

SUPERSUM REPORT

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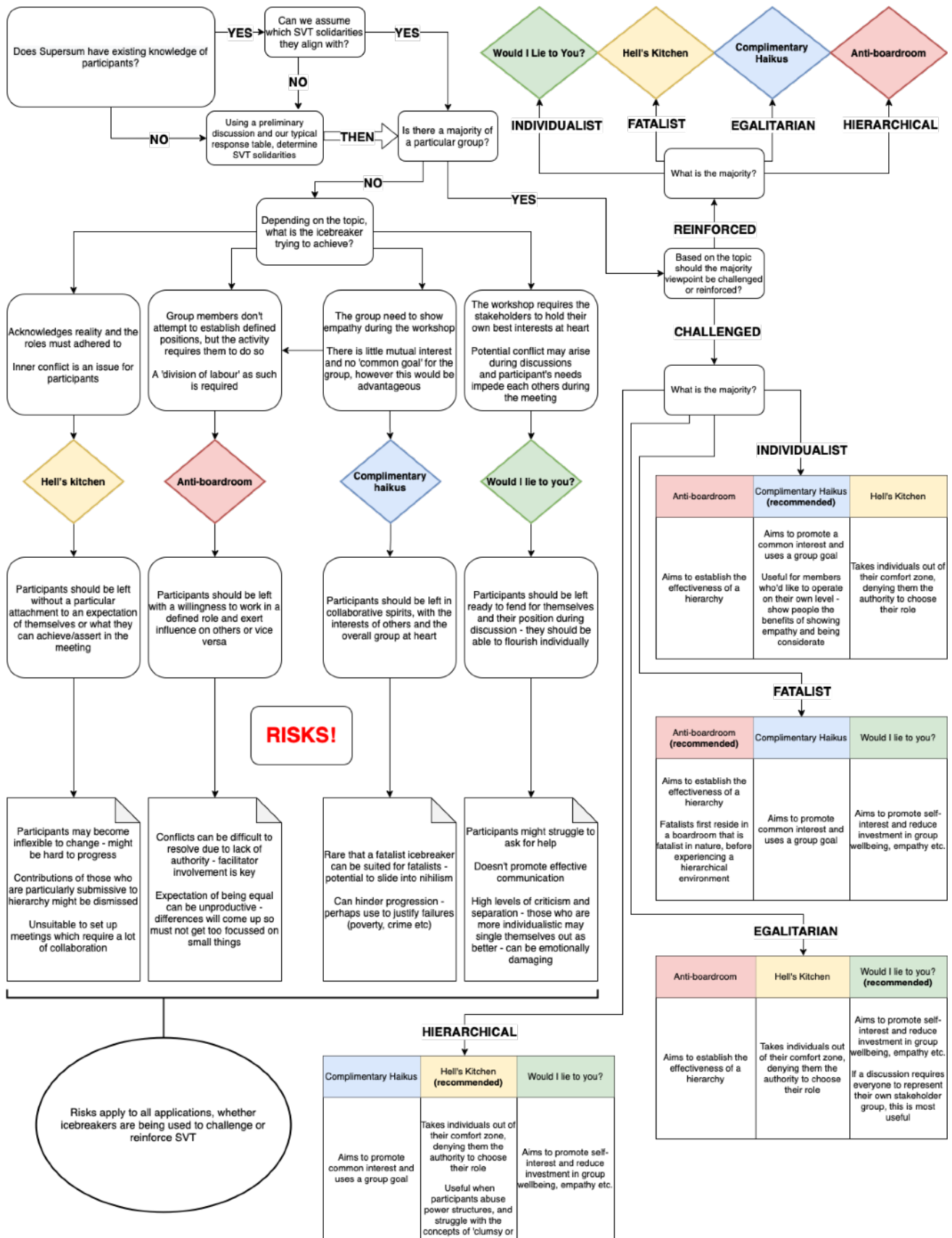
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OVERVIEW

This report provides an in-depth account of our team's design process. It follows our journey from receiving and discussing our client's brief, to reaching a design solution that we are proud of. We were tasked with creating fun and insightful icebreaker activities which use sociocultural viability theory (SVT) to create initial engagement with a variety of stakeholders who would later discuss wicked problems and their clumsy solutions. Extensive primary and secondary research allowed us to gather a variety of insights that were used to inspire different problem statements and solutions. Interviews and focus groups were our chosen methods to gather data from our stakeholders while we used a wicked problem as the basis of our project. This gave us a comprehensive understanding of SVT. Using the iterative framework of the Double Diamond (Design Council 2003, pp.1-23), we had opportunities to reflect and reconsider if our approach was providing fruitful contributions to our solution. We formed problem statements, carried out many ideation activities and discussed numerous potential solutions. Our battery of ideas eventually brought us to our final set of solutions and format for delivery: a flowchart.

Our flowchart (Figure 1) provides a selection of icebreakers that aim to foster a constructive, cooperative environment for a team working on a wicked problem. The flowchart operates using knowledge of the participant group, and actions the facilitator wishes to take based on SVT. This information leads a user to a social intervention of a particular nature, in the form of one of our final icebreakers. Accompanying the flowchart is a table which shows how different perspectives may align with the four SVT solidarities with reference to our running example of a wicked problem: agriculture. Additional supplementary resources also account for unexpected social situations, making our solution highly adaptable. The flowchart is a tool, which we hope will equip Supersum to best handle the plethora of situations they could be faced with as a wicked problems agency. In the remainder of this report, we will detail the design process that led us to this solution.

Figure 1: Icebreaker selection flowchart



Our solution also includes detailed icebreaker guides and supplementary materials that aid the decision and facilitation processes. These may be found in the appendix.

