



Activity coordinated by:
SI4LIFE

LESSON PLAN LO7-C-4

Apply creative thinking techniques developing creative solutions to abstract problems, propose solutions and discuss with goal-orientated attitude, reaching shared decisions, applying the main problem-solving techniques

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Introduction

This template would allow to formalize a suggested approach to the teaching of LO7-C-4. Once completed it can be used by teachers to design their own lessons addressing the specific LO.

Lesson plan for LO7-C-4

LO7-C-4

Apply creative thinking technique developing creative solutions to abstract problems, propose solutions and discuss with goal-oriented attitude, reaching shared decisions, applying the main problem-solving technique

KNOWLEDGE

Able to:

- Describe the following creative thinking techniques: Brainstorming, The Insights Game, Mood boards, Random Words (Random Input), Storyboarding, Metaphorical thinking, Mind mapping.
- Describe the main problem-solving techniques, such as DMAIC (Define, Measure, Analyse, Improve, Control)
- Master the GOPP (Goal Oriented Project Planning)

ABILITY

Able to:

- Select and apply the most suitable problem-solving techniques
- Select and apply the most suitable creative thinking techniques
- Apply the GOPP (Goal Oriented Project Planning)
- Apply creative thinking techniques developing creative solutions

PERSONAL AND TRANSVERSAL SKILLS

Able to:

Be target-oriented

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

This LO is transversal to many LOs of the Curriculum



EQF LEVEL: EQF5

OTHER NOTES:

Not needed when the Curriculum is adapted to EQF4

PREPARATORY LOs

These LOs should be introduced before addressing LO7-C-4

- LO7-C-1: Being aware of the main roles and responsibilities of health / social workers in food care and working coherently, acting as members of an interprofessional team, maximizing the added value of each professional and identifying interdisciplinary possibilities development and cooperation

FLEXIBILITY TABLE SUGGESTIONS ABOUT EDUCATIONAL STRATEGY

Lecture: face to face or online

Self-study: face to face or online

Group work: face to face or online

Laboratory: NO

WBL: face to face

HOW TO ADDRESS THE NEEDED KNOWLEDGE (EQF 5)

CONTENTS AND MATERIALS

KNOWLEDGE TO BE ADDRESSED	RELATED CONTENTS	EDUCATIONAL MATERIALS
Define, describe in detail and be critically aware of daily processes in the kitchen	Introduction to the DMAIC methodology and the GOPP Methodology and Tools of the Empathy and Definition phases of Design Thinking	Slides – Video – YouTube – Web – Tools Online [lesson 1-2-3]
Describe the main elements of an effective work program	Introduction to the methodology DMAIC and GOPP	Slides – Video – YouTube – Web – Tools Online [lesson 3]
Describe the main criteria for balancing the skills of the team in order to plan effective shifts	Introduction to the Design Thinking methodology and 4.0 innovations Tools and application of the phases of Design Thinking Empathy -Definition-Ideation - Prototyping -Test <i>(e.g. observation, scenario analysis, problem identification, definition of design thinking challenge, interviews, data collection and interpretation, brainstorming, fishbone diagram, buyer personas construction, solution planning, moodboard and storyboard; summary sheet; prototype)</i>	Slides – Video – YouTube – Web – Tools Online [lesson 1-2-3]

<p>Understand the different skills and needs of the kitchen team when planning the work schedule and shifts</p>	<p>Introduction to Design Thinking and innovation 4.0</p> <p>Tools and application of the phases of Design Thinking Empathy - Definition-Ideation - Prototyping - Test</p> <p><i>(e.g. observation, scenario analysis, problem identification, definition of design thinking challenge, interviews, data collection and interpretation, brainstorming, fishbone diagram, buyer personas construction, solution planning, moodboard and storyboard; summary sheet; prototype)</i></p>	<p>Slides – Video – YouTube – Web – Tools Online</p> <p>[lesson 1-2-3]</p>
<p>Identify, categorize and define the activities that the kitchen staff should perform at each shift</p>	<p>Introduction to the DMAIC methodology and the GOPP Methodology and Tools of the Empathy and Definition phases of Design Thinking Introduction to 4.0 technologies to bring innovative solutions to everyday activities, improving their effectiveness and efficiency and solving problems that arise in a creative and low-cost way</p>	<p>Slides – Video – YouTube – Web – Tools Online</p> <p>[lesson 1-2-3]</p>
<p>Outline tools for assessing staff skills</p>	<p>Use and application of the Design Thinking phases: Empathy, Definition/Ideation (e.g. observation, scenario analysis, problem identification, design thinking challenge definition, interviews, data collection and interpretation, brainstorming, fishbone diagram, buyer persona construction, solution planning, moodboard and storyboard)</p>	<p>Slides – Video – YouTube – Web – Tools Online</p> <p>[lesson 1-2]</p>

SUGGESTED ACTIVITIES FOR ADDRESSING THE NEEDED KNOWLEDGE (in compliance with flexibility table)

How can you share with students the needed contents?

The lessons will deal with the contents summarized in the table above, through a slide kit and a review of materials (videos and links) containing: -The methodologies for applying the techniques of creative thinking by developing creative solutions to abstract problems, proposing solutions and discussing with a goal-oriented attitude, reaching shared decisions, applying the main problem solving techniques (Design Thinking, DMAIC, GOPP) and approaches innovative (e.g. gamification, role playing, etc.). -Examples of projects conceived and prototypes made, with a focus on those made in the food and wine supply chain The kit will also be shared via e-mail

HOW TO ADDRESS THE NEEDED SKILLS (EQF 5)

Define, describe in detail and be critically aware of daily processes in the kitchen	<ul style="list-style-type: none"> • Analyze a scenario through the SWOT Analysis tool • Solve problems by leveraging the creativity of Design Thinking and the outside-in logic
Describe the main elements of an effective work program	<ul style="list-style-type: none"> • Communicate with storytelling • Apply the DMAIC methodology • Implement GOPP schemes
Describe the main criteria for balancing the skills of the team in order to plan effective shifts	<ul style="list-style-type: none"> • Communicate with storytelling • Apply the DMAIC methodology • Implement GOPP schemes
Understand the different skills and needs of the kitchen team when planning the work schedule and shifts	<ul style="list-style-type: none"> • Solve problems by leveraging the creativity of Design Thinking and the outside-in logic • Apply the DMAIC methodology • Implement GOPP schemes
Identify, categorize and define the activities that the kitchen staff should carry out in each shift	<ul style="list-style-type: none"> • Solve problems by leveraging the creativity of Design Thinking and the outside-in logic • Apply the DMAIC methodology • Implement GOPP schemes
Outline tools for assessing staff skills	<ul style="list-style-type: none"> • Solve problems by leveraging the creativity of Design Thinking and the outside-in logic

DESCRIBE HOW THESE SKILLS CAN BE ADDRESSED

- try&learn
- peer teaching
- role playing
- brainstorming
- action-oriented
- e-learning
- mentoring/coaching
- cooperative learning
- learning by doing and by creating

ADDITIONAL HINTS ABOUT HOW TO ADDRESS PERSONAL AND TRANSVERSAL COMPETENCES

We will implement a knowledge&learning community to share interdisciplinary knowledge, ICT, multilevel approach based on the development of soft skills to strength the curriculum (i.e. problem solving, communication, collaboration, creativity, critical spirit, self-awareness, empathy).