



# **SCHOOL CITIZEN ASSEMBLIES**

# **GENERIC SKILLS**

## **GUIDE - PART 2**

### **REFINING, IDEATION & IMPLEMENTATION**

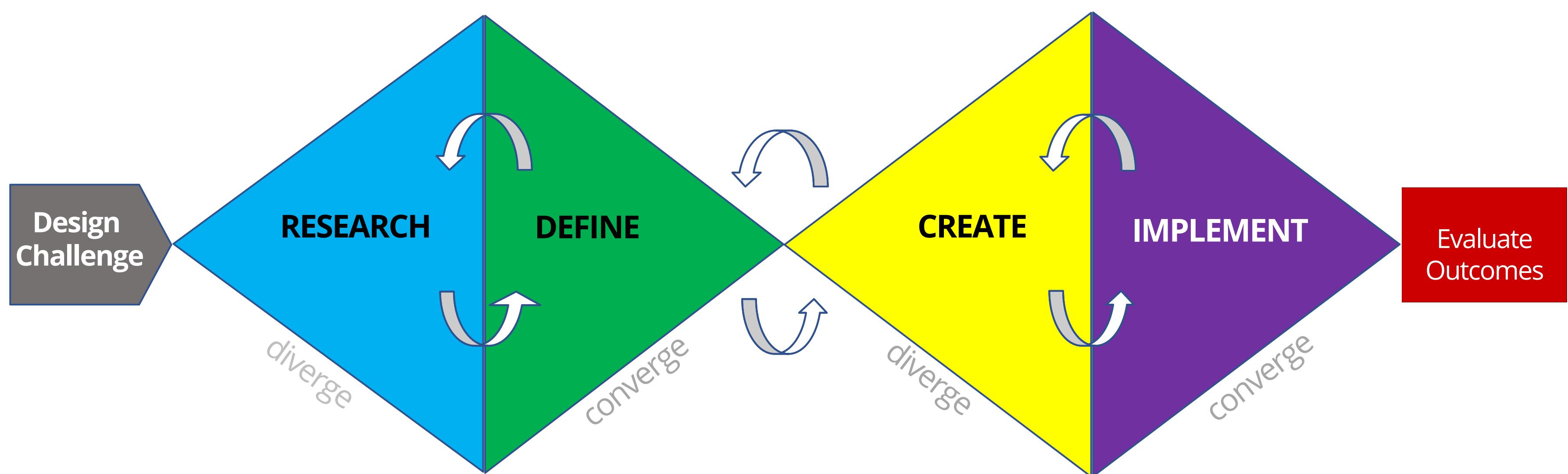
1. SCA Process
2. Collaboration and teamwork
3. Capture, Group, Label
4. Desk Research
5. Expert and Stakeholder Support Information
6. Mindmaps
7. Facts, Assumptions and Questions
8. Teacher in Role (Teacher Skill)
9. Priority Grid
10. Diamond 9
11. Ideation and Brainstorming
12. Generating Ideas
13. Listening - Active listening and Dialogue
14. Oracy
15. Experimentation and Prototyping
16. Templates

# GS 1 SCA PROCESS

Plan    Understand the challenge (knowledge/empathy)  
      & opportunities to support change

