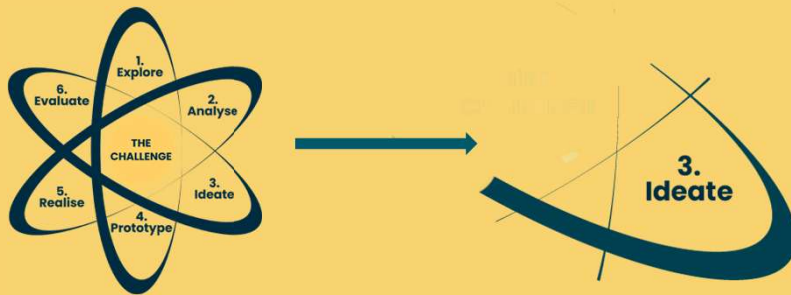


Module 3 : Ideate

3. Ideate



Ideate is about creating innovative ideas which can solve a challenge.

The aim is to unleash creativity in the participants and to generate new ideas drawing on a broad field of knowledge and approaches.

After the generation of ideas, a sorting of ideas takes place.

The different ideas are discussed in the light of the themes and specifications, and the particular ideas the students wish to continue with are chosen.

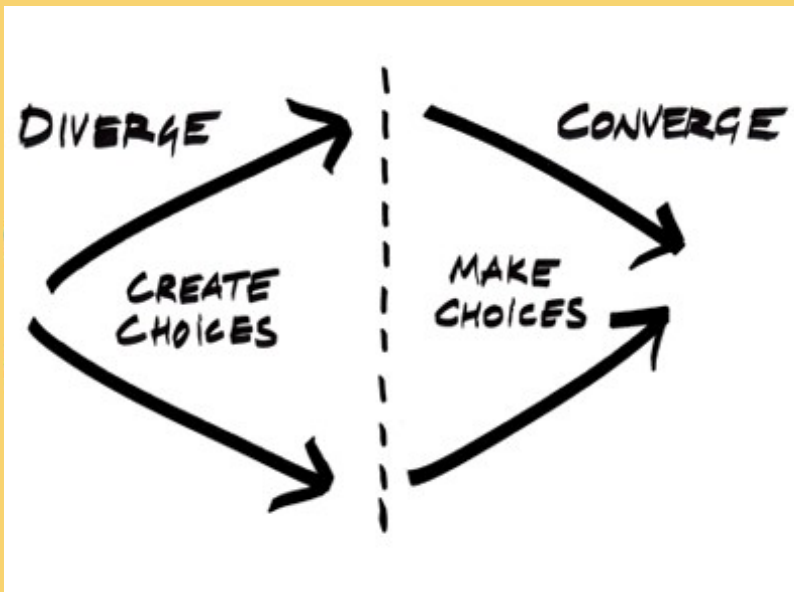
Activities for Ideate



ACTIVITIES

Title	Time	Group size
Idea Minimisation	30-60 min	10-40 students 2-15 groups
In my (Un)biased opinion	60 min	10-40 students 2-15 groups
Extreme measures	60 min	10-40 students
Blooming Ideas	60 min	10-40 students 3-15 groups
Gyro Gearloose	10-20 min	10-40 students
Pass it On	10-20 min	10-50 students
Countless Obstacles	30-60 min	10-40 students
Picture Boost	10-20 min.	10-50 students
The Idol	5-10 min.	10-40 students
Use the Word	10-20 min	10-40 students
Pressure Cooker	30-60 min	10-40 students
Sticky Dots	5-10 min.	10-40 students
Reverse Brainstorm	20-30 min.	10-30 students
Conceptual Blending	20-30 min.	10-40 students 2-5 groups
User Journey Map	60 min	10-40 students
Adapt-A-Role	30-60 min	10-45 students
Idea A-B-C	20-30 mins	Groups of 2-40

3. Ideate



Stage 1 : divergent thinking

- Free flow of ideas, think outside the box
- Quantity and diversity
- Do not evaluate or judge

Gyro Gearloose



https://www.demind.eu/atom_model/gyro-gearloose/

D-EMIND methodology p 66

3.13 Gyro Gearloose



Ideate

*Author: Anni Stavnskær Pedersen,
Ann-Merete Iversen*

Facilitated by the Teacher



The aim is to challenge students to instantly find new connections with random elements they would not normally combine.



