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DELIVERABLE 1.3

DesignLab Protocol

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DELIVERABLE 1.3

DesignLab Protocol

Deliverable Type
Report

Month and Date of Delivery
Month 14, November 2019

Work Package
WP 1

Leader
University of Salford, USAL

Dissemination
Public

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Programme	Contract Number	Duration	Start
H2020	787100	36 Months	1 October 2018

PEER REVIEWS

NAME	ORGANISATION
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REVISION HISTORY

VERSION	DATE	REVIEWER	MODIFICATIONS
1.0	18/11/2019	DAWN L. ELLAMS	Structure and Minor edits
1.1	22/11/2019	CAROLINE L. DAVEY	Minor edits

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1 Introduction

The task was led by the University of Salford (USAL) with the aim to develop a protocol for the Cutting Crime Impact (CCI) collaborative innovation support instrument — the *DesignLab*. Over the course of the CCI project, four DesignLab sessions will be delivered at consortium partner locations / venues. The content of each DesignLab will be informed by the results of partner Law Enforcement Agency (LEA) end users' requirements capture research (Tasks 4.5, 5.4, 6.5 and 7.3) that balance a concern for understanding current or past practice with a concern for envisioning alternative or future practice.

Input for the DesignLabs will be generated through the use of the human-centred design research methods. Design research methods tailored to the LEAs needs were developed for the LEAs to use during the project's first six-month requirements capture period (presented through the deliverable D3.1 CCI Requirements capture methods and tools). These methods and tools were introduced to the CCI consortium through the training event discussed in the confidential deliverable (D3.2 Training event on applying requirements capture methods and tools).

CCI covers four focus areas, identified by LEA partners as contributing to their efforts to address—and ideally prevent—high impact petty crime. Each focus area will result in the development of one or more 'toolkits' and so be the focus of a DesignLab:

(i) Predictive policing, sometimes called crime forecasting, refers to the application of predictive and analytical techniques across large datasets to enable early identification of potential crime problems.

(ii) Community policing (in the UK termed neighbourhood policing) traditionally involves providing a visible police presence (i.e. uniformed officers patrolling on foot), as well as actively engaging with local citizens and addressing their concerns.

(iii) Crime Prevention through Urban Design and Planning (CD-UDP) prevents crimes against the person and property, as well as reducing feelings of insecurity by incorporating evidence-based urban design, planning and management measures within urban development proposals. Other related terms include: Crime Prevention Through Environmental Design (CPTED); Designing Out Crime; and Situational Crime Prevention.

(iv) Measuring and mitigating citizens' feelings of insecurity refers to people's fear of crime victimisation and anxiety in specific situations. Feelings of insecurity are not necessarily caused by direct experience of victimisation, but may be the result of a range of other factors — including situational factors.

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2 Background

The Law enforcement professionals who make up the CCI consortium's group of non-designers are skilled in identifying and addressing problems through identification of crime hot spots, etc. and in taking action. However, they are not trained to explore issues in the more open, creative and 'messy' way, from the perspective of different stakeholders, adopted by designers. Focusing more on who the project helps and why—i.e. the end users—CCI delivers a human-centred design approach focusing on the project's impact on people.

For this reason, within CCI particular attention has been paid to the so called 'fuzzy front end' of the design process. This is the initial exploration or pre-design stage. It is referred to as 'fuzzy' due to the undefined nature of the subject exploration that occurs during this stage that ultimately determines what will and will not (or should not) be designed. The fuzzy front end is part of the traditional design process, where the resulting ideas for product, service, interface, etc., are developed into concepts, prototyped, refined on the basis of feedback from potential users, and then finalised. To ensure that the ideas that progress to this design development stage and ultimately to Toolkit development are human-centred and based on needs identified during the LEAs Requirement Capture research, a collaborative innovation intervention is required — this being the DesignLab.

The CCI project structure is based around the Triple Diamond model of the design process (Wootton & Davey, 2011). This builds upon and extends the 'The double diamond' model of the design process developed by the Design Council (see: https://www.designcouncil.org.uk/news-opinion/design-process-what-double-diamond). The Triple Diamond model is a simple visual map of the design process that represents the commonalities across disciplines of the different design approaches used by various design specialisms. During the creative process numerous ideas are generated 'divergent thinking', before being refined 'convergent thinking'. This is illustrated as a diamond shape and provides the namesake of the model, inspired by the distinctive shape created through the iterative phases of divergent and convergent thinking. The first diamond explores problem definition; the second diamond explores and creates solutions. The Triple Diamond design process involves the divergent and convergent stages: Discover; Define; Develop; Deliver; Deploy and Digest:

- Discover is undertaken at the start of the project to gather insight into the problem / challenge being explored and its context;
- Define is the definition and sense-making stage, undertaken during the second quarter;
- Develop makes up the third quarter of the process and is when development of solutions or concepts are created, prototyped, tested and iterated;
- Deliver is the stage of the Triple Diamond model when design outputs such as a product or service are produced / implemented

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- Deploy is the stage at which design solutions are launched and deployed into the context / market for which they were designed.
- Digest is the stage during which feedback on the success of the design solution (and any issues that should be addressed) are sought by the developer and fed back as input into the next iteration of the design.

CCI implements the DesignLab after the *Discover* phase (divergent thinking — where LEAs conduct requirements capture), towards the end of the *Define* phase (convergent thinking), as illustrated in Figure 1, below.

The aim is to support LEAs in the creative interrogation of the requirements data they have collected and to innovate a number of 'Solution Directions' that are tailored to their specific context. In addition, LEAs will gain experience of creative problem framing, requirements analysis, creative ideation and the development of innovative design solution options.

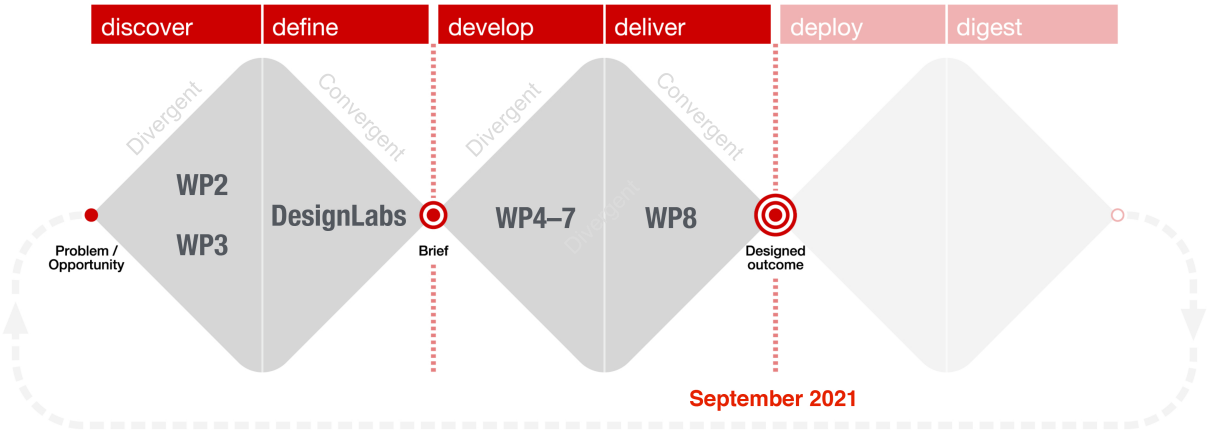

Figure 1. The Triple Diamond model — the CCI Human-Centred Design Innovation Process

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3 DesignLab Protocol Development

3.1 From Requirements Capture to Ideation – DesignLab Preparation

Prior to the DesignLab, LEAs will need to reflect on their requirements capture research data collected and identify the key emerging themes they wish to present for consideration during the DesignLab. To support this, USAL have provided LEAs with a method for design *Theme Generation* (the method can be reviewed in appendix A).

The delivery of DesignLabs (following the Requirements Capture stage) will use each LEA's identified Key Themes to inform DesignLab activities and support group discussions to facilitate ideation. The aim is the development of ideas within the DesignLabs based on LEA requirements capture research. Following the DesignLabs, USAL will review and identify one or more ideas to develop into Concept Directions with LEAs. These will be refined form Design Briefs for the Toolkits that:

(i) Meet one or more identified needs of the LEA, based on requirements capture research;

(ii) Are within the scope of CCI delivery.

3.2 DesignLab Briefing Documents

LEAs will have been working independently on requirements capture research for a six-month period. Each DesignLab will focus on one of the four CCI Focus Areas and the two LEAs developing toolkits within each Focus Areas. A method for updating the DesignLab participants on LEA activities has been established — both in the lead up to DesignLabs and during the DesignLabs themselves. This will ensure that time is not wasted during the DesignLabs, and that the participants can work effectively and efficiently.