Generate ideas, test prototypes &  
      apply

Review impact  
      & learning





**REFINING &  
DEFINING  
CHALLENGE**

**PRIORITISING PROBLEMS**

GS 9

# PRIORITY GRID

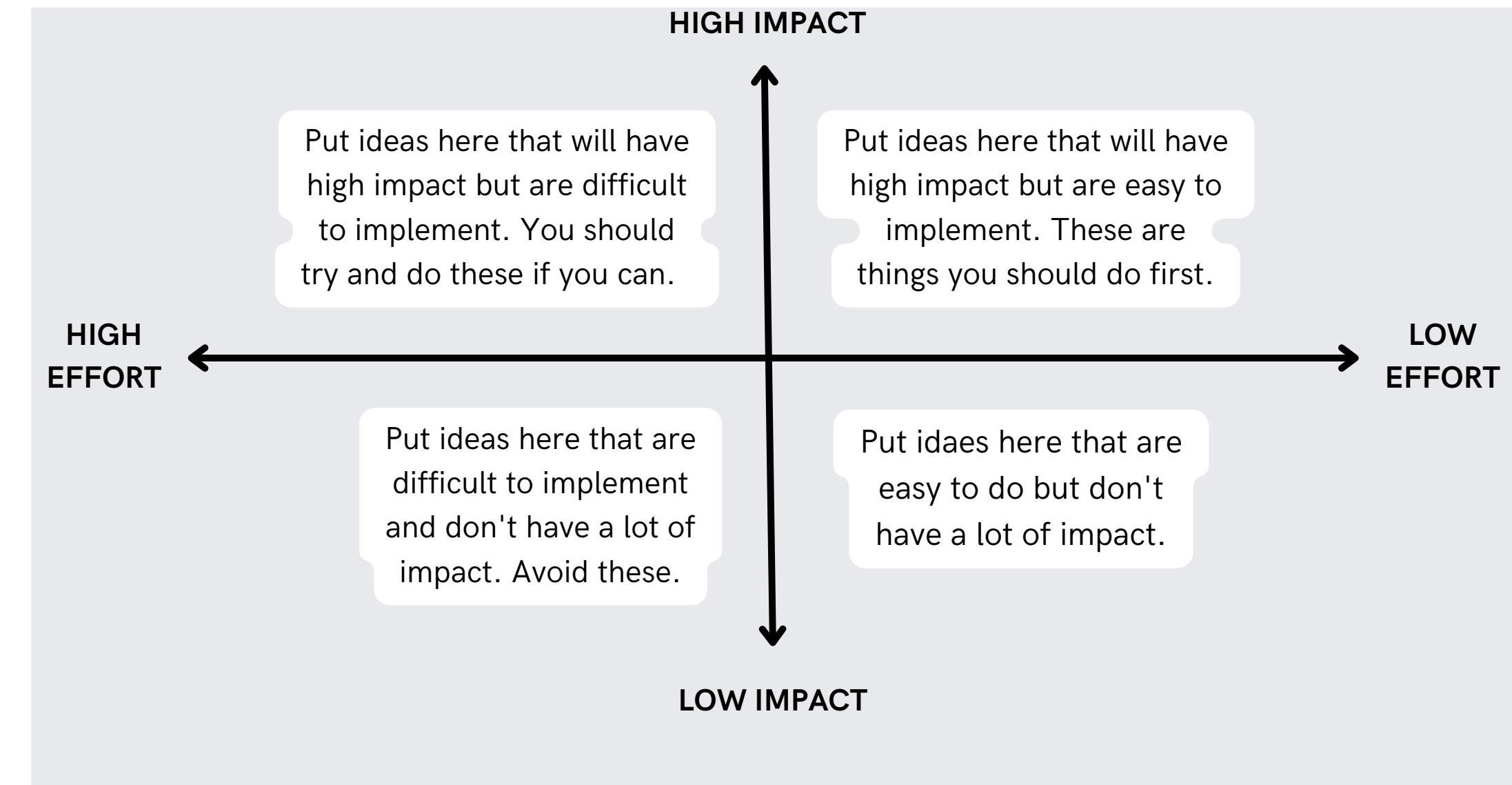
You can have different Priority Grids for the **Research and Problem Definition** stage (to decide which problems to focus on and prioritise), and the **Ideas** stage (to decide between different solutions and again select where to prioritise and invest your energy).

**Problems Grid** - Write down the different problems you have discovered through your research.

**Ideas Grid** - Write down the different ideas that could solve the selected problems.

In groups, place your papers into one of the four different categories (boxes) and select your priorities.

