Butterfly Works
method toolkit
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Methodology

Co-creation and design thinking

We have been pioneering the use of co-creation and design thinking in international development. Design methods encourage fresh ideas and allow thinking through making. Co-creation relies on the idea that none of us is as smart as all of us and that problems are best solved by those who experience it. That's why we co-create with stakeholders, users and partners. It's more than a simple collaboration. It is about truly honouring the different insights of all relevant stakeholders throughout the design process. It ensures a strong sense of ownership and workable, practical solutions, which support long term sustainability. Over the years we have developed tools and techniques that can be adjusted to the context and used to tackle almost any social issue. As a facilitator of this process we connect different people that have different skills, viewpoints and backgrounds. We release creativity, push to innovate and together come to solutions no one thought of at the start.

Our tools

The design process always follows the 5 steps, but the execution differs per project and context. Every time we handpick the tools that we find are appropriate for the context, users and the problem we are trying to solve. We often iterate the tools we use and try out new things, so there is not one formula for a successful process. Over the years we have created a selection of tools that we have been asked to share with our partners and other organisations. In this toolkit you find a selection of just a few of the tools that we use most often.

Because we apply our method within international development, our toolkit is highly participatory, suitable for remote use and facilitates an inclusive process:

- **Participatory**: Participatory design ensures that end users are actively engaged in the design process. It is not enough to keep the end users in mind while designing or to have your designed solution tested by the end users. We see it as the responsibility of the designer to make sure end users are contributing meaningfully. This means that they need to be informed and guided in a design process and be part of the decisions that are made along the way. In our tools we emphasize the inclusion of different stakeholders. Co-creation does not mean that everyone has to be involved in every activity, we have indicated per tool what type of stakeholders are important to include. Co-creation is also not a democratic process: not everyone will agree on everything. It is important for every stakeholder to know their role and be clear on what expertise they bring in. This will create a foundation for everyone to have the trust and confidence to act from their role.

- **Remote**: By working on projects that take place in other countries and with teams that are spread out over the world, we have developed tools and methods that work remotely. We have facilitated design processes remotely because the local situation was unsafe or where inaccessible because of language and cultural barriers. Our tools have been designed so they can be easily executed remotely by non-designers and outcomes can be shared through various channels.

- **Inclusive**: Every culture has its own values and norms as well as communication style and rules. Over the past decades we have worked with people from different ages, cultures, professions, interests and most importantly different motivations. We have found that the tools in this toolkit will work a wide range of cultures. As long as co-designers are aware of the objective and are guided through the process, anyone should be able to use a tool. Because the process requires a lot of trust and confidence from each co-creator, it is important to create a common goal, shared vision and to be mindful of each other. We provide tips on how to engage everyone, by facilitating participants to identify their role.

How to use this toolkit

Our method has been developed through almost 20 years of going through design processes with teams that have a majority of non-designers and often have different cultural backgrounds. People with experience in international development, end users and experts on a specific topic. Our tools offer support and steps for creative thinking, encourage visual communication and making in every step. We believe that even if you will not start doing design thinking throughout your work, these tools will enrich your skills and knowledge for creating social impact.

By applying these tools, you are not automatically doing design thinking or co-creation. To do design thinking you need to go through the several steps and also have a designer's mindset. In this toolkit we have highlighted 5 of the most important mindsets. At the start of every step you will find an explanation of the mindset and two exercises to practice that mindset. All 5 mindsets will be valuable in every step, but we have placed them with the step where you need them most.

To co-create you need to actively involve all relevant stakeholders and make them co-designers. Every step should involve as many stakeholders as possible, however, for some tools one stakeholder is more important than the other. Therefore, the tools all have a description on who needs to be involved. They also have guidelines for what to prepare and a step by step guide to help you go through the process. Even though people involvement is crucial, if you are just starting to use design thinking and co-creation for social change, you can start by testing some of the tools in a smaller team or on your own. They will trigger creativity and critical reflection. They will provide a new perspective and new insights. And we hope they will make you enthusiastic to become a design thinker and an advocate for co-creation.

If you have any questions or suggestions please contact inspire@butterflyworks.org for more information on this toolkit or our method in general.

Some last words before you dive into the toolkit

We have tried to avoid lingo and very specific terminology in this toolkit to make sure it is accessible for a wide audience. But to be sure we understand each other we would like to highlight a few terms we use and what they mean to us. More terms can be found in the Glossary at the end of this document.

People vs Stakeholders Vs End Users vs target group

Our driving mission at Butterfly Works is to co-create change. We use a human-centred design approach in everything that we do and, an element of this is our preference for the term “user-centred” instead of “clients”, “target groups”, or “beneficiaries”.

We believe that social change is not a transaction, not a single instance of delivering knowledge or change; rather, it must be collaboratively and sustainable achieved, and it must keep the people experiencing a problem or a need – the end-users – at the centre of the whole process. We also recognize that, in designing and creating a product or service, that end-user engagement is a vital part of the process. Our choice to use this term is our small way of recognizing and respecting the people who inspire our work, and the world we want to co-create, together.
Setting the scene

Introduction

All projects benefit from a sharply defined social need, which becomes the primary focus throughout the project. It ensures everyone is on the same page, shows what still needs to be researched, gives a scope for potential solutions and identifies the people that need to be involved.

Design challenge

In this phase we apply tools and approaches to define (or refine) the design challenge. A design challenge describes the problem you are tackling, and it indicates the direction in which you are looking solutions. A design challenge leaves room for the design team to find the most effective way to solve the issue. Yet it does give direction. In order to define the design challenge, it is important to dig into the problem, explore the context and find all important stakeholders.

Partnership building

In this phase you also need to make clear who will be your partners, the implementers of the project: to ensure you involve them from the start. With this core team, you need to determine a common language: discuss specific vocabulary and make sure you mean the same thing.

End goal

And last but not least, you need to determine a goal: what is the end goal of the journey you are embarking upon? This does not mean you need to define the solution, but be clear on the intentions: will you explore and advise? Will you also create a prototype? Will the solution also be tested and improved?

Tools

Dig into the problem:
- 5xWhy
- Actor network

Different perspectives:
- Reversed perspective
- Assumption scanner

Clear project brief:
- The vision
- Design challenge

An open and connected mindset

It's optimistic... but not blue sky thinking

An important mindset during this phase is to be open and positive, both toward the social issue you want to tackle but also towards all stakeholders involved. We can solve difficult challenges AND we must try. Not by looking at all the barriers but by looking at opportunities. When you are working on social change, you are probably used to think and talk a lot about the difficulties in society. Don't ignore the problems but try to put your focus on the opportunities. Start talking thinking more in opportunities then barriers, think: yes and ...

Once you have identified a goal, you need to make sure that you have a team that is committed to reaching the goal. Take the time to make sure everyone feels commited and sees the added value of what you are trying to achieve. This is especially important because the process is very open and messy. But as long as everyone has a clear idea of where you are heading, you have something that binds you together. The following mindset exercises help to formulate a positive challenge and build a strong team with positive energy and confidence to achieve your goal.

Short mindset exercise – Yes and...

Rephrase the problem you are trying to tackle by describing it as an opportunity instead of a problem. Do this exercise in a small team. One person starts and others in your team add to the opportunity by saying "Yes and ..."

Mindset exercise - Super hero party

1. First, each team member presents themselves as a superhero with superpowers, you can use the superhero worksheet for this or just ask everyone to draw themselves as a superhero and show their objective and their superpowers.
2. The superheroes want to plan a party! Have a look at all the superheroes in the group and assess the superpowers you can make use of as a team.
3. One person starts by saying: "I am (superhero name) and I want to plan a party with (other superhero name), we will (idea for the party)."
4. In round one, the other superheroes continue the plan. As a rule everyone has to start each following sentence of their conversation with "Yes, BUT...".
5. Plan another party for round two. This time all participants start their sentences with "Yes, AND...".
6. After the second round, ask the group how the 2 rounds went and compare the two conversations. The differences between the two will be striking!
**Instructions**

**What do you need?**
- 20 minutes
- Paper and coloured markers and the 5x Why Worksheets (1 for each participant)

**Who should be involved?**
- Representatives of the target group(s), partner organisations who will be involved in the programme and experts on the theme you are working on

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**5x Why**

Get to the core of the problem

**Why?**: ‘A question intended to enlighten the purpose or motivation behind a decision.’

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**What is 5x Why?**

An exercise to discover the reason behind the reason. The group (divided in pairs) will ask 5 times a question starting with ‘Why’ about the change they envision. Every time you ask another ‘Why’ you try to get deeper into the problem you are trying to solve.

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**Why 5x Why?**

To move beyond the obvious and to thus come up with an improved change statement. A well-defined change statement is the basis of the solution. Once you know well what you want to change (and why), all your activities will serve the change. The exercise supports the group in asking questions behind the question and to benefit from them.

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**1 The change you want to bring**

Think about the change you want to bring, make sure that the broader social issue you are talking about is clear. If the change statement is already defined, you can give the group some time to further define the change statement if needed. In case it is not defined yet, give everyone individually some time to think about the change they want to bring. In the latter case, give space to everybody to share their change statement.

Distribute the 5x Why Worksheets and make sure everybody writes down the social issue and their individual or the common change statement on top of their sheet of paper.

Example issue: Youth unemployment.
Example change: I want to see that youth generate an income sufficient for their living.

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**2 5x Why**

Make pairs and help each other in finding the reason behind the reason why you want to see this change come true. Use the Worksheet. Start every question with “Why…?”

Good example:
A: I want to see that youth generate a sufficient income.
Q: Why do you want youth to generate a sufficient income?
A: Youth should make their own money so they will have more ownership over their lives.
Q: Why do you want youth to have more ownership over their lives?
A: Youth will be active contributors of the society. Etc.

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**3 Change turns**

Once you have repeated the question 5 times, it is time to switch roles and question the other. Use the 5xWhy sheet.

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**4 Review your change**

Now the pairs give back the worksheets to their partner and review their own sheet. Everyone should look at the answer and choose the ‘Why answer’ which best represents why they want to see the change come true. Everyone shares this answer with the group.

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**5 Collective change**

Wrap up by discussing what you noticed the shared answers had in common and draw conclusions from the different outcomes. If you have worked with different types of stakeholders, they probably have very different perspectives on the problem. This is good, because it shows the problem from different perspectives and it shows the motivations of the different stakeholders. Try to bring together the change statements that are similar and see how the other statements relate to each other.

**Note**: Sometimes a team might get stuck with their questions and the answers. If this happens, look back at your answers and review if they are all really the answer to the question. You can try and reformulate a question of formulate a different answer. Restart from where you adjusted your question.
Usually as development practitioners we go to the field and extract information. But the method and the BW process really tries to see where people are living and understand their situation. This participatory process of research really does shift the dynamic between who is the researcher and who is the subject. It put them into one!

Vimala Dejvongsa
Adolescent Programme Manager at Plan International Laos
**Actor network**

Map all the actors that have an effect on your social issue

**Actor**: A person or thing that takes part in an affair

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**What is an Actor network?**

An actor is everyone and everything that is ‘acting’ on or plays a role in the social issue and on the change you envision. An actor can be a person, a group of people, but also a type of technology, an object or tradition. By making an Actor network you list and connect all the actors in a visual way. In the visualisation, different colours are given to different roles. You also show how the degree of separation from the social issue and the ability to influence the outcome. For example there might be a law that can have a big influence on your issue and change, since all actors are bound to it. The term ‘Actor network’ is inspired by the ‘Actor Network Theory’ from Bruno Latour and others.

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**Why an Actor network?**

If you want to come up with a human-centered, innovative solution for the social issue you work on, it is important to have an idea of all the actors that play a role in the social issue as well as in the change you envision. And to know how they interact. Creating an Actor network will broaden your knowledge about the issue and change. It will help you to look beyond the usual suspects.

The Actor network exercise will help you to:

- Get an overview of all possible actors
- Move beyond the actors that are known
- Organize all the actors, visualize how they interact and what are their roles
- Create a clear overview of the most important actors for the project

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**Instructions**

**What do you need?**

- 60 minutes
- Timer, paper and coloured markers and the Actor network worksheets (1 for each group).
- Optional: computer

**Who should be involved?**

- Representatives of the target group(s) and your partner organisations.

Once you have put all the actors in their group, visualise how the different groups of circles relate to one another by drawing lines or arrows.

Some rules:

- Each circle has a color and the name of the title written down.
- The bigger the role of the actor in solving the social issue, the bigger you draw its circle.

**Why an Actor network?**

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**What do you need?**

- 60 minutes
- Timer, paper and coloured markers and the Actor network worksheets (1 for each group).
- Optional: computer

**Who should be involved?**

- Representatives of the target group(s) and your partner organisations.

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**Social issue & change definition and known actors**

Write down the social issue and the change you envision on the top of a big piece of paper. Then write down all the actors involved in your social issue and the change you envision. Start with the actors you know.

**Discover more actors together**

Now brainstorm with your group about possible other actors important for the issue and/or change. Write down all the actors you can come up with. Remember that an actor is not only a person or organization but can also be technologies, an object, etc.

**Actor grouping**

Discuss how you can group the actors. Write up the names of the groups and give the groups a colour. Now go through the list of actors and give every actor the colour of the group they belong to. For example, if you have a group that is called technologies, you give this group the colour blue and you highlight all the actors that belong to that group with the colour blue.

Example categories:

- Partners
- Target group (you can have several target groups, give each a title)
- Donors
- Suppliers
- Government
- Communication channels

**Create your network**

On a new sheet you create your network. Start with creating your legend: describe which colour represents which category. Now draw groups of circles per category, in the colour you choose. Each actor has its own circle.

**Describe and interpret**

Have a look at your actor network and reflect on the outcome with your group members. This is as important as the listing and grouping itself.

Ask yourself questions about what you see:

- Are there any actors that popped up that you didn't think about before?
- What are the most important actors?
- How is the target group connected with the ones that play a big role in solving the issue?

**Contextualise and identify representatives**

All the actors have an influence on the programme. Discuss how the actors will play a role in your project. Go through the network and see who/what and how will you include the different actors? It helps to identify a specific organisation and if possible, a person connected to each organisation. Discuss how you will build the relationship with the new actors? Make use of the team that is present to connect to their network for connections with all stakeholders.
Instructions

Step 1: Write down the social issue and the change you envision.

Step 2: Write down the actors (person, organization, object, technology etc.) who are involved in your social issue (individually).

Step 3: Brainstorm about other actors who are involved in your social issue (group).

Step 4: Think of names for groups and write them down. Give each group a colour by filling in the circle with that colour.

Step 5: Now highlight every actor the colour of the group it belongs in. For example, if you have a group that is called technologies, you give this group the colour blue and you highlight all the actors that belong to that group with the colour blue.

Step 6: On the other worksheet start with making a legend. Describe which colour represents which category.

Step 7: Draw groups of circles per category in the colour you chose for that category. Each actor has its own circle.

