MILAGERS TEAM PRESENTS

Design Thinking Journeys

A Facilitation Toolkit for Youth Workers
working with the most engaged young people

Erasmus+

DESIGN THINKING JOURNEYS

empower young people to put into practice their civic and social initiatives through the power of the design thinking process

MILagers Design Thinking Journeys are part of the **MILagers project** (*Media Information Literacy "Village" to Empower Young People for Active Participation*), which aims to engage, connect and empower young people by enhancing their media and information literacy competences through cross-sectorial and innovative open educational tools. The MILagers Journeys' purpose is to strengthen young people's sense of initiative, helping them to put into practice their ideas for solving social problems through design thinking facilitation techniques adapted to the youth sector.

In the following paragraphs, we explain more about ***Why*** we created the journeys, ***How*** they can support young people, and ***What*** activities you - an experienced facilitator, youth worker, educator, trainer - can organize in order to support those most engaged young people from your community.

Why

Young people we know and work with are very creative and actively involved in their communities. They volunteer, help others, raise their voice or mobilize resources for causes they believe in, educate themselves on social and civic issues, and try to find solutions to many social problems they see in their communities or the world.

However, sometimes, these youth initiatives are lost or prove to be less successful because of a couple of reasons. The big idea they have might overwhelm the young people who do not know how to make it manageable or mobilize resources and partners for their plan. Or, their idea was not built with enough input from the audiences/the users or it was not prototyped and tested enough before becoming a real social campaign or civic activity. These smaller or bigger disappointments may demotivate young people or make them think twice before trying a new initiative again.

We created and wrote the MILagers Design Thinking Journeys having these young people in mind. We want them to gain an understanding o how to succeed or how to learn from failures and disappointments so that they will not be afraid or feel overwhelmed in starting and running a social or civic initiative in their community.

MILagers Journeys aim to empower young people to put into practice their civic and social initiatives through the power of the design thinking process. By taking these journeys, young people can create and deliver innovative user-centered social or civic initiatives in their communities. They learn how to develop their ideas, how to discover their audiences/users' needs, how to understand better the problems they want to solve, how to generate creative solutions, how to prototype and test them, and how to implement successful social and civic initiatives.

How

All MILagers Journeys use the design thinking process leading young people from the step of deciding on the design challenge they want to take to empathizing with their audiences/users, defining the problem they want to solve, brainstorming for solutions, and testing and prototyping their ideas.

We chose to work with the design thinking process because it is the method that was proved to deliver innovation while helping teams, companies, organizations to extract systematically, learn and apply user-centered techniques to solve problems creatively. Thus, once the design challenge is decided, each journey takes the young people through the five phases of the design thinking process: empathize, define, ideate, prototype, and test.

HOW (cont.)

As MILagers Journeys are part of the MILagers project that aims to enhance young people's media literacy, we designed each journey to support young people in developing key media and information literacy (MIL) competences. We use the UNESCO framework (2013) that includes the following competences:

- Define informational needs and locate & access information;
- Evaluate information for authority, credibility, and purpose;
- Engage with media & other info providers for self-expression & democratic participation;
- Communicate decisions, ideas, opinions, and new understanding using appropriate ITC;
- Critically analyze and evaluate information and media content;
- Use ICT/digital skills for information processing and for generating own content;
- Extract & organize pertinent information;
- Synthesize and construct new understanding to make decisions.

At the beginning of each journey, you may check what MIL competences are enhanced or developed while the young people get involved in the designing and planning process of their social, civic, educational, or volunteer initiatives.

WHAT

Before creating the MILagers Journeys, we conducted a small research in Bulgaria, Norway, Romania, and Sweden - the MILagers partner countries - observing what types of social, civic, educational, or volunteer initiatives young people like to get involved in or organize in their communities.