10-20 min.



10-40 students



A virtual whiteboard
and a virtual bag with
different things



Steps

1. Students are asked to find 5 different items from the household that will be used for the task. They have 5 minutes to do so.
2. The teacher picks an object from a bag they have created of about 5 different random objects from the household and asks a student to do the same. Then demonstrates how to invent a 'new thing' based on the chosen object and one of the students' objects.
3. The teacher gives each student a number based on how many students there are in the class. The teacher then shouts out random numbers (e.g., numbers 5 and 13). The students with this number show their item to the rest of the class on the camera. They then generate

Gyro Gearloose



- Each take one object from the room. Pair up with another student and explain your objects,
- What new invention can you make out of these two things?
- Share some of the ideas with the whole group

- Do you want a new object?
- After the first round you pair up with a new person from your group
- Look at the challenge and develop ideas for solving the challenge. Write the ideas. 1 idea pr. post-it note.

Gyro Gearloose: alternative



D-EMIND

- We count together (1-15). Remember your number for later.
- Pick up one new thing in the room where you are situated right now. (You have 30 sec.)
It must be something that you don't normally use in an online meeting.
- Person number 1 and 2 show what they choose.
- What new invention can you make out of these two things
- Everybody join and develop ideas from the two things together.
- After the first round you look at the challenge and develop ideas for solving the challenge. Write the ideas in the chat
- I will show you how
- Person number 2 and 3 show what they choose

Picture-boost



https://www.demind.eu/atom_model/picture-boost/

D-EMIND Methodology, p. 63

3.9 Picture Boost



Ideate

Author: Anni Stavnskær Pedersen

Facilitated by the Teacher



The aim is to stimulate innovation from picture cards to develop new ideas.



10-20 min.



10-50 students



A virtual whiteboard and
virtual picture cards



Steps

1. The teacher demonstrates how to create an idea for solving the challenge by means of a virtual picture card.
2. The students are given a stack of virtual picture cards each. The cards should be shown “face down” on the virtual whiteboard so that the picture cannot be seen.
3. The students choose a card from their individual stacks and write down (phone/computer) the idea(s) the picture evokes in them. They should focus on one virtual picture card at a time. They should be allowed to spend some time considering how the picture may be related to the challenge.

How can we??



D-EMIND



Picture-boost



- Pick a number to get a picture for your idea.
- Use this link <https://randomwordgenerator.com/picture.php>
- We look at the picture together.
- Which ideas do that give you for a solution for the challenge?
- Share your ideas.
- Note the ideas down in the chat or in a padlet or other digital tools.
- 1 idea pr. click.
- If no new ideas come any more => new picture

The Idol



https://www.demind.eu/atom_model/the-idol/

3.10 The Idol



Ideate

Author: Anni Stavnskær Pedersen

Facilitated by the Teacher



The aim is to develop ideas that have been inspired by a role model.



5-10 mins



Groups 5-40



Whiteboard, pen & post-its



Steps

1. The students are asked to close their eyes and are asked to think of the last person to have made an impression on them - a person they look up to or who inspire them who they see as a role model or an idol.
2. The students are asked what the idol would suggest in relation to the challenge in the core.
3. The teacher gives the students 5 minutes to reflect on the question. After 5 minutes the students may open their eyes again.
4. The students are encouraged to put down their ideas they thought of during the reflection period.
5. The teacher and students review the ideas generated and assess whether they are possible solutions for the challenge.

The idol



- Students close their eyes and gets 5 min to reflect on the question 'how will he/she solve the challenge?'
- After 5 min they open their eyes – encouraged to write down the ideas
- Everyone reviews the ideas that are generated and assess whether they are possible solutions for the challenge

How will he solve the challenge?



Official White House Photo by Pete Souza, Public domain, via Wikimedia Commons

Use the Word



https://www.demind.eu/atom_model/use-the-word/

3.7 Use the Word



Ideate

Adapted by: Anni Stavnskær Pedersen

Facilitated by the Teacher



The aim is to produce ideas and solutions for the challenge.



10–20 min.