Step 8: Once you are done with the circles visualise how the groups relate to each other by using lines and/or arrows.

Step 9: Have a look at the actor network and reflect on the outcome with your group members.

Actor network worksheet

Step 1:
The social issue is: ____________________________________________________________

The change I envision is: ______________________________________________________

Step 2 + 3:
The actors are:

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
6. __________________________________________
7. __________________________________________
8. __________________________________________
9. __________________________________________
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40. _________________________________________
41. _________________________________________
42. _________________________________________
43. _________________________________________
44. _________________________________________
45. _________________________________________
46. _________________________________________
47. _________________________________________
48. _________________________________________
49. _________________________________________
50. _________________________________________

Step 4:
The colours and names of the groups:

☐ _________________________________________
☐ _________________________________________
☐ _________________________________________
☐ _________________________________________
☐ _________________________________________
☐ _________________________________________
☐ _________________________________________
☐ _________________________________________
☐ _________________________________________
☐ _________________________________________
☐ _________________________________________
☐ _________________________________________

Step 5:
Now highlight every actor the colour of the group it belongs in. For example, if you have a group that is called technologies, you give this group the colour blue and you highlight all the actors that belong to that group with the colour blue.

Step 6:
On the other worksheet start with making a legend. Describe which colour represents which category.

Step 7:
Draw groups of circles per category in the colour you chose for that category. Each actor has its own circle.

Step 8:
Once you are done with the circles visualise how the groups relate to each other by using lines and/or arrows.

Step 9:
Have a look at the actor network and reflect on the outcome with your group members.
Actor network worksheet

Legend:

Step 6:
Instructions

What do you need?
- 30-40 minutes for the group sessions and 20-30 minutes for every other stakeholder you talk to.
- Pen and Paper or a laptop for notes, Assumption scanner worksheets. If available, your Actor Network.

Who should be involved?
- Representatives of the target group(s), partner organisations who will be involved in the programme and all stakeholders identified in the actor network.

1. Write down your assumptions
Write down the social issue and the change you envision on the top of a big piece of paper. Make pairs and discuss with your partner what the assumptions are on which the social issue and the change are based. What an assumption is and isn’t will not always be easy to define or understand. Write at least 5 assumptions.

   The following questions might help you to find your assumptions:
   - Why do we think that X is a solution for Y?
   - What are we taking for granted about the target group, the stakeholders or key partners?
   - Why is X considered a problem?
   - Which political, economic or environmental aspects are necessary to help the programme to succeed?

Example social issue:
- Youth unemployment and getting youth involved in the digital creative industry.

Example assumptions:
- Creative skills/ICT skills will lead to better job opportunities
- Youth is interested in learning ICT skills
- The ICT/creative sector will keep growing in the coming years

2. Round 2, 3 and 4
After 5 to 10 minutes the pairs exchange the list of assumptions with another couple. Review the ones mentioned on the other paper and add at least 3 that are new. Don’t rewrite your original assumptions but come up with new ones. Repeat this process at least 2 more times each time it will be harder to add assumptions, but this will force you to look at all aspects of the problem and change.

3. Prioritise the assumptions
Make sure the assumption sheet is given back to the couple who had it at the start. This couple will score the list of assumptions on the worksheet. Score the assumption based on how crucial they are to achieve the social change. You can colour the scale from low to high impact on the social change.

4. Assumption list and verification
Share the outcomes with the whole group. Share those assumption that have a high score with the others. It is good to have these assumptions checked carefully. If you have a long list, you can again narrow it down to those you feel have the highest priority and the assumptions that you don’t have any evidence on.

Use your Actor network to identify stakeholders who can help to verify your assumptions.

See if every person in the group can talk to at least 1 or 2 more people. Try to plan a face-to-face meeting with the people. If this is not possible, you can also (video) call them – but speak with them in person.

5. Group session on conclusions
Plan a meeting with the team to review all the assumptions. Share the outcomes of the assumptions that came out of your individual session. It helps to have all assumptions written on separate sheets of paper. This way you can group the ones that are overlapping or linked. What can you do to check these assumptions? It might mean you need to focus your research on these areas. They are also important to keep at hand in the testing phase.
Assumption scanner worksheet

The social issue is: __________________________________________________________

My vision of change is: ____________________________________________________

My assumptions are:
1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________
5. ________________________________________________________________

Round 2:
1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________

Round 3:
1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________

Round 4:
1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________

Now highlight the most important assumptions.

"Going from theoretical to practical makes it so much easier to explain."

Grace Jerry
Access Nigeria
Reversed perspective

A mindset exercise that helps you to see a variety of possibilities to solve an issue.

Reverse Perspective: ‘To take an alternative view in order to see an issue in a new light.’

What is a Reversed perspective?

This exercise is done in a very early stage of the programme development, during the setting the scene phase. It can be repeated at a later stage if you notice that you tend to get stuck by thinking only in terms of problems.

Why a Reversed perspective?

The Reversed Perspective helps the group to move away from problem thinking, to think from a different perspective and come up with new ideas. The exercise stimulates the creative mindset to find new innovative solutions for a programme or project design.

Instructions

What do you need?

- 20 minutes
- Paper and coloured markers / pencils, Reversed perspective worksheet

Who should be involved?

- The core team who is going to set up and execute the programme, representatives of the target group(s), your partner organisations and creative thinkers and social entrepreneurs from your network

1. Preparation

If you have a big group, split it up in smaller groups of 5-6 people. Prepare the social issue beforehand and make sure to align with the group on a single social issue.

   This issue is great, because...

Now in the groups try to turn the issue into something great. “[The issue] is great, because...”.

Examples:

- “Youth unemployment is great because it gives youth extra time to spend on learning and development.”
- “Youth unemployment is great because it stimulates youth to find valuable ways to spend their time.”

Write the opportunities down on the sheet of paper or directly on the Worksheet. Come up with as many opportunities as you can, at least 10 per group. Take at least 10 minutes for this step. Make sure that you don’t come up with solutions to solve the issue, but really think why the issue or problem can also be a good thing.

2. Share opportunities

Pick the three opportunities that are original and/or very relevant and share them with the other groups. Make sure that you choose the three best ideas before presenting to the other groups. You can base your choice on the coolest or most innovative idea. It is up to you!

While people are presenting the three best opportunities they found, one person writes them down on a big sheet of paper or create posters out of the ideas.

3. Be inspired

By doing this exercise with people from different backgrounds, the chance is big that it gives you very different perspectives. This is really good. Be sure to really listen to the other teams and use the statements with opportunities as a reminder to look at a problem from various perspectives. These statements will help you when you start writing your design challenge but also in the ideation phase to come up with out of the box ideas.
The social issue is:

“This issue is great, because...

“This issue is great, because...

“This issue is great, because...

“This issue is great, because...

“This issue is great, because...

“This issue is great, because...

“This issue is great, because...

“This issue is great, because...

“This issue is great, because...

The coolest ideas are:

1.

2.

3.

Butterfly Works is a strong partner you can count on. We worked together on a difficult project to support the peace process in Yemen. Through a participatory approach, we integrated the target group to design innovative, tailored solutions for this very sensitive context. Butterfly tackles problems from a different point of view and keeps the overview about what is important and what is not. The people I know working there are creative minds that are honestly addicted to the project, seems to have a strong intrinsic motivation to get the best output. Apart from their professional work, it is the friendly and collaborative atmosphere in the partnership that makes me strongly recommend Butterfly Works.

Philipp Busch
GIZ
The vision

A concrete formulation of the change you want to achieve

**Vision:** ‘The ability to think about or plan the future with imagination or wisdom.’

**What is The vision?**

An exercise to write up a vision statement, describing the optimal desired future state of what the group wants to achieve over time; clear and inspirational. The vision statement is built on the following elements:

- The destination - envisioned change
- The purpose - why you work on the issue
- The ‘flavour’ - the added value of the group, the specific expertise or methodology

**Why The vision?**

It can be difficult to write up your vision if a social issue is so complex, multi-layered, has multi-stakeholder and lots of influencers. Also, if you do not clearly define what you will do for this issue you might lose focus and forget what you are best at, causing you to start working in other fields. This exercise guides the group to work out a Vision Statement in a structured manner.

---

**Instructions**

**What do you need?**

- 45 minutes
- Paper and coloured markers and The Vision worksheet (1 for each participant + 1 for each group)

**Who should be involved?**

- The core team who is going to set up and execute the programme, representatives of the target group(s) and/or members of the different stakeholder groups

**1. Preparation**

Make sure to have printed the Vision Worksheets (1 per person). Ensure the whole group understands that you will do steps 2, 3 and 4 individually and afterwards will come together on step 5 and 6. This is to give you some time to think for yourselves and make use of both the individual and the collective knowledge.

**2. The Destination**

Now start filling in your worksheet individually. The first building block of The vision is the “Destination”. What is the change you envision? What is the ideal situation when your project has succeeded? Write this down on the worksheet. If you executed a 5xWhy exercise, you can use the outcome of that exercise as the envisioned change. If not, come up with one yourself. Make sure the ideas/answers you come up with, are an end result and not just an intermediate situation.

*Example of a destination: Talented and motivated youth have equal chances to job opportunities despite their background and (lack of) fancy diplomas.*

**3. The Purpose**

The second building block of the Vision Statement is the “Purpose”. Write down Why you want to reach the destination you defined. Why is it important to work on this issue. Here you can use the 5xWhy exercise again for inspiration, if available.

*Example of a purpose: We want to increase the independence of talented motivated youth and build a resourceful new generation.*

**4. Your flavour**

Now answer the following questions for the flavour: What is the added value of the project team or organisation you work for? Think about the skills, expertise or methodology you have to offer. What makes you different than many other social programmes?

*Examples of a flavour: We make use of technologies, we involve the creative industry, we have agricultural experts.*

**5. One vision**

Now come together as a group. Everyone shares his/her destination, purpose and flavour. After that set a timer on 15 minutes and in that time, come up with one destination, purpose and flavour that represents the group. Try to find patterns and similarities in the each other’s answers. It might also help to let everyone vote for the best destination, purpose and flavour.

**6. Conclusion**

Write up one “Vision statement” for the whole group. Here you bring the destination, purpose and flavour together in one vision. Put up the vision statement in a prominent place in the room or take it with you on following co-creation sessions. Your vision statement is not set in stone, it is always good to revisit it and adjust it. You could for example have new information about an assumption you had when writing the statement or maybe you found out about others who work on the same and you want to fill another gap.

*Example of a Vision Statement: Talented and motivated youth have equal chances to job opportunities despite their background and lack of fancy diplomas (destination), by making full use of technologies and involving creative industries (flavour). This will increase their independence and build a resourceful new generation (purpose).*
The vision worksheet

**My destination is:**
The change I envision is...

**My purpose is:**
It is important to work on this issue because...

**My flavour is:**
The added value of my team is...

---

The vision worksheet (group)

**Our destination is:**
The change we envision is...

**Our purpose is:**
It is important to work on this issue because...

**Our flavour is:**
The added value of my team is...

---

**Our vision statement is:**
Design challenge

“How might we...” statements that capture the challenge you want to solve

Design challenge: ‘An open-ended question that encourages team members to ask questions, take initiative, and think creatively.’

What do you need?
- 30 - 60 minutes
- Markers and the Design challenge worksheet

Who should be involved?
- Representatives of the target group(s), partner organisations who will be involved in the programme and experts on the theme you are working on

Instructions

What is a Design challenge?

A tool to help the team formulate several underlying challenges that have to be solved in the form of “How might we...” statements. They are open ended with no right answer and they set the stage to explore actors and perspectives within a situation. It does not constrain you to one problem to solve nor leaves it too broad that you have trouble finding tangible problems.

Why a Design challenge?

It helps to break up a problem in smaller, more feasible challenges and by doing so the team will be forced to think out each challenge separately and later on ensuring they come together. This will prevent standard solutions and make sure we see a problem with fresh eyes. It also allows you to look beyond the target group you first envisions and helps to broaden your thinking in who might become a part of the solution.

Design challenge

‘An open-ended question that encourages team members to ask questions, take initiative, and think creatively.’

1. Write down your problem statement or social issue

Take the Design challenge worksheet and start by writing the problem statement or social issue at the top.

2. Formulate “How might we...?” statements

Now we will break that larger challenge up into smaller actionable pieces (min. 2 and max 5). Look for aspects of the statement to complete the sentence, “How might we...”

These are some approaches that can help you formulate the HMW questions for a problem statement. Look at the following examples using the problem statement: “Youths are not being prepared for the job market through the education system”

- Amplify the positive: How might we create an education system that is responsive/connected to the job market?
- Take out the negative: How might we prepare youth for the job market aside from their education?
- Question your assumptions: How might we design an education system that adds value to any job market?
- Find an analogy: How might we make the job market into a learning space/space for personal development?
- Change the status quo: How might we make sure youth create their own jobs?
- Use unexpected resources: How might we involve parents to get their children ready for the job market?
- Change the adjectives: How might we make unpreparedness an asset?

3. Review and improve the HMW statements

Review the questions and make them more precise. You can use the following questions to see how you can make your questions better:
- Does your challenge grab attention?
- Does it make sense why there is something to solve there?
- Are there multiple users to design for?
- Does it open to a range of solutions?

4. Conclusion

Write up the final How Might We questions and put them up in a prominent place in the room or take it with you on following co-creation sessions. You can use these concrete questions to start coming up with solutions.
For our Making Periods Normal Programme in India I worked with Butterflyworks to develop an app that would support the programme outcomes. I was impressed with the button-up approach as followed by Butterflyworks where they ensured ownership of our local partners in India and the involvement of the actual target group – girls and women. The partners were even involved in the name and design of the logo of the app. The end result is something we are very proud off as Simavi!
Design research

Introduction

Design research is conducted with important stakeholders, especially the target group. Through conducting design research, we gain a full and shared understanding of the context. We expand on existing research using participatory, creative and ethnographic methods. These allow us to explore, observe, investigate, examine and probe. By combining an insider and outsider perspective we are able to understand the context in novel ways and connect to the lived experiences of the target group.

Exploring the problem
Through the design research the problem is explored to create a better understanding of the complex problems. This is done by zooming in and out which allows us to see the full complexity of the system and at also zoom into specific elements in more detail. It's also crucial to look at the problem from different perspectives, not only think about the target group or the people who want to create a change but also stakeholders who might be against a change or for different perspective within the target group. Being novice allows you to look at the problem with a fresh and open perspective. It's good to make use of expert insights by engaging experts on the topic you are working on as well as making use of existing research.

Understanding the lived realities
By acknowledging that the end users and other stakeholders are experts of their own experience you see the world through their eyes. It is important to include different perspectives coming from different interests, motivations, differences in living environment and so on. Through the different design research activities you will find out their values, beliefs, motivations and daily rhythm. Additionally, by exploring the context you uncover important tangible aspects, like challenges, opportunities, existing initiatives, the geographic area, the infrastructure, the communication and media channels and the available technologies and resources.

