

SDG 8 Future of Fashion

MM1: Problem to Pitch



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Phase 1: Research and Development

Lesson 2 Design Thinking Stage 1 Empathy

Subjects: Art and Design, Climate Action and Sustainable Development, Technology

Lesson Title and Summary: Design Thinking Stage 1 Empathy

Stanford Design School's five chairs exercise encourages students to learn how to develop design principles for a user profile. In this adaptation of this activity, Learners will consider the 5 users needs (this sets the design principles) and develop ideas on paper and create 3D prototypes of their fashion designs.

This activity encourages students to consider users needs, iterate 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 through the practical tasks of asking students to analyse their user's profile to find their needs.
- build, test and iterate design ideas grounded in a user's needs.
- practice group work and develop the ability to work through design challenges collaboratively

Materials:

- Worksheet: User profiles worksheet
- Worksheet: Empathy Map
- Pens, pencils
- Paper
- Scissors
- Corrugated Cardboard
- Fabric scraps
- Pipe Cleaners
- Modelling Clay
- Tape
- Match sticks or toothpicks
- Magazines

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



17 PARTNERSHIPS FOR THE GOALS



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L2: Design Thinking Stage 1 Empathy



Activity Instructions

Activity 1 Developing design principles from user profiles (15 mins)

1. Organise students into groups of 2 or 4
2. Introduce the lesson and the importance of empathy in design
3. Hand out the user profile worksheet, one per group
4. Explain the task to the students and the groups to read each of the user profiles from the user profile worksheet and underline the key points / needs of the users.
5. Learners will develop the design principles (rules / needs) for the users' chairs based on needs of user for all profiles

Activity 2 – Developing paper designs – (15 mins)

1. Have students select a two users they wish to work on and identify two needs (design principles) they see in the description of their user
2. Students will develop design ideas on paper for two of the users that integrate the users' needs (design principles).
3. Learners could also use cut-outs from magazines and notes to show their ideas

Empathy Questions Checklist - use the empathy map to expand on the users

- 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?

Activity 3 – Develop a 3D prototype – (25 mins)

1. Students will select one of their 2 paper designs and build a 3D prototype using the materials provided.
2. Students will build two design principles (needs) into their prototype
3. Students will add one more design principle - this is to try to reflect your own style as a designer, if your goal is to create something delightful/cool for your user
4. Include further discussion – see media box

REFLECTIVE EXERCISE: 3-2-1

- 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

Use Post-its or a mentimeter survey - www.mentimeter.com - to gather reflections

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EXTENSION / REDUCTION ACTIVITIES

Reduction: For a shorter class select a user and story card randomly - make paper designs only for that user. Follow up with 3D designs in secondary class

Extension: For a longer class, start the class with one of the videos on empathy and include a discussion do both activities with more additional user profiles.

If learners have fashion project themes in mind they could also begin to develop their user profiles based on their stakeholder mapping and the worksheet: empathy map to build up a picture of their user

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

- Design Thinking - Empathise [4:18 mins] <https://www.youtube.com/watch?v=q654-kmF3Pc>
- The importance of Empathy [3:03. mins] <https://www.youtube.com/watch?v=UzPMMSKfKZQ>
- Empathy Mapping [5:36 mins] <https://www.youtube.com/watch?v=QwF9a56WFWA>
- Empathy not Sympathy [2:33 mins] <https://www.youtube.com/watch?v=HznVuCVQd10>

Using worksheet: empathy maps to develop for users profiles - activity 2

Activity 3 Design discussion questions:

- What was it like to create your designs 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 design you developed?

Local Trip / Expertise / Additional Work and Assessments

Learners can use one of the scenarios from lesson 1, stakeholder mapping activity and develop an empathy map for potential users. This can be expanded in later lessons using the mood boards / vision board and linked to activities in MM4, designing for their peers.

Linked learning: Media Communication Skills micro-modules support the development for the 4Cs skills - Creativity, Communication, Critical Thinking and Collaboration and activities can be linked to the various micro-modules e.g. create a fashion video, a research poster or presentation on the sustainable fashion industry / slow fashion, an audio interview with a fashion designer or



adapted from Stanford Design's 5 chairs Design Thinking exercise <https://dschool.stanford.edu/resources/the-5-chair-challenge>

This exercise engages students with 5 users each with different needs, which forms the basis of the lesson. Learners identify the users' needs to develop the design principles, which are then used to create a paper design and if time allows a 'prototype'.



What do you notice about their needs?

Read each of the user profiles and underline the important points of each of the user's needs - the clues are in the descriptions. Think about designs ideas for clothes to meet their needs.



Marge Simpson, 36, is a devoted homemaker who balances her time between taking care of her family and engaging in community events. She needs clothing that is practical for daily chores, comfortable for running errands, and stylish / elegant enough for social gatherings, like church or PTA meetings. Marge also cares about sustainability and is conscious of making long-lasting, timeless fashion choices.