10-40 students



A virtual whiteboard and
virtual word cards



Steps

1. The teacher demonstrates the task to the students and shows them how to use the word generator. <https://randomwordgenerator.com/>
2. Each of the students pick one word by generating it themselves.
3. The teacher encourages the students to read the word and asks students to think about the following question: Do you have any ideas for the development of the solution for the challenge in the core of the model?
 - If yes – the students put down the ideas.
 - If no – the students generate another word.
4. The teacher concludes the activity and stresses that all ideas must be retained as they may

Use the Word



- Pair up with 2 or 3 students
- Use the random wordgenerator:
<https://randomwordgenerator.com>
- One student reads aloud the first word
- Which ideas does this word give you for a solution for the challenge.
- All say aloud the ideas that come to mind
- Continue until there are no more new ideas
- Then you note the ideas down and the next word card is read aloud
- Share your ideas in the chat or in padlet.
- 1 idea pr. click.

Adapt-A-Role



https://www.demind.eu/atom_model/adapt-a-role/
D-EMIND methodology p55

3.1 Adapt-A-Role



Ideate

*Adapted: Aleix Barrera, Diego Castro,
David Rodriguez-Gomez*

Facilitated by the Teacher



The aim is to promote the ability to empathize with users or recipients.



30-60 min.



10-45 students



A virtual whiteboard



Steps

1. The students are asked to pick any superhero, comic character, celebrity, scientists, famous athlete etc. They are not told the reason for this beforehand. Ask them to write down their chosen character in the chat or on the virtual whiteboard, so it is visible for the class.
2. The teacher outlines the task to the students:

Adapt-A-Role



Adobe: Murdockimages



- How will that person solve the challenge?
- Note down the solutions.

How will she solve the challenge?



D-EMIND



Adobe: D'Action Images

How will she solve the challenge?



Simon Davis/DFID

Pass it on



https://www.demind.eu/atom_model/pass-it-on/
D-EMIND methodology p6

3.11 Pass it On



Ideate

Author: Anni Stavnskær Pedersen

Facilitated by the Teacher



The aim is for the students to undertake idea generation by building upon others' ideas.



10-20 min.



10-50 students



A virtual whiteboard,
breakout rooms



Steps

1. The participants are grouped into random groups of 3-5 per group by using <https://www.randomlists.com/team-generator> or
2. Assign one of the group members to be timekeeper.
3. All group members write down their ideas for the solution to the challenge in a shared document.
4. The teacher asks them to pass their document to the person below them in the breakout room.
5. The students add to the new document they have been handed to develop the ideas that

Pass it on....



- Lets say the alphabet...
- A starts... then B and so on...
- The first person to write is A...
- You put one of the ideas on the top of the chat..
- Then B continues writing on the idea from the former person...
- The last person read aloud ,what the SHARED idea is for solving the challenge...



Extra: Walt Disney Brainstorm

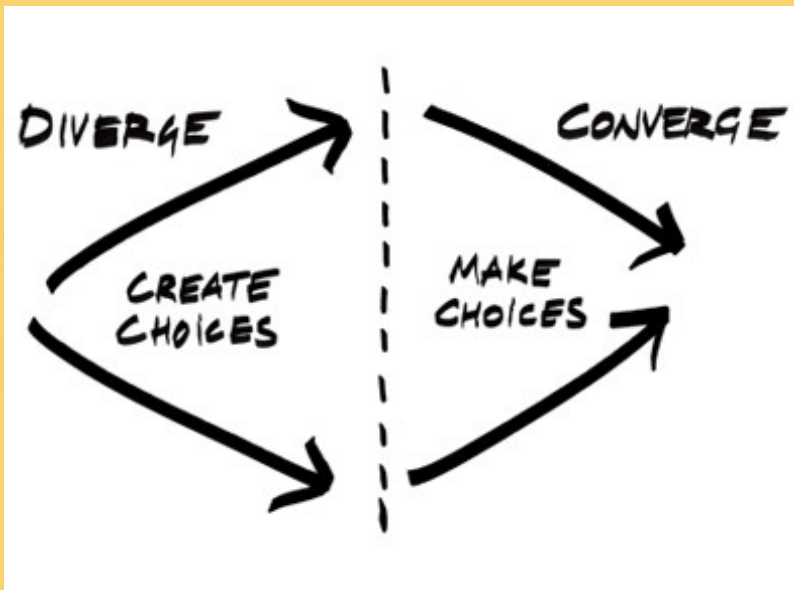


How would they solve the challenge:

- The dreamer => fantasize, create the most fantastic and absurd ideas possible.
No filter. Just wonderful, raw ideas. **Why not?**
- The realist => re-examine your Dreamer ideas and rework them into some more practical. **How** can the dreamers ideas be reached.
- The critic = the spoiler => re-examine the well-thought ideas. Could it work?



