

Strand 2 Chapter 7 Idea Development (1.5 weeks)

Learning Outcomes

7.1 Determine the factors that impact on the development of business ideas.

7.2 Outline design thinking as an innovative approach to idea development and appreciate how the process is iterative and both solution- and person-centred.

7.3 Appreciate the importance of conducting a feasibility study to evaluate a business idea.

Chapter Overview and Introduction

From the Specification (Pg 19 of NCCA Doc):

“In engaging with the learning outlined in this strand, students will explore idea development”

Chapter starts on page 114

Primer questions

- Can you name four potential sources for new ideas for a business?
- What problems do you face in everyday life that you would love a business to solve?
- What recent business or product idea do you think has been the most impressive?

Additional primer questions you could use

- Why might two businesses in the same industry come up with very different ideas?
(different goals (social/profit), focus on design/price/volume, different values)
- What’s the last product or app you used that felt like it was really designed for you?
- What’s the difference between coming up with an idea yourself vs solving someone else’s problem?
(this is to try to prompt design thinking – where businesses focus on the customers problems to create solutions, covered in the chapter)
- If you had a great business idea, what kinds of things would you want to check before spending money on it?

(intros ideas of feasibility study – profitable, size of market, competitors, can it be made...)

- Why might a great idea still fail in the real world?
(timing, bad marketing, high costs, not tested enough before launch)
- What’s one risk you’d want to know more about before starting a business?
(market size, legal issues, losing money...)

Introduction / Hook for the chapter

To open the chapter after primer questions, students could watch a short explainer on design thinking and explore a real-world example of how Uber Eats develops and tests new ideas based on user needs.

Watch this short explainer video on design thinking: <https://www.youtube.com/watch?v=IZvAm3xLIWU>
Read/share this article about Uber Eats using Design Thinking with students to answer the questions below (use worksheet, whiteboards for each, out loud...) <https://medium.com/uber-design/how-we-design-on-the-ubereats-team-ff7c41fffb76>

Additional prompts / questions outside the worksheet

1. Where do the Uber Eats team get their ideas for new features or changes?
2. Why do they talk to both delivery drivers and customers when developing new ideas?
3. What does the phrase “understand the problem before solving it” mean in this context?
4. Identify how the Uber Eats team moves through the four design thinking phases:
 - Clarify: How do they define the problem?
 - Ideate: What kinds of creative approaches do they try?
 - Develop: How do they turn ideas into real prototypes or experiments?
 - Implement: How do they refine and launch features?
5. What makes this approach “person-centred” rather than “business-centred”?
6. What examples from the article show how Uber Eats improved an idea after testing it?
7. How does this process benefit the customer?
8. How does it benefit the business?

Useful business examples, stories, links, videos, resources...

Note: The spec names four phases for Design Thinking but lots of resources show three or five as well – so worth noting with students that varied approaches for the same concept exist and are all based on the same process, to try to avoid confusion.

https://www.youtube.com/watch?v=IZvAm3xLIWU	Harvard Business School Design Thinking explained stages
https://medium.com/uber-design/how-we-design-on-the-ubereats-team-ff7c41fffb76	Uber Eats Design Thinking

Digital hub links (these will become hyperlinks as they get added over the summer):

PowerPoint

[Class exams with solutions](#)

[Worksheet for the Introduction Hook](#)

[Flashcards](#)

Kahoot / online quizzes for formative assessment

[Suggested solutions to workbook](#)

[Sample papers workpack](#)

Key information for the chapter:

Strand 2 Chapter 7	Idea development	1.5 weeks							
Learning Intention	Learning Outcome	Pages	Time – mins	Activity Book (HL Qs)	Activity Book (OL Qs)	HL Sample Paper 1	HL Sample Paper 2	OL Sample Paper 1	OL Sample Paper 2
how business ideas are developed	7.1 Determine the factors that impact on the development of business ideas.	115-117	40	Q1	Q1, Q2				
the significance of design thinking* (including the four phases of clarify, ideate, develop, and implement) to support idea development and the importance of evaluating a business idea to determine the potential future viability of the business.	7.2 Outline design thinking as an innovative approach to idea development and appreciate how the process is iterative and both solution- and person-centred.	118-120	100	Q2, Q3	Q3, Q4	HL1 Q1 (d)			
	7.3 Appreciate the importance of conducting a feasibility study to evaluate a business idea.	121	30	Q4	Q5			OL1 Q5 (b)	