We have collected data and analyzed over 50 initiatives in the four countries, and we observed that these could be grouped into six categories:

1. self-expression projects (mainly through media projects, debates, social events);
2. charity/fundraising activities;
3. volunteer activities/initiatives;
4. advocacy campaigns;
5. education activities (for self-development);
6. (social) entrepreneurship initiatives.

WHAT (cont.)

Therefore, we have decided to develop six design thinking journeys that will help young people to design and implement successful initiatives:

1. Youth-led media projects;
2. Fundraising events;
3. Volunteer campaigns/activities;
4. Advocacy campaigns;
5. Peer-to-peer educational workshops;
6. Social entrepreneurship initiatives.

The journeys are designed to be used by experienced facilitators, youth workers, educators, trainers like you who already know and have enough expertise in running workshops for young people. Here are some expectations regarding your role as facilitator to be able to implement the MILagers journeys successfully:

- You might need to include in the learning process introduction activities, icebreakers, energizers, etc. To not lose the focus on the design thinking process, we chose to leave aside these activities that are essential though for any workshop, but especially for workshops with young people.
- You have to adapt the journey to the group's dynamic, to time or other constraints the young people might have, to access level to specific audiences/users, to the specific interests of the young people, etc.
- The MILagers journeys are designed for young people, 16-25 years old, and each journey recommends a certain size of the initiative group that you might want to work with. Using your previous experience in running workshops, you will be able to adapt the journeys to different group sizes easily.
- When preparing to facilitate the journeys, keep in mind also preparing concrete examples of youth media projects, fundraising events, volunteer activities, advocacy campaigns, workshops, or social entrepreneurship initiatives from your communities. We have included some examples, we provided some basic theory on all the six topics, but we will suggest taking enough time before the journey to prepare with more information and plan the journey according to the group of young people you want to support.
- The journeys' time is a rough estimate. It does not always include the time the young people might need to reach out to their audiences/users, interview them, involve them in the empathize, prototype, or test phases. Thus, study the journey and its phases and steps, talk with your group, and agree on the timeline.
- A couple of journeys use very specific examples of initiatives that young people might have. For instance, the peer-to-peer educational workshops' journey is designed with concrete examples of organizing a workshop on the topic of Safer Internet. This topic is just an example, and you can use and adapt the design thinking journey for any peer-to-peer educational workshop that young people would like to organize.

About MILagers team

MILagers project is run by the creative teams of Norsensus Mediaforum (Norway) - also the leader of the project, ARC Fund (Bulgaria), Fundația Danis (Romania), and Awesome People (Sweden).

The project is implemented with the support of the European Commission, through Erasmus+ Programme and Aktiv Ungdom (National Agency for the programme in Norway).

Read more about the project implemented in 2019-2021 here:
http://milagers.org/

MILagers Design Thinking Journeys were created by:

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INTRODUCTORY SESSION

for defining the social problem the young people want to solve

Created by:
Paula BEUDEAN, Fundația Danis

Before jumping in one or more of the design thinking journeys you could use with the groups of young people you work with, we thought it would be helpful to see how you could run an introductory session for their social or civic initiative. Through this session:

- The young people will identify the social problem they want to address if they do not have yet a clear goal for their initiative group;
- They will define and understand better the problem they want to solve;
- They will decide on the approach they want to take and what journey they need to follow to design their solution to the problem.

You should use this introductory session when you work with incipient initiative groups of young people, when the young people are willing to do something together for their community, but they do not know where to start, or when their ideas about the impact they want to make are still unclear.

For this session, we propose to use the Theory of Change model and canvas. This is a method that was developed in the '90s. Since then, it was intensively used by nonprofit organizations and government agencies to generate social innovation. Shortly, through this method, the young people can draw their roadmap from the problem they identified in their community to the change they want to see that it's finally happening.