Two weeks prior to a DesignLab, LEAs will be asked to complete a 'Briefing Document' template. The template has been developed by USAL to capture and communicate key information for the upcoming DesignLab. LEAs will provide a research summary, highlight key insights and emerging themes and conclude their briefings by developing six Problem Statements (using an approach to phrasing a statement that begins "In What Ways Might We..." that invites broad exploration). The Problem Statements are used to inform the first stage of working at the DesignLab.

The LEA Briefing Documents (template available for review in appendix B) will be sent to all DesignLab consortium participants one week prior to the DesignLab with instructions for them to read prior to their arrival at DesignLabs.

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3.3 DesignLab Presentations

Each DesignLab will be launched by a short presentation by LEAs, summarising their research progress, this will repeat and reinforce the information provided by each LEA to the consortium through their Briefing Document. USAL will provide LEAs with presentation templates two weeks before the DesignLab commences to ensure each LEA captures and communicates information in a uniform format (see template in Appendix C).

The presentation structure is as follows:

- Overview of methods used
  - *Including: what went well*
- Overview of key themes emerging from Requirements Capture research
  - *Including: Images of Post-its / theme generation sheet for each theme*.
- Presentation of Problem Statements
  - *Identifying top six Problem Statements, from the LEA's perspective (e.g. most urgent; most important; most interesting; etc.)*

3.4 DesignLab Process and Activities

Each DesignLab will be constructed of five stages. A briefing will take place prior to DesignLabs and a debriefing will follow all DesignLabs, to ensure participants understand and can progress ideas into solutions.

- Stage one will enable DesignLab participants to *understand* the requirements capture research conducted by the LEA
- Stage two will *explore* the Problem Statements LEAs have identified within their presented themes
- Stage three will support *design solution ideation* by DesignLab participants
- Stage four will support participants in *concept design development*, prototyping and design communication
- Stage five will enable evaluation the developed design concepts through their being explained in a short presentation 'pitch' to all DesignLab participants. Following these pitches, participants will vote for their first and second favourite ideas. The results of such voting will be collated and fed back to the LEAs to support decision-making on concepts to take forward for PIM Toolkit development.

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Details of the activities involved in each of the five stages of the DesignLab are as follows:

Stage One – Understanding

LEA Briefing Presentations. LEAs will give a short presentation (structure outlined in 3.3) followed by allocated time for questions and discussion.

Stage Two – Exploration

Abstraction Laddering – This is a way of reconsidering the problem statements by broadening their focus (considering "why?") or narrowing their focus (considering "how?"). The problem statements will be applied to a worksheet template prepared by USAL, which will enable exploration of underlying issues from different perspectives. The method used and template developed are adapted from those produced by the Luma Institute (See: https://www.luma-institute.com/).

Stage Three – Ideation

Solution Concept Generation – In relation to each *Problem Statement* presented by the LEA, participants will be given a short amount of time to describe and/or sketch an idea that addresses the problem statement.

Stage Four – Concept Design Development

Design development, prototyping and communication – Participants will work in teams to develop two ideas chosen from the Ideation and Concept Generation session into design concepts or prototypes. These concepts will be captured on Design Concept Sheets developed by USAL.

Stage Five – Evaluation

Design pitch and voting – Teams will present developed Design Concept Sheets to the consortium in a short *Design Pitch.* Consortium members will have time to ask questions and provide immediate feedback following each *Design Pitch.* After the four teams have pitched their design, the consortium will vote on the concepts using stickers.

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4 DesignLab Protocol Review

As the DesignLab process and activities summarised in section three were developed, they were reviewed and tested with a selection of consortium partners prior to being finalised for the CCI DesignLab in September 2019. Details of the reviews, summary of comments received and changes made are provided in the following three tables.

TABLE 1: REVIEW 1

REVIEWING PARTNER(S)	DSP, EFUS
Reviewing of: DesignLab Schedule and activities	
Summary of received comments: *"It appears a lot of information will be created—this is great for LEAs to inform their PIM Toolkit development, but how will it be captured and communicated in a 'useable' way following the DesignLabs? Is it possible to create a report for LEAs with this information and also the voting result (which is a great idea) following DesignLabs?"*	
Summary of changes incorporated into Protocol: A post DesignLab summary will be developed for each LEA to create a portfolio of the worksheets and ideas developed during DesignLabs. These summaries will also include the results of voting and an additional summary collated by USAL of Concept Design Directions LEAs should consider. This information will be sent to LEAs a week after the DesignLab and accompanied by a DesignLab Debrief that will take place over Skype.	

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TABLE 2: REVIEW 2

REVIEWING PARTNER(S)	CML

Reviewing of: Worksheets

Summary of received comments:
"The worksheets are presented very clearly, but partners will need time to work through them due to the different languages of the consortium—clear instructions will be needed."