Organise and analyse
The research phase includes the first diamond: By first diverging you explore a lot of different fields and areas. Then you start finding the patterns and identify key findings. By the end of the research phase you have a clear understanding of the context and the users, you have explored the problem from various angles and identified the area you will focus on.

Tools

Exploring the problem
• Ecosystem scan
• Photo collection

Lived realities
• Visual mapping
• Communication map
• Social map
• Persona
• Observation
• Photo walk
• Collaborative storytelling
• Diary
• Future diary

Organise and analyse
• Pattern finding - affinity
• Pattern finding - quadrant
• Pattern finding - thematic

Mindset (inquisitive, non-judgemental, empathic)

Empathy is my middle name
If we see through the eyes of the people we are designing for, we will find solutions that work for these people. Embracing other ways of thinking as well as the experiences of the end users and stakeholders will enrich the problem-solving process. We must keep an open mind. Remember: empathy is not the same as sympathy, it means placing yourself in someone else's shoes. It is not about feeling sorry for them. By empathising you are also seeing the opportunities and strengths people have.

Why do we do this?
To experience what someone else sees, thinks and feels. You see that for both the presenter and the listener, the experience is very different when it is just words or when it becomes a real multi-sensory experience. Remember this when you are empathizing with your end users, try to create these experiences, both for yourself and for them.

Short mindset exercise - Pastimes
Work in a couples. Each person writes down their top 3 favourite pastimes. They also write down what they think is the top 3 of the other person. Take a few minutes to share your list with each other. Does it surprise you? This exercise helps you to become aware of the ideas you have about other people, most of which you are unaware of. It is good to be open for surprises.

Mindset exercise - Step into my room
1 Each team member presents themselves and tells them where they used to live when they were 10 years old.
2 Find a partner, preferably someone you don't know (very well) yet. To start with explaining to your partner what your room (or any other favourite location) looked like when you were 10 years old. After 3-5 minutes you switch, and your partner does the same.
3 Now you find another partner. With this partner you invite them inside the room and describe it as if you are both standing there. Describe what you see and point out things that are important to show. Describe what we see, hear, smell and feel. And switch again after 3-5 minutes.
4 Reflect with the whole group, what they learnt from each time they did the exercise. Ask them if they could empathise more the first or the second time. Also ask how it felt for the presenter, what is the difference.
Instructions

What do you need?
- 60 minutes
- Markers or pens and the Ecosystem scan worksheet

Who should be involved?
A mix of various representatives of the target group(s), your partner organisations and additional stakeholders

Why an Ecosystem scan?
The Ecosystem scan brings you in the free brainstorm mindset. It shows you that the issue does not exist in a vacuum, but that it is connected with a lot of related topics. It opens your mind to come up to out-of-the-box ideas for your project. Unspoken associations may turn out to be the ones that will bring you to your best idea.

What is an Ecosystem scan?
The Ecosystem scan is a structured brainstorm method to research your issue and explore first ideas for its solution. It brings you from your issue to related themes and via associations to ideas you had not thought about before.

Map out the ecosystem in which your issue is situated to find new starting points and practical ideas to tackle the issue.

**Ecosystem:** A system or network of interconnecting and interacting parts.

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### Preparation
One of your group members will act as a facilitator and one will act as the notetaker.

### Start
Take the Ecosystem scan worksheet. Write down the word that reflects the social issue in the middle of the sheet.

### Related themes
Now break down the issue (the word in the middle) into 8 related themes. Try to break down the bigger word into smaller processes or topics that you associate the issue with. You will see that it is easy to come up with the main subcategories, but after 3 or 4 it might become more difficult. This is when it gets exciting, so make sure you write down all 8. Remember, there is no wrong or right; whatever you come up with is good.

For example, if the issue is to reduce youth unemployment you can think about: skill building, education, entrepreneurship, economic growth, access to finance etc.

### Associate
Look at each box separately and add 8 associations around the words you have written down. You do this thinking about other places or themes where this theme is also important. You can add tools that are being used, programmes you know about, services, products or ideas. When you come up with these words you look only at the related theme, try not think about the social issue.

For example, next to skill building you can add: apprenticeship, peer to peer, video tutorials, beginner to master, games and simulations etc.

### Describe and interpret
Reflect on the words in the whole ecosystem. First go through all the related themes again. What do these words mean to you? Highlight the words or themes that are most clearly important, but also look at unexpected new directions. Especially those you feel are very far away from your original idea. Do the same for the associations.

### Contextualise
Use your filled-out Ecosystem scan worksheet to see if there are topics or solutions that can be explored further for the design of the solution. Are there existing tools or processes we can make use of?
### Ecosystem worksheet

#### Instructions

**Step 1:** Write down the word that reflects the social issue in the middle of the sheet.

**Step 2:** Now break down the issue (the word in the middle) into 8 related themes. Make sure you write down all 8. Remember, there is no wrong or right; whatever you come up with is good.

**Step 3:** Look at each box separately and add 8 associations around the words you have written down. You do this thinking about other places or themes where this theme is also important. You can add tools that are being used, programmes you know about, services, products or ideas. When you come up with these words you look only at the related theme, try not think about the social issue.

**Step 4:** Reflect on the words in the whole ecosystem. First go through all the related themes again. What do these words mean to you? Highlight the words or topics that are most clearly important, but also look at unexpected new directions. Especially those you feel are very far away from your original idea. Do the same for the associations.
Photo collection

A collection of photos made by your target group that relate to a chosen theme

Photograph: ‘To take miniatures of reality that anyone can make or acquire.’

What is a Photo collection

During a Photo Collection participants take pictures of everything that they think relates to a certain theme. They have to take pictures of anything that they think relates to the theme. Based on the photos, you can discover new themes or patterns that will help you to come up with new and fresh ideas.

Why a Photo collection

Our experiences filter what we see and how we see it. Everyone sees - even the same things - differently. A Photo Collection allows you to look through the eyes of your target group. This yields unexpected results and allows you to discover new insights. It will help you in making sure your solution fits the needs of your target group(s).

Instructions

What do you need?

- 30 minutes kick-off, then 10 - 20 minutes every day for 7 days and 30 minutes analysis
- Photo Camera (preferably on phone) and an internet connection or USB stick to share photos

Preparation

Come together with all the participants to kick-off the Photo Collection. Define what you want to find out and decide with the group on a broad theme that helps you find it out. For example: environment, education or employment. Then, choose two categories, for example Successful and Unsuccessful, Challenge and Opportunity, Youth and Adult. Whatever fits best with what you want to find out. Make sure to keep it broad, you want to leave space to explore and find unexpected findings. Lastly, agree on the amount of pictures you will take every day.

Set up a sharing space

Decide and set up a space where you will share the pictures you are going to take, based on your available resources. You can make a Facebook group, a WhatsApp group or even a physical box in which you put your printed pictures. Make sure that this will be one space in which the pictures are shared, preferably this is also a place where you can communicate with the whole group. Also, plan a place and time for the next week to come together for the analysis.

Take photos

Make sure that everybody has a camera and has time to take some pictures every day. You will have to take half of the pictures on one category and the other half on the other category. To every picture you will have to add, what category it belongs to, and a short caption (about 100 characters) of why it belongs to that category. For seven days you will be doing this individually and you will immediately share your contributions in the shared space.

Motivate each other

Now go home and resume doing the things you normally do. For a week you will all individually take pictures. If you notice some people aren’t as active and are not sharing many pictures, encourage them to contribute more. Remind each other about the impact of your pictures to the research.

Analyse the images

Come back together as a team and analyse the images. Spread out all the images on a big table(s), preferably divided into the two themes. First take a quick look for anything that stands out to you without reading the captions yet. Then take a closer look at the images and their captions. If you think you have found a recurring insight start grouping those images. You can hang them on another table or a wall, or simply group them on the table itself. Make more and more groups and write down the insights that belong to that groups and place them on the groups. You can choose to keep the two themes divided in your insights or even group them together. Let the images/insights guide the groups. Make sure you group the pictures based on the insight they give you and not on what the picture shows.

Go through all the pictures until you have grouped them all. Discuss the groups and insights with the team. Check if there aren’t any other insights you had that haven’t been grouped with the pictures. Formulate the most important insights and findings and write them down.

Who should be involved?

Representatives of the target group(s) are the most relevant for this tool. When analysing the results you can include more stakeholders.

Before you finalise the kick-off, do a test run in the space you are in. Take 3 minutes to all make a picture, add a category, a caption and to share the image.
Communication map

Visualise important communication channels per stakeholder and their use

Communication: ‘Exchanging of information by speaking, writing, or using some other medium.’

What is a Communication map?

A communication map is a visual overview of the communication channels that are being used (and not used) by the target group and stakeholders. It includes information on how, how often, by whom, with whom and for what types of information it is being used.

Why a Communication map?

Exchanging information successfully is highly dependent on choosing the right communication mean(s). A Communication map helps you to identify which communication tools are considered trusted and easy to use. Often the Communication maps show differences between certain stakeholder groups. It helps to see possible new ways to deliver information or communicate with the different stakeholders in the project.

Instructions

What do you need?

- 30 – 45 minutes
- Paper and coloured markers and pencils, Communication map worksheet

Who should be involved?

- Representatives of the target group(s) and/or stakeholder group(s)

Prepare

Print the Communication map worksheet(s) and distribute them among the group. Decide if you will explain the exercise to the whole group and let everyone work individually or if you facilitate the exercise one on one. If you do the exercise one on one, then you need to treat it like an interview. The person being interviewed should talk more, as interviewer you hold back and only ask questions and clarifications, do not finish sentences. Whatever the interviewee says, that is ok. They should not be corrected. And make sure to write everything down.

Map the communication channels

Now give everyone a Communication map worksheet to create the map

1. Take the Communication map worksheet and markers or pens
2. Draw yourself in the inner circle or write your name
3. Cut out the icons and start placing them in the 3 circles around you
4. In the smallest circle put the communication channels or devices that you use every day
5. In the second circle put the channels or devices that you use every week
6. Lastly, put the channels or devices you use only monthly in the biggest circle

Elaborate on the map

After everyone is ready, ask questions that could clarify the map. Some example questions could be:

- How often do you use this?
- What do you use this for?
- Who do you speak to?
- What topics do you speak about with them?

Number the icons and make notes on a separate paper or on the computer and then take a photo of the map to capture the result.

Round up

Groups learnings: Talk about the conclusions you can draw from all the maps together. You can have the group review each other’s maps. Does it show ideas for the project you are working on? Things to avoid, things to keep in mind? Think about commonalities and differences between the group members.

Note: If the map was done in an interview style, the conclusions will need to be drawn by the interviewer after collecting all the maps.
Butterfly Works are a rare breed of design thinkers who use social innovation to address social causes. Their unique approach is that they prioritise users in all their developments, ensuring all potential users are at the heart of the potential products and services being developed.

Uju Ofomata
OneWorld UK
Social map
Visualise your target group's social interactions

Social: ‘Concerning the system by which such a community and a life is organised.’

What is a Social map?
A Social map is a semi structured conversation in which the interviewee creates a visual overview of the people he/she interacts with and how this interaction is experienced. We use visuals and symbols to indicate both how close their relationship is as well to define the type of interactions they have.

Why a Social map?
We often assume we know a lot about what people do, with whom and who influences them. The reality might be quite different. People are influenced by other people and knowing more about these interactions gives a good indication of the big players in a problem and its solution. The Social map gives an insight into this.

Instructions
What do you need?
- Social map worksheet, coloured markers and pencils

Who should be involved?
- Representatives of the target group(s) and/or stakeholder group(s)

Prepare
Print the Social map worksheet(s) and distribute them among the participants. Decide if you will explain the exercise to the whole group and let everyone work individually or if you facilitate the exercise one on one. If you do the exercise one on one, then you need to treat it like an interview. The person being interviewed should talk more, as interviewer you hold back and only ask questions and clarifications, do not finish sentences. Whatever the interviewee says, that is ok. They should not be corrected. And make sure to write everything down.

Creating the map
Let the participants follow the instructions on the worksheet
• Draw yourself in the inner circle
• Close around yourself, draw the people you are most connected with, people you see often. Add how you relate to them. (e.g. sister, friend, teacher)
• Further away, add people you only meet sometimes
• On the edges, add people you sometimes interact with but who you don't know very well
• To each person, add a symbol of how you feel about them, chosen from the symbols on the worksheet. You can also add a symbol yourself.

Improving the map
After everyone is ready, it is good to ask questions that could clarify the map. Based on these questions you add notes to the map or you ask the participants to add the information themselves. The questions could be to specify the location, age, name and why you choose a specific symbol.

Round up
Groups learnings: Talk about the conclusions you can draw from all the maps together. You can have the group review each other’s maps. Does it show ideas for the project you are working on? Things to avoid, things to keep in mind? Think about commonalities and differences between the group members.

Note: If the map was done in an interview style, the conclusions will need to be drawn by the interviewer after collecting all the maps.
Social map worksheet

Instructions

Step 1: Write your name in the circle in the middle and draw an icon for yourself.

Step 2: Close around you, draw circles with the people you are the most connected with. People you see often.

Step 3: Further away add people you see less often but regularly.

Step 4: Even further away, add people you only see sometimes.

Step 5: On the edges, add people you sometimes interact with but who you don’t know very well (like a shopkeeper).

Step 6: To every person add a symbol of how you feel about them. You can add a new symbol as well.

Symbols

- Someone who is important
- Someone you care about
- Positive relationship
- Neutral relationship
- Negative relationship
Observation

Get a deeper understanding of your target group(s), stakeholders or a specific situation by looking at a situation/place or interactions objectively.

**Observation:** ‘The ability to notice things, especially significant details.’

### What is an Observation?

In a structured manner, you observe ongoing behaviour of a specific target group, stakeholder or situation. You spend time outside your office to observe behaviours; you will see what the actual actions of your target group or stakeholders are, how they are done and you will analyse why things happen in a specific way. During the Observation you observe what happens in a specific relevant setting, for example a market place, health facility or a school yard.

### Why an Observation?

This design research exercise teaches you to look and really see what happens. To postpone your judgment, by seeing beyond your first impressions. It will help you to create a better understanding of your social issue, by better understanding the ongoing behaviour of a specific target group(s), stakeholder or situations. Observing is crucial for the design research phase to understand the behaviour and work/life/... situation of the people you’re designing for. The best route to gaining that understanding is to observe people in their natural surroundings, see where they live, work, and lead their lives. Since Observation gives you the possibility to study the total situation, it often suggests new pathways not thought of before.

### Instructions

**What do you need?**

- 30 to 120 minutes – depending on how many situations you will observe and the travel time
- Camera or phone, paper and pen, Observation worksheet

**Who should be involved?**

- Representatives of the target group(s). The exercise is done individually, but can be done by many different people

**Prepare to start**

The observation is done individually, each programme member observes a person, group or situation. Discuss with your team members who will observe which person, group or situation.