BACKGROUND

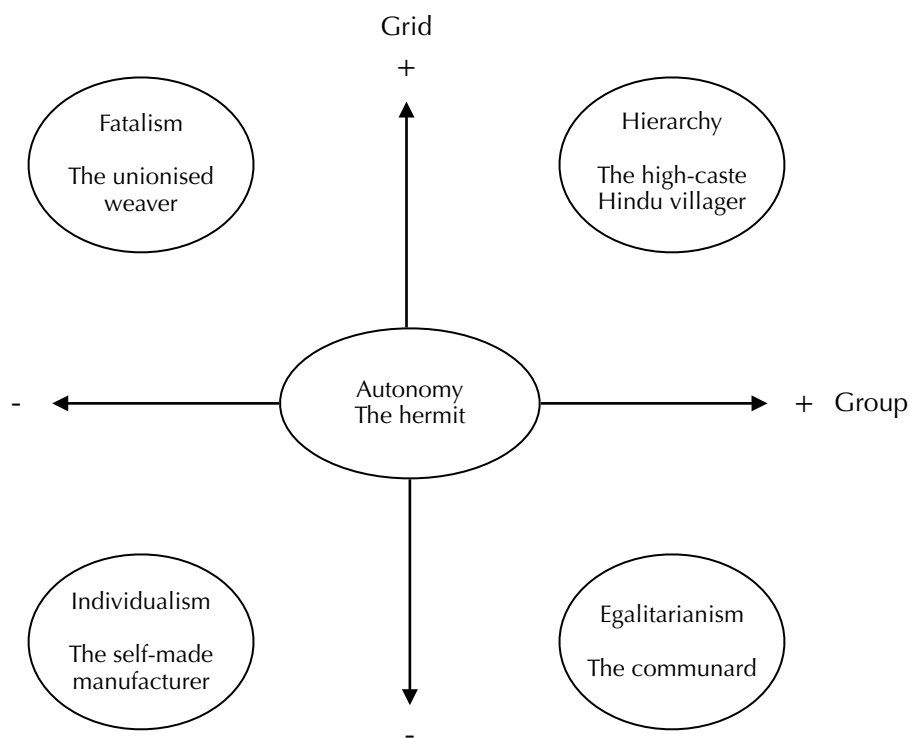
Social policies are an integral part to society: they are implemented to act as a guideline for day-to-day living, and to solve tangible issues like construction, healthcare, and education. Policies often stem from a linear line of thinking, similar to that of science. For example, smallpox pandemic was detrimental to the global population before vaccines were created and made available to the wider population (World Health Organisation, 2019). These tangible, easily defined problems are dealt with in a predictable fashion. Such linear processes do not, however, mitigate for more ambiguous and complex problems. If the linear, scientific approach is applied to these problems, the core of the issue is lost, and knock-on effects begin to come into play. Efficiency is no longer the priority of the public, who are beginning to turn their focus towards thinking about problems in depth: these complex societal problems are a new, and different beast. Scientists focus on “tame” problems, whereas the issues that society faces now are “wicked”. These wicked problems are hard to define, constantly changing, unique and are inextricably linked to other problems, amongst other specific criterion outlined by Rittel and Webber (1973, pp.155-169). Presently, we are tackling wicked problems using clumsy solutions (Ney & Verweij 2015, pp.1679-1696).

Due to the nature of wicked problems, there are two ideas that must be considered in order to produce clumsy solutions. Transdisciplinary approaches are needed to understand each problem holistically (Brown, Harris and Russell 2010, pp.417-418). Within these approaches, people must engage with the topic and adapt continuously while tackling wicked problems as they are dynamic in nature. Forming a transdisciplinary team may seem simple, but this itself is a wicked problem (Norris et al. 2016, pp.115-122) due to potentially conflicting world views. These world views can be described by SVT, or cultural theory pioneered by Mary Douglas (2006; Thompson et al. 1990).

SVT describes how perceptions of life can be separated into five distinct solidarities: hierarchy, egalitarian, fatalism, individualism, and autonomy. The groups are dependent on each other, and any form of governance that is built on a singular perspective will ultimately fail (Ney & Verweij 2015, p.1683). This is part of the compatibility theorem, where each solidarity needs its rivals to compliment the areas that it fails in.

This links to the requisite variety condition, where there can be more ways of life, but never less than five. Figure 2 expresses where each of the ways of thinking lie in a two-dimensional plane of sociality. *Grid* refers to 'the degree to which an individual's life is subject to external prescriptions' while *Group* is 'the extent of one being incorporated in bounded units' (Thompson et al. 1990, p.5). The greater the incorporation, the more a person's choice is determined by a group while the greater the prescription, the less open life is to individual negotiation. We have utilised this theory to produce a battery of icebreakers for transdisciplinary teams tackling wicked problems through clumsy solutions.

Figure 2: shows how the different ways of life correspond to each other, taken from Thompson et al. 1990



OUR DESIGN PROCESS | Discover

As a group, we picked apart the brief (Metcalf, 2021-22) and discussed our observations. We considered potential questions for our client contact, Tim, to bolster our understanding of the task. From our first meeting, we established expectations and a good understanding of what the client wanted: a game or interaction that eases tensions and helps the facilitator to identify the different solidarities (Tim Senior and Group 10, 2021). After considering a plethora of research methods to explore icebreakers and SVT, we decided to pursue our primary research through interviews and focus groups. We considered potential stakeholders, including students, and corporate facilitators who had experience in designing and using icebreakers. We were also encouraged by Tim to choose a wicked problem example to contextualise our process.

With regards to our wicked problem, we wanted to avoid topics that would be too polarising or distressing. After considering multiple options, we chose the use of technology in education because its relation to other problems such as mental health, was apparent, which appeared to qualify Rittel and Webber's conditions of a wicked problem (1973, pp.155-169). Furthermore, as a group of students who have been through the traditional routes of education, the problem resonated with us as we have first-hand experience related to it. We then took the four solidarities and contextualised them to our wicked problem. For example, hierarchal people may believe that technology should be used in education but with regulation, especially for children. An egalitarian might be concerned with unequal access to education through technology and will likely consider the digital divide. The individualist may be in favour of incorporation as it signifies scientific progress, while the fatalist might argue that the degree of incorporation of technology in education is uncontrollable and use this as a basis to end the discussion.

Hierarchical	Egalitarian	Individualist	Fatalist
<p>they might believe that technology should be used in education but should be regulated</p> <p>they might also think about internet regulation for children</p>	<p>they might be concerned about unequal access to technology, and thus unequal access to education</p> <p>might bring up the digital divide</p>	<p>they might think it's a great idea</p> <p>ubiquitous technology might be a sign of good scientific progress in society</p>	<p>they might view it as something that will inevitably have negative consequences</p> <p>however, they might feel we have no control over the unstoppable digitisation of our future and talking about it is futile</p>

Archetypal responses from the four social solidarities to education and technology

Observing two categories of interviewees, we planned two types of interviews. With students, friends, and family, we conducted 'tension interviews,' where our wicked problem was discussed to identify SVT solidarities and observe typical tensions and responses. In contrast, interviewees with expertise pertaining to icebreakers provided explicit knowledge in our 'icebreaker' interviews.

For both objectives, semi-structured interviews allowed for set questions to guide the interview while our own interjections opened the door to elaboration by interviewees (Given, 2012). Our tension interviews were carefully constructed to observe interactions between discordant perspectives while avoiding excessive tension that could cause distress. Therefore, our questions pondered hypotheticals such as 'what would you do if you were talking to someone with a different opinion?'. Mitigations for anxiety and stress were outlined in our consent form per the University ethics guidelines. Our chosen stakeholders for tension interviews were students and teachers that we knew, while for our icebreaker interviews, we spoke with people in industry, who engage with icebreakers and group facilitation on a day-to-day basis.



