

**Time:** 50 minutes

**Overview:**

This lesson is a supplemental lesson day if not all teams have completed their interview at this point.

Teams will review case studies that give examples of designers set out on a mission to provide solutions that meets the needs of communities near and far. Students read case studies, watch videos and images of the process of different design groups and their journey along the way.

**Objective:** Students will be able to understand the UCD process from a high level through learning about case studies of successful designer projects.

**Materials & Setup:**

- Print copies for students Notice/Wonder/Learn
- Fill-In the MoneyThink UCD Process
- Each student digital (or print if preferred) copy of [Design Kit](#)
- [Moneythink video](#)

**Activity: 45 minutes**

If you prefer to pick a different case study, you can find them all listed [here](#). Otherwise, these lessons will focus on specific case studies.

10 minute pairs, class, then group. You can opt out of this activity if you sense your class is not comfortable with this topic.

- Ask students to pair share (talk to their neighbor) about how they work through their finances (based on their comfort level), if it's with birthday money, a job if they're allowed, or some sort of flow of money. One person talks and the other listens. Then switch.
- Have teams share out their story on how they save and the transparencies or issues of saving.
- Ask teams to think about what challenges they have. Share first with their group.

Read:

- Students will have about 15 minutes to read a copy of the Design Kit
- Talk in teams and discuss key concepts from a designer view.

Discussion points: What was the initial problem? How did designers tackle it? What questions did designers ask their users? Identify and write specific tasks the team did to make this product successful.

Video:

- Show the MoneyThink video
- Have teams talk to each other about the video.

Here are some guiding questions after the video:

Have they heard of it before? How do they go through their steps to prepare for life after high school? Have they not yet thought of this process? Who do they talk to for their future? How did this video inspire them to think about other related concerns and solutions that can arise?

- Have students identify items of each cycle from IDEO's case study using the Fill-In the MoneyThink UCD Process from the case study and the video. They can submit this as evidence of their learning growth.