**Note:** Too many people observing the same situation can distract the people you observe from their daily routine. Make sure you don’t observe confidential situations or disrupt people from their activities.

**Select a location**

Select a location for your Observation – ideally this would be a place where you can observe the person, group of situation in a place that is important for your project. For example: a school for an educational project, a market for a project on women entrepreneurs, etc. Decide if you will stay in one place or move around.

**Prepare yourself**

Have a look at the Observation Worksheet before you go. There are three fields that you should fill out. What, How and Why. Under ‘What’ you describe What the people are doing. Describe what you see, without putting any judgments, reasons, etc. Under ‘How’ you describe How the people are doing what you see. Also here, try to be as objective as possible. Under ‘Why’ you describe Why the people are doing what you saw. Try to ask the people you observed why they are doing what you saw so that it is as objective as possible. On the sheet there is space to write up any other remarkable points.

Also prepare your observation research materials:

- Camera or phone with camera (if it is appropriate to take photos, otherwise try to make a sketch)
- Paper and pen
- Observation Worksheets – at least 6

**Conduct the observation**

Pick a place to sit or stand while you observe – if it is possible you make notes directly, otherwise you might need to remember so as to make the notes later. Look carefully at all the details you see. Go beyond the main actions also look at smaller interactions or details. Take at least 10 minutes per place/situation. Observe at least 4 different situations, and fill out at least 4 Observation sheets during your Observation. Make sure you record everything you see and hear.
**Observation worksheet**

<table>
<thead>
<tr>
<th>Place:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Day + date:</td>
<td></td>
</tr>
<tr>
<td>Time:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are the people doing?</th>
<th>How are the people doing what you see?</th>
<th>Why are the people doing what you see?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<td>2.</td>
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<td>4.</td>
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</tbody>
</table>
**Collaborative storytelling**

Understand children’s ideas of fun, friendship, adventure and safety

**Collaboration:** ‘The action of working with someone to produce something.’

---

**What is Collaborative storytelling?**

Collaborative storytelling is an exercise in which a group of children, supported by a facilitator, create a persona of a friend and a story about a fun adventure.

**Why Collaborative storytelling?**

Collaborative storytelling is a way to understand children’s idea of fun, friendship, adventure and safety. It is specifically good when the project requires to make a (game) story. By asking children to write and draw a story together, they are given a direct influence in the project. Storytelling comes natural to children and therefore often gives a better insight in their lives than a question-answer format.

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**Instructions**

**What do you need?**

- 30 - 45 minutes session with children and 15 minutes capturing outcomes
- 2 flip over sheets, markers and pencils

**Who should be involved?**

- An adult facilitator, 4-8 children as representatives of the target group(s) and a translator if needed. This tool is led by the facilitator

**Introduction**

Introduce yourself and ask the children to tell their name and age. Explain what they are going to do: “In this activity we are going to make a story. We’ll start with creating a friend. There is no right or wrong answer.”

**Discuss about the friend**

First ask some questions so that the children agree on the basic features of the friend:

- Is your friend a boy or a girl?
- What is your friend’s name?
- What does your friend look like (eyes, hair, clothes etc.)?
- What does your friend want to be when he/she is older?
- What does your friend dream about?
- Why is he/she your friend?

**Draw the friend**

Ask the children to draw this friend. Make sure they also draw the features of the friend. For example, if the character wants to be a doctor, ask them to draw things that a doctor has with him/her.

**Discuss and draw the adventure**

Now we are taking the friend on an adventure. While the children are telling you what they do and where they will go, make sure to draw out the story, to make it visual and for children to also see the world come to life.

- Where are we going?
- What are we doing?
- Who (else) will you take on the adventure?
- What kind of gift/reward will you get at the end?

---

**Optimise**

Improve the photo by increasing contrast, making it brighter and removing any dirt in the photo. If there are any lines on the flipover also remove these so that you have a nice white background with the drawing on it.

**Add text and images**

Draw (dotted) lines from the different elements in the image and add a photo or a piece of text that illustrates and explains that element.

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Thank the children for participating. Make a clear photo of the two drawings.

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Collaborative Works Method Cards

Butterfly Works

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BUTTERFLY WORKS

Co-creating social change
Visual mapping

Understand the visual culture of the target group

**Visual Culture:** 'The aspect of culture expressed in visual images.'

**What is a Visual mapping?**

A visual map is an exercise in which representatives of the target group(s) are asked for their favourite image in specific categories. These sessions are using images and a selection process to create a visual storyboard to inform the design of the educational game world. The objective is to collect information on the types of images as well as characters and environments that the interviewees like.

**Why a Visual mapping?**

The exercise gives an insight in what kind of visuals people prefer and what their visual culture is. Because it is quantitatively analysed it is also possible to indicate differences between age, background, gender etc. It is a way to make sure that people are visually attracted to the final product. Because the exercise is so visual, it is very good to do with children as well, who might find it hard to express themselves verbally.

**Instructions**

**What do you need?**

- 5-10 minutes per interview (at least 20 interviews) and 30-45 minutes analysing
- 16-20 images per category

**Who should be involved?**

- A facilitator, representatives of the target group(s) and a translator if needed. This tool is led by the facilitator

1. **Introduction**

   Introduce yourself and ask the interviewee to introduce him/herself: name, age, gender and any other relevant information that needs to be analysed on later.

2. **Ask for favourites**

   Per category, go through all the images in image groups of 4. Ask the child which of the 4 is his favourite. Then collect the favourites of the category and ask for the ultimate favourite. Per category also ask this question (when you have the 4 or 5 final favourites in one line):
   - Boy: who is your friend, what is his name
   - Girl: who is your friend, what is her name
   - Fiction: who do you want to play with?
   - Place: where do you want to play?

   **Note:** The answer to the question could be the same as the ultimate favourite of the category. Give a special sign to do image that the interviewee chose for the special question.

3. **Photograph**

   With all the favourites of the category in a row, and with a special symbol next to the image for the special question, take a photo.

4. **Count favourites**

   Prepare an excel sheet (use the template available) with the different categories of participants that you have to deliver insights on. For example: boys and girls, different age groups, backgrounds or living location. Fill in the excel sheet. Calculate totals.

5. **Turn the numbers into insights**

   With the numbers in the excel sheet start mixing the different images. Turn the numbers into insights. What do their choices mean? If there are any significant different for different groups make a note on that as well. Capture the learnings in an analysis report.

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**Visual Culture:**

- Setting the Scene
- Research
- Interview
- Create & Test Loop
- Handover
**Visual mapping instruction sheet**

**Step 1:**
These are the things you need to do the visual mapping.

**Step 2:**
Introduce yourself and ask the interviewee to introduce him/herself. Write down name, age, gender or any other relevant information that needs to be analysed later.

**Step 3:**
Per category go through all the images in the image group of 4. Ask the interviewee to choose his/her favourite.

**Step 4:**
Collect the favourites of the category and ask for the ultimate favourite. When you have a line of the favourites also ask these questions per category.
- Boy: who is your friend, what is his name
- Girl: who is your friend, what is her name
- Fiction: who do you want to play with?
- Place: where do you want to play?

**Step 5:**
With all the favourites of the category in a row, and with a special symbol next to the image for the special question, take a photo.

**Step 6:**
Now bring together the ultimate favourite of each category and ask them for their final favourite. With all the favourites of the categories in a row, and with the final favourite selected, take a photo.
Persona
Uncover and visualise your target group

Persona: 'The role that one assumes or displays in public or society.'

What is a Persona?
A detailed description of a realistic, fictional representative of your target group, portrayed through visual means. It shows the target group's daily routine, social connections, communication channels, wishes, etc. In making a Persona we work together with the target group and use visual expressions to give the target groups a ‘face’. For example, one can draw or use images that can be found in the newspaper/on internet, etc.

Why a Persona?
There is more to know about the target group than one might think. In the (design) research phase of the project it is important to get to know the target group well, understand who you are working for and with and to go beyond age and living situation. Making a Persona with the target group will help to create an in depth understanding of the people the work is done for. The programme team will exactly know when to speak with the target group and via which channel(s). What are his/her role models, etc. Talking with the target group will also make it easier to come up with relevant ideas for the solution.

Instructions

What do you need?

- 60 - 90 minutes
- The Persona worksheet, paper, markers and preferably images such as photos or images from the computer / magazines, newspaper etc.

Who should be involved?

- Representatives of the target group(s)

1 Target group representative
Discuss who represents your target group: a man, a woman or both. Living in the city, in a rural area? Take someone in mind, a semi-fictional person that represents the entire target group.

2 Visualise
Now visualise the person. Create your Persona. You can draw, use images from magazines or internet, etc. Be creative!

3 The biography/ The daily life
Next, start with writing up the basics, creating a biography for this person. Write down:
   - Name + age
   - City
   - Country
   - Material status
   - Education and/ or job

4 The daily life
Now you describe the life of this person:
   - Daily routine
   - Their social connections
   - What communication channels they use, such as TV, radio, Facebook
   - How, when and with who they use these channels.

5 Personality characteristics
Make your Persona more specific by adding the personality characteristics: What are their dreams for the future, write a quote that represents their thoughts on the project or social need. And describe their values.

6 Check, adjust, add
Have a look at the list and add extra information that came in your mind. And check if the person that you described is still representing the entire target group. If not, change/add what is needed.

7 Check, adjust, add again
Have a look at the Persona you created. Are there any things missing? Is this Persona representing your target group well?? Anything to adjust, add...? You can make your Persona even more attractive by adding objects and persons that are important for him/her, such as a diary, football and his or her teacher.
Butterfly introduced Human-Centered Design to us. The approach to put the people you say you work for in the center of the development of a solution, to have real empathy with the users of your ‘products’ – it all sounds so logical, yet in many activist and peacebuilding strategies we fail to seriously do this. The innovative methods and creative exercises of Butterfly Works completely changed our way of working. Butterfly Works’ approach is now at the heart of our Activist Labs, which we organised to address local needs and problems in conflict prone areas such Kosovo and Lebanon and with activists from countries like Syria, Russia, Ukraine, Georgia, Armenia or Azerbaijan.

Guido de Graaf Bierbrauwer
PAX
Instructions

What do you need?
- 45 minutes kick-off, then 10 - 20 minutes every day for 7 days and 30 minutes analysis
- Diary worksheet and a pen or pencil and optionally a computer

Who should be involved?
- 8 or more representatives of the target group(s) are the most relevant for this tool. When analysing the results you can include more stakeholders

1. Read through the instructions

Come together with all the participants to prepare and kick-off the Diary. Define what you want to find out and decide with the group on a broad theme that helps you find it out. For example: environment, education or employment. The Diary is especially helpful for taboo topics.

After the kick-off, at the end of each day, you will all individually reflect back on all their interactions and write them in your diary. Decide on four interactions or situations that you will focus on and adjust the Diary Worksheet accordingly. Some examples are:
- When you felt really good about yourself
- When you felt the most freedom
- When you felt your voice was heard
- The interaction that was least safe: describe what made you feel unsafe
- The interaction from which you learnt the most: describe what you learnt and from who

For each point the participants have to note:
- A short description of the interaction. For example: having breakfast, going somewhere together, buying something, chatting on WhatsApp, taking a lesson, etc.
- Who else was there. For example: mother, friend, teacher, a whole class, shopkeeper etc.
- Where the interaction took place. For example: living room, shop, street corner, online on Facebook, classroom etc.
- When the interaction happened. For example: In the morning, during work in the afternoon, in the middle of the night, etc.

These points can be adjusted according to the research question. Make sure to also adjust them in the Diary Worksheet.

2. Fill in the Diary worksheet every day

Now go home and resume doing the things you normally do. For a week you will all individually reflect back on all your interactions and write them in your diary. Make sure to fill in all the boxes as detailed as possible. If you do it manually, make sure it is readable.

3. Share the Diary worksheet

Check if you filled in everything and share the Diary Worksheet with the group or take them with you for the analysis.

4. Analyse

Come back together as a team and make sure to have printed all the Diary worksheets. Start reading them all. Read them once very fast and write down the first things that catch your eye. When looking at it from a distance do you see a pattern, or do you see differences in age, gender or other. Is there anything that you are surprised by, that is very different from your own life.

Now read them again and make a summary
- What is a common daily routine?
- Who do people see most and least during a week (family, friends, work mates etc.)?
- What role does work, religion, family and friends play in their daily lives?
- Etc...

Discuss the summary with the team and draw insights from them. Check if there aren't any other insights you had that haven't been grouped with the pictures. Formulate the most important insights and findings and write them down.
<table>
<thead>
<tr>
<th>Day 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question 1</strong></td>
</tr>
<tr>
<td>What happened?</td>
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<tr>
<td>Who were you with?</td>
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<td>Where were you?</td>
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<td>When was it?</td>
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<tr>
<td><strong>Question 2</strong></td>
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<tr>
<td>What happened?</td>
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<tr>
<td>Who were you with?</td>
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<tr>
<td>Where were you?</td>
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<tr>
<td>When was it?</td>
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<tr>
<td><strong>Question 3</strong></td>
</tr>
<tr>
<td>What happened?</td>
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<tr>
<td>Who were you with?</td>
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<tr>
<td>Where were you?</td>
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<tr>
<td>When was it?</td>
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<tr>
<td><strong>Question 4</strong></td>
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<tr>
<td>What happened?</td>
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<td>Who were you with?</td>
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<td>When was it?</td>
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</table>

**Rate how you felt today:**

<table>
<thead>
<tr>
<th>Day 2</th>
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<tbody>
<tr>
<td><strong>Question 1</strong></td>
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<tr>
<td>What happened?</td>
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<tr>
<td>Who were you with?</td>
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<td>Where were you?</td>
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<td>When was it?</td>
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<tr>
<td><strong>Question 2</strong></td>
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<td>What happened?</td>
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<td>Who were you with?</td>
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<td><strong>Question 4</strong></td>
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<td>Who were you with?</td>
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<td>Where were you?</td>
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<td>When was it?</td>
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</tbody>
</table>

**Rate how you felt today:**

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<tr>
<th>Rate</th>
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<th>10</th>
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Collective storyboarding

Use images to create a visual story to describe a complex issue

**Storytelling:** The social and cultural activity of sharing stories.

**What is Collective storyboarding?**

With the Collective Storytelling exercise, we make use of images to create a descriptive story of the context (incl. target group) of the programme. For the exercise the group prepares a photo collection – collected from the internet, created during a Photo Collection or during a Photo Walk – with photos that relate to the issue. On the basis of this collection the group tries to discover patterns and themes together. At the end the group develops a short photo story, putting the images in an order.

**Why Collective storyboarding?**

A single image or personal story can explain a situation but is never enough to describe a complex issue. With the Collective Storytelling exercise the group unravels the issue's context together, based on multiple images.

**Instructions**

**What do you need?**

- 60 minutes
- Printed photos that represent the context or your target group (from the Photo walk or Photo collection method tools)

**Who should be involved?**

- Representatives of the target group(s), partner organisations who will be involved in the programme and experts on the theme you are working on. In total about 6 to 18 people

**Picture collection**

Collect a big range of photos that represent the context or your target group and print this all out. It should be a wide variety of images, showing many different aspects.