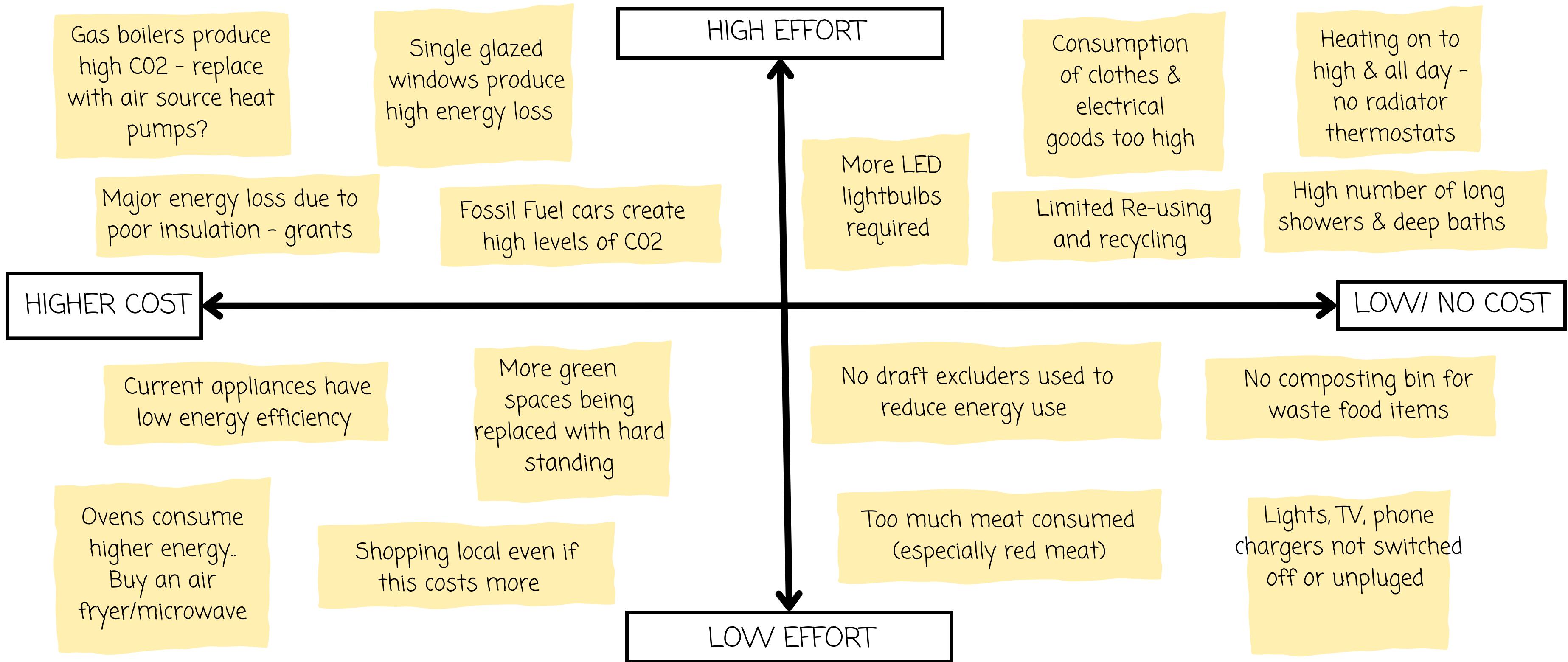
## PRIORITY GRID EXAMPLE: PRIORITISING IDEAS



# PRIORITY GRID ENERGY PROBLEMS - EXAMPLE

## CHALLENGE:

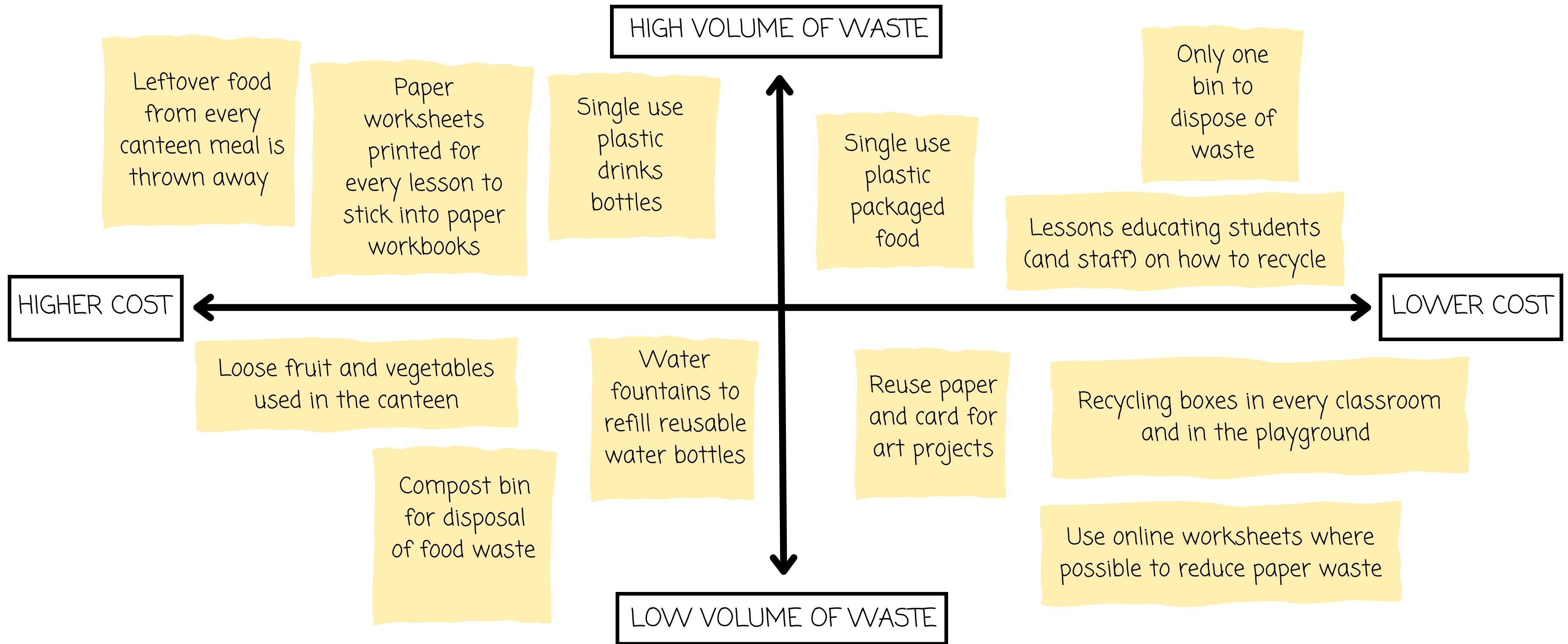
Reducing carbon emissions in the home solutions



# PRIORITY GRID WASTE PROBLEMS - EXAMPLE

## CHALLENGE:

Reducing waste and increasing recycling in the school



GS 10

**DIAMOND NINE**

**1**

Write down the challenge problems on pieces of paper (one per problem).

