SDG 12 Future of Innovation and Enterprise
Micro Module 1: Passion to Purpose

MM1: Passion to Purpose

Phase 1: Research and Development

Lesson 6: Empathy

Curriculum Areas

CSPE, Climate Action and Sustainability, Design, English, SPHE, Technology

Lesson Title and Summary: Empathy

Stanford Design School's five chairs exercise encourages learners to learn how to develop design principles for a user profile. Learners will consider user needs (this sets the design principles) and develop ideas on paper and create 3D prototypes of their designs. This activity encourages learners to iterate on their designs and practice using different materials.

Vocabulary:

Assumptions; (Biases, Judgement) Design Principles; Empathy; Identify; Immersion.

In this lesson, the learner will:

- understand empathy in design
- develop critical thinking
- build, test and iterate design ideas grounded in a user's needs.
- practice group work
- work through design challenges collaboratively

Materials

- Worksheet: User Profiles
- Worksheet: Empathy Map
- Paper
- Scissors
- Crafting Materials 3D prototyping e.g. cardboard, tape, modelling clay, match sticks, toothpicks, lollipop sticks
- Tape / Glue

Activity Instructions

Activity 1 Developing design principles from user profiles (10 mins)

1. Divide learners into groups of 2-4 and give each group Worksheet: User Profiles.
2. Learners will read through the profiles in their groups and underline key information on each user.

Activity 2 Developing paper designs (15 mins)

1. Ask each group to select a user from the worksheet they want to design for and identify two needs (design principles) they see in the description.
2. Use Worksheet: Empathy Map to have a discussion and note-taking session in groups on the selected user.
   • Did you identify the design principles required for your user?
   • Did you make any assumptions about your user?
   • Did you discover any biases / judgments about your user that you might have?
3. Based on the discussion, design a chair for the selected user on paper.

Activity 3 Develop a 3D prototype (25 mins)

1. Using the paper design as an initial guide, build a 3D prototype using the materials provided. Make sure to include at least two design principles (user needs) into the prototype.
2. Encourage groups to add one more design principle - to try to reflect their own style as designers.

This lesson is a foundational skills-building lesson, the process can be transferred to any project as part of an empathic design process. Using the empathy map - See additional activity in the extension box can extend this key skill.

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

Rather than Post-its you can set up a mentimeter poll to gather feedback www.mentimenter.com

EXTENSION / REDUCTION ACTIVITIES

Reduction: For a shorter class, complete Activity 1 & 2 only. Complete Activity 3 in the following lesson.

Extension: For a longer class, develop a discussion task after Activity 3 using the following prompts. These prompts can also be used as an out-of-class reflective writing task.

- What was it like to build your chairs using the design principles you identified?
- What was it like to create different iterations of your design?
- What did you change along the way? What did you learn from your prototypes?
- Did anyone get stuck at any point? What was that like? What did you do to get unstuck?
- Which material did you enjoy working with the most? Why?
- Which material did you like the least? Why?
- Which material best expresses the essence of the chair your drew?

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

Video: The importance of Empathy [3:30 mins] https://www.youtube.com/watch?v=UzPMMSKfKZQ

Video: Empathy not Sympathy [2:30 mins] https://www.youtube.com/watch?v=HznVuCVQd10

Video: What is an Empathy Map? [5:36 mins] https://www.youtube.com/watch?v=QwF9a56WFWA

Local Trip / Expertise / Additional Work and Assessments

Learners identify a local values-led organisation and make contact to request an interview and prepare interview questions about the values of their chosen organisation.

Linked learning:
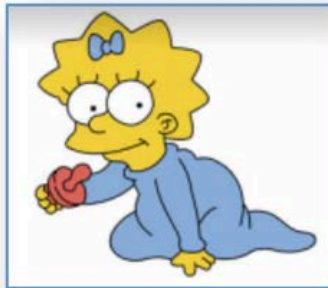Supporting Skills: Interview skills
Media Communication module to develop a media project task.

MM1: L6WS USER PROFILES

Grandad is an old man who is achy and sometimes a bit grouchy. He has trouble getting around, so he walks with a cane. He also has difficulty getting into and out of his chair, though he sits in his chair most of the day.

Maggie is a 1 year old who loves to play and crawl around everywhere. Maggie likes to explore on her own and be independent while she sucks on her dummy. When it's time for her to sit still she gets whiny and squirmy.