**Spread out**

Print the pictures (in colour) and spread them all out on a table. Everyone creates, for themselves, a group of 3 – 5 pictures that you feel belong to each other.

**Round one – Sharing pictures**

Share with each other which pictures you feel belong to each other and why. Discuss the outcomes with each other. Come up with patterns together. Group and re-group the pictures till you have grouped all the pictures in a way it represents the issue well.

**Round two – Make a story**

Discuss what the discovered patterns mean to you. Write up a short story and take a picture of each pattern and all the pictures grouped. It is important that the descriptions capture the patterns and tell something new about the issue, i.e. something the group didn’t know before about the issue.

**Tell the story**

Choose one storyteller in the group who will tell the story you collectively created or choose several storytellers that all tell one part of the story. Write down important steps and elements of the story on a big piece of paper where everyone can see it.
**Pattern finding affinity**

Combine the findings you have gathered into usable insights.

**Pattern:** "A reliable sample of traits, acts, tendencies, or other observable characteristics of a person, group, or institution."

---

**What is Pattern finding?**

Pattern finding is a structured method to give sense to information gathered during the design research phase. To spot trends and truths that go beyond just one individual case. It is a qualitative analysis method whereby you look for commonalities and similarities. Of for example (semi-predictable) behaviours, habits, actions and decisions.

**Why Pattern finding?**

Pattern finding shows the landscape of the issue you work on. It helps you to define ‘rules’ for your future product or service. It provides you keys in finding human-centered solutions.

---

**Instructions**

**What do you need?**

- 60 – 90 minutes
- Pens, post-its, boards and all design research outcomes

**Who should be involved?**

- Representatives of the target group(s), partner organisations who will be involved in the programme and experts on the theme you are working on

1. **Spread out all the research content**

   Collect all the information collected during the research phase and translate this into pieces of paper (for example post-its) with quotes, visuals, photo’s ideas, short pieces of text, etc. Spread out all the information on a big table or on the wall.

2. **Move and cluster**

   You’ve got lots of content on the table or on the wall, so now it’s time to start moving them around and start forming them into groups. Start by clustering similar findings into groups. Talk about the best elements of those groups and create clusters by combining several groups.

3. **Cluster definitions**

   Now, you rearrange the clusters so they tell a story on their own. Connect small groupings within the cluster with lines, take out pieces of information you don’t need and add some keywords to represent each cluster.

4. **Define solutions**

   If you want to take this exercise into the next phase of ideation, you can hold a short brainstorm about each grouping and identify several solutions or ideas to solve your social issue within the theme of your grouping.

5. **Document**

   Document your final solutions in both a visual and descriptive way, so they can be understood by someone that was not involved in the creation of the solution. You can take photos of the grouping and a short paragraph that describes the grouping. If you have any ideas, they are best represented with a small sketch and a short description.
What do you need?

- 45 – 60 minutes
- Pens, big paper sheets or boards and all design research outcomes

Who should be involved?

- Representatives of the target group(s), partner organisations who will be involved in the programme and experts on the theme you are working on

Instructions

1. Spread out all the research content
   Collect all the information collected during the research phase and translate this into pieces of paper (for example post-its or cards) with quotes, visuals, photo's ideas, short pieces of text, etc. If you have used diaries: you can take out representative quotes. A communication map can be translated into a factsheet with uses of the different communication channels. Spread out all the information on a big table or on the wall.

2. Spectrum list
   You've got lots of content on the table or on the wall, so now it's time to categorise the content. Start by creating a list of possible spectrums that help to order the content. Make sure all the participants in the group can see all the content clearly and start making a list of possible spectrums. Each spectrum is made out of 2 opposing words. You can decide to base it on the criteria for the project but also look at new characteristics that have emerged from the research. Here are some examples:
   - Rural – urban
   - Child – adult
   - High tech – low tech
   - Individual – Community
   - Traditional - innovative
   - Etc.

3. Cluster definitions
   Select the spectrums that are most relevant and create quadrant charts by combining 2 spectrums. You can decide to create one chart or make several.

4. Plot the outcomes in quadrants
   Now, place the research outcomes into the quadrant chart. If you made several charts you can do it one by one, reusing the same research outcomes (just make sure you take a photo of the result before you move content to a next quadrant). Once the chart is ready you can spot the trends: where you have many outcomes in the same quadrant. You can also find outliers: outcomes that are all alone in a place on the map and gaps: when there is nothing in the quadrant.

5. Drawing conclusions
   Write statements or conclusion based on what you see in the quadrants. This could identify that you see a lot of need for specific types of solutions, that you see a gap in your knowledge, that you see an opportunity for something new.

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Pattern finding: thematic maps

Combine the findings you have gathered into usable insights

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We're all creative

The ideation phase is the start of the second diamond, so time to think divergent again. To trigger your creativity there are a few tactics you can use, ideally you combine all three:

- **Doing:** This is about quantity. You start thinking about new ideas and generate a lot of them. It helps if you go beyond the first, more obvious ideas. Make sure to capture your ideas by drawing and writing them down.

- **Connecting:** This is about creating unexpected links. You make connections between different ideas or areas. For example, by connecting a place with a specific action. Here you try and connect things you would normally not connect.

- **Deviating:** This is about tweaking an idea. You look at a process, tool or function and you adjust several elements of it, so it becomes a new idea.

By combining all three of these tactics, you will come up with the unexpected and new ideas. Then it is crucial to talk about them, share them with others and get feedback. Therefore it's important to make the ideas visual. By visualising and sharing your ideas you can start to choose and select the best ideas. Analyse an idea and assess it on feasibility, applicability, relevance and impact.

Team effort

In order to converge again, to select and refine ideas, you create 3 to 5 first (very general) sketches of possible concept ideas. Together with these ideas, an inspiration presentation is presented. This presentation includes practical existing examples of some of the things that were used in the concepts. These inspirations help to demonstrate what is feasible by showing existing projects, products and tools. These two products are used as a starting point during the concept development workshop.

The concept development workshop is an important moment in the process as it brings together all the different opportunities and challenges to decide together which concept suits the context best. With the whole group of stakeholders the concepts are explored, taken apart, new ideas are added and finally results in one co-created and detailed concept.

**Tools**

- Create many ideas
  - Word dropping
  - Mindmap

- Making connections
  - Fruit machine
  - Roll the dice

- Visualising
  - User journey
  - Rapid lego prototype

- Analyse and select
  - Bright stars

**Why do we do this?**

Thinking about what you can do with a lemon outside of its normal use shows that there are many more options than we initially think of. It also shows that we are capable of coming up with many crazy things ourselves.

---

**Ideation**

**Introduction**

Ideation is the creative process of generating and visualising new ideas to solve the social issue you are working on. An open attitude and creativity come first, that is how we are able to bring in innovation and start with fresh ideas. The ideation phase follows the research phase, where you have found patterns and identified themes. These lead to fields and sectors where you can find inspiration and ideas for solutions. In our work to solve challenges in education and communication we are especially looking at developments in the creative and technology sector for inspiration.

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**Why do we do this?**

Thinking about what you can do with a lemon outside of its normal use shows that there are many more options than we initially think of. It also shows that we are capable of coming up with many crazy things ourselves.
Instructions

What do you need?

- A big sheet of paper, post-its and coloured markers

Who should be involved?

- Representatives of the target group(s), partner organisations who will be involved in the programme and experts on the theme you are working on. A mixed group with different ages, backgrounds, genders, expertise, roles, etc.

1 Preparation

Prepare a big sheet, post-its and coloured markers. If you are with a big group, divide the group in smaller groups of 4-6 people.

2 The key word

Every group starts by writing down a keyword in the centre of the paper, this can be the issue of the programme. For example "Unemployment". Ensure that this word is the word that represents the aim of the session.

3 Associations I

Around the word in the middle, write down your associations you have with the word. Write down as many as you can come up with. Keep in mind that any associations are good, they don't have to directly relate to the keyword. Make sure everybody writes up 1 or 2 associations.

4 Associations II

Do another round of associations. This time you associate on the words that you found in the first round of association. Then associate on those words again until you can't come up with any words anymore.

For example: unemployment > teachers > school > class > grades > diploma

Continue until the sheet is filled and you feel you have explored all the branches sufficiently. A good mindmap will have at least 20 words that are not directly related to the starting word in the middle.

5 Ideation sparks

Have a look at the Mindmap you created. Create a list of all relevant words. Discuss which words or themes sparked some ideas. In order to make the selection more detailed you could colour code the 'relevant', 'non-relevant' and 'maybe' words. The idea is that you find words that you want or need to further explore, and that you exclude the words that are not relevant to you. The outcome is a list of all relevant words around the issue that you can use for inspiration or to research or ideate with.

What is a Mindmap

Mapping: ‘The activity or process of creating a picture or diagram that represents something.’

Capture and structure ideas and knowledge

Mindmap

Why a Mindmap?

A mindmap is a visual thinking tool to guide a brainstorm session. It unlocks information and ideas, categorises thought and generates new ideas. By writing down associations of a keyword that describes the issue and then associating on those associations again and again, unexpected topics are found. The end result is a visual overview of all related topics which can be used for inspiration.

By participating in a mindmap exercise creativity is boosted as well as the ideation mindset. A mindmap also captures and structures ideas and knowledge of the group. It is a perfect way to get an idea of how the group thinks about the topic and it serves as an overview of things that still need to be explored.
What is Word dropping?
A structured brainstorm exercise that broadens the perspective on the social issue the group is working on. The group comes up with a lot of words related to the issue, making use of both the individual and collective associations and ideas around the issue.

Why Word dropping?
This exercise helps the group to find new angles to further research so as to tackle the social issue the group is working on. It is also an exercise to trigger creative thinking.

Instructions

What do you need?
- 30 minutes
- Word dropping worksheet or a big sheet of paper and coloured markers

Who should be involved?
- Representatives of the target group(s), partner organisations who will be involved in the programme and experts on the theme you are working on. A mixed group with different ages, backgrounds, genders, expertise, roles, etc.

Preparation
Take a Word dropping worksheet, you will see three columns. Write the social issue or theme on the top of the table, for example: “Youth unemployment”.

First column: issue related words
As a group, write as many words as possible related to the social issue in the first column. Take 5-10 minutes to create this first column. You can do this as a brainstorm: everyone mentions a word and you can ask one person from the group to write the words in the first column. Another option would be that everyone writes their own words on the sheet.

Second column: associations
Individually select one word that attracts to you: associate on this word and write the words that come up in your mind in the second column. The more words you can come up with, the better. Take 5-10 minutes to create this second column. It’s best to write down the words for yourself and afterwards write them in the column.

Third column: opposites
As a group, have a look at the words of the first column again and come up with words that are the opposite of the words written down in the first column. Find as many opposites as possible. Again take about 5 – 10 minutes for this third column.

Idea generation
Take one word from each column and use these 3 words as inspiration to come up with a new idea related to the issue. Try to use a word from each column but if a great idea arises from one or two words that’s also okay. Repeat this process picking a new word from each column until you have at least 10 new ideas.

For example:
Words: Interview, Experts and Autodidact
Idea: Online experts that serve as test employers to practice an interview.

Share the ideas
Everyone shares their ideas with the group. Add any new ideas that might pop up.

Word: A unit of language that functions as a principal carrier of meaning.
Word dropping worksheet

The social issue is: __________________________________________________________

Words that are related to the issue:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Associations to the most attractive word from the first column:

○ _________________________________________________________________

○ _________________________________________________________________

○ _________________________________________________________________

○ _________________________________________________________________

The opposite words to the words from the first column:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Idea generation with one word of each column:
1. _________________________________________________________________

2. _________________________________________________________________

3. _________________________________________________________________

4. _________________________________________________________________

5. _________________________________________________________________

6. _________________________________________________________________

7. _________________________________________________________________

8. _________________________________________________________________

9. _________________________________________________________________

10. _________________________________________________________________

Each person highlights the word they find interesting a colour.

Fill in the colour for each highlighted word in the dots.
**Fruit machine**

Match words randomly and create unexpected ideas out of them

**What is a Fruit machine?**

An ideation exercise that stimulates the group to come up with a lot of new ideas in an interactive and fun way. The name derives from the Western gambling device 'the fruit machine'. In a paper model of the fruit machine, the group writes up 5 words that belong to three different categories. Usually the categories to work with are: target group, places & media. The group shuffles the strips with the words in the Fruitmachine and every time they will get a mix of three words from the three categories. They assemble the mix of words to a new idea. The goal is to come up with as many ideas as possible, without requiring them to be feasible.

**Why a Fruit machine?**

To create a great amount of ideas for the project and boost the creative and ideation mindset. Even though the ideas might not be feasible the exercise opens the door to coming up with out-of-the-box ideas that can trigger you brain to think about new ways to look at the social issue you are trying to solve.

**Instructions**

**What do you need?**

- 45 – 60 minutes
- The Fruitmachine worksheets, a big sheet of paper and markers
- Random: ‘Made, done, or happening without method or conscious decision.’

**Who should be involved?**

- Representatives of the target group(s), partner organisations who will be involved in the programme and experts on the theme you are working on

**Preparation**

Form small groups of 5 people at most and make sure each group has the Fruitmachine worksheet to work with.

**Strip one**

Write down 5 or more different actors on the indicated spaces on the strip. Be as precise as possible. Example: Single mothers, out of school youth, etc. Try to think of the most important actors for the social issue or programme on the first strip. You can have a look at the actor network to review the most important actors and stakeholders.

**Strip two**

On the second strip you write down min. 5 different places where the programme could take place. Try to think out of the box and come up with some original ideas.

**Strip three**

Write down a minimum of 5 different communication channels on the third strip. You can think of channels which are popular in your country, but also think of the less obvious channels which might be more challenging.

**Pull the machine and ideate!**

Now put the three stripes back into the fruit machine and move the three strips independently from each other. Stop moving the strips when you have three different words which appeared in the boxes. Come up with 1 to 3 ideas that answer your design challenge, using the three words in the boxes and write your idea down in two sentences on a post-it. Repeat at least 10 times. The more ideas you can come up with, the better! Ideate, ideate, ideate! Use the rule to only say Yes, and… if needed.

**Select and share ideas**

Pick the ideas that are original and/or very relevant and share them with the other groups. Make sure to choose the three best ideas before presenting to the other groups. You can base your choice on the coolest or most innovative idea. It is up to you! While people are presenting the best ideas they found, one person writes them down on a big sheet of paper or create posters out of the ideas.

