
FACILITATOR'S GUIDE

For Introducing Human-Centered Design

DESIGN KIT



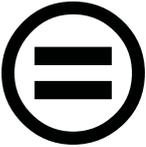
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FIRST THINGS FIRST

HOW TO USE THIS GUIDE

1 First, read our Welcome, Purpose, and Roles sections (p. 7) to make sure this guide is for you.

2 Next, take a look at the Agreements (p. 9) and Planning Guidelines (p. 10) to get a better idea of what you'll need to think about to bring your workshop session to life.

3 Use the Facilitator's Planning Worksheet (p. 23) and Planning Timeline (p. 16) to capture your thoughts about the workshop session. Think of these as working documents, you can evolve them as you plan.

4 Get familiar with the Workshop Content and Tools provided (p. 24) to best engage your participants. The Facilitator's Notes (p. 32) can be used as a script to practice how you'll lead the workshop using the Workshop Deck (p. 31). Other materials include Agendas (p. 28), Participant Worksheets and Handouts (p. 70), and Participant Communications (p. 26).

5 After your session, let us know how it went through the Participant Surveys (p. 72) and Facilitator's Survey (p. 75). Remember to follow up with your participants, thank them for joining, and activate them to continue learning more about human-centered design.

WELCOME

We're excited that you want to introduce human-centered design to others! We hope this Facilitator's Guide will create an immersive learning experience for you and your team to become more effective and creative problem solvers. Before you start, please complete the [Facilitator's Pre-Course Survey](#).

As a nonprofit design organization, we rely on donations from people like you to continue to offer the Facilitator's Guide for free.

If you find the Facilitator's Guide useful for introducing human-centered design to others, please consider making a donation at [IDEO.org/donate](#). As a 501(c)(3) organization, all donations to IDEO.org are tax deductible.

THE PURPOSE

This guide is designed to be used by people who have some understanding of human-centered design and want to introduce others to this approach in a hands-on way. The materials in this guide will help a Facilitator prepare and lead a one-day introductory session to human-centered design for a group of 5-20 people new to the approach.

WHO IS IT FOR?

This resource is for those who understand and see the power of human-centered design as a key to unlocking the creative problem-solving capacity within their organization or network. It is for those who believe that introducing others to the approach will help to further a movement of more human-centered solutions to some of the world's toughest challenges.

Before you introduce others to human-centered design, it's important that you've had some experience in practicing this approach yourself. If this process is new to you, we highly recommend you take IDEO.org's introductory [Course for Human-Centered Design](#) and that you practice human-centered design in your own work first before leading others through the process.

WHAT'S THE ROLE?

As a Facilitator, you will be responsible for creating a great learning experience for people new to human-centered design and encouraging participants to roll up their sleeves and learn by doing. This requires some comfort and familiarity with guiding teams and thoughtful preparation.

Human-centered design is a creative approach to problem solving that aims to get people thinking outside the box, so it can be tricky for first time learners. Facilitators should be ready to coach people through feelings of ambiguity and encourage participants to try new ways of thinking and doing.

Below are some of your key responsibilities as a Facilitator for this workshop:

Activate Learners

Invite participants that are curious to learn about human-centered design and who could benefit from new ways of working and creative problem solving. Bring in teams with diverse skills to ensure collaboration and cross-pollination of ideas.

Set the Tone

Get teams in the frame of mind to learn and enjoy human-centered design. Model behaviors and Mindsets that lead to more creative and thoughtful solutions.

Create the Environment

As a Facilitator, you will set the stage for designing and learning. This includes finding and creating an inspiring setting for the session that allows teams to collaborate with each other. You will also want them to be able to head out into the community to learn from and test their ideas with real people.

Navigate Mindfully

Use these materials to guide your teams as they explore this approach. And while we provide recommended content, scripts, and activities, you should pay attention to your learners' individual needs and adjust your guidance as helpful.

Build a Facilitation Team (Optional)

Recruit Co-Facilitators with some experience to help plan or guide learners in the process. This can help you model collaborative behaviors, provide additional perspectives, and share the load.

AGREEMENTS OF USAGE

By using this guide and materials, you are making the following commitments:

1

Introduce human-centered design to others.

By facilitating this workshop, you've joined a movement to introduce core concepts of human-centered design to new learners. Use of these materials does not automatically qualify Facilitators or participants as design experts, but it's a great start!

2

Share your stories and impact with others.

In using these materials, you agree to share your stories through the [Facilitator's Pre-Course survey](#) and [Facilitator's Post-Course survey](#).

3

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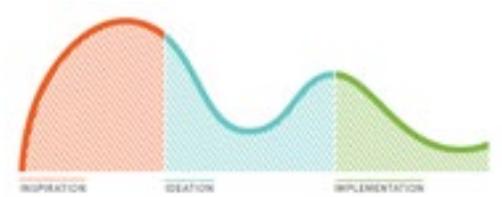
Design for good.

IDEO.org provides this material openly because human-centered design can be a powerful tool in solving some of the world's most pressing problems. We want people to learn more about this approach and try it in their communities, the social sector, and wherever people's lives could benefit from new ways of thinking and doing.

PLANNING GUIDELINES

WHY

...introduce human-centered design?



If you're preparing to introduce others to human-centered design, you likely already have a sense of how powerful this approach can be. It's a process that starts with the people you're designing for and ends with new solutions that are tailor-made to suit their needs.

Human-centered design is all about starting with people and building deep empathy; generating lots of possible ideas; building and testing prototypes with the people you're designing for; and eventually putting new solutions out into the world to improve lives.

It's important to remember that human-centered design is not a black-and-white process with clean-cut, clearly defined boundaries. There's actually a wide spectrum of variation in how much or how little it can be applied to a variety of challenges. Some teams find it helpful to invest in ambitious projects that affect a broad set of users across many geographies. They may consider partnering with professional designers who can provide deeper expertise. Others may find that bringing a simple, rough prototype to a real customer is all they need to get the constructive feedback they need to move their work forward.

In addition to thinking about why you would like to bring awareness of human-centered design to others, also consider what might motivate your participants to engage in an introductory workshop and try human-centered design. Knowing why the individuals or teams you are guiding are curious can accelerate the learning by making it even more relevant.

WHO

...might you invite to your workshop?

First Time?

Is this your first time facilitating a human-centered design introductory workshop? Consider inviting just a few friends you trust as participants and let them know you want to practice. As you get more comfortable, consider inviting teams who might be able to apply this approach directly to their current work.

Group Size

This workshop is designed for 5-20 people. When forming design teams during the challenge, we recommend splitting this larger group up into design teams of 4-5 participants each. Group people with diverse perspectives and different skill sets into teams to get the most out of the design challenge.

Know Your Audience

Take some time to understand what's important to your participants. Take into account what motivates them to engage and what they might want to (re)design. As you get more comfortable guiding others through the process, you may experiment with shifting the agenda to better meet the specific needs of your participants. For example, if your audience already has expertise in learning from their customers but aren't yet comfortable building out their ideas, then you may want to emphasize prototyping and spend more time there.

Innovation Champions

Consider understanding who in your organization is already—or has the potential to become—a champion of innovation. Make sure to invite these individuals, as they will be the ones to help carry the learning of human-centered design forward after the workshop ends.

Multidisciplinary Teams

We encourage you to bring together people who don't always work together but who might benefit from cross-pollinating ideas.

Sponsors and Stakeholders

In addition to letting participants know what to expect, it's usually a good idea to brief leadership or other stakeholders that may influence the experience, regardless of whether or not they are able to attend the workshop. If you have leaders who are supportive of your efforts, invite them to attend at least the welcome and introductions in the morning, or perhaps the share out at the end of the day, so that they can show their support and signal "permission" for participants to open up and embrace the process.

WHO

...might you include on your facilitation team? (Optional)

Though this workshop is designed for participant teams to lead themselves in group work with some guidance from the Facilitator, extra Co-Facilitators or logistics coordinators can be helpful in providing a better experience for learners throughout the day. The larger the participant group, the more help you may want to bring in.

If bringing in Co-Facilitators, make sure everyone is clear and comfortable with their role(s) and responsibilities for the workshop. Consider keeping one 'master agenda' visible for all Facilitators to reference if changes are made.

Below are some of roles you will want to make sure are covered. Remember that one person can play multiple roles.

Lead Facilitator

As the primary voice in the room, it is recommended this person introduce major concepts and give the opening and closing thoughts. This person will help transition and make connections between activities, balancing the pace of the workshop with the learning level of participants.

Table Lead

This person guides activities and discussions within a group and may help the Lead introduce concepts during the workshop. While teams can self-lead activities with help from the Lead Facilitator, Table Leads can keep teams on track. You'll notice that some groups will need a little extra attention, while some end up being self-sufficient.

Timekeeper

Keep everyone on track by having a point person in charge of timing.

Floater and Troubleshooter

A floater travels between groups to keep an eye on how well teams are aligned with their understanding and timing. This is often the Lead Facilitator, but if this role is played by a different person, then this person will sync up often with the Lead to adjust as needed and communicate changes with the rest of the team accordingly.

Cheerleader

This person keeps the enthusiasm high in the room. They may also get participants up and out of their seats periodically throughout the day to run an energizer, like a one-minute dance party.

Participant Care Lead

This person leads the outreach and communications strategy to get the right people in the door. They also follow up with participants afterwards for support.

WHEN

...might you conduct the workshop?

Ensuring Attendance

Look for a date that works for all, or most, of the people you'd like to invite. Consider who needs to be in the room. Attendees and Facilitators are important, but might leadership or other stakeholders show their support for participants at key moments?

Space Availability

Is there a large and inspiring space available when you want to hold the workshop? Do you need to consider a back-up option when it comes to the location?

Time to Prepare

Do you have enough time to prepare? See suggested timeline of at least 4-8 weeks for preparation on the following page.

WHEN

...might you complete workshop planning activities?

4-8 WEEKS OUT

PLANNING BEGINS

- Read and explore this guide.
- Sketch and refine your plan on the Facilitator's Planning Worksheet (p. 23).
- Select a date (p. 17).
- Reserve a location (p. 17).
- Scout out the neighborhood for good design research locations (p. 19)
- Recruit Co-Facilitators or other help, as needed (p. 13).

2-4 WEEKS OUT

- Send official invitation (p. 27) with additional details and confirm participant attendance.
- Review and practice using the Workshop Presentation Deck (p. 31) and Facilitator's Notes (p. 32).
- If you have Co-Facilitators, walk them through the Facilitator's Agenda (p. 29), Workshop Deck and Notes (p. 31), and any other relevant sections of this guide.
- Get any additional workshop materials from the suggested list (p.22).

1-3 DAYS OUT

- Print participant-facing workshop materials—i.e., Agenda (p. 28), Worksheets and Handouts (p. 70), Pre- and Post-Workshop Surveys (p. 72).
- If possible, complete room setup (p. 18) in advance, layout all materials, and test all A/V equipment.
- Conduct a final Facilitator's 'dress rehearsal' to ensure that everyone is comfortable with their role, knows any updates to the detailed agenda, and is ready for the workshop!

