

## Developing Ideas: Using design thinking to improve the use of an object

### DESIGNING A CHILD FRIENDLY NUTRITION LABEL FOR MILK

#### ESSENTIAL QUESTION

Can presenting the same data in a different way make it easier to understand?

#### WHAT ARE WE LEARNING?

- To justify a decision or idea in relation to an identified need
- To present data in a manner that accurately conveys its meaning
- To make informed choices about the food we eat

#### TRY THIS WITH

- Years 4 - 8
- Students who have an interest in graphic design
- Students who love working with numbers

## FIND

- Ask
- Observe
- Remember
- Relate
- Recognise
- Discuss

Revise the [Design Thinking Process](#).  
 Set up a section of wall for each group to use as a design area.  
 Review the [Nutrition Label](#) Pinterest boards.  
 Pose the problem in the [Design Brief](#) - Kids have to rely on their parents to choose good foods for them.  
 Support students to complete and record the following research for the Discover stage of the process:

- Observe and video kids of all ages reading nutrition labels
- Experiment with reading nutrition labels themselves
- Ask kids questions e.g. How much sugar is in a serve? or How many biscuits should you eat each day?
- Research the designs of nutrition labels and interview a nutritionist

## APPLY

- Categorise
- Theme
- Interpret
- Solve
- Explain
- Reason

Review the Interpretation stage of the [Design Brief](#) as a class.  
 Discuss the discover sessions within each group - what did students learn about the problem of kids reading and understanding nutrition labels? Record a podcast to refer back to.  
 Summarise the learnings into 10 main ideas. Group these ideas into themes e.g. grip or size.  
 Turn each theme into a question starting with How might we....? or What if.....?  
 Work through the Ideate stage. Remind students that their nutrition label design must solve the problem of kids being able to read nutrition labels.  
 Brainstorm using the questions to guide thinking.  
 Discard ideas by discussing the reality of each one and vote on the best idea from those remaining.

## PRODUCE

- Modify
- Design
- Test
- Analyse
- Plan
- Justify

Support students to understand the Experimentation stage of the brief and complete the following:

- Make prototypes for their nutrition label design
- Test the prototype
- Take photos of the prototype using Instagram and label them using Overgram to record the problems observed during testing
- Use the observations to make changes to the prototype

Use Present.me to compile a presentation that shares the group's design journey from discovery through to evolution. Include photos, videos and podcasts to help document this.  
 Submit their final design to Rosie at Mission Headquarters.



## SUCCESS CRITERIA

Students can check they have completed the task successfully by:

- Modifying their design to reflect feedback from testing the prototype
- Completing a design that shows an understanding of the problem they are trying to solve
- Carrying out focused research that provides a good basis for designing their nutrition label

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	RESOURCES REQUIRED
Community engagement Coherence	Innovation, inquiry and curiosity Excellence Community and participation	Language, symbols and texts Managing self Thinking	Technology The arts	Functionality Prototype Modification Criteria	<a href="#">Design Thinking Process</a> Fact Sheet <a href="#">Nutrition Label</a> Pinterest board <a href="#">Student Guide</a> <a href="#">Nutrition Label</a> Fact Sheet