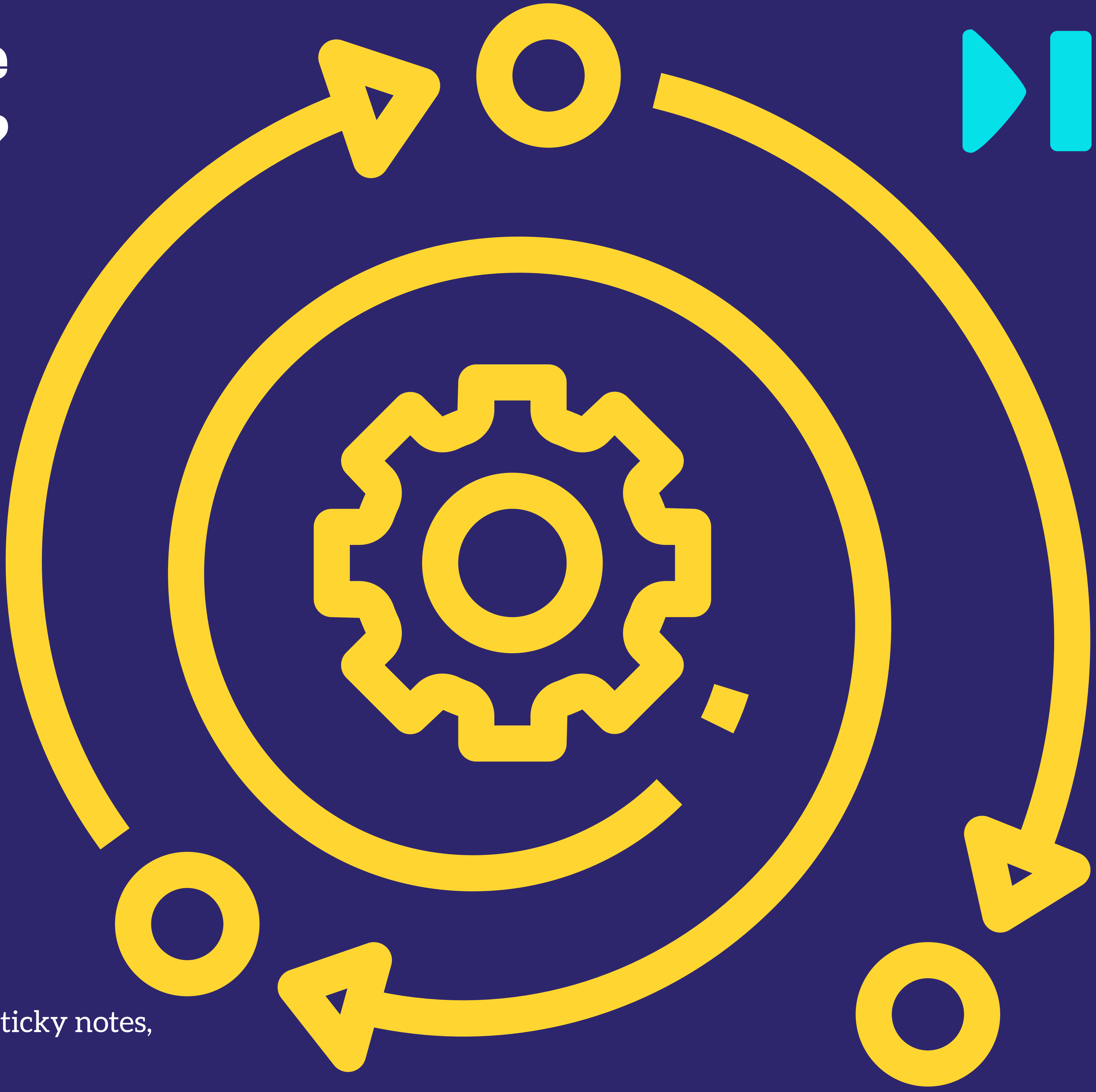
1. First, young people will define the problem they want to solve;
2. Then, they focus on the change they would like to accomplish and the key stakeholders;
3. They start to map backward the process of achieving this long term change by identifying the key audience they want to reach, the entry points for reaching this audience, the practical steps they need to take, and the first measurable results they want to obtain.
4. They also need to think of concrete benefits for their audience, once their initiative is in place and working.
5. Finally, for each of these sections of the canvas, they will need to reflect on the key assumptions that support the actions they want to take, which will also help them to see the potential risks they might face in the process.