**Be inspired**

By doing this exercise with people from different backgrounds, the chance is big that it gives you very different perspectives. This is really good. Be sure to really listen to the other teams and use the statements with opportunities as a reminder to look at a problem from various perspectives.
<table>
<thead>
<tr>
<th>Fruit machine</th>
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<p>| | | |</p>
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</tbody>
</table>
Fruit machine worksheet

Instructions

Step 1: Write down actors that are relevant to the social issue on the first strip of the other worksheet.
Step 2: Write down places that are relevant to the social issue on the second strip of the other worksheet.
Step 3: Write down communication tools that are relevant to the social issue on the third strip on the other worksheet.
Step 4: Now put together the fruit machine as shown on the image on the right.
Step 5: Pull on the strips until three different words appear and come up with 1-2 ideas with these words. Repeat this at least 10 times.
Step 6: Highlight your 3 best ideas and discuss these ideas with the other groups.

Ideas generated from the fruit machine:

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________
4. __________________________________________________________
5. __________________________________________________________
6. __________________________________________________________
7. __________________________________________________________
8. __________________________________________________________
9. __________________________________________________________
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12. __________________________________________________________
13. __________________________________________________________
14. __________________________________________________________
15. __________________________________________________________
16. __________________________________________________________
17. __________________________________________________________
18. __________________________________________________________
19. __________________________________________________________
20. __________________________________________________________

Over the past years I have worked with Butterfly Works on numerous occasions, in designing new projects as well as designing concrete aspects of existing projects. Design indeed is the key word that comes to mind when I think of Butterfly Works: helping a group of people developing something new. Butterfly Works has excellent tools available and, more importantly, is brilliant in guiding a group – regardless of their cultural background – in understanding the process and the tools, making them enthusiastic, and then letting the group own the process of creating. In the project ‘A Quality Teacher for Every Child in Mali’ Butterfly Works was able to bring together school teachers, ministry officials, education professionals, trainers of teachers, IT experts, and civil society workers to develop a new digital format for the teacher training curriculum. Apart from the digital modules themselves (having a teacher training curriculum on an SD-card so that teachers can use this on their mobile phone), the real added value lies in taking all people on board in the process, thereby ensuring that they all fully understand and contribute to the final product. Therefore, I see Butterfly Works as a mentor that provides inspirational guidance in a creative design processes, and as such helps get the best out of people.

Robbert van de Woerd
Oxfam Novib
Roll the dice
Match words randomly and create unexpected ideas out of them

Random: ‘Made, done, or happening without method or conscious decision.’

What is Roll the dice?
An ideation exercise that stimulates the group to come up with a lot of new ideas in an interactive and fun way. The name derives from gambling games where you roll a set of dice, it refers to the elements of “chance” in these games. On 3 paper dices the group writes up 6 words that belong to three different categories. Usually the categories to work with are: target group, places & media. The group rolls the 3 dices and every time they will get a mix of three words from the three categories. They assemble the mix of words to a new idea. The goal is to come up with as many ideas as possible, without requiring them to be feasible.

Why Roll the dice?
To create a great amount of ideas for the project and boost the creative and ideation mindset. Even though the ideas might not be feasible the exercise opens the door to coming up with out-of-the-box ideas that can trigger you brain to think about new ways to look at the social issue you are trying to solve.

Instructions

What do you need?

- 45 - 60 minutes
- The Roll the dice worksheets or normal dice, a big sheet of paper and markers

Who should be involved?

- Representatives of the target group(s), partner organisations who will be involved in the programme and experts on the theme you are working on.
- Roll the dices and ideate!

Why Roll the dice?
To create a great amount of ideas for the project and boost the creative and ideation mindset. Even though the ideas might not be feasible the exercise opens the door to coming up with out-of-the-box ideas that can trigger you brain to think about new ways to look at the social issue you are trying to solve.

Note: You could decide to change a category into something else or to add a 4th category. Only do so if that is more relevant for your project idea. You could for example also decide to add (design) challenges or social issues. Or to write specific behaviours or knowledge areas as a category.

Variation: You could also use 3 normal dices (all different) and you write on a paper what each of their numbers represent.

1. Preparation
Form small groups of 5 people at most and make sure each group has 3 paper dices to work with.

2. Dice one
Write down 6 different actors on the indicated spaces on the dice. Be as precise as possible. Example: Single mothers, out of school youth, etc. Try to think of the most important actors for the social issue. You can have a look at the actor network to review the most important actors and stakeholders.

3. Dice two
On the second dice write 6 different places or locations where your project or idea could take place. Try to think out of the box and come up with some original ideas.

4. Dice three
Write down 6 different communication channels on the third dice. You can think of channels which are popular in your country, but also think of the less obvious channels which might be more challenging.

5. Roll the dices and ideate!
Now roll the dices and have a look at the 3 words that came out on top. Come up with 1 to 3 ideas that answer your design challenge, using the three words and write the idea down in two sentences on a post-it. Repeat at least 10 times. The more ideas you can come up with, the better! Ideate, ideate, ideate! Use the rule to only say Yes, and… if needed.

6. Select and share ideas
Pick the ideas that are original and/or very relevant and share them with the other groups. Make sure to choose the three best ideas before presenting to the other groups. You can base your choice on the coolest or most innovative idea. It is up to you! While people are presenting the best ideas they found, one person writes them down on a big sheet of paper or create posters out of the ideas.

7. Be inspired
By doing this exercise with people from different backgrounds, the chance is big that it gives you very different perspectives. This is really good. Be sure to really listen to the other teams and use the statements with opportunities as a reminder to look at a problem from various perspectives.
Roll the dice worksheet

Ideas created from the dice:

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
14. 
15. 
16. 
17. 
18. 
19. 
20. 

The best ideas:

1. 
2. 
3. 

“\[It was really good to see how ideas really came to life when people were given the opportunity to actually build something that they felt was more tangible than sketching.\]”

Sharon
Senior Designer Nairobi Design Institute
User journey

Describe the journey you will create through the perspective of your target group

**What is a User journey?**

The User Journey describes the life cycle of a solution through the perspective of the target group. The User Journey is a representation of what a real person will do to go from the current situation towards the envisioned end result. It describes all the steps, activities, products and people involved.

**Why a User journey?**

A User Journey helps in translating an idea into a practical and human-centred plan with different activities, people and products. By looking at the activities through the perspective of your target group it ensures that your plan is built around the needs of the target group and not around internal processes or predetermined activities plans.

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**Instructions**

**What do you need?**

- Big sheet of paper, pencils and markers.

**Who should be involved?**

- Representatives of the target group(s), partner organisations who will be involved in the programme and experts on the theme you are working on

**45 - 60 minutes**

**Starting point**

Divide the group into smaller groups of 4-6 people. Sit together and take a large sheet of paper. Write down the current situation of a semi-fictional person that represents the target group in the left bottom corner of the sheet (keep the page horizontal). The current situation can describe the living situation, education background, dreams, means of income.

**End result**

Now write down in the top right corner of the sheet what the desired end-result is of the target group. It helps to add little drawing to make it more visual.

**Examples of results**

- Samira has a job
- Samira supports her family with her income
- Samira has the desired qualifications to find a job

**Step by step**

Describe the steps s(he) will take: go from the current situation toward the desired result. You can do this in two ways (examples in the example sheet):

1. **Start with the bigger steps and make them more and more detailed:** Think about the bigger changes that need to be achieved and then make these more practical by describing activities.
2. **Start from the beginning (in time) and move towards the result:** how does this person get connected to the programme and what happens next, and next, and next...

For method 1, make sure to not go into the details, you need to make it practical. For method 2, make sure to not get stuck in too small details, you eventually need to arrive at the end result. For a more academic/theoretical group we advise using method 1. For a group with a practical mindset we advise using method 2.

**Make it specific**

Make the steps s(he) takes specific by adding the tools needed, other stakeholders involved etc:

- Add the products/services/tools needed for each activity
- Describe the place(s)
- Describe other stakeholders who are involved
- Describe links to other activities

Review everything you created and think if there are any other details or information you would like to add. Here it is crucial that you are as precise as possible in defining the different steps, by adding concrete ideas and project activities.

**Present**

Share the User Journey developed with the other groups. Ask for feedback: what is positive about the User Journey, what needs improvement?
User journey worksheet

Current situation of persona:

Desired end result for persona:

Instructions:

Step 1: Write down the current situation of a semi-fictional person that represents the target group in the upper left corner (add a small drawing to make it more visual).

Step 2: Now write down in the bottom left corner what the desired end-result of the target group is (add a small drawing to make it more visual).

Step 3: Describe the steps (s)he will take to go from the current result to the desired result. You can do this in two ways:

1. Start with the bigger steps and make them more and more detailed: Think about the bigger changes that need to be achieved and then make these more practical by describing activities.
2. Start from the beginning (in time) and move towards the result: how does this person gets connected to the programme and what happens next, and next, and next...

Step 4: Make the steps (s)he takes more specific by adding the needed tools, other stakeholders involved etc.

- Add the products/services/tools needed for each activity
- Describe the place(s)
- Describe other stakeholders who are involved
- Describe links to other activities

Review everything you created and think if there are any other details or information you would like to add. Here it is crucial that you are as precise as possible in defining the different steps, by adding concrete ideas and project activities.
Rapid Lego-prototype

Make an early prototype to design your solution by prototyping the interactions of users in a specific location.

Prototype: ‘A first or preliminary version of an idea made for the purpose of testing and learning from it.’

What is a Rapid Lego-prototype?

A prototype made with paper, drawings and Lego (or another type of construction material). It models a location, the different stakeholders and their interactions. It is used to quickly test broad concepts and activities. We often use the following steps in a rapid Lego-prototype:

1. **Area**: The wider area in which a project takes place.
2. **Location**: A specific location that plays a key role in the project.
3. **Stakeholders**: Different people who are present at the location.
4. **Interactions**: The interactions that these stakeholders have. What are they doing?
5. **Resources**: The resources needed to enable the interactions that are taking place, including tools, money etc.

Why a Rapid Lego-prototype?

Making a rapid prototype in the ideation phase helps you to make your thought and ideas more tangible and practical. It helps you to test out some of the ideas you have in your head by sharing them in a group and with end users. This will allow you to better align your solution with the user needs. Rapid prototypes are cheap and quick versions of your final product or project and allow for testing certain assumptions. Also, while prototyping your ideas, you think in a different way. It helps you to come up with new and creative solutions.

Instructions

**What do you need?**

- 60 – 90 minutes per prototype
- Paper, markers and Lego or other building materials (block, play figures and any material you can re-use)

**Who should be involved?**

- Representatives of the target group(s), partner organisations who will be involved in the programme and experts on the theme you are working on

**Select the area**

Determine the area in which your intervention takes place. Decide how big it is and keep in mind that you only select an area that has an impact on your project. This can be a village, city, neighbourhood or a whole province. Keep in mind that you don’t try to cover the whole project: if you have several similar locations, you select just one or you create several rapid prototypes.

**Choose a location**

Now you select one location, where the intervention or interaction you are designing is taking place. This can be a building or a public space or a room. Place a Lego board or another building surface on a big sheet of paper, this is going to represent the key location. Around this location you draw the area. Make sure you include important places. The scale is not of big importance, you can add notes to show how far something is.

**Create the location**

After the area has been drawn, you create the location with the Lego blocks. In your location, you create spaces or objects that are important. You can either create an existing location or redesign it if you see a need for that in your project.

**Stakeholders**

Select stakeholders who will be present at your location. You are designing it, so even if they are currently not there, you can still put them at the location. Use Lego characters for the stakeholders.

**Resources**

As a last step, you evaluate the scene you created and you add notes on the resources needed to create this project. You can do this by having notes with money amounts or by adding different types of resources. For example: communication channels, human resources, products (for example seeds, paper, books, ICT etc).

**Share and update**

Use the scene you created to share your ideas with other team members or user representatives and ask them to ask clarifying questions and give comments on what they like as well as challenges they see. Once you have collected all the feedback, you adjust your prototype according to the input you received. Make sure you capture the prototype in photos and notes, in order to communicate your plan with others.

**Note**: You could use the Fail faire tool for gathering feedback.
Bright stars

Order and evaluate your ideas

Bright: ‘Visually vivid, brilliant and also intelligent.’

What is Bright stars?

An easy way to assess and order your ideas on impact and feasibility. During the exercise the group will place the ideas in a matrix with the following areas: most likely to succeed, less likely to succeed, low impact and high impact. Based on the position of the ideas the group will be able to select their ‘bright stars’; the ideas to focus on in the design of the project.

Why Bright stars?

This exercise is helpful to evaluate and order the ideas you have come up with as a group in for example the Mindmap, Word dropping or Fruitmachine exercises. It also makes sure that you select the ideas that create impact and are feasible.

Instructions

What do you need?

- 30 minutes

- Big sheet of paper and post-its with ideas from the Mindmap, Word dropping, Fruitmachine or any other brainstorming exercise.

Who should be involved?

- Representatives of the target group(s), partner organisations who will be involved in the programme and experts on the theme you are working on.

1. The matrix

Prepare the bright stars matrix on a big sheet of paper as shown in the example below, with its two different axes: impact and success. Of all the ideas you came up with, think individually where you would place each idea. Ask yourself these two questions; 1. Will it have a low or a big impact towards your desired outcome? 2. Is it likely to succeed or not?

2. Position your ideas

Discuss with your own group where the ideas should be put on the matrix. Each idea can only be placed in one box. One idea = one sticky note.

3. Share your thoughts

Share your view on why an idea is a bright star or rather a low hanging fruit. Do we need to reposition some ideas, or all ideas in the right place? It should be clear to everyone by the end of the exercise why an idea is likely to (not succeed) and why it has (no) impact. Take the time to discuss this and adjust the matrix accordingly.

4. Bright stars

Now that all ideas have been positioned, we have our bright stars clear! These are the ideas you will further explore and work with. It is also possible to put some ideas as a ‘nice to have’ in the parking lot, if there are still some doubts.
Create & testing loop

Introduction

The finer details of the solution are developed in a loop of creating simple prototypes. These are then used for testing, adjusted based on the outcomes, testing and adjusting... The process is repeated until it suits the needs of the users and stakeholders involved. By creating cheap and quick prototypes and real-life trials, you ensure cheap fails. By having many iterations based on the fails you will create successful solutions and have a strong learning curve.

Iterations
In this phase the ideas start to become a reality through iterative rounds. You start with low-fi (low fidelity) prototypes, which are very simple representations of your idea. Then move towards a Minimal Viable Product (MVP), the minimal version of your idea that can be implemented in real life. For some programmes you might go through several rounds of prototypes which takes a bit more time but in the end is cheaper, because you will find out the crucial breaking points for your idea early on.

Guidance
This iterative testing process has to be guided by one person or a small team, who will ensure that the final outcome is in line with what has been discussed with and is expected by all stakeholders. Therefore, it is important to capture what was tested, what happened and what decisions are made. It is important to have clear communication with all stakeholders throughout this process.

Tools

- Prototyping
  - Prototype
- Testing
  - User testing
- Presenting
  - Fail faire
  - Pitch

A critical and flexible mindset

Fail fast, fail often
When you try something new, it’s not likely that you will get it right the first time. This is valuable, because it leads to necessary improvements. You will keep trying new ways to solve the issue and learn more along the way. It is therefore important to embrace failure, to see something that went wrong as a positive moment. This is one of the best ways to become successful: by trying, failing and learning from it.