DAY OF EVENT

WORKSHOP DATE

- If unable to set up room in advance, arrive extra early.
- Lead Introduction to Human-Centered Design Workshop!
- At the end of the workshop, celebrate and get feedback from participants via the Post-Workshop Participant Survey (p. 72).

POST EVENT

- Send a follow-up to attendees and thank any additional Facilitators, leadership, or stakeholders who helped make it happen.
- Submit the Post-Course Facilitator Survey (p. 75), and let us know how it went by sharing details and photos in Assignment 3.

FACILITATOR'S PLANNING TIMELINE

Name _____ Organization _____ Date _____

As you get a better sense for when and where you'll be running your workshop session, you can use this blank timeline to fill in and track your planning activities based on your specific needs.

4-8 WEEKS OUT

PLANNING BEGINS

2-4 WEEKS OUT

1-3 DAYS OUT

DAY OF EVENT

WORKSHOP DATE

POST EVENT

WHERE

...will you hold this workshop?

Aim to Inspire

Look for a workshop space that inspires and can comfortably host your team (5-20 participants, plus any Co-Facilitators). Make sure there's plenty of room to do group work and tables that you can move around during different activities. You'll also want to find a location that is near to where you'll conduct your field research. Learn more about what makes for a good design research location on p. 19.

Consider Public Spaces

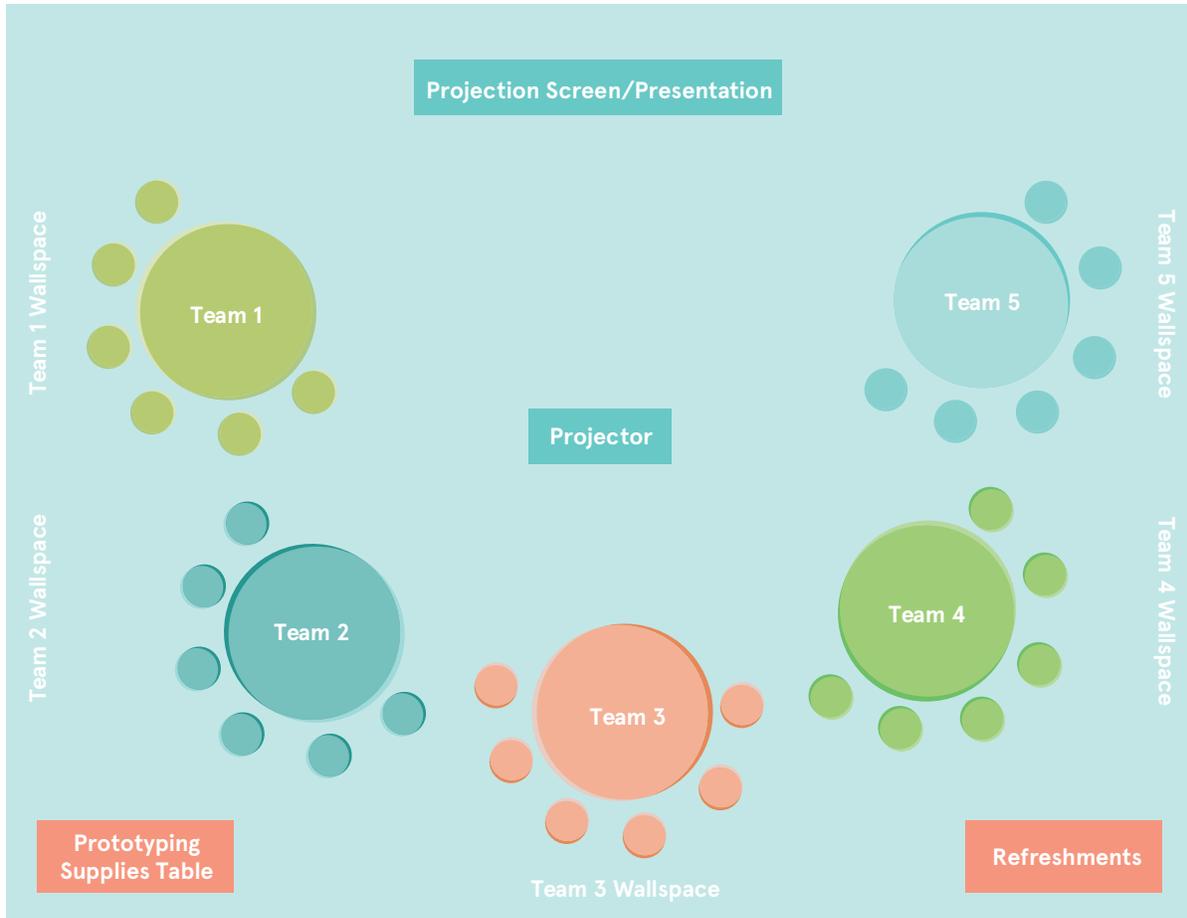
Search for local schools, libraries, corporate locations in your network, or co-working spaces in your area. These could all be potential spaces to hold your workshop.

The Ideal Setup

Try to look for a space with round tables and room to stand up and move around—this tends to work best for team collaboration. Big whiteboards and lots of empty wall space for flip chart paper are very helpful to facilitate a visual conversation and give teams ample space for their Post-its. Some teams enjoy having extra spaces to spill out into during Prototyping, like patios, hallways, and breakout rooms.

Back-Up Options

Don't rule out the great outdoors! If you think you can rely on a relatively warm and sunny day, hold the gathering outside—just remember the Post-it notes and markers and let the fresh air bring you some new ideas.



ROOM SETUP EXAMPLE



The Do's

Dynamic Setup

Facilitators should be able to easily move from table to table and talk to the whole group from any corner of the room.

Round Tables

These allow teammates to see and hear each other, encouraging collaboration and discussion.

Wall Space

Have wall space nearby the table for groups to hang flip chart paper and hold brainstorm.

Refreshment Station

A refreshments station with coffee, water, and tea readily available helps keep folks energized.

Prototyping Supplies Table

Reveal materials as you need them, keeping those not in-use in the background.



The Don'ts

A Stage or Podium

These divide the Facilitator from participants, putting people in the mindset of a lecture rather than a participatory, collaborative design process. As a Facilitator, remember to mix in with all the teams throughout the day.

Long, Rectangular Tables

These make group collaboration a bit trickier and can create unnecessary distance between participants. Round tables are strongly preferred.

A Warm, Dark Room

This type of environment makes participants sleepy! Try to find a space that has good natural light if possible. Give participants plenty of opportunity to move around.

WHERE

...might you conduct your design research?

At its core, human-centered design is about getting out there and talking to real people. During the workshop, you will introduce teams to design research and give them the opportunity to try it out for themselves. Here are a few guidelines to consider when selecting the local areas in which you might do fieldwork.

Go Where You Can Learn Quickly

When picking your workshop location, consider where participants can conduct field research within the time they have. Wherever you select, you'll want to make sure there are plenty of people to talk to who can relate to your challenge and represent a variety of perspectives (think extremes and mainstreams!) For example, if you were to take on a challenge around public transportation, you might find a location with a busy bus or metro station close by.

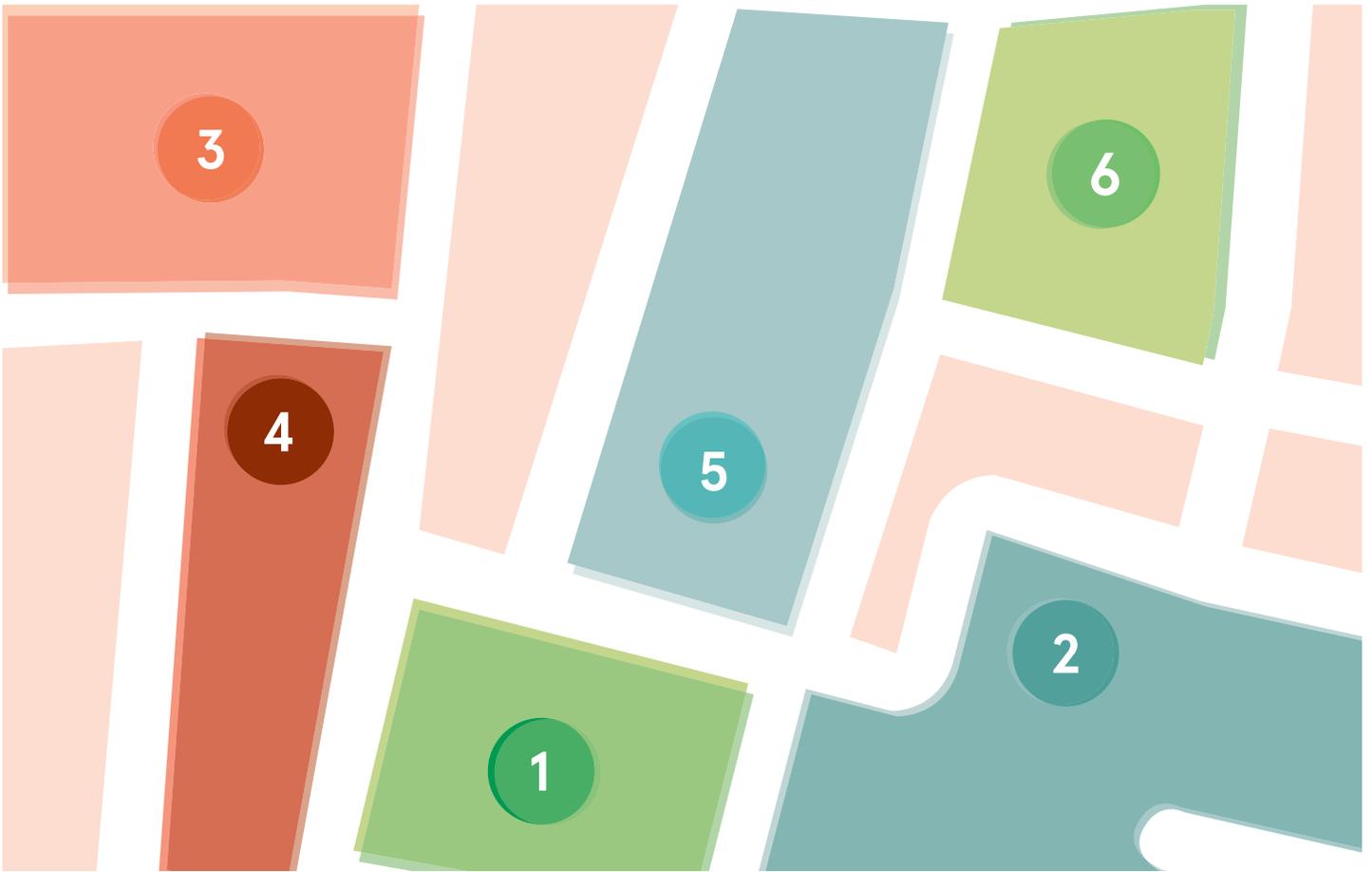
Select an Analogous Setting

If it's not possible to run your workshop in a location directly related to the challenge, consider where you might be able to go for analogous inspiration. Perhaps your design research can be a mix of both analogous inspiration and insights from inviting potential users to give feedback.