TOTALS MISSING

S2 Ch 7 Idea development (L.O. 7.1)

Textbook pages: 115–117

Textbook activities: HL Q1 | OL Q1,Q2

Time Allocation: 40 minutes

Learning Outcome	7.1 Determine the factors that impact on the development of business ideas.
Students Learn About	How business ideas are developed
Sample Paper Qs	<p>HL1 Q1 (d) Outline how ProjectOne can use each of the four phases of design thinking to successfully meet GlowInc's expectations.</p> <p>OL1 Q5 (b) Explain one function of a feasibility study when developing a new business idea.</p>
Create other potential Qs	<p>Explain how organisation culture and availability of resources can impact on the development of business ideas, and outline one other factor that also impacts it.</p> <p>Outline a range of sources of new business ideas for a business like Apple.</p>

Specification Language Decoded

Determine: Establish or ascertain based on information usually after investigation

Know	Understand	Be able to do
<ul style="list-style-type: none"> Internal sources: personal experience, intrapreneurship, R&D External sources: competitors, market trends, import substitution 	<ul style="list-style-type: none"> Why different factors (e.g. culture, resources, tech, legal) influence idea generation How internal culture and leadership style affect creativity and idea-sharing The role of technology and changing consumer behaviour in sparking innovation 	<ul style="list-style-type: none"> Identify and describe multiple factors that influence the development of business ideas Explain how internal and external factors can help or hinder business idea development Use real-world examples (e.g. Dyson, Airbnb, Deliveroo) to illustrate how ideas develop

S2 Ch 7 Idea development (L.O. 7.2)

Textbook pages: 118–120

Textbook activities: HL Q2,Q3 | OL Q3,Q4

Time Allocation: 100 minutes

Learning Outcome	7.2 Outline design thinking as an innovative approach to idea development and appreciate how the process is iterative and both solution- and person-centred.
Students Learn About	The significance of design thinking (including the four phases of clarify, ideate, develop, and implement) to support idea development
Sample Paper Qs	HL1 Q1 (d) Outline how ProjectOne can use each of the four phases of design thinking to successfully meet GlowInc's expectations.
Create other potential Qs	Outline the four phases of design thinking and explain how each helps a business improve a new product idea Explain what it means to say that design thinking is “person-centred” and “iterative” and show the benefits of each for a business when developing a new business idea

Specification Language Decoded

Outline: Give the main points; restrict to essential points of information

Appreciate: Recognise the meaning, value, or importance of or have a practical understanding of

R&R activity

Pg 118	Lots of examples online to suggest to students – Nike, Toyota, Pepsi, Microsoft, Lego for adults
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Know	Understand	Be able to do
<ul style="list-style-type: none"> • Definition of design thinking • What person-centred, solution-centred and iterative means • The four stages in order (clarify, ideate, develop, and implement) 	<ul style="list-style-type: none"> • How a person-centred, solution-centred approach helps develop good ideas • How the iterative process helps refine product ideas through non-linear problem-solving 	<ul style="list-style-type: none"> • Recognise the importance of the process being iterative and solution-centred and person-centred • Outline the four phases: Clarify, Ideate, Develop, Implement • Apply the design thinking model to a real or hypothetical example

S2 Ch 7 Idea development (L.O. 7.3)

Textbook pages: 121

Activity Book: HL Q4 | OL Q5

Time Allocation: 30 minutes

Learning Outcome	7.3 Appreciate the importance of conducting a feasibility study to evaluate a business idea.
Students Learn About	The importance of evaluating a business idea to determine the potential future viability of the business.
Sample Paper Qs	OL Q5 (b) Explain one function of a feasibility study when developing a new business idea.
Create other potential Qs	Discuss the importance of two types of feasibility a business could use when developing a new business idea An entrepreneur wants to open a coffee van business – identify three areas they should explore in a feasibility study and explain the benefit of conducting a feasibility study in those areas.