Image: <https://www.freeiconspng.com/img/39232> Download Clipart Marge Simpson Png



Homer Simpson, 39, Nuclear Power Plant Safety Inspector, works long hours at the nuclear power plant and enjoys relaxing at home afterward. He values comfort above all else—whether he's at work, lounging on the couch, or out grabbing donuts. Homer's fashion choices need to be easy, low-maintenance, and adaptable for both his work and leisure activities. He also needs clothing that accommodates his love for food and comfort, with functional designs with stretch and ease of movement

Image: <https://clipground.com/images/homer-simpson-clipart-free-4.png>



Bart Simpson, 10, a playful, mischievous kid who spends his time skateboarding, pulling pranks, and avoiding homework. He needs durable, easy-to-move-in clothing that can withstand his active lifestyle. Since Bart is always on the go, his fashion choices prioritize comfort and durability, but he still likes bold, rebellious designs that match his personality. His clothes also need to be easy-care for frequent washes after his adventures.

Image: https://clipart-library.com/image_gallery2/Bart-Simpson-Transparent.png

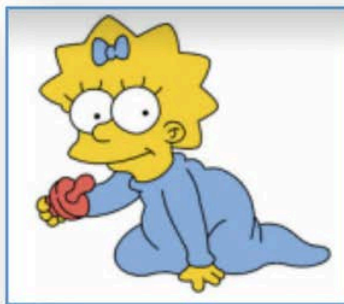


MM1 L2 WS: DESIGNING FOR USER'S NEEDS



Lisa Simpson, 8, Student and Activist, is a passionate young student and environmental activist. She cares deeply about ethical fashion and sustainability and prefers clothing made from eco-friendly, cruelty-free materials. As an active participant in school events and protests, Lisa needs her outfits to be both practical for her busy schedule and expressive of her personal values. She loves to showcase her individuality while promoting important causes like animal rights and climate action.

Image: Stanford D School 5 Chairs activity



Maggie 1, is an active and curious baby who spends most of her time crawling, exploring, and playing. She needs clothing that is soft, comfortable, and easy to move in, while also being durable enough to handle frequent washes. Since Maggie is still growing, her outfits need to be soft, flexible and adjustable to accommodate her rapid development. Safety is also a priority, so her clothes should be free of small, detachable parts and made from gentle, non-irritating fabrics.

Image: Stanford D School 5 Chairs activity



Abe "Grampa" Simpson, 83, Retired enjoys a slower pace of life in his retirement. He values comfort and simplicity, preferring clothing that is easy to wear and gentle on his skin. With his frequent trips to the doctor and time spent with family, Abe needs clothes that are comfortable practical and easy-to-wear manage. He also likes to keep things classic, favouring old-fashioned timeless styles that remind him of his younger days.

Image: Stanford D School 5 Chairs activity

Empathy in Design

Empathy is the ability to put your self in someone else's shoes. It is important to use empathy within design otherwise our designs will not be useful. In a world with limited resources sustainable design must make sure that designs are not wasting valuable resources because they don't work and there was no engagement with the user.

MM1 2WSB USER EMPATHY MAP - WALKING IN SOMEONE ELSE'S SHOES

What does your user think and feel?

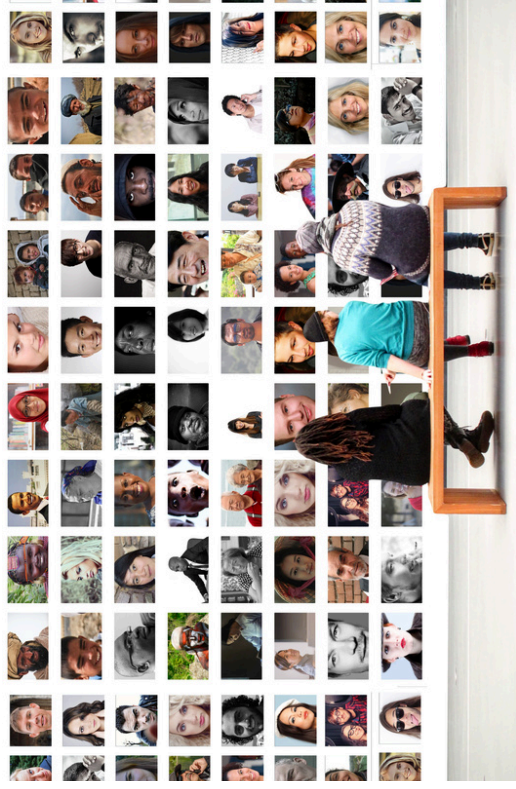
- What really matters to them?
- What do they think about?
- What are their worries, dreams or aspirations?

THINK AND FEEL

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

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

HEAR



SEE

What does your user see?

- What sort of fashion images might your user see?
- Where might they shop for clothes / fashion?
- What might fashion ideas or trends might they notice?

WHAT DO THEY SAY AND DO

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

8 DECENT WORK AND ECONOMIC GROWTH

