

DRAW THE PROBLEM



Module iv



Course 2



T1



L3

Activity

- **Short Description:** To help define a problem in a way that is not only clear but also compelling enough to make people care about solving it.
- **Methodology:** Brainstorming in two phases: ¿Why is important to preserve heritage? ¿How can we help preserving heritage by using multimedia tools?
- **Duration:** 2 hours
- **Difficulty (high - medium - low):** medium low
- **Individual / Team:** small groups 6-10 participants
- **Classroom / House:** Classroom
- **What do we need to do this activity?**
 - Index cards or letter-sized piece of paper

Description:

The purpose or problem to solve plays a significant role in your ability to find creative solutions. The quality of the solution is often dependent on the quality of the problem

A well-designed problem can be the difference between creative solutions or expected solutions, but learning to broaden or sharpen the scope of a problem can add or subtract purpose, and consequently, create a possibility. The more difficult the problem is the greater opportunity for creative solutions. By altering the purpose, we alter the potential for creativity.



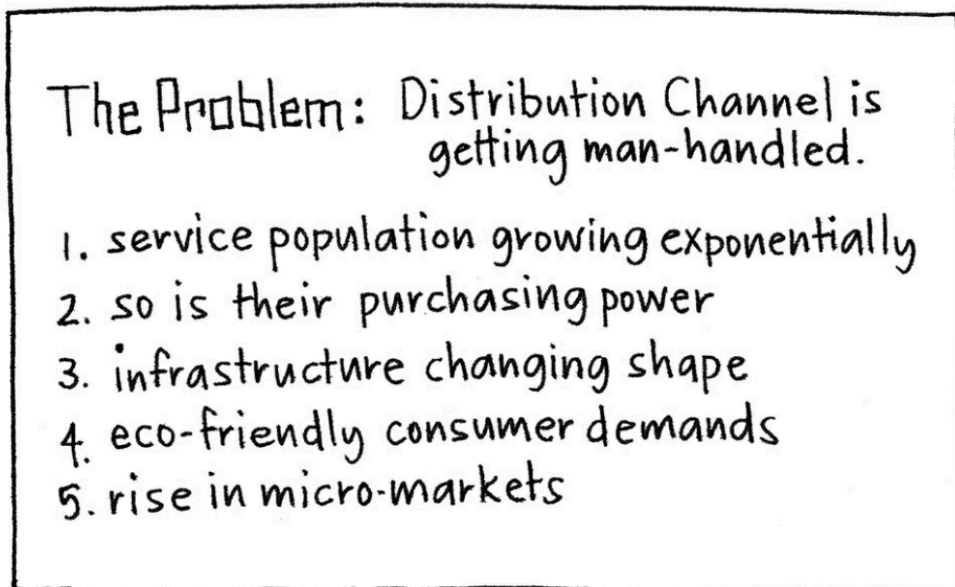
It is critical, then, defining problems in a way that is not only clear but also compelling enough to make people care about solving it.

Instructions

1. STEP 1: Distribute index cards or a piece of paper among the students. 5'
2. STEP 2: Introducing the topic or challenge and ask participants to think about it. 10'
3. STEP 3: Students have to write a list of items that help to explain the problem, 10'
4. STEP 4: Students should flip over their paper and draw a picture of the problem as they would explain it to a peer. They may draw a simple diagram or something more metaphorical; there are no prizes or punishments for good or bad artistry. The drawing should simply assist in explaining the problem. 10'
5. STEP 5: Students can post their drawings in the wall and explain the problem to the rest of the team. During the explanation students will share and take notes of the principal elements.
6. STEP 6: Students will share the reflection of similarities and differences and work toward a shared understanding of what the problem looks like.

This exercise will engages participants in defining the challenge in a simplified form. It is a first step in bringing a group together under a common purpose, elevating the problem above the noise to become something they care to solve.

Illustrations



(index card front)

Image: Gamestorming (p. 91). O'Reilly Media. Edición de Kindle.



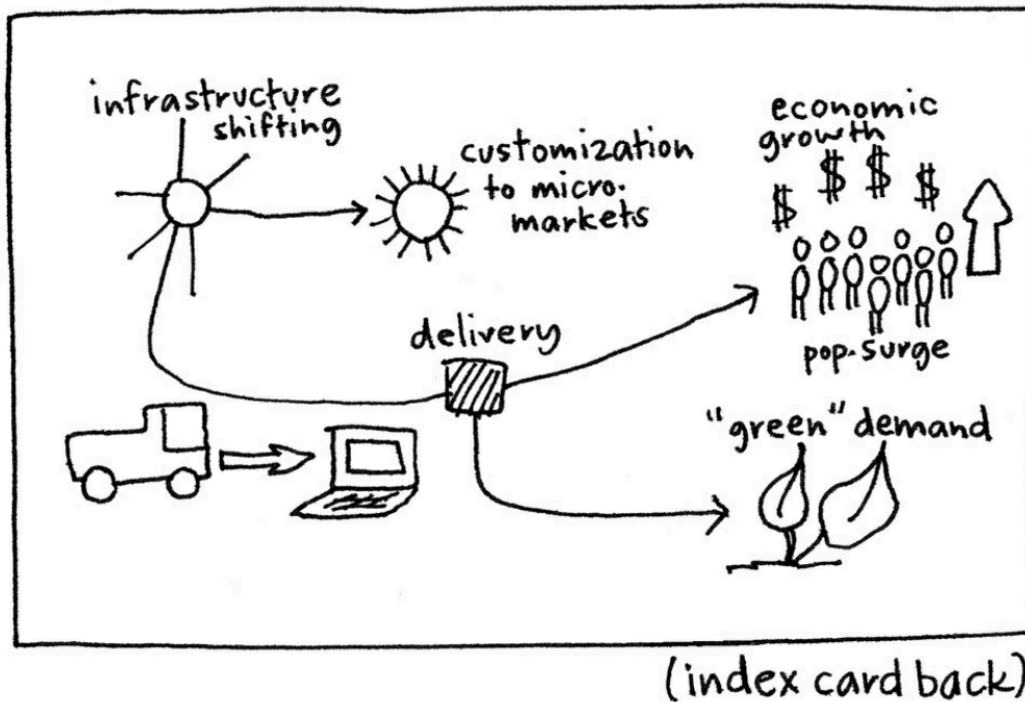


Image: Gamestorming (p. 92). O'Reilly Media. Edición de Kindle.

Expected outcomes

- Definition of a problem in a compelling way
- The exercise could be define with any of the topics related with O-city project. It will help the students to clarify any objective of the several exercises in any of the courses.

This activity can be used in other (module, course, topic, lesson):

- Course IV. 2 Developing Creativity / L3: the Buiding Blocks of problem-solving

REFERENCES:

- This game is based on The Grove Consultants International's Leaders Guide to Accompany the Cover Story Vision Graphic Guide® ©1996–2010 The Grove. In Gray, D.; Brown, S.; Macanufu, J. (2012) Gamestorming. O'Reilly Media.