Give Space to Spread Out

Teams should be able to explore in the field without stepping on each others' toes or interviewing the same people. If your participants are not familiar with the surrounding location, consider making a research map so that they can easily navigate the neighborhood. Clearly identify recommended locations for interviews and observations, and consider assigning each group a different place to start.

See the following page for example field research map.



FIELD RESEARCH MAP (Example)

How might we improve health in everyday life?

- 1 Park
- 2 School
- 3 Office
- 4 Health Clinic
- 5 Gym
- 6 Farmer's Market

WHAT

...might you do to foster engagement with new learners?

As important as the logistics are in crafting a seamless workshop experience for your participants, it is equally important to establish the right conditions for new learners to feel safe when stepping out of their comfort zones and embracing the process. The following attitudes and behaviors can help you do just that.

Foster a "Yes, and..." Attitude

Be positive and optimistic throughout the day, and encourage attendees to do the same. Acknowledge and respect different points of view, and seek opportunities to find common ground and new ideas.

Mingle

Don't cluster with other Facilitators unless planning. During the workshop, be sure to connect with participants! Check in with your facilitation team during breaks to address if anything isn't working.

Trust Your Gut

Use your best judgement during any situation. Read the needs of the group and adjust accordingly. If you stay open and flexible to changing the agenda as needed, your participants will thank you!

Lead Clearly

If you're working with Co-Facilitators, be sure to clarify who the Lead Facilitator is to create clarity and continuity through the session. Co-Facilitators should be encouraged to present specific sections, and the Lead can help connect the dots and bridge transitions.

Gain the Room's Attention

At times, the room will be boisterous with creative energy, but you'll need to move folks to the next activity. Consider establishing a signal first thing in the morning, such as "If you hear this bell, please quiet down."

Model Behavior

When you write on Post-its, write with a marker and write big and clearly. Be visual and encourage participants to be visual as well!

Value All Voices

For quieter individuals, check in, asking "What are your thoughts on this?" Let them know their opinion is valued.

Quiet Time

At times it might work best to give people a few moments to capture their own ideas before sharing with the group.

Share Your Skills

As you gain experience in facilitating the workshop, consider pairing with a new design Facilitator to give them practice.

WHAT

...additional materials beyond this guide will you need?



For Facilitators

- Presentation Deck
- Computer
- Projector A/V Connectors
- Wi-Fi Access
- Speakers (for video and upbeat music during brainstorming, prototyping, and breaks!)
- Microphone(s)

For Participants

Per Person

- Post-it Notes (1-2 pads)
- Markers (1-2 markers)
- Printed Worksheets (1 copy)
- Notebooks (1 pad)
- Pens/Pencils (1-2 pens)
- Name Tags (1 name tag)
- Breakfast/Lunch/Snacks and Beverages

Per Team

- Flip Chart Paper (1 pad)
- Tape and Glue (1 set)
- Assorted Paper (5-10 sheets)
- Scissors (1 pair)
- Clay (1-2 containers)
- Pipe Cleaners (0.5 container)
- Colored Dot Stickers (1 sheet)

FACILITATOR'S PLANNING WORKSHEET

Use this worksheet to help you plan your introductory workshop.
Refer to the page numbers provided to review additional information for each topic.

Name _____ Organization _____ Date _____

WHY ...do you want to introduce human-centered design to others? (p.11)

WHO ...do you want to introduce human-centered design to and why? What related experiences do they already bring that you might take into consideration? Do they represent a mix of perspectives? (p. 12)

WHEN ...might you conduct the workshop and complete the planning activities? Find a time that will work for your workshop participants and give you adequate time to recruit, plan, and set up for the session. (p. 14)

WHERE ...will you host this session? Look for an inspiring space that can also double as a good location for design research on your challenge topic. (p. 17)

WHAT ...might you do to foster engagement with new learners? And what additional materials beyond this guide will help you engage them? (p. 21)

HOW ...will you guide participants through the day? We have the tools and tips to help you inspire others to begin to explore human-centered design. (p. 24)

WORKSHOP CONTENT AND TOOLS

MATERIALS PROVIDED

To help you introduce participants to human-centered design, we've provided you with the following materials:

1

Participant Communications

Official Invitation (p. 26)

2

Agenda Templates

Participant-Facing Agenda, Facilitator's Agenda (p. 28)

3

Workshop Deck

Presentation Deck, Facilitator's Notes (p. 30)

4

Worksheets and Handouts

Human-Centered Design: At a Glance, Plan Your Research, Test Your Prototype and Get Feedback, Share Your Prototype (p. 70)

5

Participant Surveys

Pre-Workshop Survey, Post-Workshop Survey (p. 72)

PARTICIPANT COMMUNICATIONS

PARTICIPANT COMMUNICATIONS

Use these templates to invite participants to your workshop. Download these editable templates and revise the text to reflect the specific details, date, and location of your workshop. Or feel free to get creative and make your own invitations. You may choose to simply attach the invitation in an email or send a physical print-out.

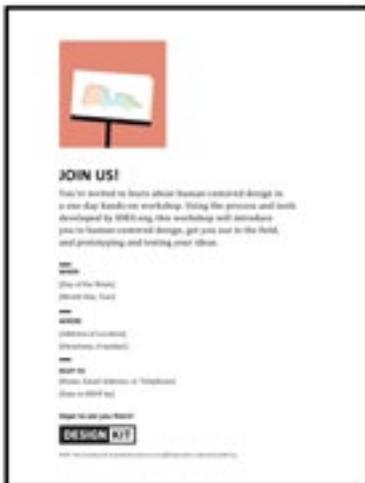
Download the template below and adjust accordingly.

Official Invite

Print: 1 per participant

Paper Size: Letter (8" x 11")

[Download .doc file here](#) (editable)



AGENDA TEMPLATES

AGENDA TEMPLATES

Give participants and Facilitators a quick view of the day with these agenda templates. The Participant-Facing Agenda provides a high-level view into the overall flow of the day, while leaving room for the Facilitator to adjust as needed. The more detailed Facilitator's agenda is for the planning team only, providing a reference of the specific activities, timing recommendations, and materials for each section.

Download the agendas below and adjust accordingly.

Participant-Facing Agenda

Print: 1 per participant

Paper Size: Letter (8"x 11"); Landscape

[Download PDF here](#) (non-editable)



Facilitator's Agenda

Print: 1 per Facilitator

Paper Size: Letter (8"x 11")

[Download .doc file here](#) (editable)



WORKSHOP DECK



WORKSHOP DECK AND NOTES

This presentation has been created for you to bring human-centered design to new learners through a one-day workshop. The content and recommended pace of the materials are meant for people unfamiliar with human-centered design. This presentation deck is not editable, and use of this presentation follows the Creative Commons license specified (p. 9). To become more familiar with how to present and engage participants using these materials, download and review the accompanying Facilitator's Notes.

Download the Presentation and view Facilitator's Notes below.

Participant-Facing Presentation

Not intended for print

[Download PDF here](#) (non-editable)

Facilitator's Notes

Print: 1 per Lead Facilitator

See below (p. 32-69)



FACILITATOR'S NOTES

Use these detailed presentation notes to practice how to lead the workshop and guide teams through this introduction to human-centered design. The notes are broken down into sections detailing the purpose, materials, timing, and script we recommend you use. Feel free to stick close to the script as you begin testing out your facilitation skills, and then as you feel more comfortable, start making the language your own!

1
Set of slide numbers and main topic of corresponding slides

2
The recommended start time and duration, the purpose of this section, and all materials required

3
Thumbnail of corresponding slides so you can view side-by-side with notes

Section 3:
Workshop Content and Tools

Slides 1-7:
INTRODUCTIONS AND GOALS

TIME	PURPOSE	MATERIALS
9:00am (30 minutes)	Create a welcoming environment to these differentiators, establish a sense of shared purpose, and set a fun tone.	Print-off notes, felt markers

What to Say:

SLIDE 1: WELCOME
"Welcome and thank you for coming! I'm [your name] from [your organization and role]. If you have Co-Facilitators, introduce your team! "And this is our team..."

SLIDE 2: PURPOSE
"The purpose of today's workshop is to introduce you to human-centered design, a creative approach for hands-on problem solving."
"Human-centered design is a process that has been used for decades to create better products, services, experiences, and businesses that keep people's needs at the core. In some ways, you may already be practicing human-centered design. This introduction is meant to help give people a common language and some real-world experience so we can solve problems together more creatively and with greater shared understanding."

SLIDE 3: WHAT YOU WILL LEARN
"Let's start with what we hope you WILL learn from this workshop:
Today is a high-level, introductory overview of human-centered design. You will learn about the Mindsets and get to practice some of the Methods of this approach, including getting inspiration by going out in the world and learning from real people; looking for opportunities to design for; brainstorming lots of potential solutions; making them real and improving them through tested prototypes; and thinking about how you might continue to apply human-centered design to your own work and life."

4
Specific slide number and main point of each individual slide provided

5
Bracketed text indicates things that you'll do

6
Text in quotes indicates what you'll say

Slides 1:

SETUP

TIME

Pre-9:00am
(and/or day in advance)

PURPOSE

Set up room for the workshop, and welcome participants as they arrive.

MATERIALS

A/V, Participant Agenda, At a Glance worksheet, Pre-Workshop Participant Survey, pens, name tags, markers, music, breakfast or refreshments (optional)

What to Say:



SLIDE 1: WELCOME

[Before participants arrive, set up the room. Keep in mind the following:

- Arrange the room in a vibrant and engaging way—think less lecture-style and more collaborative.
- Provide each of the participant tables with a stack of Post-its, markers, Participant Agendas, and the Human-Centered Design: At a Glance handout—one copy per participant.
- Other worksheets and prototyping materials should not be placed on the table from the beginning of the workshop, or they may end up getting lost before the relevant activities begin.
- Configure and test any audiovisual equipment.
- Set up coffee, tea, water, and breakfast (optional) for participants.
- Turn on fun, energizing music for when people arrive.]

[Greet participants as they arrive. Ask them to sign in, grab a name tag, and then fill out the Pre-Workshop Participant Survey as they enjoy morning refreshments, e.g., coffee or tea. If participants have Internet access in the room and a smartphone, encourage them to complete the survey at: bit.ly/hcdworkshopsurvey1. If surveys are completed in paper and pencil, then these will need to be transcribed by the Facilitator after the workshop and added one-by-one to the link provided above.]

“Good morning and welcome—we’re glad you could join us today! As you get settled in this morning, please fill out this Pre-Workshop Survey. Once you’ve completed the survey, let us know and feel free to relax and chat with other participants while we’re waiting for the rest of the group to arrive.”