Student interview draft

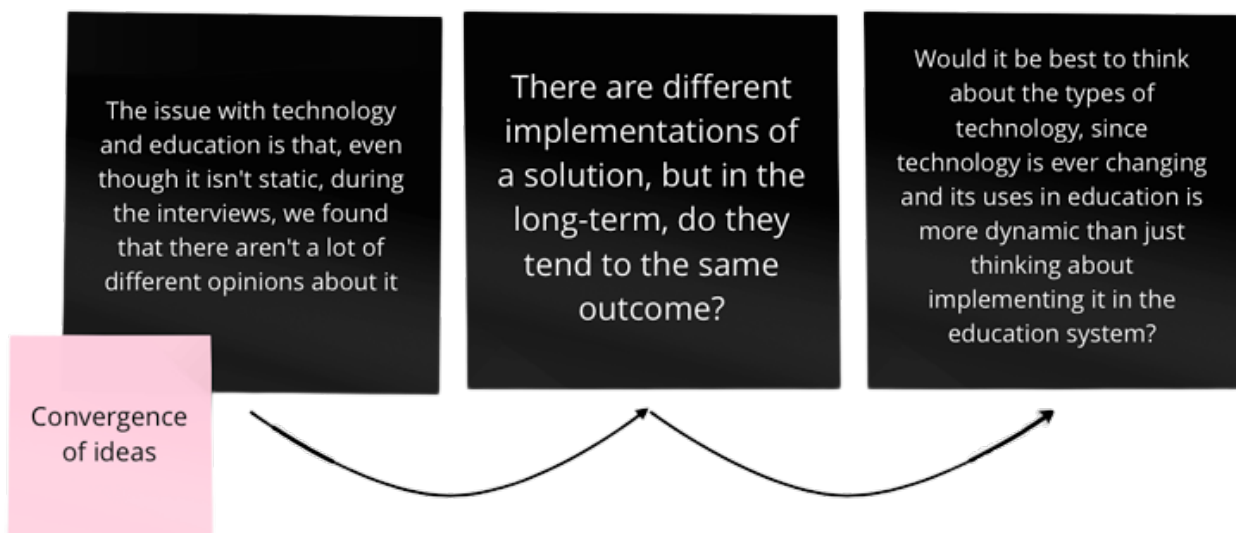
1. Broad questions about education
2. Their views on the system
3. Their experiences in school
4. Technology in education and their views
5. Discussion



The tension-related interviews gave us an insight into how well the wicked problem worked. Seven people were interviewed in total, four being identified as individualists when they were asked about their thoughts on technology being used at school. When participants were asked about an effective learning environment, the majority expressed that technology will be integrated in the future and that the solution lies in integration with traditional teaching methods.

Throughout the interviews, a lot of participants gave similar answers – some mapping to a specific solidarity, others not. For example, one of our participants expressed that ‘schools need to think about accessibility’, which is in line with egalitarianism. However, when asked what they would do when they were speaking with someone else with an unfamiliar perspective, their thought processes were similar to that of an individualist, expressing that ‘your view is important but it’s only one view’. This variance in answers aligns with the compatibility theorem in SVT: solidarities are co-dependent, which makes it difficult to truly separate people into ways of life. Thus, the convergence of the answers led us to question the validity of our wicked problem.

OUR DESIGN PROCESS | Define



We placed our wicked problem under a different lens: constructing a ‘tame’ problem. These are well-defined and stable, have stopping points, and their solutions can be objectively evaluated as right or wrong. Using these criteria in conjunction with the criteria for wicked problems, we concluded that technology in education is not a wicked problem, because it is very well defined, and has a clear stopping point; technology will be integrated in the future. A wider-reaching statement such as ‘How should scientific and technological development be governed?’ would represent a wicked problem, as it denotes a long-term, social planning problem that can stem from different parts of society, not just education (Ritchey 2005, pp.1-8). Following another meeting with Tim, where we were given insights about tame problems (Tim Senior and Group 10, 2022), we decided to choose a different wicked problem before moving further in our project.

After a period of exploration, we decided that agriculture and food production would be our new running example. This is interlinked with a plethora of other wicked problems such as soil erosion (Chen 2007, pp.1-15), meat farming (Mekonnen and Hoekstra 2012, pp. 401-415), and various kinds of sociocultural inequalities (Dutta and Thaker 2017, pp.24-46; Webb 2010, pp. 143S-147S), which makes it the symptom and cause of other wicked problems. This satisfies one of Rittel and Weber's criteria for defining wicked problems (1973, pp.155-169). Further research and analysis confirmed that agriculture satisfied all the criteria for wicked problems (Kuhmohen 2018, pp. 683-695).

Wicked problem property	1. Problems lack definitive formulation.	2. Solution has no stopping rule.	3. Not true-or-false but good-or-bad solutions.	4. No immediate and ultimate test of a solution.	5. Only 'one-shot' solutions are possible.	6. No enumerable set of potential solutions and permissible operations.	7. Problems are essentially unique.	8. Every problem is a symptom of another problem.	9. There are many explanations; choice of explanation determines the resolution.	10. Wrong solutions are not tolerated.
Consequence	Problem formulation and problem resolution are intertwined.	Resolution occurs because of external reasons, not from a final internal solution.	No universal and agreed evaluation criterion for the solution.	Solutions have spill-over and lagging effects impossible to observe.	Solutions are partly irreversible and each trial-and-error would generate new sets of problems.	The conclusion is reached through imagination, judgement, and certification, without a fixed choice set.	Wicked problems may have similarities but they are essentially unique and contextual, escaping classification, and transference of solutions.	Problems comprise an interlinked system in which removal of one problem may create new problems.	Attitudes, values, and world views guide the choice of explanation among many alternative lines of argumentation.	Ideational world tolerates refutation, but malfunction in a real-life solution bears liabilities for the proponents of the solution.
Example	A feasible resolution to food security depends on the definition of food security (Landel et al., 2016).	CAP reforms are concluded on the basis of low options under time pressure instead of complete scrutiny of all possible options (Garcemartin and van Damme, 2016).	Costs and benefits of agricultural trade. Biosciences differ among economic, social, and environmental, and cultural evaluation costs (Boswell and Schweibach, 2016).	The increased flexibility allowed for the Member States in the application of the direct payment rules, evaluating the exact impacts of the CAP reform impossible (Forsyth et al., 2017).	If coping with climate change is unsuccessful, the consequences could be catastrophic (FAO, 2016).	Steps towards more fair and transparent food systems have been diversified, iterative, and wobbly (Mekonnen, 2017).	Agricultural biodiversity is highly contextual and asks for policy solutions that adjust to local biogeographical conditions, farming practices, and competences (Robert et al., 2016).	Agricultural externalities, farming practices, markets, technology, and policies comprise an interlinked system (Gardner, 2013).	Alternative paradigms and approaches to the sustainability of agricultural systems have a different focus (Lamine, 2015).	Policy reforms that diminish European agriculture in the face of climate change would cause a political and civic crisis (FAO, 2016).