Summary of changes incorporated into Protocol:
USAL have developed instruction sheets for each workshop session, a copy will be given to all groups. Large clocks will also be provided for each group to help them manage their time, so they can break up the work sheet activities as needed.

TABLE 3: REVIEW 3

REVIEWING PARTNER(S)	USAL

Reviewing of: DesignLab Protocol

Summary of received comments:
"How will groups work during the DesignLabs—will they pick their own at the DesignLab or will these be planned beforehand?
In terms of working in the DesignLab this 'creative space' is a new experience for the LEAs in the consortium – will they know how to work / do they need methods to support how they should work during DesignLabs?
What about consortium mindsets, how will they embrace the creative environment at the start of each DesignLab?"

Summary of changes incorporated into Protocol:
Groups will be determined prior to the DesignLab and differ for each DesignLab to ensure partners experience working with others. Group organisation tables will be available on the walls of the DesignLab to ensure partners know where and with whom they will be working.

DesignLab Rules of Engagement will be developed by USAL and be available on the walls of the DesignLab to provide partners with tips on how to work creatively with each other (for example, listening, contributing).

USAL will facilitate a creative warm-up activity to support the consortium creation of a design 'mindset' at the start of DesignLabs. The activity will be creative and require drawing skills, as this skill is required during the DesignLabs.

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5 CCI DesignLab Protocol

PREDESIGNLAB

STAGE – BRIEFING

PURPOSE:
Provide consortium participants with a summary of the Requirements Capture research LEAs have conducted and the themes that have emerged from their research.

ACTIVITY:
- Complete LEA Requirements Capture Briefing Document

DESIGNLAB

STAGE ONE – UNDERSTANDING

PURPOSE:
Provide the opportunity for LEAs to present their requirements capture research to consortium members, so that the research and emerging themes can be discussed. Consortium participants can ask questions directly to the LEA to gain understanding of the research and emerging themes.

ACTIVITY:
- LEA Requirements Capture Briefing Presentation

STAGE TWO – EXPLORATION

PURPOSE:
To allow the problem areas identified by LEAs and presented to consortium participants to be explored from different perspectives.

ACTIVITY:
- Abstraction Laddering

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STAGE THREE – SOLUTION IDEAS	
PURPOSE: To use Problem Statements to support participants in the formulating of solution ideas through idea generation and/or sketching.	ACTIVITY: - Ideation and Concept Generation
STAGE FOUR – DESIGN CONCEPTS	
PURPOSE: To support participants to work in teams to develop design concepts.	ACTIVITY: - Design Development, Prototyping and Communications
STAGE FIVE – EVALUATION	
PURPOSE: To facilitate the presentation, discussion and evaluation of the developed Design Concept by groups.	ACTIVITY: - Team Presentations and Voting
POST DESIGNLAB	
STAGE – DEBRIEFING	
PURPOSE: To communicate outputs from the DesignLabs (worksheets and voting) to LEAs to support their decision-making in the next stage of PIM toolkit development.	ACTIVITY: - DesignLab portfolio of worksheets - USAL Concept Directions Recommendation Report

The DesignLab agenda can be found in Appendix D, the rules of engagement developed to guide the creative working of the consortium during DesignLabs can be found in Appendix E. Worksheets and session instructions for the DesignLab Protocol can be found in Appendix F.

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6 References

Design Council. (2019). *What is the framework for innovation? Design Council's evolved Double Diamond*. [online] Available at: https://www.designcouncil.org.uk/news-opinion/what-framework-innovation-design-councils-evolved-double-diamond

Luma Institute (2012). *Innovating for people handbook of human-centered design methods*. Pittsburgh, Pa: Luma Institute.

Wootton, A.B., and Davey, C.L. (2011) *"The Triple Diamond model"* in *Design Council Designing Out Crime: A Designers' Guide, Design Council.* London, UK: Design Council. pp.99–100.

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Appendix A

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Theme generation

What?

A method for generating key themes from requirements capture research data in order to scope the problem domain, understand the context and plot future research directions.

When?

When you have completed a research activity, to identify and explore emerging themes around issues related to the topic being researched.

What will you need?

- Your written research notes and/or transcripts
- Develop a simple ‘code’ for referencing your research data, so that you can keep track of any quotes or content while respecting anonymity (for example, “Police Officer A”; or “Community Member X”)
- Flip chart paper and pens
- Post-it notes
- Scissors and sticky tape
- Space to work. This should be private and allow enough room for you to confortably spread out your research materials.