Slides 1-7:

INTRODUCTIONS AND GOALS

TIME

9:00am (30 minutes)

PURPOSE

Create a welcoming environment to think differently, establish a sense of shared purpose, and set a fun tone.

MATERIALS

Post-it notes, markers

What to Say:



SLIDE 1: WELCOME

“Welcome and thank you for coming! I’m [your name] from [your organization and role]. “And this is our team...” [if you have Co-Facilitators, introduce your team].



SLIDE 2: PURPOSE

“The purpose of today’s workshop is to introduce you to human-centered design, a creative approach for hands-on problem solving.

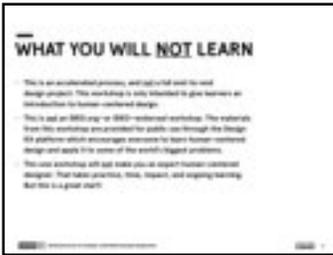
“Human-centered design is a process that has been used for decades to create better products, services, experiences, and businesses that keep people’s needs at the core. In some ways, you may already be practicing human-centered design. This introduction is meant to help give you a common language and some real-world experience so we can solve problems together more creatively and with greater shared understanding.”



SLIDE 3: WHAT YOU WILL LEARN

“Let’s start with what we hope you WILL learn from this workshop:

“Today is a high-level, introductory overview of human-centered design. You will learn about the Mindsets and get to practice some of the Methods of this approach, including getting inspiration by going out in the world and learning from real people; looking for opportunities for design; brainstorming lots of potential solutions; making them real and improving them through tested prototypes; and thinking about how you might continue to apply human-centered design to your own work and life.”



SLIDE 4: WHAT YOU WILL NOT LEARN

“Now, we want to be clear about what this workshop IS NOT:

“This workshop leads you through an accelerated process, and **NOT** through a full end-to-end design project. Often, a full design process can take a few months or even years to bring to implementation. This workshop is only intended to give learners a good sampling of the process.

“This workshop leverages tools developed by IDEO.org for a global community of learners and burgeoning practitioners of human-centered design to help solve some of the world’s biggest problems together. However, it is **NOT** led by IDEO.org or IDEO, and we are not employees, representatives, or speaking on behalf of IDEO.org.

“This one workshop will **NOT** make you an expert human-centered designer. That takes practice, time, impact and ongoing learning. But this is a great start!”



SLIDE 5: INTRODUCTIONS – Activity!

“To start off with, let’s learn a little bit more about who’s in the room with a quick icebreaker.”

[You can use the one below or choose your own.]

“To quickly get us in a creative mode, this one is called Draw Your Neighbor. Get a Post-it and a marker. Now pair up with someone you don’t know yet or would like to get to know better. Introduce yourself to each other and share why you are interested in human-centered design. As you are talking, sketch each other. You have about a minute each for introductions. Don’t worry about how good your drawing is, we just want you to get comfortable with being visual while also getting to know others in the room.”

[Give participants about two minutes. When time is up or everyone is done, have people introduce their partner and show their drawing.]

“Now, let’s go around the room and quickly introduce your partner to the whole group and show us your portrait of them.” [Participants introduce each other.] “How did sketching each other feel?” [Hear 2-3 thoughts].



SLIDE 6: AGENDA FLOW

“Okay, now that we know who we’ll be spending the day with, let’s take a quick look at the overall flow of what we’ll be doing together:

- “We’ll start with a brief overview of human-centered design, and then jump right in so you can try it for yourselves!
- “We’ll learn about gathering inspiration by framing a clear design challenge, making a plan to learn more, and then going out into the community. We’ll talk to real people and observe their experiences.
- “Then we’ll synthesize what we learn and identify opportunities, brainstorm new solutions, and build out ideas to test and get feedback through prototyping.
- “At the end of the day, we’ll share our prototypes and learnings with each other, take a glance at what it means to implement solutions more fully, and then debrief and discuss how we can take what we’ve learned today forward in our own work and lives.

“We’ll have some time built in for breaks and lunch, so please turn off your cell phones and refrain from checking messages until the breaks. If it’s an emergency, please do feel free to duck out of the room, of course.”

[Address any other housekeeping concerns.]

“One thing to keep in mind is that human-centered design is more art than science. Times on the agenda are subject to change, though we aim to close the day by [5:00pm]. We encourage you to be flexible.”



SLIDE 7: ENCOURAGE CURIOSITY – Activity!

“And throughout the day, be open and curious—questions and risk-taking are highly encouraged!”

PRO TIP

Read the Room—Make sure you’re always aware of how people are feeling in the room. Be willing to adjust as needed. Whether by extending certain activities that feel like they need more time or shifting the emphasis from one activity to another, participants will get a richer experience if you’re attuned to their needs and adapting appropriately.

Slides 8-14:

HUMAN-CENTERED DESIGN

TIME

9:30am (15 minutes)

PURPOSE

Provide an overview to human-centered design.

MATERIALS

Presentation, "What Is Human-Centered Design?" (designkit.org/human-centered-design) and "Creative Confidence" (designkit.org/mindsets/3) Videos

What to Say:



SLIDE 8: WHAT IS HUMAN-CENTERED DESIGN?

"So what is human-centered design?"



SLIDE 9: HUMAN-CENTERED DESIGN VIDEO

"Let's take a look at this video and listen for what it is, why it's helpful, and how it's done." [Show video: designkit.org/human-centered-design.]

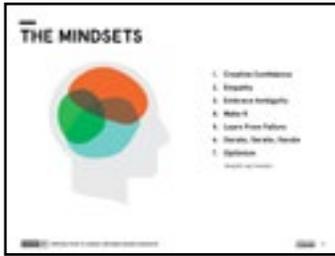
"Alright, so what did you hear in the video?" [Discuss and reinforce any key themes.]

[If you can't show the video, you can just say the following:] "Human-centered design is a process that starts with the people you're designing for and ends with new solutions that are tailor made to suit their needs. Human-centered design is all about building deep empathy with the people you're designing for; generating tons of ideas; building a bunch of prototypes; sharing what you've made with the people you're designing for to learn from them and refine your concept. Eventually you'll put your innovative, new solutions out in the world."



SLIDE 10: DESIRABILITY, FEASIBILITY, VIABILITY

- "In human-centered design, we always start by understanding the people we're designing for—their hopes, fears, and needs—to quickly uncover what's most DESIRABLE for them.
- "Once we've generated a range of solutions that seems to appeal to the community we're looking to serve, we start to create, test, learn from, and iterate to see what might be technically FEASIBLE.
- "Finally, when we've started to see an idea that resonates with people and seems to work, then we can go further and explore how to make the solution VIABLE and sustainable over time."

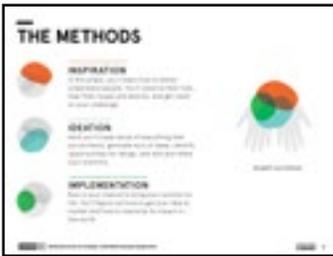


SLIDE 11: THE MINDSETS

“These Mindsets are core to human-centered design, and they reflect the underlying spirit that big problems demand innovative, impactful solutions.”

1. “First, Creative Confidence is the belief that everyone is creative, and that creativity isn’t just the capacity to draw or compose or sculpt, but more a way of understanding and approaching the world. Trust in your ability to come up with creative solutions to big problems.
2. “Empathy is the capacity to step into other people’s shoes, to understand their lives, and start to solve problems from their perspectives.
3. “Embracing Ambiguity means starting from the place of not knowing the answer to the problem you’re looking to solve and knowing that, although it’s not particularly comfortable, it allows you to open up creatively, pursue lots of ideas, and arrive at unexpected solutions. Give yourself permission to explore so that the right answer can reveal itself.
4. “The “Make It” Mindset reflects the belief in the power of tangibility. When the goal is to get impactful solutions out into the world, you can’t live in abstractions. You have to make your ideas real.
5. “Failure is an incredibly powerful tool for learning. For human-centered designers, sorting out what won’t work is part of finding out what will.
6. “By continually Iterating, refining, and improving your work, you’ll have more ideas, try a variety of approaches, unlock your creativity, and arrive more quickly at successful solutions.
7. “Design is inherently optimistic. To take on a big challenge, you first have to believe that progress is even an option. So embrace the idea that a solution is out there, and that you can find it.

“After this workshop, you may want to explore these Mindsets further by watching the Mindsets videos on DesignKit.org. But given time constraints we’ll just watch one here today by IDEO founder, David Kelley on Creative Confidence.” [Show this video: designkit.org/mindsets/3]

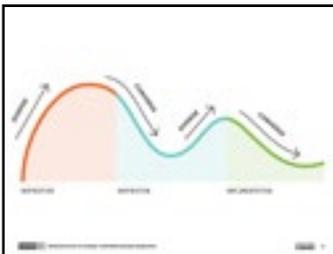


SLIDE 12: OVERVIEW OF PHASES

“Along with the Mindsets of human-centered design, there are some concrete Methods that help us put the process into practice. Human-centered design isn’t a perfectly linear process, and each project will certainly vary, but no matter what kind of design challenge you’ve got, you’ll move through three main phases: Inspiration, Ideation, and Implementation.

- “In the Inspiration phase, you’ll learn how to better understand people. You’ll observe their lives, hear their hopes and desires, and get smart on your challenge.
- “In Ideation, you’ll make sense of everything that you’ve heard, generate tons of ideas, identify opportunities for design, and test and refine your solutions.
- “And then, Implementation is your chance to bring your solution to life. You’ll figure out how to get your idea to market and how to maximize its impact in the world.

“During this workshop, we will focus more on Inspiration and Ideation phases, with a brief view into Implementation.”



SLIDE 13: DIVERGING AND CONVERGING

“As you work through the three phases, you’ll find yourself frequently shifting gears—swiftly moving from concrete observations to highly abstract thinking, and then right back again into the nuts and bolts of your prototype. You open up and explore many possibilities, and then focus in on what has the best shot at really working. We call it diverging and converging. You’ll diverge and converge a few times, and with each new cycle you’ll come closer and closer to a market ready solution.”



SLIDE 14: MANY METHODS

“There are many different Methods we use to design with and for people. To learn more after the workshop, visit designkit.org/methods.”

Slides 15–17:

INTRO TO INSPIRATION

TIME

9:45am (2 minutes)

PURPOSE

Introduce the Inspiration phase at a high-level.

MATERIALS

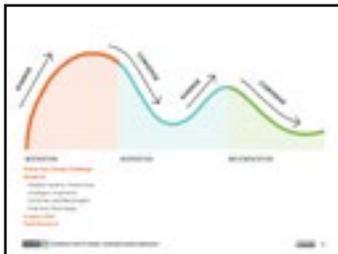
Presentation

What to Say:



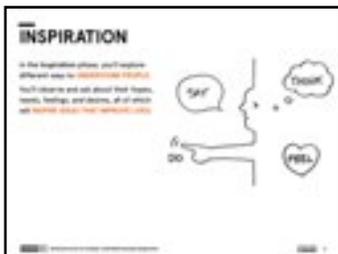
SLIDE 15: INSPIRATION

"We start the process of human-centered design with Inspiration."



