



ACTIVITY SHEET

ENTERPRISE + STEM

Supported by

The Invergowrie Foundation

Swinburne University

Griffith University

The University of Tasmania

ACTIVITY: PERSONA IDEATION & 3 IDEAS

Objectives

- Developing interviewing skills
- Developing imaginative and creative thinking
- Developing thinking outside the box skills
- Learning to explore interests, other than 'your' own

Activity

In pairs interview each other using the following list of questions:

- What do you love to think about when you have free time?
- What problems do you see in your community or the world?
- What websites do you frequent?
- What apps are your favourites (if any)?
- What do you want to be doing in 10 years?
- Who do you want to be when you grow up?
- How would your friends describe you?
- What are you studying and why?
- Name three things you are passionate about.
- If you could make your life easier, how would you do that?

- What do you like to do with friends during free time?
- If I gave you \$100, what would you do with it?
- What kind of person do you aspire to be?
- What daily life problems are you most annoyed by?
- If you could make one simple change in peoples' lives, what would that be?

After the interview, come up with 3 entrepreneurial ideas having your partner in mind. Ideas should be:

- based on the information gathered through the interviewing process. Ideas can be for-profit or non-profit.

Share the ideas you have created for each other with each other.

Fill in a form by rating each of the ideas your partner created for you as:

- Do not like the idea
- Like the idea
- Passionately liked the idea

INSTRUCTIONS FOR TEACHERS

Instructions for teachers

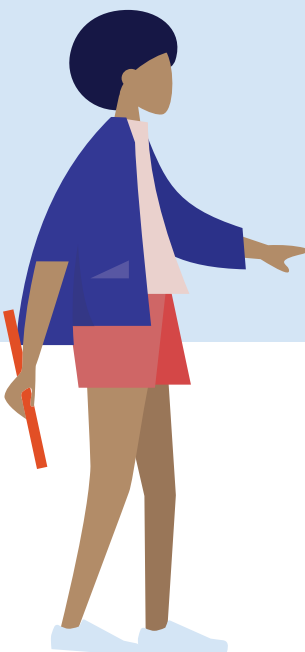
- Allocate the students into pairs and assign each student in the pair either letter A or letter B
- Make the list of questions available to the students
- Explain how to run the interviews
- Explain about creating 3 entrepreneurial ideas and evaluating ideas of the other team member – stress the importance of honesty.
- Many students struggle to come up with entrepreneurial concepts so they will come up with less than 3 ideas.
- Note, if students fill out the forms privately, they are less likely to want to please their partners with false positive feedback.
- Poll each student on how many ideas they “passionately like.”

Suggested discussion

In relation to the idea selected for discussion:

- What expertise needed to implement the selected idea?
- Where the market for this product/service is?
- What kinds of technology could be used to support implementation of this idea?
- Are there any risks associated with implementing this idea?

This activity is based on the activity by James Hart: Persona Ideation & 3 Ideas. <https://artsentrepreneurshipgames.com/2015/04/27/personaideation-3-ideas/>



CURRICULUM MAPPING

Design & Technologies	
Years 7-8	Years 9-10
Creating Designed Solutions	
Investigating	
Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas (VCDSCD049)	Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (VCDSCD060)
Generating	
Generate, develop and test design ideas, plans and processes using appropriate technical terms and technologies including graphical representation techniques (VCDSCD050)	Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication (VCDSCD061)

General Capabilities: Critical & Creative Thinking	
Years 7-8	Years 9-10
Questions and Possibilities	
Suspend judgments temporarily and consider how preconceptions may limit ideas and alternatives (VCCCTQ033)	Suspend judgments to allow new possibilities to emerge and investigate how this can broaden ideas and solutions (VCCCTQ044)
Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts (VCCCTQ034)	Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions (VCCCTQ045)

Reasoning

Examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas (VCCCTR039)

Investigate use of additional or refined criteria when application of original criteria does not produce a clear conclusion (VCCCTR050)

Metacognition

Consider a range of strategies to represent ideas and explain and justify thinking processes to others (VCCCTM040)

Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases (VCCCTM051)

Consider how problems can be segmented into discrete stages, new knowledge synthesised during problem-solving and criteria used to assess emerging ideas and proposals (VCCCTM042)

Investigate the kind of criteria that can be used to rationally evaluate the quality of ideas and proposals, including the qualities of viability and workability (VCCCTM053)