3. Ideate



Stage 2 : convergent thinking

- Sorting
- Evaluating
- Refining
- Identify the most promising idea(s)

Sticky Dots



3.7 Sticky Dots



Ideate

Author: Ilse Fraussen

Facilitated by the Teacher



The aim is use thought-showering to quickly create the best ideas for a challenge.



5-10 mins



Groups of 2-10



Whiteboard, sticky dots, pens & post-its



Steps

1. The students thought-shower their ideas for the challenge and write them on the whiteboard. They should give a short explanation of each idea they suggest.
2. All students are given 3 sticky dots each which they place on the ideas they prefer. They can stick their 3 dots on 3 different ideas or all on the same idea.
3. After 5 minutes, all the dots on each idea are counted and the one with the most dots is the winner.
4. The students then form groups to debate why one idea was selected over the others and explain why this one was chosen.

Sticky Dots



- The aim is to use 'thought showering' to quickly create the best ideas for a challenge
- All ideas are collected in a shared doc where all participants can edit and give a short explanation of each idea they suggest
- Everyone gets 3 sticky dots to place on the ideas they prefer. 3 dots on the same idea or 3 different ideas.
- After 5 min, the dots are counted and the one with the most dots is the winner
- The groups debate why one idea is selected over the others and explain why this one is chosen

The Dragon's Den



3.20 The Dragon's Den



Ideate

Adapted: Calum Crosbie

Facilitated by the Students



The aim is to create solutions for the challenge based on rigorous questioning.



20-30 mins



Project groups



Presentation materials



Steps

1. A student creates a presentation for their solution to the challenge.
2. The student pitches their ideas to a group of students sitting in an arc in front of them.
3. The group asks a series of set questions to the presenter about their solution.
4. The presenter answers the questions from the group.
5. The whole group analyses the responses and then discusses the viability of the ideas in the presentation.
6. Further ideas could then be presented and discussed until consensus is reached on the best solution.

The Dragon's Den



- The chosen idea will be pitched by one or more students
- The group ask questions to the presenter of the solution and he/she answers them
- Everyone analyses the responses and then discuss the viability of the ideas
- Further ideas could be presented & discussed until consensus is reached on the best solution

Idea Minimisation



https://www.demind.eu/atom_model/idea-minimisation/
D-EMIND methodology p71

3.18 Idea Minimisation



Ideate

Author: Anni Stavnskær Pedersen

Facilitated by the Teacher



The aim is to allow students to practise their competencies in making decisions within a tight timeframe and to recognise the relevance of intuitive decisions in the innovative process.



30-60 mins.



10-40 students
2-15 groups



A virtual whiteboard,
phone and timer.



Steps

1. The teacher creates a timeframe for the selection of ideas by the students. Students must respect the timeframe set by the teacher. The purpose of the timeframe is to 'force' the students into making decisions quickly without reflection or discussion.
2. The students are asked to put all their ideas from the previous idea generation process in a shared document.
3. The teacher instructs the students that within the given timeframe they have to half the number of ideas in the document. The students may have 5 minutes to negotiate how they

Idea Minimisation



- In half an hour you must make a decision.
- Put the ideas from idea-development in a shared document.
- Choose in 5 minutes the half of the ideas you like most.
- The ideas, which are not on the new list of ideas, are discarded. The students now focus on the ideas on the new list.
- The teacher now instructs the students to reduce the list once again to half the ideas they have 10 minutes to discuss which ideas-got-Chosen.
- One last dialogue must choose one idea or ideas that can become secondary elements of a shared vision.

Idea-shopping



Find a space where you can get an overview of the whole group's ideas on Post-it-notes

Look at the ideas

Choose one (or a combination of more) that you are most motivated to realize

If anyone share your idea, you can work with it together in the next phase

Place the idea in the middle of the paper 😊