SLIDE 16: WHERE WE ARE IN THE PROCESS

"Seeking Inspiration allows us to get out into the world to explore fresh perspectives and begin the design process in a divergent mode—opening ourselves up and stretching to look at a problem in different ways."



SLIDE 17: OVERVIEW

"In the Inspiration phase, we'll explore different ways to understand the people we're designing for and with. You'll go out into their world to observe and ask questions, listening to what people say and what we see them do to better understand how they think and feel. Learning about their lives, hopes, needs, feelings, and desires inspires new ideas that can improve their lives."

Slides 18–19:

MEET YOUR DESIGN CHALLENGE

TIME

9:47am (3 minutes)

PURPOSE

Introduce participants to the design challenge that they'll be working on throughout the day.

MATERIALS

Presentation

What to Say:



SLIDE 18: FRAME YOUR DESIGN CHALLENGE

"We start Inspiration by framing our design challenge. Getting the right frame on your design challenge will get you off on the right foot, organize how you think about your solution, and at moments of ambiguity, help clarify where you should push your design. The design challenge we'll be taking on today is..."



SLIDE 19: TODAY'S DESIGN CHALLENGE

"...How might we improve health in everyday life?"

"We know you'll likely have your own experiences relating to this topic, and we hope that you look for new inspiration and approach the challenge with fresh eyes and a beginner's mind."

Slides 20–25:

DESIGN RESEARCH

TIME

9:50am (10 minutes)

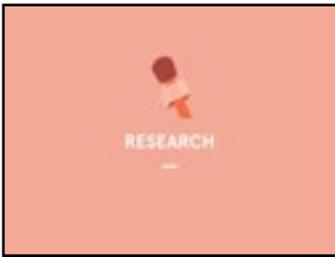
PURPOSE

Introduce different research and interviewing techniques, and have participants try different ways of asking open-ended questions.

MATERIALS

Presentation

What to Say:



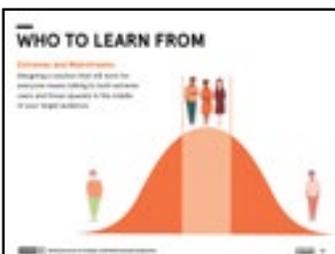
SLIDE 20: DESIGN RESEARCH

“We’ll start exploring this challenge not by leaping to ideas, but by first taking some time to better understand the space through design research. Design research can include learning from existing research to get a sense of current thinking, but it differs in that it seeks to provide new insights into a challenge, rooted deeply in understanding the people we are designing for.”



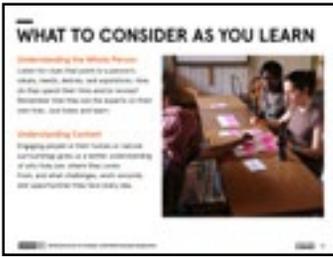
SLIDE 21: FOUR TYPES OF RESEARCH TO EXPLORE

“Some key design research Methods include interviewing the people we are designing for and experts on the topic; immersing ourselves in their contexts; and observing analogous situations—those that provide a different but relevant perspective. For example, a team that was redesigning the emergency room experience of a hospital visited with a race car pit crew to gain inspiration on how other teams under pressure work quickly and collaboratively.”



SLIDE 22: LEARNING FROM EXTREMES AND MAINSTREAMS

“As we look to learn from the people we’re designing for, we want to make sure that in addition to talking with mainstream users, we also learn from those that represent the extremes. Think about all the different people who might use your solution. Extremes can fall on either end of the spectrum, and you’ll want a variety of each. Maybe you’ll want to talk to someone who lives alone and someone who lives with a large extended family. Maybe you’ll want to talk with both the elderly and children. Each will offer a take on your project that can spur new thinking.”



SLIDE 23: WHAT TO CONSIDER

“Learning directly from the people we’re designing for is core to human-centered design. Through interviews and observations, we seek to better understand the whole person, as well as the contexts in which they live. In design research, we also aim for depth over breadth. One particularly interesting conversation and observation is often more valuable than 100 shallow ones. We often start seeing patterns after about eight interviews.”



SLIDE 24: TRADITIONAL INTERVIEWING – Activity!

“To get more meaningful insights, we often ask different kinds of questions. In general, we find it helpful to ask more open-ended than close-ended questions to get a richer view into the experiences of the person we’re interviewing.

“Let’s compare a traditional open-ended question with techniques we might use more in design research for inspiration. Turn to your neighbor and pick one of you to be the interviewer and the other to be the interviewee. Have the interviewer ask the interviewee the following more traditional interview question: ‘What would help you be healthier in everyday life?’ Take a moment to listen to your partner’s response.” [Allow about 1-2 minutes for activity.]



SLIDE 25: DESIGN RESEARCH INTERVIEW TECHNIQUES – Activity!

“Now let’s try a few techniques that we like to use in design research.

- “The Five Whys follows up your interviewees’ responses with the question ‘Why?’—not just once, but several times to get to a deeper level of understanding of their experiences, feelings, and needs. Also, look for different ways to ask ‘Why?’ like the example provided.
- “Draw It asks participants to sketch and visualize their experiences, ecosystems, and aspirations in a way that lets us literally see into their thinking and personal models of the world.
- “Show Me is a technique that asks your interviewee to go beyond describing how they do things to showing you. This allows us to see how people really interact with their world and can illuminate differences between what people say they do and what they actually do.
- “Tell a Story invites participants to share specific experiences and paint a richer picture for us to understand key moments, interactions, and perceptions of the people we’re learning from.

“Now let’s try it out! With your partner, switch roles, and pick one of the four techniques to ask your partner. We’ve provided examples you might use.” [Give participants two minutes for this activity.]

“How was that different from the first question?” [Take a few thoughts.]

Slides 26–30:

FIELD RESEARCH PREP

TIME

10:00am (15 minutes)

PURPOSE

Provide practical tips and tools to support teams as they prepare to go into the field.

MATERIALS

Plan Your Research worksheet, Field Research Map (as needed), notebook, pens

What to Say:



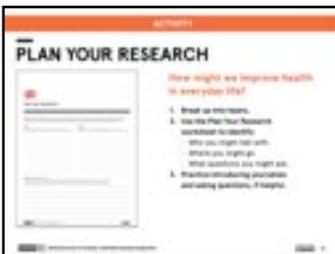
SLIDE 26: CREATE A PLAN

"All right, now that we've practiced some design research techniques, we're going to create a plan before we go out and do our own field research today."



SLIDE 27: REVIEW THE DESIGN CHALLENGE

"Remember our design challenge: How might we improve health in everyday life? This will help us as we think about who we might want to talk with and what we might want to observe."



SLIDE 28: PREPARE FOR THE FIELD — **Activity!**

"First, we'll break up into our teams."

[If participants are not already sitting in their teams, break them up into groups of 4-5 people and have them move seats to sit together as a team.]

"Next, your team will receive a worksheet to Plan Your Research. Use it to help you think through who, where, and what you might learn about with your team. Generate some questions you might ask, experimenting with one of the design research techniques we talked about earlier."

[Hand out the Plan Your Research worksheets. Give participants about 10 minutes to jot down their initial thoughts. It will feel rushed, but assure them it's just a starting point, and they can always add to or refine it out in the field.]

"We've identified some areas nearby where you might go to observe and interview people. Try to talk with a few different people with various perspectives." [If you've created a Field Research Map, hand out one per team.]



SLIDE 29: TIPS FOR THE FIELD

“Before you head out with your team, let’s go over a few tips for the field:

1. “Be proactive. Approach people in a friendly way and ask them if you can briefly get their thoughts on your topic. If they say no, don't worry, just try asking the next person!
2. “Introduce yourself and ease into the conversation. Try starting with 'We are students looking to learn more about people's experiences with health in everyday life. Can we ask you a few questions?' Start with easy questions before easing into deeper ones.
3. “Respect the expertise of the people you're interviewing. They are experts on their own lives. Allow for silence in the conversation to encourage the person you're learning from to fill the gaps and share their thoughts. Don't try to correct their perceptions, just listen and try to understand how they see the world.
4. “Capture what you learn. Record observations and quotes, and bring back artifacts from your field visits that can help remind you of what you saw. These will also help you share your stories with other teammates.
5. “Ask before taking any photos or videos of people. These can be invaluable records of your observations, but always make sure to get permission first.”



SLIDE 30: ROLES ON YOUR FIELD RESEARCH TEAM – **Activity!**

“You and your teammates will want to try different roles: One person will be the lead interviewer, primarily asking the questions. You’ll also want a note taker and photographer to capture what you’re hearing and seeing. The rest of the team can be fly-on-the-wall observers, picking up on body language, processes, tools, environments, and other inspiration. Rotate these roles with each interview, and aim to talk with 2-5 people as a team.

“If your team is over four people, you may consider splitting into teams of 2-3 people so as to not overwhelm your interviewees and to hear more perspectives.

“Also, before you head out into the field, make sure to give your team's contact information to [Workshop Lead], and make sure that your team has at least one point person who has our contact info [provide Facilitator's phone number] in case we need to reach each other.”

Slides 31–32:

FIELD RESEARCH

TIME

10:15am (1 hour)

PURPOSE

Empower teams to gain inspiration from outside perspectives through interviews and observations in the community.

MATERIALS

Plan Your Research worksheet, Field Research Map (as needed), notebook, pens

What to Say:



SLIDE 31: FIELD RESEARCH

"All right, we'll see you back here in [one hour]. Make sure you have at least one teammate who is keeping track of time." [Be explicit about what time to be back.]



SLIDE 32: NOW GO GET INSPIRED

"Now, go out and get inspired!"

[Designate one or more of the Facilitator's to watch over the belongings and set up materials for the next activity, Synthesis. This person can also be the point person in case of any emergencies in the field. This point person can also consider sending out a reminder text message, as able, to each team's point person about 10 minutes before they're expected to be back in the room, so teams can begin to wrap up and head back.]

PRO TIPS

Sometimes Facilitators may want to join teams in the field to smooth the way for a good hands-on learning experience, though it is not required. If joining a team on their field research:

- Let the participants take the lead. In order for participants to unearth and appreciate new discoveries, let them do the digging themselves.
- Ensure someone keeps an eye on time so you can get to and from locations as expected.
- If modelling behavior for participants, remember to be respectful, be curious, and ask open-ended questions with an eye towards uncovering unmet needs and opportunities.

Slides 33:

BREAK

TIME

11:15am (10 minutes)

PURPOSE

Welcome teams back from their field research and have them take a short break to recalibrate.

MATERIALS

Drinks, snacks, music

What to Say:

**SLIDE 33: WELCOME BACK**

[As teams return from their field research one-by-one, encourage them to take a break until the other teams all arrive. While groups are taking their break, float around the room and informally debrief with teams about what they saw and heard. Make sure to ask each team what was interesting or surprising from their visits. If teams seem ready, you can even get a few of them started early on writing their observations on Post-its.]