Agriculture defined as a wicked problem, taken from Kuhmohen 2018

To begin designing icebreakers around this example, we had to gain an understanding of different perspectives surrounding the issue. We constructed archetypal viewpoints for each of the SVT solidarities and investigated a range of formal perspectives. These included an evaluation of collaborative strategies in Canada which placed an emphasis on Indigenous knowledge systems in a hierarchical approach (Buxton et al. 2021), as well as a primarily egalitarian angle on edible insects which recognised historical and cultural reasons for widespread diets (Premalatha et al. 2011, pp. 4357-43600). Analysing this research helped us understand how SVT implicates itself in real world situations, and how the solidarities interact to justify complex opinions. Familiarising ourselves with a variety of perspectives around this wicked problem allowed us to better simulate conversations, leading to a more strongly evidenced solution. With this in mind, and a mass of interviews and other research data, we moved towards creating 'How Might We' statements.

How Might We statements are a way of framing insights into challenges that can be addressed. For example, we found through one of our interviews that icebreakers which reveal participants' strengths in a team can make people feel valued and comfortable for the rest of the project (Group 10, 2022).

This resulted in the statement “How might we reveal peoples’ strengths in a constructive way.” After producing dozens of How Might We statements, we noticed that they shared common themes and could be clustered around five main ideas:



As a team we discussed how to refine these ideas into five clear problem statements. Doing this exercise as a group allowed us to give each other immediate feedback and iterate on our ideas efficiently. We formatted our statements so each of them would detail a user need evidenced by an insight. This agile process led us to the following problem statements, in no particular order:

- Participants need a casual context to interact because professional settings can stifle authenticity
- Participants need to enter a meeting without any pre-conceptions in order to have a productive discussion without biases
- Participants need to consider various ways of knowing (WOKs) to critically think through different perspectives because a singular WOK can lead to close-mindedness
- Participants need multiple avenues to communicate because not everyone expresses themselves in the same way
- Participants need common ground to feel connected to others on a human level

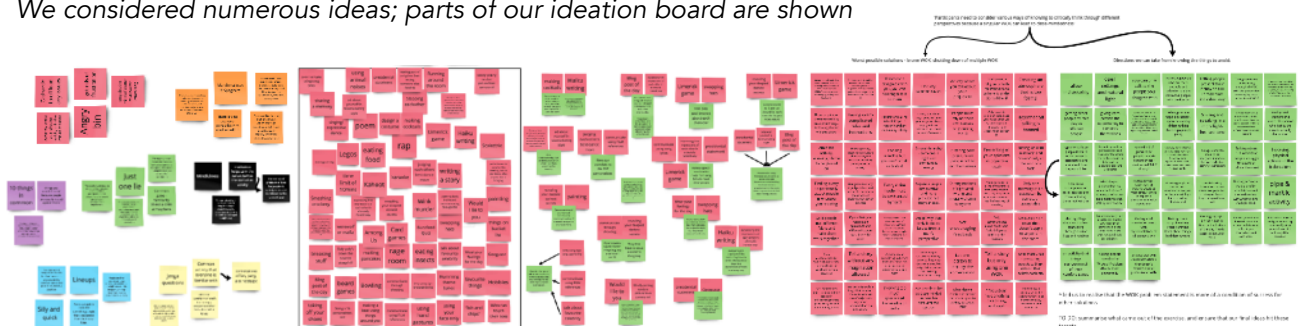
The third problem statement references ‘ways of knowing’ which is a theory of knowledge concept that describes the diverse ways in which we acquire knowledge. Richard van de Lagemaat (2014) suggests there are eight ways of knowing: language, perception, reason, emotion, intuition, imagination, memory, and faith. In this project, we used these eight WOKs when considering user needs and potential solutions.

OUR DESIGN PROCESS | Develop

Since the brief demanded a “battery” of ideas (Metcalf, 2021-22), it was evident that each idea should serve a different priority so that our solution would cover a wider range of social scenarios. Having five problem statements naturally led to the objective of creating five icebreakers that would prioritise one problem statement each. However, through our work so far, it was clear that all icebreakers must satisfy some universal success criteria, such as identifying the SVT solidarities (Metcalf, 2021-22) and resulting in a constructive team environment. The universality of these criteria led to the problem statements having large overlaps as the differences between them became subtle. Although the mapping between problem statements and icebreaker ideas was not rigidly defined, the problem statements provided a good starting point for generating ideas.

We generated ideas using several different exercises inspired by the Board of Innovation (2019a). For each problem statement, we discussed which ideation exercise would be most suitable. This allowed us to evaluate the immediate challenges presented by each problem statement, and subsequently direct our thinking by selecting a relevant ideation exercise. Using a different exercise each time also ensured that we didn’t fall into a predictable pattern of ideas and generated truly new concepts. The exercises we used were mash-up (IDEO U., 2019), 6-3-5 brainwriting, “build it, break it, fix it”, analogy thinking, and opposite thinking (Board of Innovation, 2019b, 2019c, 2020, 2021). All of these activities had multiple stages that featured iteration based on group feedback. Therefore, all ideas produced were created collaboratively with input from different disciplinary perspectives.

We considered numerous ideas; parts of our ideation board are shown

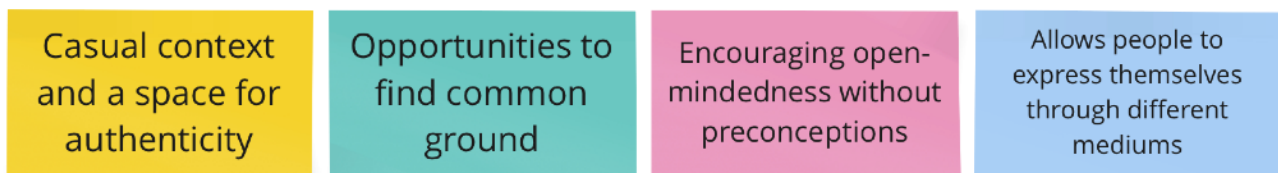


Through these exercises we were able to generate numerous ideas, which was encouraging since it is widely believed that “more ideas give rise to more good ideas” (Reining 2008, pp. 403-420). However, having completed our ideation process, we found that the ideas in each problem statement often addressed other problem statements as well, and the differences between them appeared to be unrelated to our five categories. We reconsidered our initial five-icebreaker solution, as the mapping from problem statements to icebreakers was no longer justifiable. Therefore, using our previous problem statements, we framed a new one and created success criteria that would apply to all our icebreakers.