Short mindset exercise – Fail faire

Make small teams and ask each person to share a failure they have experienced in the past month. Then share 3 things you have learnt from this failure. You could also turn the Fail faire into a daily, weekly or monthly ritual, to build a culture where failures are celebrated as learning moments that lead to growth.

Mindset exercise – The tower challenge

1. This warm up game should be carried out in teams of two or three. Each team is challenged to build the tallest paper tower in 5 minutes.
2. Get enough paper and start building. You can fold paper any way you like to create your tower.
3. After the time has run out, measure the towers. The tallest tower wins! There are a few rules:
   - You can only use A4 paper. So glue, tape, clips or other objects are not allowed.
   - The tower must be freestanding
   - Once the time is up, everyone must step away from the towers.

Why do we do this?
This exercise gets you thinking and building in 3D. It’s not about taking lots of time to think about a solution, but instead challenges you to work as a team to create a solution quickly through making. By doing you will see what works and more importantly what doesn’t work.
**What is Prototyping?**

Prototyping is a method to test how the future users of your solution will experience it. A prototype allows you to test the details of your idea or concept with the future users of your solution. There are many different types of prototypes. Often a combination of them is used.

**Why Prototyping?**

Making a prototype of your solution creates a great amount of useful feedback from the future ‘users’ of your project which will result in a better project design. You can better align your solution with the user needs. Prototypes are cheap and quick versions of your final product and allow for testing certain assumptions. Also, while prototyping your ideas it makes one think differently and come up with new and creative solutions than when only writing out ideas.

It is advisable to test early and often throughout your program, especially at key moments in the process.

---

**Instructions**

**What do you need?**

- Depending on the prototype 60 - 180 minutes per prototype
- Paper, cardboard, scissors, markers, tape, computer and any other material you can find and re-use

**Who should be involved?**

- Representatives of the target group(s), partner organisations who will be involved in the programme and experts on the theme you are working on

**Preparation**

Write down how your solution or concept will work. Try to split it up in different phases, so that you have a clear idea of the different elements of the idea to prototype. When prototyping an idea, it is important to know exactly which part of the idea to prototype. Especially time constraints can be important in the choice of what we want to prototype. So it is important to prototype one specific element, rather than the whole idea. Come up with the element(s) you are going to prototype. This requires you to think about what the core function is but also what is feasible to test at this stage.

**Sketching**

Think about which kind of prototype would work best for this solution and make a quick sketch or description. Also determine the materials and tools you will need.

**Tasks and roles**

Divide the tasks and roles within your group. Try to use each person’s expertise and skills!

**Type of prototype**

Now choose the appropriate prototype you will create. There are many options, the following ones are described in detail in other method toolcards:

- **Clickable prototype**
  Making use of online software, such as Invision, you can test the use flow of the ICT service/tool.
- **Product prototype**
  A 3D model of the future product that can be scaled in size.
- **Service prototype**
  Using video and audio to show how the service would work in detail.
- **Wizard of Oz**
  Create an experience which to the user looks like the prototype is really working, but in fact you manage its behavior yourself

**Prototype away!**

Create a working prototype and let your hands and creativity do the work. Remember that the idea of a prototype is not to make it look perfect, but instead create a product which can be tested on its use. Use the appropriate Prototype method toolcard for detailed instructions.

**Test it**

Use the prototype in a user test with real users. Make use of the User testing method tool card to get valuable results.
User testing
Evaluate a product by testing it with real users

User: ‘A person that uses something such as a place, facility, product, or machine.’

What is User testing?
A method to test how the future users of your solution will experience it. A user test will allow you to get input on your prototype and record the input in order for you to adjust your project plan before you have invested a lot of time and money.

Why User testing?
User testing is necessary to assess the strengths and weaknesses of your idea. You will find out how user friendly your product is and get an idea of how to improve this. In addition you will see how satisfied the users are with your product.

User testing

Instructions
What do you need?
- Around 30 minutes preparations and 30 minutes testing
- Prototype, pen, paper and optionally a computer

Who should be involved?
- Representatives of the target group(s), partner organisations who will be involved in the programme and experts on the theme you are working on

1 Plan a test with the prototypes.
Think about the following questions:

- Testers
  Who you can ask to do the test: will you ask one person at the time? Will you ask a small group? can you come up with different types of people to test with? If you can get the actual target group to test that would be best of course – if not be creative and look in your network for people who can give you new insights.
- Place
  Where can you do the test: can you do it at any place or does it require a specific place (like a community area, shop etc)? If possible situate the test where the product/service will be used.
- Timing
  How long will it take: how long do you need the testers to be there? In general a test should not take more than 30 minutes – but it can be even shorter.

2 User research planning
Create an outline of how you are going to test the prototype. What do you want to know? What kind of results are you looking for? Make sure that you don’t influence the users and try to simulate a realistic context. Also think about how you will document your findings. It is important to learn from the test and to share the results. Make sure the documentation does not influence the testers. The more information you can get through videos, photos, audio recordings or input after the test the better.

Now choose the appropriate way of testing. There are many options, the following ones are described in detail in other method tool cards:

- Stream of thought
  Give the prototype to a user and ask them to use it while they share their thoughts about the product. Ask clarifying questions to the user.

1 Execute
Execute the test and document the findings well. Make sure to also note down demographics of the participant as this could be relevant when analysing the results.

4 Analyse the result
Discuss your findings of the tests with the team. Make an overview of what should be improved in your solution. Try to formulate improvements both on broad and detailed levels. You can use this list of improvements to make your solution even better. Lastly, discuss with the team if you want to make and test improved versions of the prototype if you want to test different aspects of the solution and plan ahead for another loop of creating and testing.
Fail faire

Identify weak aspects of your project so that you can strengthen the overall concept.

Failure: 'The fact of someone or something not succeeding.'

What is a Fail faire?
A structured discussion with colleagues or important stakeholders to identify possible risk and failures in your project idea. You ask this group to find the failures in your idea in order to turn these into possibilities.

Why a Fail faire?
It will help you to identify the weak points and risks of your plan early on in the process. By getting in an outsider perspective you will be able to identify possible risks that you haven't seen from your perspective.

Instructions

What do you need?
- 30 minutes
- The project concept preferably within the User journey format, post-its and markers, Fail faire worksheet.

Who should be involved?
- Representatives of the target group(s), partner organisations who will be involved in the programme and experts on the theme you are working on. Especially people that haven't been involved in the project yet.

1. Prepare a User journey
Take your concept, ideally created as a User journey or else a Prototype and get a group of team members and/or stakeholders to come and join for about 30 minutes (preferably around 5 people).

If there is no User journey created a pitch can be given on the idea and the Fail faire worksheet can be used.

2. Present
Welcome the group and explain that this session is meant to have a fresh look at your idea and for them to identify all the possible areas failures. They don't have to feel bad about critiquing since it will help you to create a strong plan. Present your project plan using the user journey.

3. Ask for fail factors
Now ask all the participant to take 10 minutes and note all the possible fail factors. So why this plan is not going to work or is not going to result in the planned outcomes. It can be anything big or small. They write it down individually.

4. Collect all fail factors
In the next 10 minutes everyone sits around a table. Each participants mentions a new fail factor that has not been mentioned yet. Go round until all fail factors are mentioned. List the fail factors on a flip over.

5. Turn the fail factors into success factors
Now together turn each fail factor around into a success factor, a mitigating measurement or change of plan. If the group is too big you can split up and divide the fail factors. At the end of the exercise, make sure to collect all the feedback and ideas.
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Pitch

Test how your project is received by sharing it with a fresh audience

Pitch: ‘A speech or act that attempts to persuade someone to buy or do something.’

What is a Pitch?

During the Pitch the project designers present the plan to a mixed group of people. These people can be (potential) clients, users, stakeholders or anyone that might be interested in the project. Pitching the idea is a practice in being concise and appealing in describing the project.

Why a Pitch?

Pitching is a method to get new people on board, either people who are going to be part of the project, who invest in the project, who could join the team, etc. It is also a way to get feedback on your final project plan and you can use it as the soft launch of your project, the final rehearsal. It is also a good method to train your presenting skills.

Instructions

What do you need?

- Preparation: min. 45 minutes, pitch: max. 15 minutes
- Presentation materials (visual project description, prototypes, campaign messages, etc.)

1. Know your audience

Do a little research on the audience. What is important for them in life? What issues are they concerned with? What language do they speak (language, way of speaking, formal/informal)? What words appeal to them? Etc.

2. Basic ingredients

Discuss with your team the basic ingredients of your pitch. The Why, What and How. Why is your project important? What is your project? What are Unique Selling Points (USP’s)? How does it work? Keep it simple and realistic. Look at the Vision if you have conducted that exercise earlier on.

3. The target group and stakeholders

Prepare a short (visual) description of the target group and key stakeholders. Make it tangible. Who are we speaking about. Look up what has been developed by the team: Personas, Collective storytelling, Actor network, etc.

4. The flavour

Discuss your flavour. What is your expertise and experience? What do you bring to the table? Who will run the project? This is important to highlight to make people trust that your idea can be executed.

5. Repeat the general message

Repeat the Why, What and How in different words. Repetition is important to get your message to stick. Repeat the importance of your project, use your key words (that you know attracts the audience) and make it tangible by showing the target group again, the people you designed your solution for. Make sure that you speak the same language and agree on what is most important for the project. In case a Manifesto has been created, make use of that.

Who should be involved?

- Representatives of the target group(s), potential investors of the project, partner organisations who will be involved in the programme and experts on the theme you are working on

6. The (value for) money

Describe the project’s budget and sustainability plan and what is done within the budget. What does it all cost and how much people are served? You can describe up to 3 scenarios if needed. Make sure the budget is concrete and realistic. Make use of the Kickstarter challenge or the Business model canvas if these exercises were conducted.

7. The (future) partners

Explain briefly who is working on the same topic. How will you team up with or differ from them? Who else will you want or need to team up with? You can use the Actor network for this.

8. Prepare yourself

Discuss who will present the Pitch. One person/two/more? Divide roles if you present with more than one person. Practise the whole pitch at least once for others. Ask for feedback and integrate the feedback. Keep in mind that the pitch is not to share all the knowledge you have, but to get people on board. The pitch is an opportunity to build a team of experts, get feedback on your plans, get investors on board, etc.

9. Call to action

At the end of the pitch you need to leave them with a call to action. What do you need at this moment – and later? What do you need from the audience? How can they participate? Do you need time, money, equipment, …? Make the audience feel they can be part of your project and join the movement. The call to action is short and appealing.

Examples:
- “Join us on our journey and reach out to invest@…”
- “Are you a tech expert? Make our platform reality, reach out to the team@…”
10 tips on presenting your story

1. Start

Start strong

- Your first words are the first words of your presentation
- Have a strong physical posture (stand up, open shoulders)
- Make a bold claim
- Contradict expectation
- Stimulate curiosity
- Ask a question ... wait for it

2. Passion

Show passion

- Your tone of voice
- Believe in yourself
- Let your body speak too
### 3. Prepare
Know what you’re talking about

- Prepare a program
- Practice your timing
- Research on your topic
- Gain confidence

### 4. Short
Keep it short

- Bullet points
- Avoid details
- Less text more images
- If you have 2 min, use 1min 30 seconds

### 5. Clear
Crystal clear

- Speak slow
- Articulate
- Get to the point
- If someone asks a question, repeat it for the crowd

### 6. Blank
B for attention

- blank the slideshow
7. Connect

Connect with your audience

- Conversation tone
- Ask a question
- Purposeful mistakes
- Crack a joke

8. Stories

Tell stories

- Be honest
- Human stories, real stories
- Feeling instead of listening
- Conflict and resolution
- Tell your vision
- Stories and lessons
- Well dressed facts

9. Light

Lights on

- Lights on you
- Stand up
- Face the crowd
- Close to the public
- Don't be in your slide

10. Practice
Successful handover

Introduction

The client and the community are the driving force of a project's success. They are the ones who will carry out the new solutions and encourage them to grow. If the process has been truly participative, there should be enough ownership with the project owners and in that sense, it is not really a handover, but more a transition phase where some partners step out and other take on new roles. To support this transition phase, we prepare a handover document including a long-term strategy. It is good to also capture learnings and tips & tricks.

Continuing

By the end of the making and testing loop, you will have a solution that can be implemented. This doesn't mean the solution should not be evaluated and updated afterwards. That's a continuous process. This needs to be transparent and captured in a plan: what will be tested and reported, by who and when are moments when the solution will be revised and updated.

Future

The handover phase starts at the beginning of a project when you build a team, create commitment and group values. However, the handover phase is a moment to look at the future of a project. This is time to assess all roles, see if you might need others to take over or play a bigger role in the future. You determine your values as a team and remind yourself of the purpose of your project.

Reflect and celebrate

It is also a moment to reflect on the whole process, determine what went well and what could be improved. Make sure to capture these learnings and make them available for others. And don't forget to celebrate! Bring the whole team together, this can also be virtually, to celebrate the achievements you have made and acknowledge each other's roles.

Tools

Tools for Looking forward
- Actor network Review

Looking back
- Spark, solve, sustain
- Celebration

A trusting and reflective mindset

Trusting the process
The beauty of this method is that we don't know what the end result will be ... the result is dependent on everyone who participates. This means you can't predict the outcome because it's dependent on many unknowns. And this is also the scary part! But only by trusting the process can we go in with an open mind. Remember that all stakeholders have an agency - they will bring valuable input. Trust that they will! This is an important mindset to have at the start when you commit to a journey together, but also at the end when you or another partner steps out or takes a new role.

Why do we do this?
It is a good moment to reflect on your own role, compared to what is needed to bring the project further. Also realise that it might be important to hand over important decisions to others if you really want the project to move to a next level. And be open and transparent about your own engagement: can you still be involved or will others take over your role.

Short mindset exercise - Trust
Stand with everyone in a circle, this whole exercise is done without talking. One person will close his/her eyes. The person next to them directs them towards another person in the circle. This is done by pushing them in the right direction and the person will keep walking with their eyes closed. The person on the other side will "catch them" and direct them somewhere else again. If it goes well, you can have several people walking with their eyes closed.

Mindset exercise – A glimpse of the future
Think about your project and where it will be in 2 to 5 years time. Make small groups of 2 to 3 people. Each group comes up with a newspaper heading that says something about the impact or change the projects has created. Think big! Also add a date (in the future) when this newspaper article will be written. If you like you can also make a sketch of a photo that is published with the article.

After 10 minutes, everyone shares their newspaper headers. Reflect on the outcomes by identifying what type of skills and organisations are needed to achieve the newspaper headers. Wrap up by sharing what this means for ownership. Be honest and think about your own role, should it become bigger, smaller or stay the same?
Actor network review

Map all the actors that have an effect on your social issue.