Slides 33–35:

INTRO TO IDEATION

TIME

11:25am (2 minutes)

PURPOSE

Provide an overview of the Ideation phase at a high-level.

MATERIALS

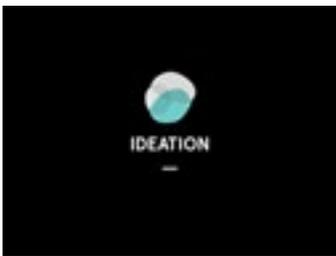
Presentation

What to Say:



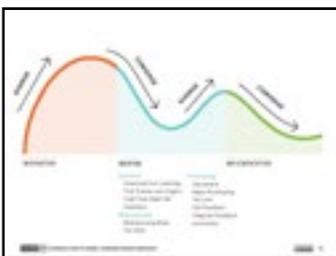
SLIDE 33: WELCOME BACK

“Welcome back! It looks like everyone has returned from their field visits. So how was it? How many of you were able to do an interview? [Show of hands] Were any teams able to talk to more than one person? [Show of hands] How many of you tried one or more of the design research interview techniques? [Show of hands] How did that go?” [Allow for 1-2 comments].



SLIDE 34: WELCOME

“Awesome! So now let’s take what we learned in Inspiration and move into the next phase—Ideation.”



SLIDE 35: WHERE WE ARE IN THE PROCESS

“In Inspiration, we framed our design challenge, planned our research, and went out into the world to talk with, observe, and learn from real people in real places. Now, during the Ideation phase, we’ll take all that information and use the methods of Synthesis, Brainstorming, and Prototyping to look for opportunities we can design solutions for, come up with lots of ideas, and start making those ideas real.”

Slides 36–38:

INTRO TO SYNTHESIS

TIME

11:27am (3 minutes)

PURPOSE

Provide an overview of synthesis as a bridge from Inspiration to Ideation.

MATERIALS

Presentation

What to Say:



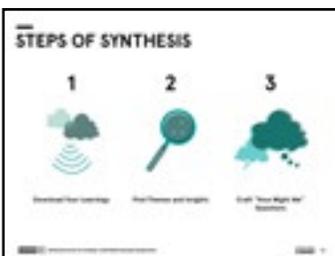
SLIDE 36: SYNTHESIS

“So, let’s synthesise!”



SLIDE 37: SYNTHESIS OVERVIEW

“Synthesis means making sense out of what we see and hear to uncover opportunities for design. It requires a healthy dose of the Mindset Embrace Ambiguity. This part often starts out fuzzy, but through thoughtful intuition and critical thinking, you’ll emerge with greater clarity and direction. Some folks love this part, while others find it somewhat uncomfortable.”



SLIDE 38: STEPS OF SYNTHESIS

“To help your team get more comfortable, we’ve simplified the basics of synthesis into three key steps: Download Your Learnings, Find Themes and Insights, and Craft How Might We Questions.

“As you become more familiar with the process, we encourage you to explore other potentially useful Synthesis Methods such as Creating Frameworks and Design Principles, which you can learn about on [DesignKit.org](https://www.designkit.org).”

Slides 39:

DOWNLOAD YOUR LEARNINGS

TIME

11:30am (20 minutes)

PURPOSE

Spark teams to share stories and surface concrete observations and quotes from field research.

MATERIALS

Post-its, markers, flip chart paper

What to Say:

SLIDE 39: DOWNLOAD YOUR LEARNINGS - [Activity!](#)

“Step one of Synthesis is Download Your Learnings. This is about capturing what you saw and heard in field research and sharing those stories with your team.

“Let’s go through the steps you’ll take to download each interview and observation:” [Demonstrate as you explain.]



1. “First, everyone will want to grab some Post-it notes and markers.
2. “Then, one person on your team should write the name of the person you talked with at the top of your flip chart paper. Bonus points if you include a little sketch of the person and their environment as well!
3. “Next, each person on the team should take a few moments to quietly jot down memorable quotes and observations from each interview. Write or draw one quote or piece of information per Post-it with a marker, so your team can read it easily when you share and you can shuffle them around later. Stay focused on concrete things you saw and heard. We will defer judgement and save interpretation for later. Right now just stick with the facts. For example, one team looking at health in everyday life might have observed that 'The corner store only sells junk food, but it's quick and easy.', so they'd write that single observation on a Post-it, like you see here. Another team might have talked with a customer who said 'The fruit at Max's store seems old.' so they would capture that quote on a separate Post-it.” [Give participants 2-3 minutes to quietly capture before sharing with their team.]
4. “Then, share these learnings with your team. Make sure you read your notes aloud to each other as you post them up under the interviewees name, and describe any additional story behind what you captured.
5. “If you talked to many people, divvy up the time and prioritize who to discuss first and for how long.

“You will have 20 minutes total to download stories with your team.”

[Give teams 10, 5, and 1 minute warnings as they near the end of the 20 minutes.]

Slides 40:

FIND THEMES AND INSIGHTS

TIME

11:50am (10 minutes)

PURPOSE

Guide participants from concrete observations to high-level opportunity areas.

MATERIALS

Post-its, markers, flip chart paper

What to Say:



SLIDE 40: FIND THEMES AND INSIGHTS - Activity!

"In this next part of Synthesis, Find Themes and Insights, you'll look for patterns and themes across the learnings you downloaded and make bigger connections." [Demonstrate as you explain.]

1. "First, take a few minutes to group your Post-its into related clusters.
2. "As you form these groups, give the emerging themes names and write these clearly above the clusters on separate Post-its. Look especially for unmet needs, barriers, and uncommon enablers. You can make these theme names look different from your learnings by using a larger-sized Post-it, a different color, or drawing lines around the name to make it clear.
3. "Capture any insights, or what's important or interesting about these themes, on Post-its and place above each group.

"So for example, remember that earlier observation around a lack of fresh fruit in the community? That team might have noticed a larger theme related to access to healthy foods, with one key insight being 'Healthy food is hard to get.' They'd write that over-arching insight as the title for the group of observations.

"And remember, not every observation will fit neatly into a category. Conversely, a finding only seen or heard once may still be worthy of its own group or insight.

"You will have about eight minutes to create clusters and give them insightful titles. So let's get started!"

[Give teams about eight minutes to do this activity.]

"Great! Let's see some theme names that started to emerge. We'll go around and hear one theme from each table."

[Have groups briefly share one theme each, taking no more than one minute to go around the room.]

Slides 41-42:

CRAFT HMW QUESTIONS

TIME

12:00pm (15 minutes)

PURPOSE

Help teams reframe their opportunity areas into actionable and aspirational How Might We questions.

MATERIALS

Post-its, markers, flip chart paper

What to Say:



SLIDE 41: CRAFT "HOW MIGHT WE" QUESTIONS - Activity!

"By Finding Themes and Insights, you've identified problem areas that pose challenges to the people you're designing for. Now, try reframing your insights as How Might We questions to turn challenges into opportunities for design. Let's give it a try:

1. "Start by selecting one of your most interesting insights or themes.
2. "Turn these into a design questions using 'How Might We...?' followed by an aspiration related to this theme. Using the example of our insight that 'Healthy food is hard to get.', one HMW we'd write is 'How might we make it easy to get healthy food in low-income neighborhoods?'"



SLIDE 42: CRAFT "HOW MIGHT WE" QUESTIONS (CONTINUED) - Activity

3. "'How Might We' is intentionally positive. Notice we don't call them 'How Should We's' or 'How Must We's'. Focus on framing your question based on the positive change you wish for, rather than on what you want to avoid.

"A good HMW is like a faucet. A question that is too narrow only allows for a few ideas to pour out. But one that is too broad will feel unmanageable, like you're trying to fill the ocean. Your HMW should spark a steady stream of at least 5-10 ideas almost immediately.

"You can generate even more HMW questions based on your starting question by asking 'Why?' to get to higher-level questions and 'What's stopping us?' to narrow in on more concrete areas to design for."

[Let teams generate HMW's for about 10 minutes. Model this if teams get stuck.]

4. "Now pick 1-3 HMW Questions that you'll use for brainstorming that are not too broad or too narrow!" [Teams pick 1-3 HMW's.]

"Okay, let's hear a How Might We from each team!" [Have teams share one each.]

Slides 43:

LUNCH BREAK

TIME

12:15pm (45 minutes)

PURPOSE

Give teams time to take a break and recharge.

MATERIALS

Food, drinks, music

What to Say:



SLIDE 43: LUNCH BREAK

“Great job! Now let’s take a break for lunch. We’ll get started again at exactly [1:00 pm].”

[Adjust duration of the lunch break as needed. If necessary, help teams refine their HMW’s during the break.]

[Since Brainstorming is right after lunch, help energize participants with a fun activity during or after lunch like a one-song dance party or an instant-recess—providing some healthy movement and socializing.]

Slides 44-52:

INTRO TO BRAINSTORMING

TIME

1:00pm (5 minutes)

PURPOSE

Introduce rules and tips for conducting brainstorming.

MATERIALS

Presentation

What to Say:



SLIDE 44: BRAINSTORMING

"Welcome back from break! Now let's get ready to Brainstorm!"



SLIDE 45: BRAINSTORMING RULES

"How many of you have participated in a Brainstorm before? [Show of hands.] And how many of you knew there were actually rules you could use to make it more effective? [Show of hands.] Let's review these rules quickly before we jump into our own Brainstorms."



SLIDE 46: DEFER JUDGEMENT

"First, defer judgement. You never know where a good idea is going to come from. The key is to make everyone feel like they can say the idea on their mind and allow others to build on it. And don't worry, there will be time to select the most promising ideas later."



SLIDE 47: ENCOURAGE WILD IDEAS

"Second, encourage wild ideas. Wild ideas can often give rise to creative leaps. In thinking about ideas that are wacky or out there, we tend to think about what we really want without the constraints of technology or materials."



SLIDE 48: BUILD ON THE IDEAS OF OTHERS

“Third, build on the ideas of others. Being positive and building on the ideas of others takes some skill. Instead of challenging someone’s idea, try saying ‘Yes, and...’ or ‘To build on that...’ and make it even better!”



SLIDE 49: STAY FOCUSED ON THE TOPIC

“Fourth, stay focused on the topic. Keep the discussion on topic, otherwise you can diverge beyond the scope of what you’re trying to design for.”



SLIDE 50: ONE CONVERSATION AT A TIME

“Fifth, one conversation at a time. Your team is far more likely to build on an idea and make a creative leap if everyone is paying full attention.”



SLIDE 51: BE VISUAL

“Sixth, be visual. [Model drawing a picture versus writing a word.] Nothing gets an idea across faster than a sketch! Remember, stick figures are people too. In Brainstorms, we also put our ideas up where our team can easily see them and hopefully become inspired to build on them.”



SLIDE 52: GO FOR QUANTITY

“And last but not least, go for quantity. Aim for as many new ideas as possible. In a good session, up to 100 ideas are generated in 60 minutes. Brainstorming is a time to diverge and go wide—so crank the ideas out quickly now, so later you can find the most promising ones to move forward.”

