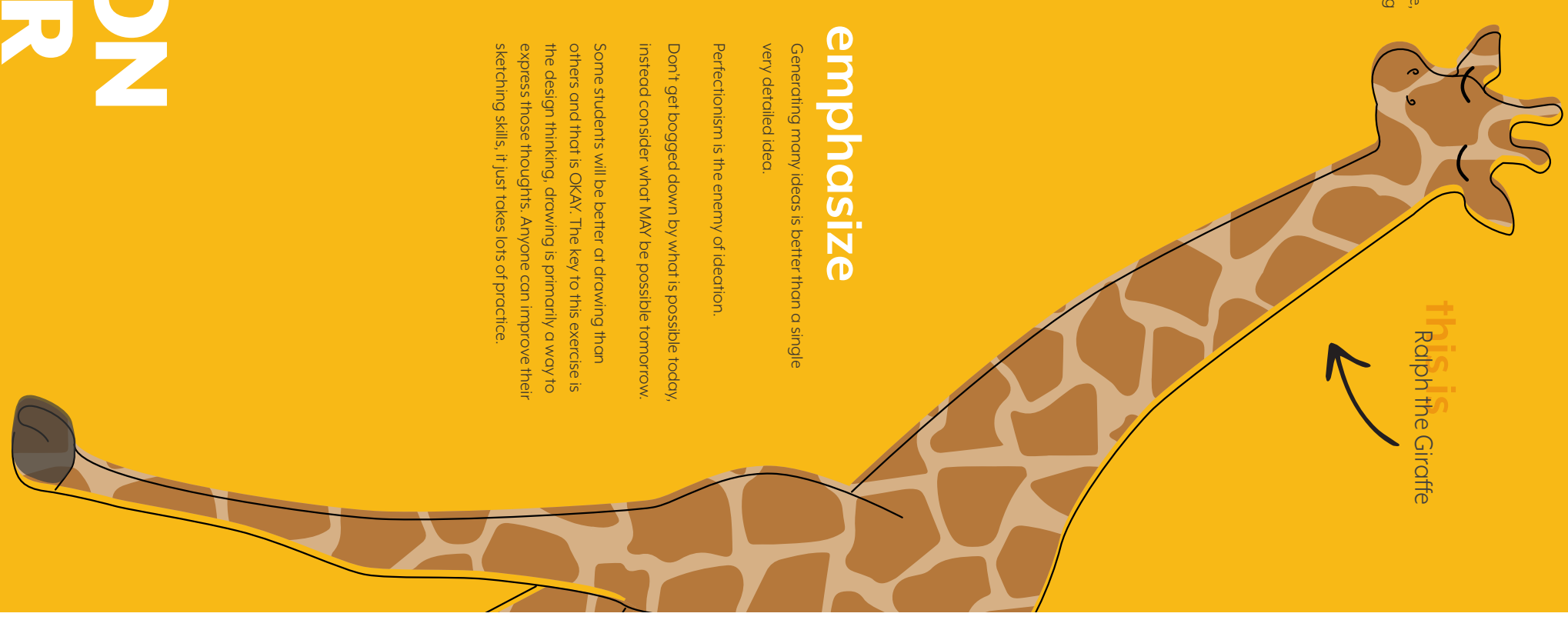
- 04** Give the students 30 minutes to draw their ideas. Circulate through the room and use prompts (on reverse) to keep them inspired & drawing as many ideas as possible. Provide students with coloring tools during final 10 minutes of drawing so that they can consider color & material choices for their vehicles / features.

- 05** Take ten minutes at the end to allow students to share their drawings and ideas with each other.

OPTIONAL: If you'd like to extend this activity, try breaking the kids into groups and having them collaborate to build a model of their design. Each student can introduce their best idea to the group and then work together to build an even better vehicle.

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designer story videos



this is Ralph the Giraffe

tips

It's not necessary to tell the students why they are writing down the **who** and **where**. Sometimes it's more fun for the real reason to be revealed after subjects have been picked, like a mobile.

The goal of selecting a **who** is to get students thinking about human-centered design. Rather than designing something for themselves, they are forced to try to empathize with someone else, and design something around that person's wants and needs.