Our problem statement:

Participants need a casual context to ensure authenticity and acknowledge diversity of opinions.

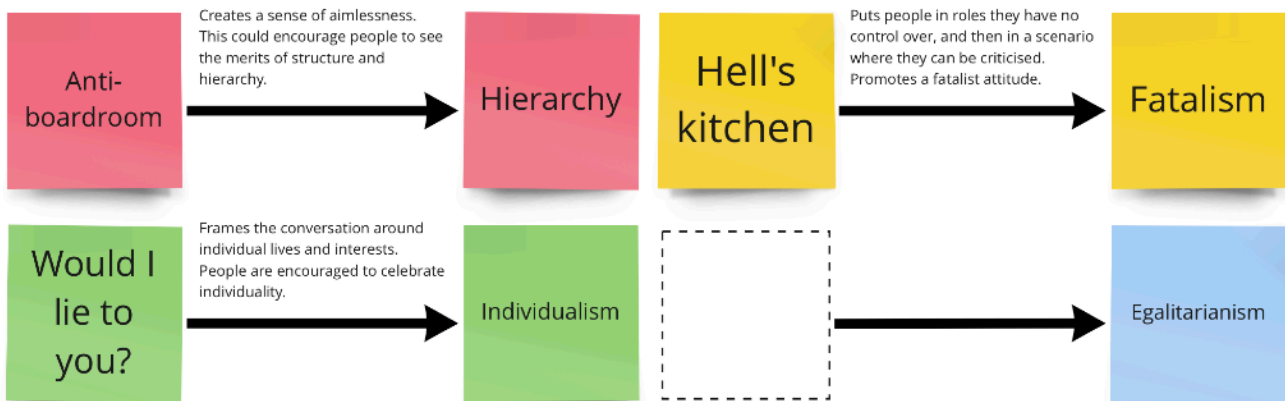
Success criteria:



Dot-voting (Dalton 2019, pp. 165-166) was used to select a small number of ideas that were developed into our final product. This resulted in three icebreaker concepts that we felt would be engaging and had the potential to address our problem statement and success criteria. To define areas of improvement, we wrote down archetypal responses to the icebreakers from each of the SVT solidarities. This allowed us to produce guidance on how the facilitator could identify the four solidarities within participants. Furthermore, we evaluated how each success criterion was addressed or could be improved.

Deconstructing the concepts in this way allowed us to begin identifying the differences between them. We noticed some concepts were better suited to some SVT solidarities, and some were better at addressing particular success criterion than others. At this stage, we needed clarification on the exact effect each icebreaker would have on particular social dynamics, and what kind of situation would demand their use. We also recognised that areas of improvement may not have been effectively identified due to choice-supportive bias (Henkel and Mather 2007, pp. 163-176). This could have made us more inclined to believe that ideas we chose would meet the success criteria. To clarify the true effects of our concepts, testing became essential.

At this stage, we also acted on feedback from our lecturers to critically consider the lasting impact each icebreaker would leave on the succeeding meeting (Innovation staff and Group 10 2022). For example, if there were opposing teams, peoples’ association to their groups could continue into the meeting. In addition, Tim pointed out that each of our icebreakers strongly promoted the stereotypical viewpoint of one social solidarity (Tim Senior and Group 10, 2022).



How our chosen icebreaker concepts corresponded to SVT solidarities

OUR DESIGN PROCESS | Deliver

Following this, we deduced that refining the icebreakers to their solidarities would make them specialised and cover a range of situations in a definitive way. Since we did not have an “egalitarian” icebreaker, we went back to our ideation board, and pitched our individual favourites to the team. This led us to choosing a fourth icebreaker concept, which we refined using the ‘build it, break it, fix it’ method (Board of Innovation 2019a).

Next, we considered the presentation of our final product based on input from our lecturer in a previous feedback session (Metcalf, 2022). Having created multiple icebreakers, we needed to encapsulate them into one product that would explain their distinct purposes. It was evident that our final solution would need to contain descriptions for each icebreaker, as well as an indication of the situations that they would be most appropriate for. As there was a clear decision process leading from a social situation to an icebreaker, we concluded a flowchart would best represent this. This was better than an input-output based system because the primary user of our product would be the facilitator, who should have the opportunity to examine the details of the decision process and add their own input if needed.

We began designing the decision process that operated our flowchart. Through discussions with our client, it became clear that the objective of a social intervention was highly situational (Tim Senior 2022). While it was appropriate at times to promote unity, at other times discomfort was needed to push homogenous groups towards other perspectives. We also didn't want to make the process too complicated or prescriptive. Therefore, we designed a series of decisions based on the prevalent SVT solidarity in the participant group, and whether the facilitator wished to reinforce or challenge that solidarity. In case the stance of the group is unknown, a preliminary discussion and a table of archetypal responses can be used to gain information on it. We also wanted to include some way in which our product would adapt to unexpected outcomes during the icebreaker. Hence, additional guides on cutting the activities short or transitioning to different ones were created.



Examples of decisions in our icebreaker selection flowchart. Our complete solution may be found in the appendix.

We tested our concepts and made improvements in several iterations. We participated in them ourselves, conducted focus groups (Team 10- Supersum 2022), and received explicit feedback from our peers. This allowed us to observe how participants reacted to our icebreakers, and the perspective of the facilitator which led to improvements. For example, we added an entire new phase to our 'anti-boardroom' icebreaker after observing that it felt inconclusive in practice. It also gave us access to fresh ideas from our participants and peers that enhanced our solution further.

EVALUATION

We were able to conduct a large amount of primary research. Although our primary research participants were university students, who shared similar ideals and were close in demographic, their insights were still invaluable as they represented different cultural and experiential perspectives. Our research consisted of a multitude of interviews and focus groups, where explicit expression from participants can be observed. Insights pertaining to participant behaviour and SVT can be validated and detailed further through less conventional research methods such as probes (Gaver, Dunne & Pacenti 1999, pp.21-29) and ethnographies (Suri and Howard 2006, pp. 246-250).