Slides 53-54:

BRAINSTORMING

TIME

1:05pm (20 minutes)

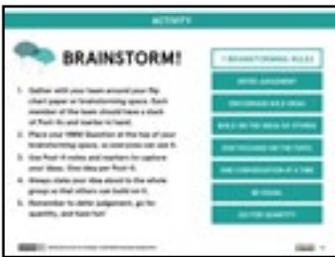
PURPOSE

Have teams practice brainstorming using their HMW Questions and select their most promising ideas to move forward.

MATERIALS

Post-its, markers, flip chart paper, voting dot stickers

What to Say:



SLIDE 53: BRAINSTORMING - Activity!

“All right, now that we know the rules, let's Brainstorm! Write your selected HMW questions at the top of your flip chart. Everyone should have Post-it notes and a marker, and stand up near the first brainstorm topic. Focus on one HMW at a time, and remember to go for quantity! Ready, Set, Go!”

[Give teams about 15 minutes to Brainstorm. Facilitator(s) should float between teams and listen to their Brainstorms. If teams need help, model good brainstorming behaviors like being visual, building on the ideas of others, and giving a wild idea or two!]

[If teams have more than one HMW question to brainstorm with, remind them to switch halfway. You might say:] “One more minute, and then let's move onto your next How Might We question. Remember to go for quantity and put up all your ideas, especially the wild ones!”

[When time is up:] “Time's up! Great job brainstorming!”

“Now count up the number of ideas your team came up with and let's see who really went for quantity!” [Each team shares total number of ideas brainstormed.]

“Does anyone have a wild idea they want to share that came up in their team?” [Let each team share one, depending on the time.]



SLIDE 54: TOP IDEAS - Activity!

“Great! As a group, narrow down and select the most promising ideas that you want to prototype for the rest of the afternoon. Each teammate gets three stickers to vote. Put stickers on the ideas that you feel are most promising and innovative. This is an independent activity, so no need to discuss, and feel free to vote with your gut instinct.” [Give teams some quiet time to vote.]

“When everyone in your group has voted, take a look at the idea or related set of ideas with the most energy and decide which 1-2 to take forward into prototyping.” [Have teams align around 1-2 ideas.]

Slides 55–61:

INTRO TO PROTOTYPING

TIME

1:25pm (10 minutes)

PURPOSE

Provide an overview of prototyping and how making ideas tangible, even in a rough manner, enables you to get to better solutions.

MATERIALS

Presentation, example prototype

What to Say:

SLIDE 55: PROTOTYPING

“Now that we have an idea to work with, let’s talk about how to prototype it.”



SLIDE 56: PROTOTYPING OVERVIEW

“So what is a prototype, and how can it help? Prototyping is about bringing ideas to life quickly, sharing them with the people you are designing for, and then continuously learning and evolving your ideas to lead to more effective, impactful solutions.

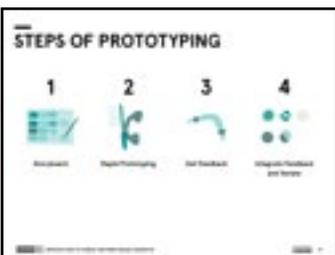


“Traditionally, bringing a solution to market may have meant allocating significant resources, time, and money to implement an idea at scale and expecting users to simply adopt it out of the gate without question. This rush- to-market approach often brought with it a high risk of failure.

“Prototyping, however, significantly reduces this risk by encouraging small, rough experiments and in-context field-testing early and often throughout the design process to catch potential failures while you can still learn from them. By getting feedback, learning from failures, integrating these lessons into your design, and evolving ideas quickly, you’ll watch your idea prove its value.”

SLIDE 57: STEPS OF PROTOTYPING

“While there are many Methods you can use to Prototype, we will focus on these core four: Storyboarding, Rapid Prototyping, Getting Feedback, and Integrating Feedback and Iterating.”





SLIDE 58: START WITH A STORYBOARD

“It can be helpful to start prototyping by breaking your idea into smaller, key moments. A great way to do this is by creating a Storyboard that illustrates how a customer might potentially interact with your idea over time. Don’t worry about your drawing abilities! You don’t have to be Leonardo da Vinci to think through and draw out your concept.

“Let’s take a look at this Storyboard.”

[Point to each panel as you describe it.]

“The first panel shows Paulita and sets up the problem she’s facing. In this case, Paulita needs a loan to help her rebuild her home after a natural disaster. The next panels show how the proposed idea, a mobile loan service, could help Paulita from the first moment she finds out about the solution all the way through to when the solution has had a positive impact on her life.”



SLIDE 59: WAYS TO BUILD

“In addition to Storyboarding, you’ll want to build out prototypes that make the idea even more tangible. Help it leap off the page and into the real world. This lets people try out and experience your solution so they can give you feedback. [Point to each type of prototype as you say it.] This may require building some simple physical objects or tools, sketching out some rough digital mock-ups, redesigning an environment to better support new behaviors, or perhaps role playing the service experience with the help of a few supporting props.

“You’ll notice from the photos that all of these prototypes can be very rough and simple. Build out just enough to get your core idea across and to get useful feedback from your design team and then from the person you’re testing your idea with. In the case of digital prototyping, for example, a human-centered designer would first test an idea by sketching possible key screens on Post-its and then testing the flow with a user before trying to write code for an actual mobile phone app.

“Remember: Mock it up. Try it out.”



SLIDE 60: TEST AND GET FEEDBACK

“Putting your prototype into the hands of real people and getting feedback is the first step toward improving your solution. Feedback will enable you to learn from your audience, understand what’s working, and gain inspiration on how to make your idea even better. When asking for feedback, keep the following in mind:

- “Introduce your prototype as a work in progress. Tell those who are testing it that you’d like their feedback to help make it better.
- “Invite participants to treat your rough prototype as if it were real.
- “Invite honesty, stay neutral, and be curious. Rather than trying to 'sell' your idea to people, genuinely try to understand how they feel about it and experience it. Otherwise, they may just say what they think you want them to say. What excites them about the idea? What seems to confuse or frustrate them? How would they want to make it better?
- “Be prepared to integrate feedback and iterate on-the-fly.”



SLIDE 61: INTEGRATE FEEDBACK AND ITERATE

“Integrating feedback is all about synthesizing what you’ve learned during prototype testing to determine what changes to prioritize and build into the next version. Continue this cycle of testing, learning, and evolving to refine your thinking and your solution. Try out one of these Methods when you take your idea into the field for testing:”

- “Iterating on-the-fly means making changes in real-time as you learn from your prototype experiments.
- “Another Method that can be helpful in field-testing is Co-Creation. Sometimes it can be helpful to bring the very people you’re designing for into the design process and get them to make right alongside you.”

Slides 62:

PROTOTYPING

TIME

1:35pm (40 minutes)

PURPOSE

Give teams hands-on time to practice building prototypes and prepare to test them in the field.

MATERIALS

Prototyping materials (p.22)

What to Say:



SLIDE 62: GO BUILD IT - Activity!

"Now it's time for you to build! Work with your team to begin to bring your idea to life through a rough prototype.

"We've provided you with a variety of prototyping supplies to quickly sketch and build out your ideas with. Later, you'll take this early version of your idea into the field to ask potential users to try it and give you feedback. So build quickly and focus on the one or two parts of your prototype to learn more about in the field.

"Consider what questions you're trying to answer and how much (or how little) you need to build in order to learn the answer. Focus on specific moments and elements, rather than trying to build out the whole concept at once. And don't get too attached to one idea. If a better idea starts to emerge, build it out and see where it takes you. Consider the form that your idea might take on. For example, is it a tool, a role, a process, or an environment?

"You will have about 40 minutes to build your rough prototypes."

[Allow teams about 40 minutes to sketch and build. If teams need help, coach and model for them how to sketch rough Storyboards or offer some suggestions on how to begin making their ideas real. Give teams a 15, 5, and 1 minute warning as their build time comes to an end.]

Slides 63:

FIELD-TESTING

TIME

2:15pm (1 hour)

PURPOSE

Introduce field-testing basics to teams so they can try their prototypes with potential users and gather feedback.

MATERIALS

Presentation, Test Your Prototype and Get Feedback worksheet

What to Say:



SLIDE 63: NOW GO TEST IT - **Activity!**

“Now that you’ve made your first rough prototypes, it’s time to test them with potential users to learn more about how they could really work! In a full design project, you would test concepts first for desirability among potential users, then, as you see promise, continue to build out and evolve your concepts for feasibility and viability as well. Today, we just want you to focus on how users try and respond to your prototype, as well as what they do or do not find valuable about the initial concept.

“Remember to introduce your prototype as a work in progress. You’re not trying to sell your idea, you are trying to see if it has potential and how to make it better. Be open to honest feedback, stay neutral, and be curious! We’ll be giving you worksheets to help guide you as you receive feedback and suggestions. Also, observe how people interact and try your ideas.” [Pass out Test and Get Feedback worksheets.] Capture feedback on what worked, what didn’t, and how they would make it better. Take note of both positive and negative responses. Capture participant’s reactions and body language too!

“You’ll have about [1 hour] to test your prototypes with your teams in the areas where you did your field research this morning. Decide with your team where you might go and who you might test your idea with. Bring some extra materials with you. This way, as you try your ideas with potential users, you can learn from their feedback and build new iterations on the fly. Come back by [3:20pm] to share what you’ve learned!”

[Encourage teams to move quickly into the field so they can start getting feedback.]

Slides 64:

BREAK

TIME

3:15pm (15 minutes)

PURPOSE

Give teams a moment to recharge and reflect on what they've learned.

MATERIALS

Drinks, snacks, music

What to Say:

SLIDE 64: WELCOME BACK

[Provide refreshments and a 10-minute break as teams return from the field.]



Slides 64-66:

SHARE OUT PREPARATION

TIME

3:30pm (15 minutes)

PURPOSE

Give teams time to capture what they learned from field tests so they can share with the group at large.

MATERIALS

Share Your Prototype worksheet, pens

What to Say:



SLIDE 64: WELCOME BACK

"Welcome back, everyone! How did testing your prototypes go?"
[Take a few moments to hear 1-3 participant experiences.]



SLIDE 65: PROTOTYPE SHARE OUT

"Next, we're going to take some time to share our prototypes with each other and provide feedback."



SLIDE 66: PREPARE TO SHARE - **Activity!**

"In preparation for the share out, each team will have a few minutes to complete the Share Your Prototype worksheet. Please capture:

- "The Opportunity for Design: Who were you designing for? What question were you answering?"
- "Your Solution and Prototype: An overview of your solution and a quick demonstration of the prototype."
- "Highlights of Field Learning: 1-2 things you learned from testing your idea with others."
- "Potential Next Iteration: A next step you might take to iterate on your idea."

[Pass out the Share Your Prototype worksheets and give teams about 10-15 minutes to complete.]