Time: Half a day (e.g. a morning, or an afternoon)

How to record your work?

- Photograph your developed theme sheets for each set of Post-it ‘groupings’ you make. This will enable future discussions and allow them to be referenced during future design stages.

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How?

1. Pin up your notes or transcripts on the walls around the room. Alternatively, spread them out across your work area
2. Start reviewing (reading or listening to) all the material
3. As you are doing this, write down on Post-it notes any points of interest you notice. You may already have some points of interest in your notes — if so, add those to separate Post-it notes. As you create the Post-it notes, stick them onto the sheets of flip chart paper
4. Once you have gone through all the research material, pin the sheets with Post-its attached on the wall or lay them on a separate table
5. Review the points of interest and try to group the Post-its into themes, moving them around as required. A theme may be a single word (for example, “Happiness”) or a sentence (for example, “Things architects find difficult”). The trick is to look for interesting relationships between Post-its. Do two or more Post-its lead you to think of another, new possibility? Be creative in searching for themes!
6. When you are happy with the groupings, write the theme name onto the flip chart paper. If you wish, you can draw lines to represent relationships or borders between themes / groups
7. If there are any particular quotes or research content that relate to themes, use the scissors and sticky tape to cut them out and add them alongside the relevant theme/group (but don’t cut up your original notes!)

Tip: Make sure you link your research ‘code’ to each quote / note you add to the theme sheets — in case you need this for reference during the later stages of the research

Tip: There may be more than one way to group the points of interest you have identified — so after photographing your sheets, you can always rearrange Post-its into alternative themes

Note: Not all research results need to form part of every theme you identify.

Think!

- ? Have any unexpected themes emerged?
- ? Might you be able to explore any theme further through additional requirements capture research (e.g. observation)?

Appendix B

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DPT-i Institut für angewandte Präventionsforschung

LOBA CUSTOMER EXPERIENCE DESIGN

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DesignLab X Briefing Document

<LEA CCI Focus Area>

Month and Date of Briefing Document
September 2019

Work Package
WP X

Leader
ACRONYM

Authors
X. Author-One, ACRONYM
Y. Author-Two, ACRONYM
Z. Author-Three, ACRONYM

Programme	Contract Number	Duration	Start
H2020	787100	36 Months	1 October 2018

Table of Contents

1 Methods 4
2 Key Themes 5
2.1 < insert key theme area> *5*
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1 Methods

Instruction: Please fill out the methods table to provide an overview of the research methods you have used with key details.

(For example, if you conducted observations, list all your observations individually. Insert the stakeholders you observed and the key points you were interested in observing (see example entry in red).

Method	Stakeholder group	What you were interested in?
Observation 1	Police officers – night shift	Use of predictive policing by officers

2 Theme Areas

Instruction: List the Theme Areas identified from your requirements capture research during the face-to-face review meeting. Where possible, add a quote and/or image from your research that illustrates and supports the theme.

(Note: The themes identified during your face-to-face review are available on your Trello board under the *'Analyses'* list, and have also been emailed to you.)

2.1 < Theme Area title 1>

Themes/issues identified within < insert Theme Area 1 >:

List the themes/issues identified within Theme Area 1

- Bulleted text paragraph. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum
- Bulleted text paragraph. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum
- Last Bulleted text parapgraph. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

Research findings relating to < insert Theme Area >

For example, insert relevant quotes and/or images from your research that provide insight into this Theme Area.

> *"... include a quote (you can add more than one) from your research were possible to support interest in the theme ."*
>
> (Police Officer, Night shift, 30 April 2019)

Figure 1: Figure title

2.2 < Theme Area title 2>

Themes/issues identified within < insert Theme Area 2 >:

List the themes/issues identified within Theme Area 2

- Bulleted text paragraph. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum

(Continue, as above…)

3 Problem Statements

Working with USAL, the themes presented above were used in a *Statement Starters* exercise to develop a number of initial problem statements.

A Statement Starter is an approach to phrasing a problem that relates to a theme area, but in a way that invites broader exploration by using the words ***"In what ways might we…?"***.

The initial Problems Statements presented will be our input for working at the DesignLab.

List the six Problem Statements you would like to use as input to the DesignLab.

(Problem Statements developed during the face-to-face meetings are available on your Trello board under the *'Analyses'* list, and have also been emailed to you.)