At each stage of the design process, our work underwent rigorous discussion and debate, through which we overcame personal biases to a substantial extent. We also placed an emphasis on ethics and inclusivity, making sure to the best of our ability that our icebreakers would not cause distress or isolation. We faced a difficult challenge in attempting to understand wicked problems and SVT, which led to us changing our understanding of the problem several times until the problem-solution match was clear.

Recognising team formation in itself to be a wicked problem (Norris et al. 2016, pp.115-122) demonstrates the true scope of the challenge presented to us. We tackled this to the best of our ability, which is reflected in the depth and nuance of our design solution. Our process encompasses a wide range of diverse perspectives as well as a thorough consideration of alternative solutions. Overall, our report is an amalgamation of extensive theoretical and practical research, as well as the application of relevant design tools, leading to a solution that will be useful to Supersum and other wicked problem agencies.

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APPENDIX - Our Complete Solution

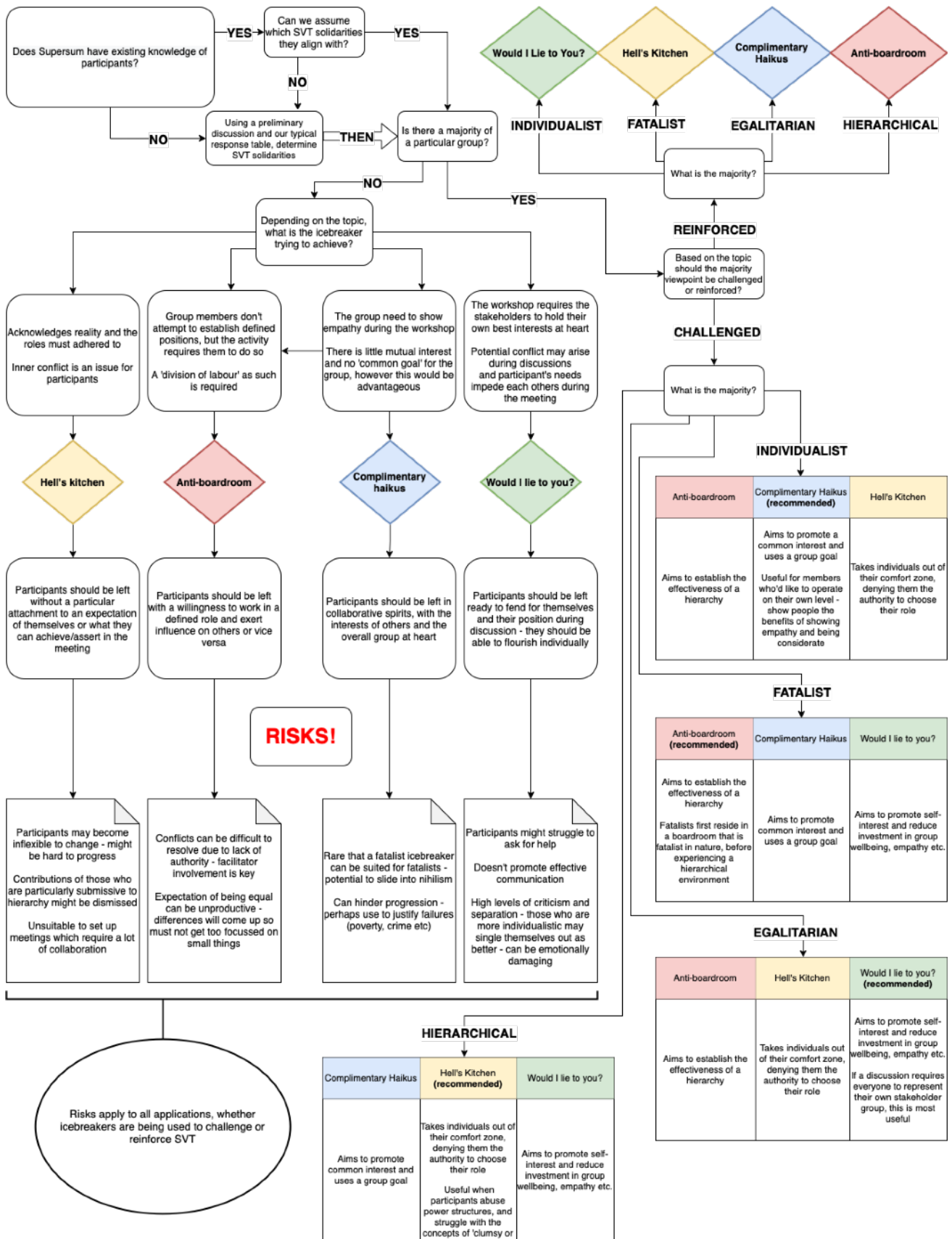
Our solution contains the following:

- Icebreaker selection flowchart
- Icebreaker guides

Supplementary material:

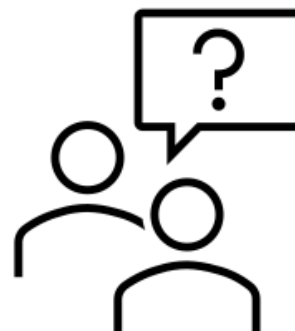
- Typical response table to identify SVT solidarities
- Shortened versions of icebreakers & stopping points

Icebreaker Selection Flowchart



Would I Lie to You?

A game of quick wit, humour and deception, this is our twist on the British comedy cult classic 'Would I Lie to You?' Given a photo at random will you be able to dupe others into thinking that you were the photographer, or will you be exposed for the liar that you are? In this icebreaker activity participants should be ready to fend for themselves and ward off any truth seekers with a cunning anecdote and impenetrable poker face.



Time Frame
15-45min



Group Size
3-10+



Facilitation Lvl
Medium



Materials
A Phone

Setup:

As the facilitator welcomes everyone into the room, they reveal a 'burner phone' that they will be using throughout this icebreaker activity. The facilitator proceeds to bring up an album of somewhat unremarkable photos (a view of the ocean, an Italian meal, a sporting event etc.) and asks the participants to add to this album.

Participants send in a couple photos each that are unspecific and cannot be traced back to the sender. The facilitator organises them randomly in the aforementioned album.

Step 1:

The facilitator acts as the host of the game show and picks an individual, at random, to be the first contestant. The contestant is given the burner phone and asked to close their eyes and click on a photo.

Step 2:

Regardless of whether or not it was them that originally sent this photo in, the contestant has to turn to the rest of the group and explain what this photo means to them (When and where they took it, who they were with etc.).

Step 3:

Once the contestant has finished, the other contestants act as a judges panel and have to come up with a question each in an attempt to get to the bottom of whether this is a lie or not. If the contestant is describing a photo that you yourself took, you become the 'saboteur'. The role of the saboteur is to try and catch the contestant out without revealing to the rest of the group that they originally took the photo.