Neil is an astronaut who travels to space. When he is in his space ship, he is in a weightless environment. This is cool most of the time, but it is a challenge when he needs to sit down and drink his Sprite. Neil also has a bulky space suit that often gets in the way.

Lisa is a marathon runner who runs every single day. She hates being stationary, and because she exercises so much she has really sore muscles. When she finally does sit down it's really important that her chair be very comfortable to help her relax and recover for her run the next day.

Ralph is at secondary school and spends 8 hours a day in class. Most of the time, Ralph has to sit in uncomfortable chairs, sitting up and facing the front of the room. When Ralph moves between classes, he carries a large backpack. When he gets to class he needs a place to put his stuff.

ORIGINAL 5 CHAIRS CHALLENGE CONCEPT: STANFORD DESIGN SCHOOL

**Understanding
Your User**

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

SEE

What does your user see?

- When do they use the town and what do the see - do they walk, cycle or drive through the town?
- What might they notice?

THINK AND FEEL

What does your user think and feel?

- What really matters to them?
- What do they think about?
- What are their worries, dreams or aspirations?
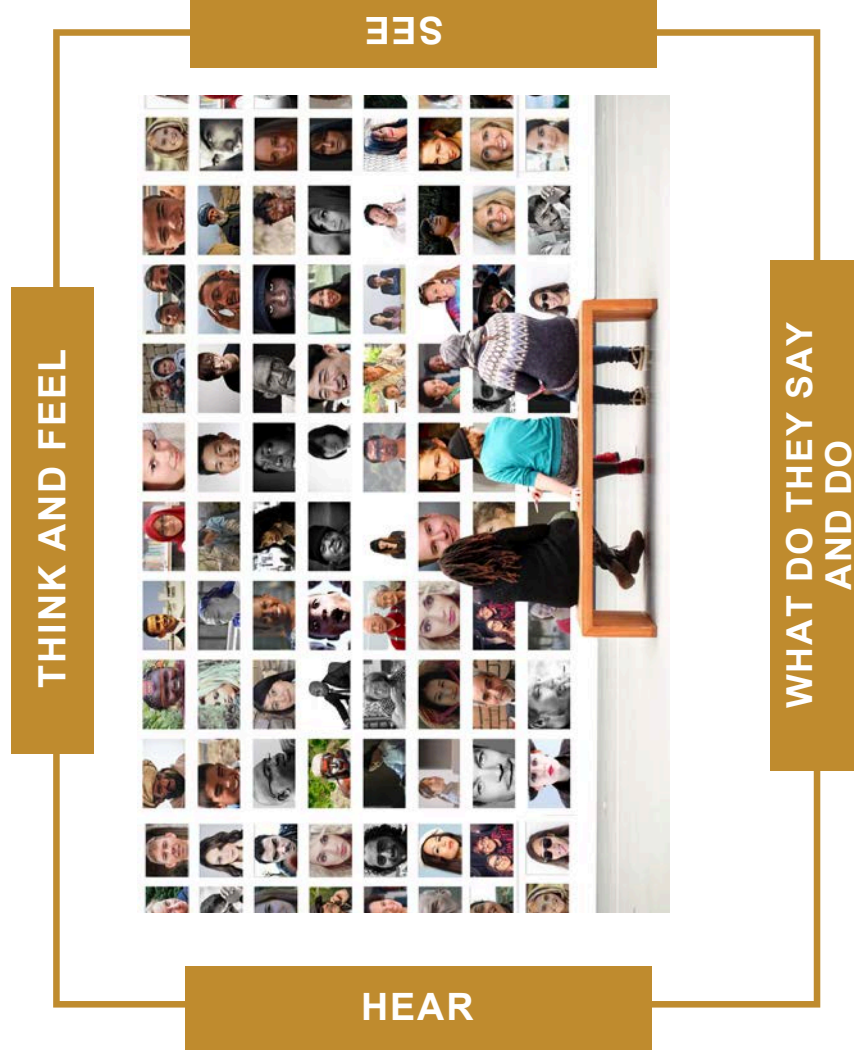
HEAR

What sort of things does your user hear / listen to?

- Where does your user get information?
- Who might your user listen to or be influenced by?

WHAT DO THEY SAY AND DO

- What other things might your user do?
- What other things are they interested in?