- "In What Ways Might We..? < insert Problem Statement >"
- "In What Ways Might We..? < insert Problem Statement >"
- "In What Ways Might We..? < insert Problem Statement >"
- "In What Ways Might We..? < insert Problem Statement >"
- "In What Ways Might We..? < insert Problem Statement >"
- "In What Ways Might We..? < insert Problem Statement >"

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Appendix C

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DesignLab X

<LEA – CCI Focus area>

Presenter(s) name(s)

LEA name

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< insert LEA > Requirements Capture Summary

< insert CCI theme area >

Methods

Themes Areas

Problem Statement

Instruction: Please select and copy the methods you have used and then paste and arrange in the order that you conducted them on the following slide

Survey

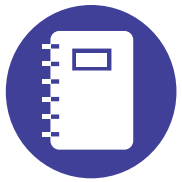
Observation

Focus Group

Process Mapping

Insta-Ethnography

Interview


Journaling

Stakeholder mapping

Stakeholder Workshop

Methods 1

Observations

6 observations undertaken

1 x Dayshift patrol officers

2 x Community group meetings

1 x Command meeting

2 x Local Authority partnership meetings

Methodology 2

Methodology 2

Methodology 2

Instruction: Use this slide as a template to present each of your Theme Areas

< Theme Area 1>

"... include a quote (you can add more than one) from your research were possible to support interest in the theme ."

(Police Officer, Night shift, 30 April 2019)

Instruction: Use this slide as a template to present each of your Theme Areas

< Theme Area 2>

"... Another quote (you can add more than one) from your research were possible to support interest in the theme ."

(Police Officer, Day shift, 5 May 2019)

Instruction: Please add your chosen six Problem Statements to the following six slides (one statement per slide)

“In What Ways Might We...
< insert problem statement >

< Insert related Theme Area>

Thank you!

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Appendix D

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DesignLab

Rules of Engagement

YES!

Build on the ideas of others by being positive and adding to their ideas. Say: *“Yes, and…”*

Listen actively for opportunities to build and elaborate on ideas raised

More is more – Focus on getting down as many ideas as possible rather than striving to come up with just ‘really good’ ones

Postpone judgement – Ignore your inner critic and resist the urge to evaluate the ideas as they flow out. Anything goes — the time for judgement is later!

Team is everything – Make use of the amazing brains you have in your team by ensuring everyone is included. Create space for everyone to contribute their ideas.

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Appendix E

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DesignLab Protocol Agenda

09:00	**LEA Presentations x 2** — *four teams, with two teams assigned to each LEA*
09:30	**Abstraction Laddering**
10:00	**Design Concept Ideas**
11.00	*Coffee break*
11.15	**Design Concept Development & Communication**
12:15	**Team Presentations**
13:15	**Voting**
13:45	*DesignLab close*

Partners

The University of Salford; DSP-Groep BV; Rijksuniversiteit Groningen; The National Police of The Netherlands; Greater Manchester Police; Politsei- ja Piirivalveamet; Câmara Municipal de Lisboa; Landeskriminalamt Niedersachsen; Departament d'Interior - Generalitat de Catalunya; DPT - Deutscher Praventionstag; Forum Europeen pour la Securité Urbaine; LOBA

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Appendix F

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Abstraction Laddering

30 Minutes

Notes

Working in pairs (or threes) divide the six problem statements between you

Spend five minutes working on each of the problem statements allocated to your pair (or three) — five minutes per statement

After fifteen minutes rejoin as a team and discuss each sub-teams Abstraction Laddering sheets

Spend 10 minutes discussing: *How the problem statements have developed – What interesting statements have emerged?*

Spend 5 minutes deciding: *What statements would be interesting to develop?*

Instructions

15 minutes – Sub-teams

Write your selected problem statement in the central *'initial problem statement'* box on on the worksheet

Move up the ladder by asking *Why?* Consider options **broader** than the start

Move down the ladder by asking *How?* Consider options **narrower** than the start

Develop new problem statements when prompted on the worksheet

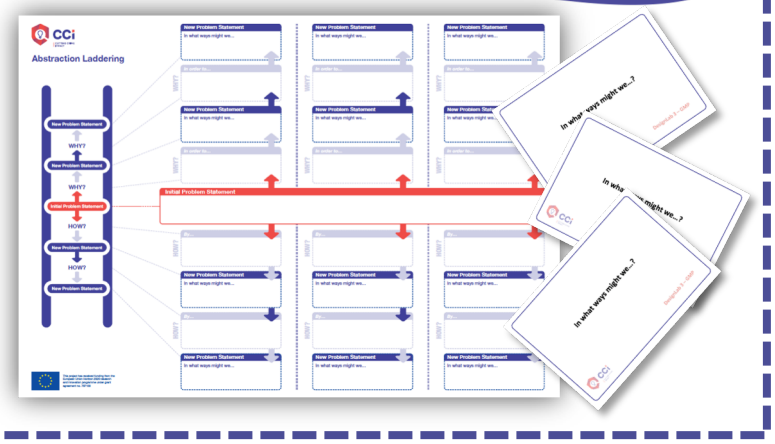
Instructions

15 minutes - teams

As a team: Discuss the new problem statements developed and the thinking behind the six completed *abstraction laddering* sheets