**2**

Select your top nine problems. In your group, discuss which problems you feel are most important and/or achievable?

**3**

Arrange in a diamond pattern (from most to least important). Also think about which problems you are more/less likely to solve; what is realistic? what is achievable? what is impactful?

**4**

Imagine you are pitching them to different stakeholders; are there any issues they may have with your views of problems? Have you thought of any new problems?

**MOST IMPORTANT****LEAST IMPORTANT**

# DIAMOND 9 EXAMPLE: CARBON EMISSIONS IN THE HOME

MOST IMPORTANT



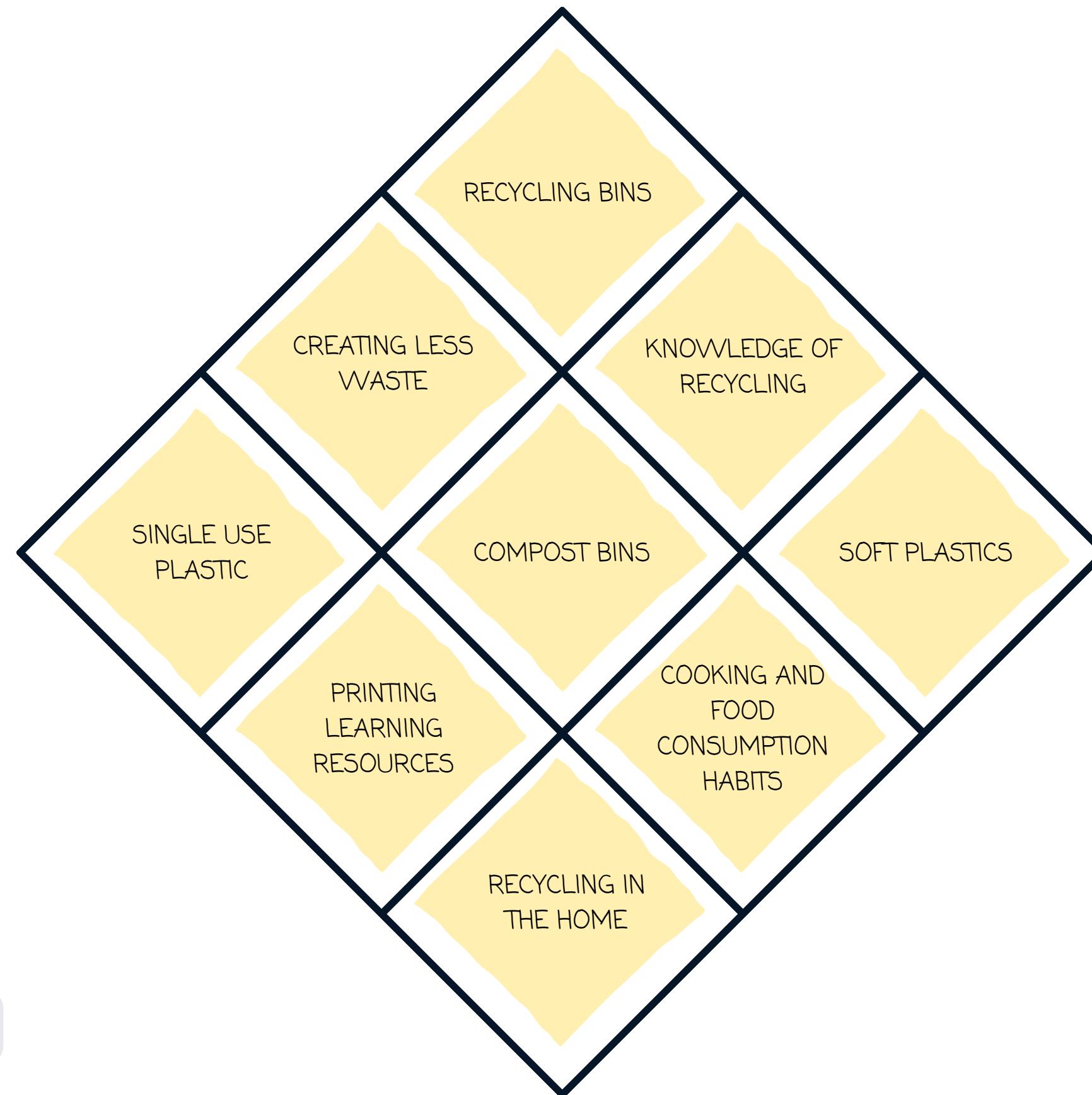
LEAST IMPORTNAT

# DIAMOND 9 EXAMPLE: WASTE AND RECYCLING IN SCHOOL

MOST IMPORTANT



LEAST IMPORTNAT



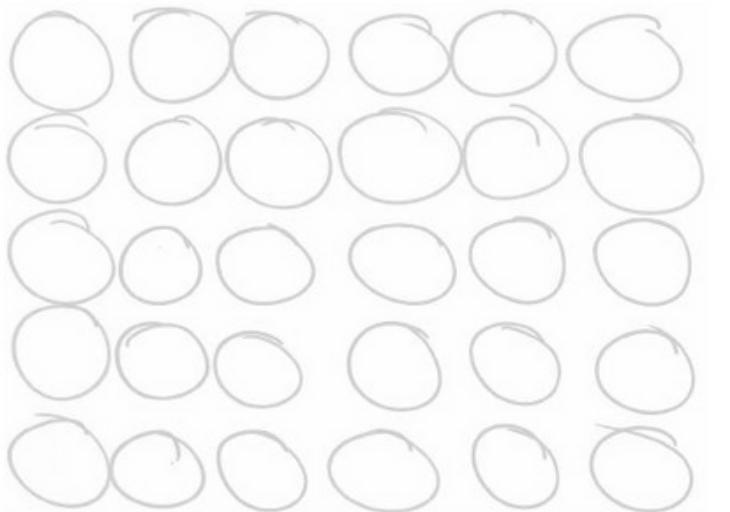
GS 11

# BRAINSTORMING

## Exercise – Thirty Circles

You have a sheet with 30 circles

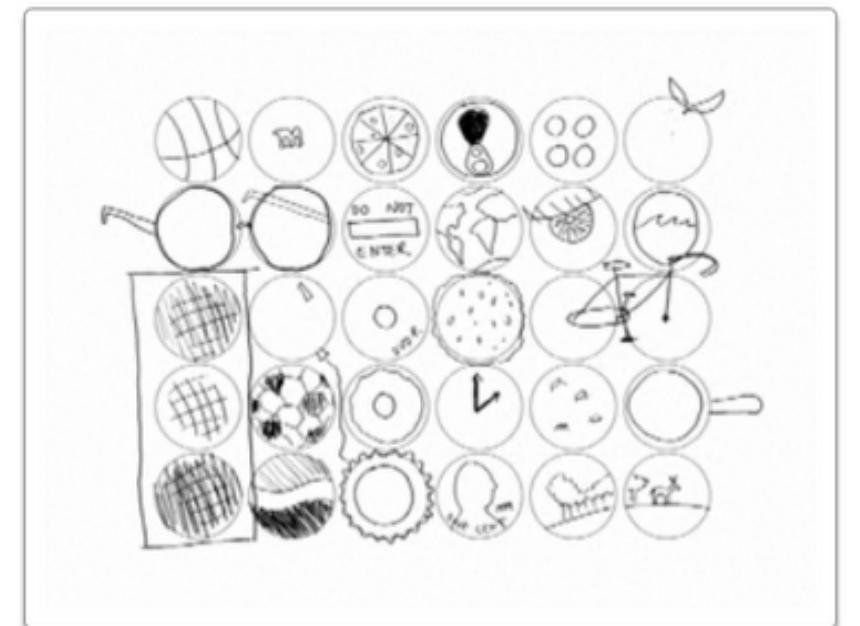
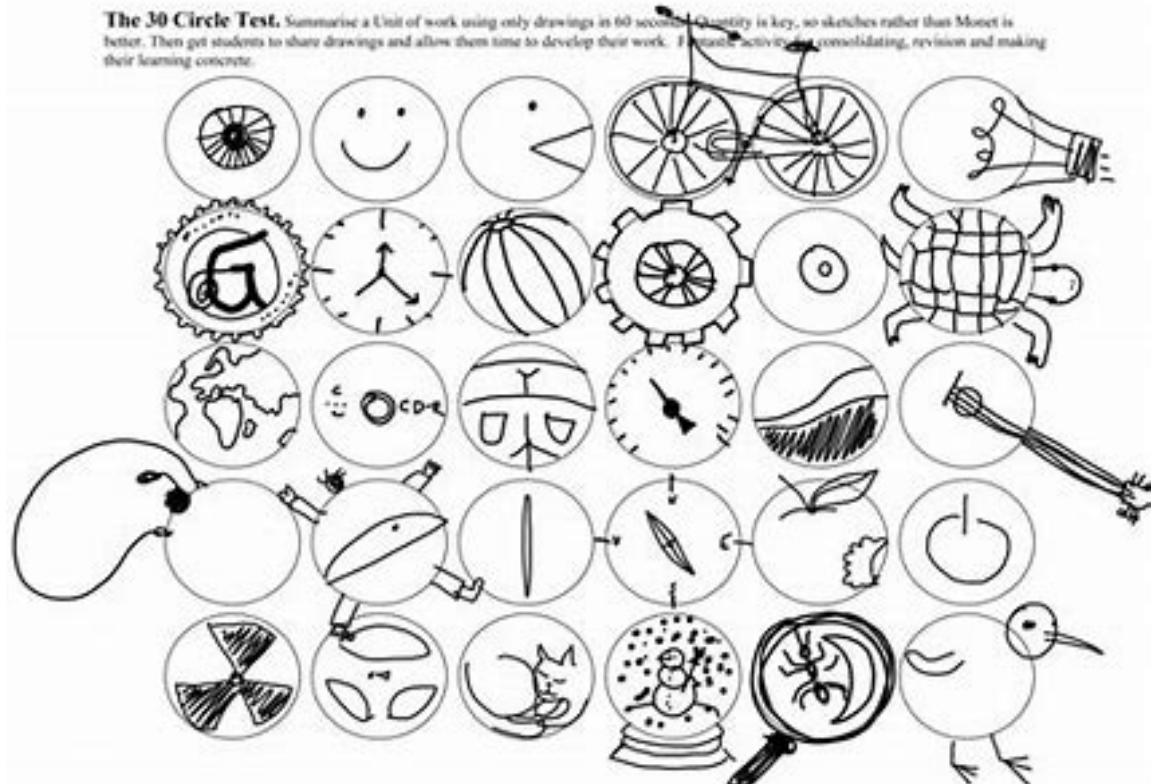
1. When we say GO!  
Transform each circle into something recognizable, such as a ball, a planet, bicycle wheels, etc.
2. It's OK to draw outside the lines.
3. The goal: transform all **30** circles in **TWO** minutes.