Specification Language Decoded

<p>Appreciate: Recognise the meaning, value, or importance of or have a practical understanding of</p> <p>Evaluate: Collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about the ideas, solutions, or methods</p>

Know	Understand	Be able to do
<ul style="list-style-type: none"> Different types of areas a business could check feasibility: market, production, financial, environmental, legal What is assessed in each category (e.g. demand, cash flow, compliance) 	<ul style="list-style-type: none"> Why feasibility studies reduce risk and support decision-making How feasibility links to accessing investment, planning/reducing risk, and product launch success 	<ul style="list-style-type: none"> Describe each type and its role in evaluating a business idea Apply a feasibility study framework to a sample business idea

Flow of teaching

Teaching sequence

Introduction and Hook (p. 114)

LO 7.1 – Determine the factors that impact on the development of business ideas.

Textbook Pages: 115–117

Reflect & Research: Investigate the origin stories of five everyday products (p. 116)

Teaching Sequence:

1. Sources of Business Ideas Introduce internal vs external sources (p. 115).

Possible Activity: Group brainstorm or card sort task – students classify examples into internal vs external.

2. Influencing Factors Discuss how organisational culture, leadership style, available resources, market trends, and technology affect idea generation (p. 117).

Extension/Challenge Option: Case task - "You're launching a tech start-up in Ireland with a friend. Identify three factors that would shape how you develop your business idea and explain why."

LO 7.2 Outline design thinking as an innovative approach to idea development and appreciate how the process is iterative and both solution-centred and person-centred.

Textbook Pages: 118–120

Reflect & Research – Research real brands that used design thinking (p. 118)

Business in Our World – Apple and Airbnb (pp. 118–119)

Approaching the Exam – GlowInc case study (p. 120)

Teaching Sequence:

1. What is Design Thinking?

Explore the principles of person-centred, solution-centred, and iterative design (p. 118).

Activity: Use the Apple example – what problems were they trying to solve? How was their design shaped by user experience?

2. The Four Phases

Walk through clarify, ideate, develop, and implement (p. 119).

Activity: Use different cases like "Redesign the school lunch process" to each group. Each group brainstorms their step, then presents how they went through the process.

3. Exam Prep

Use *ProjectOne* & *GlowInc* case (p. 120).

Activity: Students could complete a scaffolded worksheet to outline each phase as applied to the case to help find relevant links.

LO 7.3 Appreciate the importance of conducting a feasibility study to evaluate a business idea.

Textbook Pages: 121

Teaching Sequence:

1. What is a Feasibility Study?

Define and explain the five areas: market, production, financial, environmental, legal.

	<p>2. Why Feasibility Matters Connect to risk reduction, investor confidence, and smarter planning. Activity: Group task – present a simple business idea (e.g. opening a new gym or app). Each group is responsible for analysing one feasibility area.</p> <p>3. Student Application: Individual task – Apply the feasibility study framework to a real or imagined business (use coffee van example from potential Qs)</p>
<p>Key Questions to Ask:</p>	<p>What internal or external factors most influenced different brands you know? How is design thinking different from traditional planning? Why should a business invest time and money into a feasibility study before launching?</p>
<p>Time Allocation (Estimated):</p>	<p>3-4 hours of class time Introduction/hook 40 mins LO 7.1 100 mins LO 7.2. 30 mins LO 7.3 Assessment/review</p>

Back of chapter / Activity book questions

Chapter 7 Questions

Ordinary Level

Q1. Explain how both 'Organisational Culture' and 'Technological Advancements' can impact on idea development for a food producer like Tayto Crisps.

Q2. Circle the correct option in each statement about idea development in an organisation.

Changes in consumer lifestyle and behaviour can influence the development of new products.	TRUE / FALSE
A business's organisational culture has little impact on the generation of new ideas.	TRUE / FALSE
Access to skilled staff and technology can support innovation and idea development.	TRUE / FALSE
High start-up costs and strict regulations can make it easier to test new ideas.	TRUE / FALSE

Q3. (i) Define '*design thinking*' as an approach to idea development for a business

(ii) Outline how the process is **iterative** in its approach.

Q4. (i) Put these stages of design thinking in the correct order:

Develop, Clarify, Implement, Ideate

(ii) Describe two stages of your choice.