As a team: **Decide** on the problem statements you might like to develop further

Worksheet



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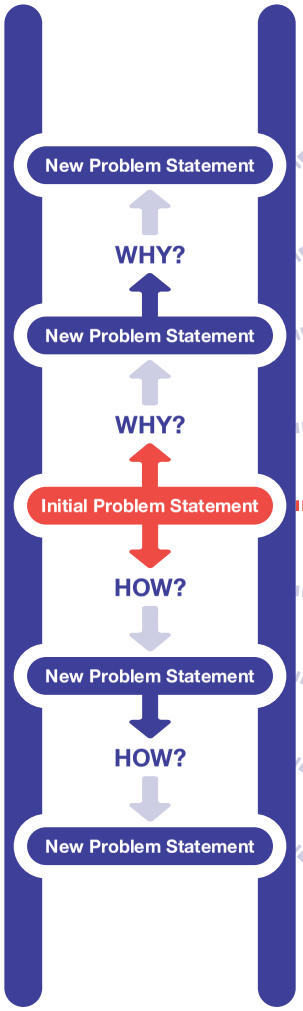
Abstraction Laddering



New Problem Statement
In what ways might we...

WHY?

In order to...

New Problem Statement
In what ways might we...

WHY?

In order to...

Initial Problem Statement

HOW?

By...

New Problem Statement
In what ways might we...

HOW?

By...

New Problem Statement
In what ways might we...

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Ideation & concept generation

60 Minutes

Notes

- **Working in teams** each team member selects a problem statement from the *abstraction laddering* session
- **Individuals spend 5 minutes** brainstorming and sketching an idea that addresses the *problem statement*
- **Worksheets are then passed between team members** to develop idea two
- **Process of passing and idea generation is repeated** until each team member has provided at least one idea on every ideation sheet
- **Spend 30 minutes discussing** emerging ideas on the ideation sheets
- **Spend 10 minutes deciding** on **two ideas or concepts** (originating from different problem statements) that the team would like to progress

Instructions

25 to 30 minutes – Teams

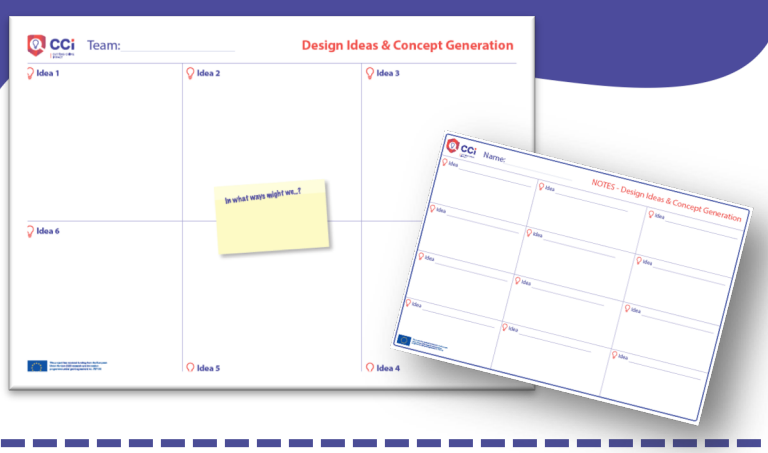
- **Write** your selected problem statement in the *'In What Ways Might We…?'* box
- **Brainstorm an idea** in the 'idea 1' space
- **Pass on your ideation sheet** to another team member
- **Fill out 'idea 2'** on the ideation sheet you receive
- **Repeat above steps** until you have added an idea to each team members sheet

Instructions

30 minutes - Teams

- **As a team: Discuss** each team members ideation sheet – consider interesting points and ideas
- **As a team**: **Decide** on the two ideas you want to progress in the next session – if you can't decide take it to a team vote!