This activity can be done individually or in groups.

BayCHI Dec 09

4



# GS 11.4

# 30 CIRCLES



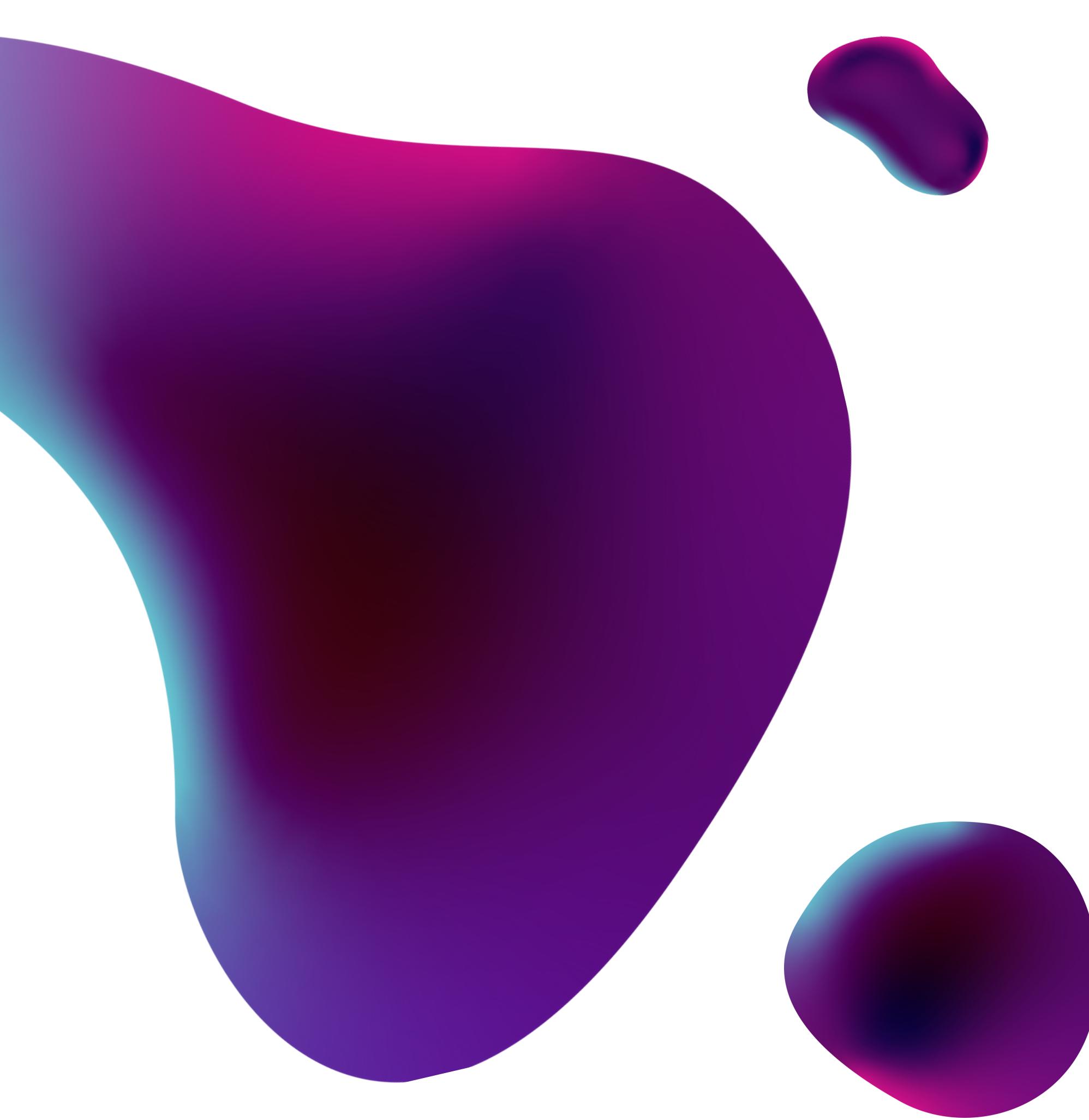
## GS 11.1

# BRAINSTORMING

Brainstorming generates lots of ideas for solving the challenge by using the collective thinking of a group. By reading and listening to each others ideas, participants stimulate their own thinking to explore ideas through different thought processes.



- Set a time period for a brainstorm session (15-30 minutes).
- Organise the group in a circle.
- Start with a problem statement, point of view statement, How Might We question, or goal. Write it down on a large piece of paper in the centre of your circle. **Keep the focus on the specific problem or question.**
- Alternatively stand in semi circle around a wall or whiteboard with the main problem/question on.
- Give all group members a pack of post it notes and a pen. Each member can write down or draw ideas and put them around the main problem. It is important that the idea is **voiced out loud** when placed so that all participants engage in collective exploration of ideas. **Listen** to each other and build on each others ideas, remember brainstorming is a group process; do not be absorbed by your own ideas.



GS 12

# GENERATING IDEAS

# GS 11.2

## CRAZY 8

Crazy 8's is a fast activity that generates ideas.  
Sketch eight ideas in eight minutes.



- 1** Each team member folds their piece of paper and fold it into eight sections.
- 2** Set a timer for eight minutes.
- 3** Individually, each team member sketches one idea in each rectangle, trying their best until all sections are filled. Optionally call every minute to move onto a new idea. The sketches should be rough not detailed.
- 4** When the timer goes off, all pens must be put down.

## GS 11.3

# SCAMPER

The SCAMPER activity generates ideas to change an existing product or service. Work through each letter and ask questions about each element. Use the questions provided for guidance.