Step 4:

Once all the questions have been asked the panel proceed to vote on whether or not they thought the contestant was lying. If the contestant can out-wit the majority, they secure themselves a point. The panel are also asked to vote on who they think the saboteur is. In any case that the contestant is successful, the saboteur neither loses nor wins a point. If the contestant is caught for lying and the saboteur remains unsuspected, the saboteur secures a point. However, if the majority can identify the saboteur, they too lose a point,

Possible development:

If the contestant has been caught out for lying (assuming there is ample time) the true owner of the photo steps forward to reveal themselves and explain what the photo means to them. In a similar vein to before, the others in the room get the opportunity to dig a bit deeper and ask a question each.

Facilitator notes:

The key point here as a facilitator is to ensure written consent has been given by participants to use their photos in the icebreaker.

Fatalism	Hierarchy
Individualism	Egalitarianism

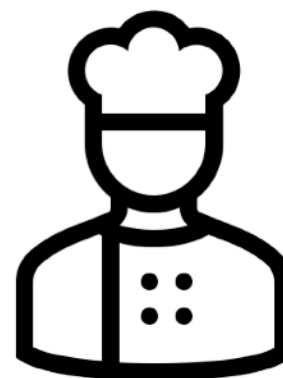
Whilst explaining the concept, run through a quick example to make sure everyone has correctly grasped the idea (this photo is then deleted from the album).

Hell's Kitchen.

In Hell's Kitchen anything goes ...

Put your culinary skills to the test to produce something that will bring in the punters and keep the critics satisfied.

Individuals within the group are split into kitchen staff and critics in this head-to-head challenge. This icebreaker activity encourages creativity and innovation as chefs have to produce a Michelin star dish without any control over the ingredients they get to use. Bon Appétit!



Time Frame
15-45min



Group Size
4-10



Facilitation Lvl
Easy



Materials
Post-it notes, Pens

Setup:

The meeting room is organised into two sections; the chefs table and the critics panel (a row of chairs facing the chefs table).

Each individual is given a post-it note and pen, and asked to note down two random ingredients of their choosing. The post-it notes are then placed in a chef's hat which the facilitator keeps a hold of.

Step 1:

The facilitator randomly assigns participants roles, ultimately forming two different teams; Kitchen Staff and Critics. Amongst the Kitchen Staff, the roles of Head Chef, Sous Chef and Waiter/Waitress are then dished out (again at random by the facilitator) and this Kitchen Team are handed the chef's hat of ingredients.

Step 2:

The facilitator then explains that the Kitchen Staff have to use the ingredients in the hat to produce a meal that they will present to the critics. The team can use as many or as little ingredients as they wish to present anything from a single dish to a 5-course meal. At this point it is important to outline that the Head Chef has the final say.

Step 3:

The Kitchen Staff get to work and with a limited amount of time (anywhere from 5-10mins depending on the number of participants) produce their final meal.

Step 4:

When the time is up, the waiter/waitress must present the meal to the critics, giving a rundown of what ingredients are in each dish and what techniques they've utilised to get the most out of the ingredients.

Step 5:

The critics give their initial impressions of the meal and agree on a score out of 10 to give the Kitchen team.

Step 6:

The roles are reversed, and then reversed again and the activity is repeated with ingredients becoming more and more challenging to work with.

Possible development:

Unbeknownst to the Kitchen Team, the Critics could be given roles which they have to fulfil, regardless of their actual opinion of the dish. For instance, one critic might be constrained to only being positive about the food. This exaggerates the sense of fatalism as the actions of the Kitchen Team don't matter in the end anyway.

Fatalism	Hierarchy
Individualism	Egalitarianism

Facilitator notes:

If the Kitchen Staff are struggling for ideas, offer them a 'wild card' and the ability to incorporate and ingredient of their choice into the meal.

Complimentary Haiku's.

Time for poetry
Take part in this ice breaker
And write a Haiku.

A traditional Japanese Haiku focuses on a brief moment in time, juxtaposing two images, and creating a sudden sense of enlightenment. Whilst I don't expect you to be so profound, it's time to unlock your inner Shakespeare and write a complimentary Haiku about someone you have just met. This icebreaker activity encourages individuals to take an interest in one another whilst also testing their creative abilities.



Time Frame
15-45min



Group Size
3-10+



Facilitation Lvl
Easy



Materials
Post-it notes, Pens

Setup:

Before the meeting commences, the facilitator lists each participant's name on individual post-it notes.

As participants enter the room, the facilitator randomly selects a post-it note to give them (ensuring that they are not given one with their own name on it).

Step 1:

Once all participants have arrived, the facilitator starts the icebreaker by explaining what a haiku is; unrhymed poetic form consisting of 17 syllables arranged in three lines of 5, 7, and 5 syllables respectively.

Step 2:

The facilitator then explains that the ultimate objective of the icebreaker is to locate the mystery person on the post-it note and find out a nugget of information about them, that can form the basis of a Haiku.

Step 3:

Participants work the room in a 'speed dating' style format, trying to figure out who each person is. If the person they are chatting to is the name on their piece of paper, they discretely try to find out more. Participants should always have a pen in hand and can write on their post-it note any information they think is valuable.

Step 4:

Once the facilitator decides enough time has been spent on this 'meet & mingle' stage of the icebreaker, he gives participants 10mins to put together a Haiku about the person on the post-it note, which is then read to the group. Should a participant fail to track down the mystery person they have been given, they must still write a haiku. They might use a process of elimination and base the contents of the haiku on observations they have made of people around the room.

Possible development:

If there is enough time and the facilitator thinks it will be of interest, participants could be encouraged to find the person that has written a haiku about them and return the favour.

Facilitator notes:

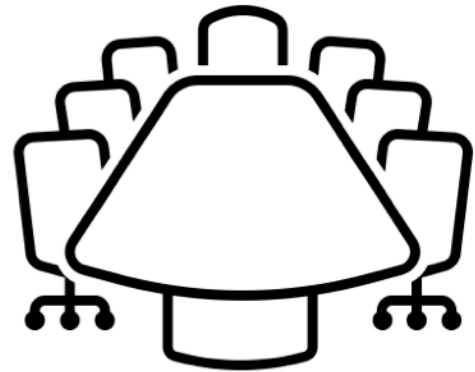
If someone is struggling for inspiration, encourage people to work together in writing the Haiku.

There really is no wrong answer here and the facilitator could demonstrate this at the beginning by giving a novel example of a Haiku.