Slides 67–68:

SHARE OUT

TIME

3:45pm (30 minutes)

PURPOSE

Have each team share with the whole room to give each other feedback.

MATERIALS

Prototype, Share Your Prototype worksheet, Post-its, markers

What to Say:



SLIDE 67: AUDIENCE PROVIDE FEEDBACK – Activity!

“When you’re listening to another team present, capture your feedback for the presenting team on Post-its. Let them know:

- “What were you excited about?”
- “What changes would you like to see?”
- “What questions did it make you ask?”
- “What new ideas did it inspire?”



SLIDE 68: TEAM SHARES – Activity!

“We want to make sure every group gets a chance to share, so we’re going to keep strict time. Each team will get [three minutes] to present and [two minutes] for feedback. Make sure to stick to the main ideas and highlights from your worksheet. Who wants to go first?”

[Begin presentations. Make sure to allow each group time to share.]

[ALTERNATIVES: If time does not allow, ask for just 2-3 volunteers to present and/or invite teams to display their prototypes and worksheets as part of a Gallery Walk during a break or to look at after the workshop.]

[When teams are finished presenting, celebrate their efforts!]

“Nice work, everyone!”

Slides 68:

GALLERY WALK (OPTIONAL)

TIME

4:15pm (15 minutes)

PURPOSE

If you have time, invite all participants and external audience members to post feedback for each team's share out.

MATERIALS

Prototype, Share Your Prototype worksheet, Post-its, markers

What to Say:



SLIDE 68: GALLERY WALK - **Optional Activity!**

"Teams, hang your completed Share Your Prototype worksheets on [the wall] next to your prototypes for a Gallery Walk. Everyone, please add your Post-it note feedback for the other teams on or near their worksheets, and take two voting stickers to vote on the ideas you find most promising."

[Give participants and guests about 10 minutes to post, review feedback, and vote.]

[At the end of the 10 minutes, announce which team received the most votes, but congratulate all teams on their hard work. Consider giving "awards" for "overall favorite" or "wildest idea" or other superlatives. If you have awards for Gallery Walk favorites, you can pass these out.]

Slides 69–71:

INTRO TO IMPLEMENTATION

TIME

4:30pm (5 minutes)

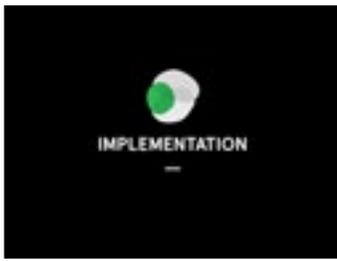
PURPOSE

Introduce the Implementation phase at a high-level.

MATERIALS

Presentation

What to Say:



SLIDE 69: IMPLEMENTATION

“Though we're nearing the end of our workshop, we're going to quickly touch upon one more concept today: Implementation. The Implementation phase looks at how to carry your idea from a rough prototype out into the world.”



SLIDE 70: WHERE WE ARE IN THE PROCESS

“At this point in the process, we've gone from getting Inspired, to turning ideas from simple sketches on Post-its into real and rough prototypes and testing them with potential users. We've put these prototypes into the hands of people to get real feedback and then learned from this feedback to inform future iterations.”

“The Implementation phase is about understanding how to bring your solutions to life. And because you've kept the very people you're looking to serve at the heart of the process, you'll know that your solution will be a success.”



SLIDE 71: GET YOUR IDEA INTO THE WORLD

“Though we will not be taking the ideas from this workshop any further today, the next thing you would do to carry your idea forward would be to work toward some of the following Implementation Methods.

- “The first is to Keep Iterating. As counterintuitive as it might seem, your solution is never truly finished. Even when you’ve made it real out in the world you can always improve it.
- “A Live Prototype helps you test your solution in the marketplace. Prior to this point, prototypes have been rough—just enough to convey an idea. A Live Prototype, however, gives you the chance to stress test your solution in true market conditions with a more robust system.
- “A Pilot, unlike a Live Prototype, is a more sustained engagement and ties together all of the pieces of the puzzle. You may want to start piloting with one to three instances of your full system so you can learn quickly before you decide to scale. Pilots can last months and will fully expose your solution to market forces.

“At this point, you’re not just testing elements of your solution, but rather the entire system. Ideally, you’ll have run a few Live Prototypes before going to Pilot so that some of the big kinks are worked out.”

Slides 72–77:

DEBRIEF AND REFLECTIONS

TIME

4:35pm (25 minutes)

PURPOSE

Celebrate the teams' work, and provide time for them to reflect. Then activate participants to use what they've learned moving forward.

MATERIALS

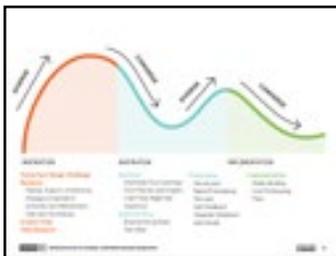
Presentation, Post-Workshop Participant Survey

What to Say:



SLIDE 72: DEBRIEF AND REFLECTIONS

"Amazing work today everyone! Let's take a moment to reflect."



SLIDE 73: REVIEW OF THE PROCESS

"Let's review what we did today. You've experimented with the Mindsets and Methods of human-centered design. You've taken a design challenge and sought Inspiration from fresh perspectives; you've identified new opportunities and used How Might We Questions to brainstorm solutions; you built prototypes and asked others to try them out and give you feedback to inform future iterations; and you've done all this to more quickly and creatively develop solutions to better meet the needs of the people you're designing for. Whew! Nice work!"



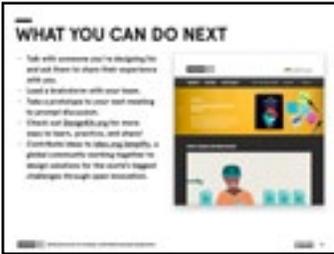
SLIDE 74: DEBRIEF - Activity!

"Let's take a moment to reflect on the day. Use the survey to capture your own thoughts about today and this process, and identify one human-centered design step that you'll commit to trying in the next week."

[Pass out the Post-Workshop Participant Surveys or provide the link to the digital version—bit.ly/hcdworkshopsurvey2—for participants who might be able to fill it out on their devices. After most or all participants have completed their survey, open discussion up to the group.]

"Does anyone want to share their reflections or questions about the process you participated in today?"

[Foster discussion through prompts like: What inspired you? What challenged you? What questions arose? What felt similar or different from how you and your team currently work? What would you like to take forward and try next?]

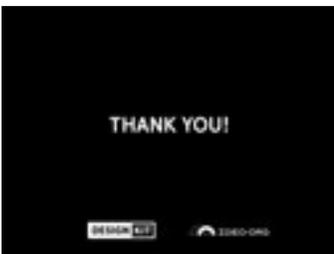


SLIDE 75: WHAT YOU CAN DO NEXT

“We hope that you found the day useful and that you can take some of what you learned forward in your own work and lives. Here are a few ideas for how you could try to take some of the things you've learned today into practice.

- “Talk with one of the people you're designing for and ask them to show you how they experience your offering.
- “Lead a brainstorm with your team.
- “Take a prototype to your next meeting to prompt discussion.
- “Learn more by visiting DesignKit.org for free online courses, access to more Methods and Mindset resources, and to connect our community.
- “Practice human-centered design by joining an Amplify challenge and collaborating with others globally to solve some of the world's most difficult problems.
- “What else might you try?”

[Invite participants to suggest their own next steps or commitments.]



SLIDE 76: THANK YOU

“We hope you learned and tried something new today about human-centered design. Please remember to take home one of the Human-Centered Design At A Glance Worksheets for a quick overview of the Methods and Mindsets we tried out today. We look forward to hearing what you do next. Thank you!”



SLIDE 77: CREATIVE COMMONS LICENSE

[Display if anyone has questions about the re-use licensing of these materials.]

CLEAN UP

[As participants leave, play music and stick around a few minutes to answer a few questions.]

[If you have any Co-Facilitators, you may want to conduct a quick debrief to thank your team and get their feedback on how the day went.]

WORKSHEETS AND HANDOUTS

WORKSHEETS AND HANDOUTS

The following materials have been created to give out to participants during the workshop to enhance their learning experience. With the exception of Human-Centered Design: At a Glance—which may be distributed at the beginning of the day—all other worksheets should be distributed during the appropriate activity.

Download the Worksheets and Handouts below for print.

Human-Centered Design: At a Glance

Print: 1 per participant

Paper Size: Letter (8" x 11"); Landscape

[Download PDF here](#) (non-editable)



Plan Your Research

Print: 1-2 per design team

Paper Size: Letter (8" x 11")

[Download PDF here](#) (non-editable)



Test Your Prototype and Get Feedback

Print: 1 per participant

Paper Size: Letter (8" x 11")

[Download PDF here](#) (non-editable)



Share Your Prototype

Print: 1-2 per design team

Paper Size: Tabloid (11" x 17") preferred

[Download 11"x17" PDF here](#) (non-editable)

[Download 8.5"x11" PDF here](#) (non-editable)



PARTICIPANT SURVEYS

PARTICIPANT SURVEYS

Help us understand how you're helping spread human-centered design to new networks around the world by having your participants fill out the Pre- and Post-Workshop Surveys while still in the workshop. The links to both online surveys can be found below.

Pre-Workshop Survey

(1 per person)

URL: bit.ly/hcdworkshopsurvey1

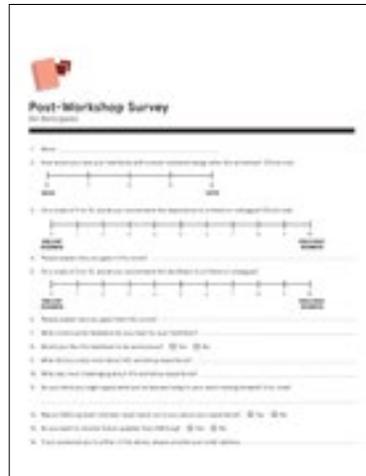


The screenshot shows the 'Pre-Workshop Survey' form. It includes a title, a subtitle, and several numbered sections with various input fields and radio buttons. The form is designed to gather information about the participant's background and expectations before the workshop.

Post-Workshop Survey

(1 per person)

URL: bit.ly/hcdworkshopsurvey2



The screenshot shows the 'Post-Workshop Survey' form. It includes a title, a subtitle, and several numbered sections with various input fields and radio buttons. The form is designed to gather feedback on the workshop experience and the impact of the design process.

CLOSING OUT



FACILITATOR'S SURVEY

When you've completed your workshop, we want to hear about the experience—from both you and the people you're reaching! Complete the Facilitator's Survey on your own time after your session.

Facilitator's Post-Course Survey

[Complete the survey here.](#)



THANK YOU

These materials were developed by IDEO.org in collaboration with Acumen and through many years of teaching human-centered design to learners around the world. We want to thank all of our partners and learners whom we've worked with over the years to create, use, and refine the Facilitator's Guide to Introducing Human-Centered Design.

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Thank you for helping us design a better world!