**S**ubstitute. What materials or resources can you substitute or swap to improve the product? What other product or process could you use?

**C**ombine. What would happen if you combine this product with another, to create something new? What could you combine to maximize the uses of this product? How could you combine different expert areas and resources to create a new approach to this product?

**A**dapt. How could you adapt or readjust this product to serve another purpose or use?

**M**odify. How could you change the product?

**P**ut to another use. Could you recycle the waste from this product to make something new?

**E**liminate. What features, parts, or rules could you eliminate? How could you make it more sustainable? What would happen if you took away part of this product? What would you have in its place?

**R**everse. What components could you substitute to change the product? How could you reorganize this product? What processes or roles could you reverse or swap?



GS 13

**LISTENING & DIALOGUE**

# **ACTIVE LISTENING**

## **SEE EMPATHY INTERVIEWS GUIDE**

# DIALOGUE

Dialogue is an encounter with those who might have different opinions, values and beliefs to your own, dialogue is the process by which you come to understand the other's lives, values and beliefs better and others come to understand your life, values and beliefs.



# GS 14

# ORACY

GS 15

# **EXPERIMENTING AND PROTOTYPING**

GS

**PITCHING & NARRITIVES**



16  
**TEMPLATES**

# FAQ TEMPLATE 1

CHALLENGE:

FACTS	ASSUMPTIONS	QUESTIONS

# FAQ TEMPLATE 2

## CHALLENGE:

FACTS

ASSUMPTIONS

QUESTIONS

# STAKEHOLDER KNOWLEDGE TABLE TEMPLATE

STAKEHOLDER	What do we know about the stakeholder?	What do we need to know about the stakeholder?	RESEARCH AND EMPATHY QUESTIONS

# GROUP POV ANALYSIS TEMPLATE

**CHALLENGE:**

**STAKEHOLDER GROUP:**

**PROBLEMS AND CONCERNS:**

**GOALS AND WISHES:**

**MAIN INSIGHTS:**

## INDIVIDUAL POV ANALYSIS TEMPLATE 1

CHALLENGE:

STAKEHOLDER:

PROBLEMS AND CONCERNS:

GOALS AND WISHES:

MAIN INSIGHTS:

## INDIVIDUAL POV ANALYSIS TEMPLATE 2

CHALLENGE:

WHO:

NEEDS A WAY TO...