The goal of picking a **where** is to give the students a context to consider. This provides insight into the goal of user and the utility of the vessel. For instance, if the **where** is the grocery store, it will be important to consider storage, as well as the fact that the **who** may be hungry, or planning a meal, or stopping for their whole family. Is there a feature that makes loading and unloading groceries easier? How is storage handled? Is there a way to safely create a shopping list while driving?

contact

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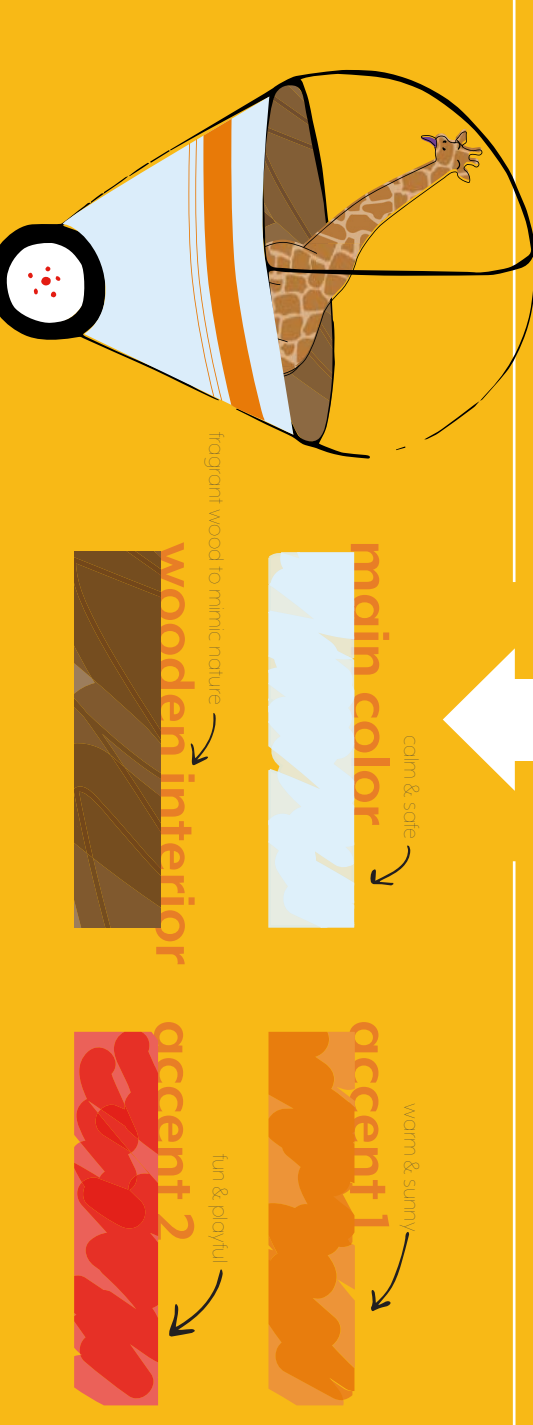
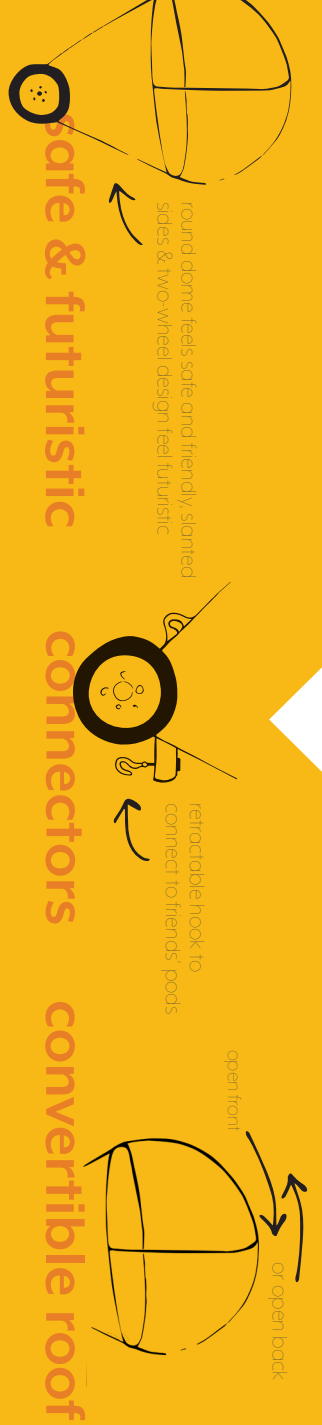
prompts

Interior: How will your character steer the vehicle? What features of the vehicle will keep them safe? How will your character's body be positioned in the vehicle? Sitting? Standing? Lying down? What features will make them more comfortable? What features will help your character on their way to your **where**? What kinds of fun features would your character enjoy while driving? Refer back to your character's key points & **where** for inspiration.

Exterior: How does the vehicle's shape feel? What feelings are important to your character while they drive (e.g. safe, fun)? Does this vehicle make sense in the setting that the character will be using it in? What type of energy will the vehicle use to run? What does the vehicle's face look like if we imagine the headlights to be eyes? Does this feeling match the feeling of the vehicle's overall shape?

C & M: What meanings do we give to colors (e.g. red for hot, blue for cold)? How can we use the information that we have about **who** and **where** to inspire color & material choices? What are good names for the colors you've chosen? How will the materials you've chosen appeal to your character's senses of touch and smell?

example:



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