Worksheet



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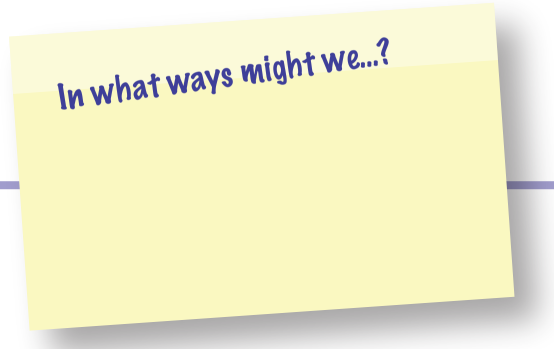
Team: _____

Design Ideas & Concept Generation

Idea 1

Idea 2



Idea 3

Idea 6

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Idea 5

Idea 4

Design Development, Prototyping & Communication

60 Minutes

Notes

Work as a team or split into two sub-teams to develop two ideas chosen from the *Ideation and Concept Generation* session into design prototypes

Spend 50 minutes developing your design prototypes and creating content for the four concept design communication sheets

Spend 5 minutes developing a team 'pitch' for both design concepts

Spend 5 minutes pinning your sheets to the wall, to present to the consortium

Instructions

50 minutes – Teams / sub-teams

Concept Overview – Brainstorm ideas for the concept you want to develop, drawing on ideas raised during the Abstraction Laddering process

Concept background – Address the key points highlighted on the worksheet

Storyboard – How will the concept work? Who engages with it? What is the process?

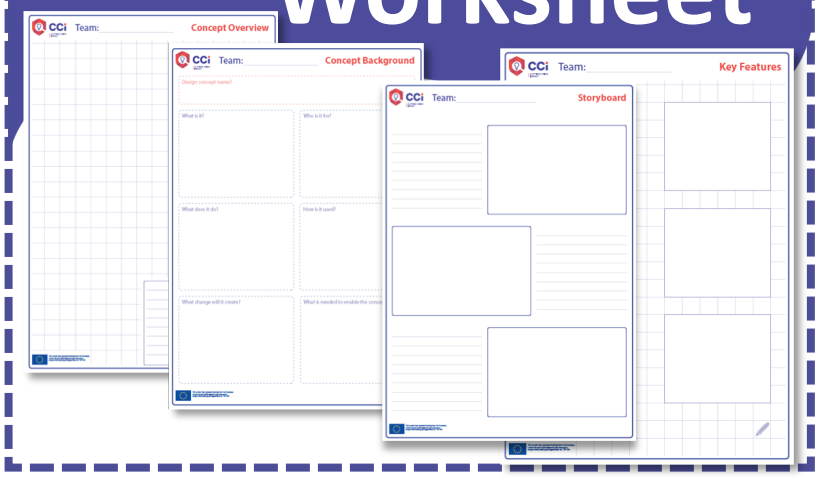
Key Features – Explain the key features / functions of the design concept

10 minutes
Teams / sub team

Develop a 2 minute pitch for each of the two developed design concepts

As a team place the design communication sheets on the wall of your team area, ready for feedback to the consortium

Worksheet



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Team: _____

Concept Overview

Idea description / Pitch

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Team: _____

Concept Background

Design concept name?

What is it?

Who is it for?

What does it do?

How is it used?

What change will it create?

What is needed to enable the concept?

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Team: _____

Storyboard

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Team: _____

Key Features

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Presentations & Voting

90 Minutes

Notes

Teams present Design Concept Sheets to consortium – each team will select a person to give a two minute pitch for each Design Concept idea

Consortium feedback will ask questions and provide feedback following each *Design Pitch*

Voting – Following all the design pitches everyone is given two red dots and two blue dots. Each person is has one red and one blue dot vote per LEA. Red dots should be added to *'favorite'* design concept idea and blue dots to '*second favorite*' design concept ideas.

Feedback

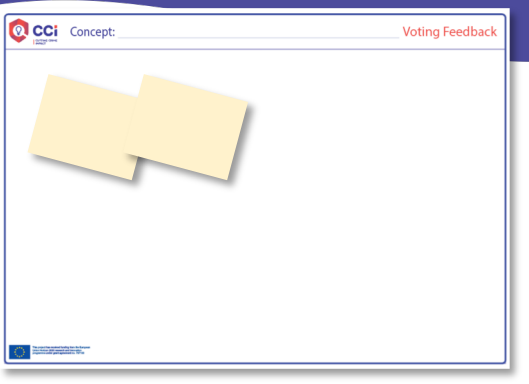
Write any feedback or comments on a sticky-note – Add your comments to the voting feedback sheet on the wall next to the relating design concept sheet

Vote - 1 of each x per LEA Idea

Favorite idea

Second favorite idea

Worksheet



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