Fatalism	Hierarchy
Individualism	Egalitarianism

Anti-Boardroom.

Say goodbye to the monotony of conventional office life and hello to creativity, tomfoolery and fun. In the Anti-Boardroom there are no rules and there is no pecking order. Individuals within the group are assigned a range of typical office roles and given a task to complete, to the worst of their ability! This icebreaker activity challenges our preconceptions of how a boardroom meeting should be run and generates intra-group camaraderie as office related pet peeves are uncovered.



Time Frame
15-45min



Group Size
4-10



Facilitation Lvl
Medium



Materials
A3 Paper, Coloured Pens

Setup:

The meeting room is organised in the style of a traditional boardroom (i.e. A long rectangular table in the centre of the room with chairs around the outside).

Placed in the middle of the table is an A3 piece of paper/card, a selection of coloured pens and a random object of the facilitators choosing.

Step 1:

The facilitator sits participants around the table and randomly assigns individuals a variety of typical corporate roles. The roles of CEO, CFO, Head of Design and Head of advertising are compulsory and outlined first, with subordinating roles (customer service, design assistant, advertising assistant etc.) being issued if and when they are necessary.

Step 2:

The facilitator then explains that the ultimate objective of the meeting is to produce an advertising campaign for the chosen object, using the materials provided. The campaign must at the very least consist of a poster, a slogan and a 5-min client pitch.

Step 3:

With this in mind, the meeting begins. Individuals must do their best not to adhere to the behaviours that are commonly associated with their newly appointed roles.

Step 4:

The chaotic meeting is brought to a close when the group are ready to present their work to the facilitator who has undertaken the role of client.

Step 5:

The advertising task is then repeated with individuals fulfilling their roles to the *best* of their ability. Roles can be changed based on what the facilitator observed in the anti-boardroom and who they think might suit a role best.

This step emphasises the benefits of hierarchy, with the second ad campaign being superior to the first.

Possible development:

If there is enough time and the facilitator thinks it will be of interest, roles in the normal boardroom can be swapped around to reinforce the importance of hierarchy. For example, someone who has just completed a subordinate role could be given the top job.

Fatalism	Hierarchy
Individualism	Egalitarianism

Facilitator notes:

Should the 'meeting' stagnate at any point, interject with questions that spur conversation E.g. Who is your target audience? What price point will you enter the market at?

In the anti-boardroom, be sure to draw attention to the silliest contributions and in the regular boardroom draw attention to the most productive contributions.

Typical Response Table

Topic of discussion	GHG Emissions: emitted during farming, causing global warming	Monocultures: resulting in loss of biodiversity and the extinction of species	Chemical pollution: from farming, affecting human & ecosystem health
Hierarchical Typical response	<ul style="list-style-type: none"> • Will look to establish themselves in a position related to their own emissions, compared to others • Their contribution or otherwise involvement might denote the authority they feel they can exert over others • Might be able to draw links to food poverty and other issues that actually applying a solution will affect 	<ul style="list-style-type: none"> • Less likely to be panicky about the havoc that monocultures wreak - can probably see sense and conceptualise some sort of solution structure • Can probably see that different plants play different roles in soil fertility, and that one crop covering an entire area of fertile land is not a good idea • Most useful in discussing the implementation of named solutions and the technicalities that come with these - e.g. crop rotation, efficient water use etc. 	<ul style="list-style-type: none"> • Might suggest that the topic is broken down into skill-based responsibilities - for example individuals dealing with the pollutants they know most about • Will appreciate the sub-groups of problems that arise from this and other wicked problems, however could struggle with the concept of chemical pollution being 'wicked' or the requirement of a 'clumsy solution'
Egalitarian Typical response	<ul style="list-style-type: none"> • Looks to foster group agreement in a solution, and might prioritise this over how well it actually deals with GHG emissions • Warms towards a return to our history of small, self-sustaining communities as a remedy to GHG emissions • Suggested solutions might be unclear due to a fear of 'disturbing the peace' and causing uncontrollable events • Shows concern for the animals that contribute to emissions and attempts to look out for their interests 	<ul style="list-style-type: none"> • Likely compassionate towards the animals that have lost their natural habitats as a result of monoculturing • The many other problems that stem from this one may be a source of confusion and disagreement within a group of Egalitarians - high water use/fertiliser use might become mentally entangled and obstructive to discussion 	<ul style="list-style-type: none"> • Again, the harm this causes to animals and humans would be of interest and a cause for concern • Cases of sickness in humans as a direct result of agricultural pollution may motivate Egalitarians to work on collaborative solutions • Interested in identifying who is affected by chemical pollution and who isn't, and why this imbalance occurred / is sustained
Individualist Typical response	<ul style="list-style-type: none"> • Shows off their individual skills and knowledge during the discussion • Not particularly interested in working as part of a team where they provide what is required of them by the group & the GHG issue at hand: they want to do it their way • Triggered by the knowledge that GHG emissions and global warming will eventually result in a loss of individual capacity • Will see emission reduction as an individual responsibility of the entire population 	<ul style="list-style-type: none"> • Will see each stakeholder as individual in the discussion, potentially leading to an adversarial attitude where not everyone is considered • Might respond well to a discussion which deals with how individual food supply might be affected by monocultures, before covering how some of these effects are shared by attendees • Interested in how their specific skills, influence and connections can aid discussion and provide solutions 	<ul style="list-style-type: none"> • Stats on how their personal water supply or food intake is affected might pique their interest and make them feel involved • Might take an interest in the rights of an individual - human rights that spell access to clean water, food that isn't toxic - and identify the problem / suggest solutions with this in mind • Could be beneficial to highlight to them that although individual differences mean pollutants affect people at different levels, the extent of effects is unpredictable
Fatalist Typical response	<ul style="list-style-type: none"> • Sees climate change as past a 'tipping point' of no return • We certainly can't decide whether the planet is saved or not: it will sort itself out, or it won't • Combative in discussion • Difficult to persuade that GHG emissions can be reduced, and that this will contribute to the slowing of climate change 	<ul style="list-style-type: none"> • Will see soil degradation and fertility loss as inevitable • Won't necessarily appreciate that we can directly influence the condition of fertile land by the crops that we can grow on it - might see the effects of monoculture as part of the unstoppable process of the planet 'dying' • Might react better to discussion about tangible things they could do during specific processes than 'big picture' talk about impacts they could have 	<ul style="list-style-type: none"> • Might be persuaded that making a change is possible when it is highlighted that it is man made materials that are doing the damage - if we made them, we can surely also reduce use • Will likely see the globalisation which has in part caused the situation we are in with pollutants as completely irreversible

Shortened versions of icebreakers & stopping points