Actor: 'A person or thing that takes part in an affair'

What is an Actor network review?

An actor is everyone and everything that is 'acting' on or plays a role in the social issue and on the change, you envision. An actor can be a person, a group of people, but also a type of technology, an object or tradition. By making an Actor network you list and connect all the actors in a visual way. In the visualisation, different colours are given to different roles. You also show how the actors in a visual way. In the visualisation, different colours are given to different roles. You also show how the actors in a visual way. In the visualisation, different colours are given to different roles. You also show how the actors in a visual way. In the visualisation, different colours are given to different roles. You also show how the actors in a visual way. In the visualisation, different colours are given to different roles. You also show how the actors in a visual way. In the visualisation, different colours are given to different roles. You also show how the actors in a visual way.

Why an Actor network review?

If you want to come up with a human-centered, innovative solution for the social issue you work on, it is important to have an idea of all the actors that play a role in the social issue as well as in the change you envision. And to know how they interact. If you have made an Actor network at the start of your project, the review will help you to plan a strategic handover phase.

The Actor network review exercise will help you to:
- Get an overview of the current situation with responsibilities and roles of actors
- Create a long-term strategy for your project by identifying actors who can play a key role
- Evaluate how much the situation of your social issue has changed
- Identify the actors you need to get on board for you to step out

Instructions

What do you need?
- 60 minutes

The actor network made during Setting the scene, coloured markers, Actor network review worksheet

1. Start
One of your group members will act as a facilitator and one will act as the notetaker. The facilitator needs to ensure everyone is contributing and gets the space to do so. The notetaker writes down everything that is shared on a big sheet that everyone can read.

2. Social issue and change definition
Have a look at the worksheet of the Actor network that was made at the start of the project and assess if the social issue and the envisioned change is still unchanged. Take the Actor network review worksheet and fill out the social issue and envisioned change as you would currently describe them.

3. Active actors
Write down the Actors that play a role in your project right now, so only those who are engaged in the project can move forward and continue their path towards the change you envision.

4. Active actors
Write down the Actors that play a role in your project right now, so only those who are engaged in the project can move forward and continue their path towards the change you envision.

5. Review the groups that were created in the first actor network, are they still relevant? Do you need to adjust them, add to them or take some out? Make your list by first copying the groups you want to keep and adding any that are new. Now go through the list of actors and give every actor the colour of the group they belong to. For example, if you have a group that is called technologies, you give this group the colour blue and you highlight all the actors that belong to that group with the colour blue.

6. Sustainability actors
At this stage you would want to evaluate who to engage with for the sustainability of the programme. Discuss which actors will play a role in the continuation of the project and if they are currently in the position to be a driver of the project. Do they have the right connections, information and resources? Based on the result of this reflection come up with a strategy to ensure these actors can move forward and continue their path towards the change you envision.

Who should be involved?

Your partner organisations and ideally some end user representatives.

On the second page of your worksheet, you create your network. Start with creating your legend: describe which colour represents which category. Now draw groups of circles per category, in the colour you choose. Each actor has its own circle. Once you have put all the actors in their group, visualise how the different groups of circles relate to one another by drawing lines or arrows.

Some rules:
- Each circle has a colour and the name of the title written down.
- The bigger the role of the actor in solving the social issue, the bigger you draw its circle.

Compare and reflect

Have a look at the 2 Actor networks that represent the situation at the start of the project and in the current state. Reflect on the outcomes with your group members. This is as important as the listing and grouping itself.

Ask yourself questions about what you see:
- What are the most significant changes in the actors involved? Was this as planned?
- What are the most important actors to move forward and are they engaged enough?
- Reflect on the role of the end users, do they play a big role in solving the issue?
Actor network review worksheet

Step 1:
The social issue as I would currently describe it is: ________________________________________________________________

The change I envision as I would currently describe it is: ________________________________________________________________

Step 2 + 3:
The actors are:

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Step 4:
The colours and names of the groups:

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Instructions

Step 1: Write down the social issue and the change you envision as you would currently describe them.

Step 2: Write down the actors (person, organization, object, technology etc.) who are currently involved in your project right now or will be in the future (individually).

Step 3: Brainstorm with your group on possible other actors. You can use the first Actor network worksheet as a reference but think about the current situation and the future (group).

Step 4: Review the groups that you made in the first worksheet, are they still relevant? Remake your list by writing down the groups you want to keep and adding new ones. Give each group a colour. Now highlight every actor the colour of the group it belongs in.

For example, if you have a group that is called technologies, you give this group the colour blue and you highlight all the actors that belong to that group with the colour blue.

Step 5: On the other worksheet you are going to make your network. Start with making a legend. Describe which colour represents which category.

Step 6: Draw groups of circles per category in the colour you chose for that category. Each actor has its own circle.

Step 7: Once you are done with the circles visualise how the groups relate to each other by using lines and/or arrows.

Step 8: Now compare the Actor network from the beginning to the new one. Reflect on the outcomes with your group members.
Actor network review worksheet

Legend:

Step 5:

Legend:
Instructions

What do you need?
- A big sheet, post-its and pens and markers
- 60 minutes

Who should be involved?
- Everyone that was involved throughout the process from beginning to now

0 Spark, solve, sustain

Evaluate: 'To judge or calculate the quality, importance, amount, or value of something.'

What is Spark, solve, sustain?
During Spark, solve, sustain you go through a group reflection. A critical look is taken at the process and outcomes of a project. Everyone involved in the process is involved to define successes and challenges within the process. After formulating solutions to the problems, you define concrete actions that ensure these solutions and the successes are implemented in future projects.

Why Spark, solve, sustain?
It is important to learn from your mistakes and successes. In order to do so, they need to be defined, but this is not enough in itself. Learning is about improving working patterns and improving the material you work with. Using this tool, solutions are formulated, and actions are defined for specific team members that ensure that these solutions are implemented in every future project.

0 Preparation
Take an A2 sized sheet of paper, hold it horizontally, and divide it into three columns. The first column should be vertically divided into two. Each column gets a title on the top. In the middle is Solutions and the last column is Actions.

0 Recap
Together go through the whole process of the project to refresh your memory of the project. How did this project get started and how did it evolve? What step were taken to design, plan and implement the project? What were the outcomes? How was the project received?

0 Sparks and successes
Everybody now gets the time to bring up sparks and successes by writing them on a post it and putting them on the ‘Sparks’ and ‘Successes’ columns. This can be anything from small to big, things that can be solved and things that can’t, things that have to do with partners or internal, etc. It is important that everything is captured.

0 Refine
Go through all the sparks and successes quickly (no specific order needed) and combine the ones that are double or linked. While going through the sparks and successes all participants can add new ones that pop up in your mind.

0 Solve
Review the sparks one by one and discuss the issues that involved them. Think about how these sparks could have been prevented or solved in a better way. Capture these solutions or good practices in the second column.

0 Sustain
Look at the solutions and the successes you have defined and think about how you can make sure these are incorporated in the implementation of the current project and in future projects. Write down concrete measures on how to make them happen in the future. Also note down the relevant roles on the post its and add who will take this up as a task to make sure the action is followed up.

Example:
• Spark: The expectation of a partner was not completely in line with what we had planned.
• Solution: write a debrief after the planning meeting to share with partners.
• Next action: make a debrief template and share with project managers in the team. Action will be executed by: Rianne

0 Capture
Capture everything on the board in a file, a task list or a picture and share it amongst the team.

Recap:
Together go through the whole process of the project to refresh your memory of the project. How did this project get started and how did it evolve? What step were taken to design, plan and implement the project? What were the outcomes? How was the project received?

Sparks and successes
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Refine
Go through all the sparks and successes quickly (no specific order needed) and combine the ones that are double or linked. While going through the sparks and successes all participants can add new ones that pop up in your mind.

Capture
Capture everything on the board in a file, a task list or a picture and share it amongst the team.
**Spark, solve, sustain worksheet**

<table>
<thead>
<tr>
<th>The sparks were:</th>
<th>The successes were:</th>
<th>The solutions to the sparks could be:</th>
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**Further actions that are going to be taken are:**

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Celebration

A joyful and reflective moment to share with important people in your project

Celebration: ‘The action of celebrating an important day or event.’

What is Celebration?

A moment you have predetermined in your project cycle, when you consciously reflect on the successes and acknowledge everyone who was involved for their contribution. The celebration marks a transition moment, where you wrap up a phase and start with a new journey.

Why Celebration?

Celebration whether by reaching a project milestone, capturing key lessons learned or acknowledging the hard work of your team and partners is not just a moment. It’s a momentum. Celebration represents progress and achievement. And there are unique ways it can be ritualized to boost the outcomes, the people and the partnerships that drive a project.

Instructions

What do you need?

preparing 15 minutes celebration: 30 to 60 minutes
The Celebration worksheets, pen and paper

Plan the celebration(s)

At the start of a project you can already mark the celebration moments. Use the Celebration spiral worksheet. Use the spiral to create a starting point, where you are now and create an endpoint. Within that process define one or more key celebratory moments also add important moments for your project. Based on these moments decide when the right time is to celebrate. Examples can be an important gathering or a deliverable, like a prototype of first version. Mark these celebration in your calendar.

Celebration roles

One or two weeks before the celebration you can start with the preparation. Organise a team meeting to define the roles for the Celebration. There are some core roles that have been defined, but you can add any role that is relevant for your Celebration.

Core roles;
• Ritual designer: The creator of the Celebration-ritual who comes up with the activity for the Celebration.
• Facilitator: This person will facilitate the Celebration.
• Documenter: Takes photos and videos of the Celebration so that it is well documented.
• Logistic leader: Makes sure everything is bought, decorated and ready for use.
• Spread the love-er: A follow-up is important to share everything that was documented with everyone and to keep the celebratory spirit going.

Additional roles;
• Tech team: In case of a remote Celebration or the use of technology this role makes sure everything works.
• Time tracker: During the celebration it is important to keep track of time to make sure it does not take too long. This role could support the facilitator in this.

Use the roles worksheet to give each team member their role(s). Keep in mind that roles can be given to multiple people. This is one way to make sure everyone participates in the Celebration.

Celebrate

During the celebration make sure there is a festive atmosphere that uplifts everyone, this happens through the location, with decoration and music. But it can also be created through the ritual. It is also important that everyone also feels like they are a part of it and are included.

Follow up

To keep the celebratory spirit up a follow up will be done. In the follow up send out everything that was documented. Feedback can be given about how the Celebration was in everyone’s eyes and whether it marked a good moment in the process.

Who should be involved?

The key people who were involved in the process.

Once everyone has their role you determine the length, budget and objective of the celebration. There are different types of celebration, which require a different ritual:

Launch: You will reveal a tool, product or service. Focus on a spectacular way to present it.
Team building: You have attention for every person as well as on the group as a whole. Create time for everyone to share and include a ritual that has to be done as a group.
Evaluation and learning: sharing of successes and failures by focussing on the lessons you take away and how you have grown. Include moments of reflection and include a ritual for capturing or sharing visually.

An important element of the celebration is a ritual. Hold a brainstorm with your team to come up with a ritual idea. Your celebration needs some predefined rituals that help to make it feel special. In your brainstorm you discuss the following:
• What is the action: something you can do as an individual and as a group?
• What are the ingredients: objects or materials that you use and that can symbolise?
• What is the end result: what happens after the action with the ingredients? Do you create something lasting, did you capture the action? Based on the brainstorm all roles need to know what they should do in preparation of the celebration.

Design your celebration

Once everyone has their role you determine the length, budget and objective of the celebration. There are different types of celebration, which require a different ritual:

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• What are the ingredients: objects or materials that you use and that can symbolise?
• What is the end result: what happens after the action with the ingredients? Do you create something lasting, did you capture the action? Based on the brainstorm all roles need to know what they should do in preparation of the celebration.

Design your celebration

Once everyone has their role you determine the length, budget and objective of the celebration. There are different types of celebration, which require a different ritual:

Launch: You will reveal a tool, product or service. Focus on a spectacular way to present it.
Team building: You have attention for every person as well as on the group as a whole. Create time for everyone to share and include a ritual that has to be done as a group.
Evaluation and learning: sharing of successes and failures by focussing on the lessons you take away and how you have grown. Include moments of reflection and include a ritual for capturing or sharing visually.

An important element of the celebration is a ritual. Hold a brainstorm with your team to come up with a ritual idea. Your celebration needs some predefined rituals that help to make it feel special. In your brainstorm you discuss the following:
• What is the action: something you can do as an individual and as a group?
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Celebration spiral worksheet

- Where you are now
- Where you want to go
- Memorable moments
## Celebration roles worksheet

<table>
<thead>
<tr>
<th>Drawing representing the role;</th>
<th>The roles' accountabilities;</th>
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Glossary

Assumption
A thing that is accepted as true or as certain to happen, without proof.

Brainstorm
Process for generating creative ideas and solutions through intensive and freewheeling group discussion. Every participant is encouraged to think aloud and suggest as many ideas as possible, no matter seemingly how outlandish or bizarre.

Empathy
The ability to understand and share the feelings of another.

Found Object
Objects or products that are not normally considered materials from which a prototype is made from. They can be adapted or represent a piece of the prototype.

Insights
A clear, deep, and sometimes sudden understanding of a complicated problem or situation.

Iterative
A design method based on a cyclic process of prototyping, testing, analyzing, and refining a product or process. Based on the results of testing the most recent iteration of a design, changes and refinements are made.

MVP (Minimum Viable Product)
A product or service with just enough features to satisfy early customers, and to provide feedback for future product development.

Nudge
A nudge is when a designer encourages a user to make a certain choice in such a way that favours a certain decision, thereby nudging a user toward that option.

Outlier
An outlier may not fit into any pattern or theme but can still be of interest precisely because they do not relate to other information found.

Persona
A persona is a profile of an individual used to help a design team maintain a human-centered focus.

Prototype
A tangible reproduction or simulation of one (or several) features in a given design.

Stakeholder
Persons, groups or organizations that have direct or indirect stake in an organization because it can affect or be affected by the organization’s actions, objectives and policies.

Storyboard
A storyboard is a graphic sequence of illustrations, words or images for the purpose of communicating a user scenario or experience.

Sustainability
The ability to be maintained at a certain rate or level. This word can be used in reference to the environment, social or economic durability.

Synthesis
The sense-making process in which research is translated and interpreted into insights that prompt design.

Touchpoint
Any point of contact between a customer and a service provider. This could be the design of a receipt, the comfort of a waiting room or the usability of a web page.

USP (Unique Selling Proposition)
An exclusive message that concisely describes a product against its competition, and which the business or brand can use consistently in its advertising and promotion to achieve a cutting edge in the market.

Wicked Problem
A wicked problem is a problem with contradictory, and changing requirements. The term ‘wicked’ is used, not in the sense of evil but rather its resistance to resolution.

Wireframe
A wireframe is a two-dimensional illustration of a page’s interface that specifically focuses on space allocation and prioritisation of content, functionalities available, and intended behaviours.

Thank you!