Q5. Explain one function of a feasibility study when developing a new business idea

Multiple choice – types of feasibility, to explanations of it/functions

Higher Level

Q1. Describe three factors that can impact on the development of business ideas in a business like Google.

Q2. (i) Define '*design thinking*' as an approach to idea development for a business

(ii) *Describe*, using examples for each, how design thinking can be both **iterative** and **person-centred**

Q3.

SwiftWave WiFi is a small Irish business that provides WiFi extenders and signal boosters for homes and small offices. After receiving repeated feedback from customers about setup difficulties and confusing user guides, the team at SwiftWave decided to develop a more user-friendly product.

They used a design thinking approach to create a **plug-and-play WiFi extender** and ended up adding a companion mobile app that helps users optimise their signal strength in real-time. Throughout the process, they worked closely with real customers to test and refine ideas, ensuring the product was both technically effective and easy to use.

Outline how SwiftWave WiFi could use each of the four phases of design thinking to successfully develop a new business idea

Q4. *The founder of LCStudySprint, a new Leaving Cert revision app, wants to assess if their idea is realistic before developing it further.*

Describe three ways a feasibility study could support the owner of *LCStudySprint* when they are developing their new *Leaving Cert revision app*.

Links to cross-cutting themes:

Entrepreneurial Thinking:	This chapter helps students understand how ideas emerge and evolve. They explore the creative process and how successful entrepreneurs identify opportunities, refine ideas, and the need to validate them through feasibility studies before starting them.
Ethics and Sustainability:	You could tie in how design thinking promotes ethical innovation by focusing on user needs and long-term impact rather than short-term profit.
Digital Transformation:	Across the chapter – factor in idea development, use in Design Thinking e.g. In the Uber Eats case, students see how app design is shaped by feedback loops and iterative testing enabled by technology.
Business and Financial Literacy:	Feasibility studies require an understanding of cost, revenue, market demand, and investment needs. This chapter builds literacy in assessing risk, analysing viability, and planning smarter.

Differentiation in the chapter

Support Strategies	Extension Opportunities
<p>Provide students with a printed card set of internal and external idea sources (e.g. R&D, market trends, import substitution, intrapreneurship). Give them a T-chart and ask them to place each card into the correct column.</p> <p>Give each group a 4-quadrant placemat labelled Clarify, Ideate, Develop, Implement. Include prompt questions in each box (e.g. “What’s the problem you’re trying to solve?”, “What are 3 ideas you could try?”). Students fill in their quadrant together before presenting.</p> <p>Provide students with a partially completed feasibility table based on a starting a new coffee van example. Include headings (Market, Production, Financial, Environmental, Legal) and pre-filled examples in two columns. Students complete the remaining three, using a word bank.</p>	<p>Ask students to create their own design thinking scenario (e.g. solve a school-based problem) and walk through all four stages</p> <p>Challenge students to carry out a feasibility study on an idea that they have or a hypothetical new idea for a brand they know</p>

Teacher and Department Review

1. Teaching and Learning Effectiveness	2. Differentiation and Inclusion
<p data-bbox="108 248 663 309">What activities or examples helped students best understand design thinking or feasibility studies?</p> <p data-bbox="108 477 668 537">Were there any parts of the chapter that students struggled with conceptually?</p> <p data-bbox="108 768 695 828">How effectively did students engage with real-world examples (e.g. Uber Eats, AirBnB)?</p> <p data-bbox="108 1059 762 1120">Did the estimated time allocation feel appropriate? Would you adjust it?</p>	<p data-bbox="790 248 1409 309">Which support strategies worked well for mixed-ability groups?</p> <p data-bbox="790 640 1334 701">Were there any students who needed additional scaffolding, and how was this provided?</p> <p data-bbox="790 1032 1433 1093">Which extension activities led to deeper student thinking or engagement?</p>

3. Resource Use and Gaps

What teaching resources were particularly effective (e.g. PowerPoint slides, Kahoot, worksheets)?

Are there additional tools (videos, cases, templates) that could enhance this chapter next time?

Did any textbook content need clarification or supplementation?

4. Connections and Continuity

How does this chapter connect to earlier or upcoming chapters or Learning Outcomes in the course?

What links to other subjects or cross-cutting themes could be strengthened?

Are there opportunities to connect the learning here with Investigative Study topics?