BECAUSE...

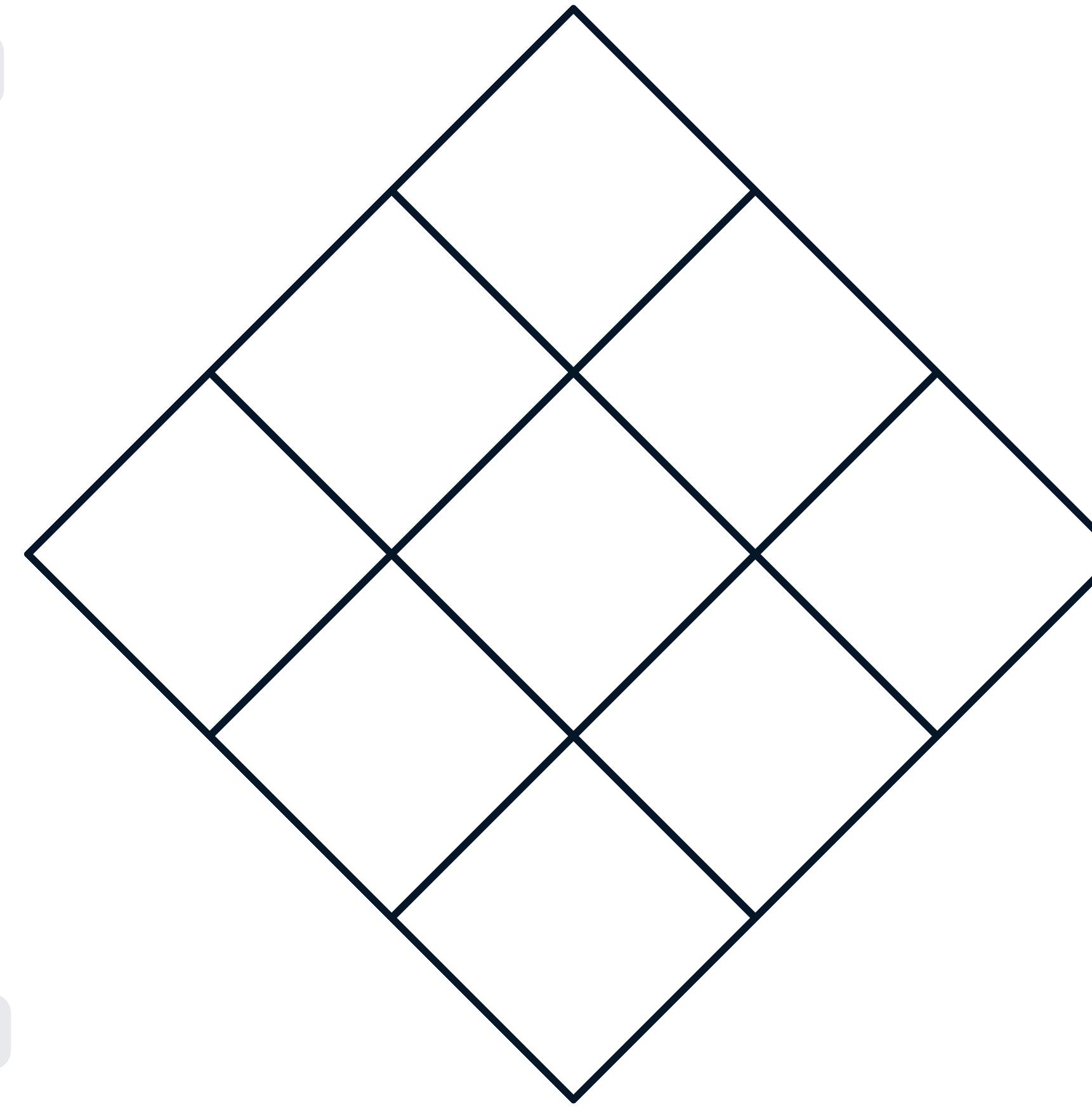
# PRIORITY GRID TEMPLATE

**CHALLENGE:**



# DIAMOND 9 TEMPLATE

MOST IMPORTANT



LEAST IMPORTNAT

# 30 Circles Challenge