Learn more about the Theory of Change here:

- Nesta. (2014). Development Impact & You. Practical tools to trigger and support social innovation. The Theory of Change. Retrieved from https://diytoolkit.org/tools/theory-of-change/
- Anderson, A. The Aspen Institute Roundtable on Community Change. (2006). The Community Builder's Approach to Theory of Change. A Practical Guide to Theory Development. Retrieved from https://developmenteducation.ie/media/documents/The_Community_Builders_Approach_to_Theory_of_Change.pdf

INTRODUCTORY SESSION

What's the change you want to make?



Group size:
6-12 young people

Total time of the session:
approx. 4 hours

Materials:
flipchart paper sheets, sticky notes, pens, markers, smartphones/laptops

Aim:
Support the group of young people to identify the social problem and the approach they want to take to engage actively in solving the problem

Objectives:
While participating in this session, young people:

- Identify and learn more about the social problems they care about the most in their community;
- Find the common interest and motivation they have as a grass-roots group/civic initiative group;
- Decide on the approach they want to take in addressing a specific social problem and find out which design thinking journey they should follow to put their ideas into action.

What's the change you want to make?

What should you expect to achieve by the end of the session?

Young people will choose the social problem they want to solve in their community and the approach they want and can take in addressing this problem.

Time:
240 min.

1

Introduce the aim of the session to the young people: to identify the social problem they would like to address in their community and decide how to approach this social issue.

5 min.

2

Give each participant several sticky notes and ask them to make their Bug List by writing down as many as possible issues from their community that bother them. Each issue should be written on a different sticky note. They could use sticky notes in specific colors to categorize/cluster the issues, based on their topics or based on how important or urgent they consider the issues for their community.

10 min.

3

All participants present their bug lists, and you help them arrange their stick notes on a flipchart paper. Together, they should identify the common social problems/common areas of interest for the majority of the group.

Finally, by voting or by consensus, **the group chooses the problem they want to work on, together as a civic initiative group/grass-root group**.

25 min.

What's the change you want to make?

4

Split the participants into two teams and ask them **to research/document the social problem they choose to work on**. They should find more information about the problem, the people affected by it, the stakeholders, other initiatives that tried to fix the issue, success cases on how the problem was solved in other communities, etc.

They could start by doing some online research during the workshop. But if they want or feel that they need to study more about the issue, then you can give them two-three days to do this research and join as a group again after they collected all the necessary data.

At the end of the data collection, each team has to present the problem in 3-5 minutes as a story. They could make a video, a presentation, a series of social media posts, drawings/infographics, etc.

120 min.

5

Each team presents what they found out about the social problem through the media product they chose to make. Then, through open discussions, the group analyzes the information they all gathered, the approach/the narrative behind their stories, the differences between the two stories about the same social problem, etc.

Now that they are completely informed about the problem, they should **start brainstorming on the change they want to make as a group**. They decide on the impact they want to have. Write down all the ideas they come with about the change they want to see in their community regarding the problem they studied.

30 min.

What's the change you want to make?

6

Show and explain to the participants **the Theory of Change model and canvas** using a concrete project or campaign. Encourage them to ask questions to clarify the model and how they could use it for their initiative. Add on the canvas the problem they want to solve and the change they want to accomplish (they should choose from the list of changes they brainstormed in Step 5).

Split the group into two teams to brainstorm on the other sections of the canvas: the audience, the entry points, the steps they need to take, the outputs & outcomes they want to achieve, and the key assumptions they have for each of these areas.

20 min.

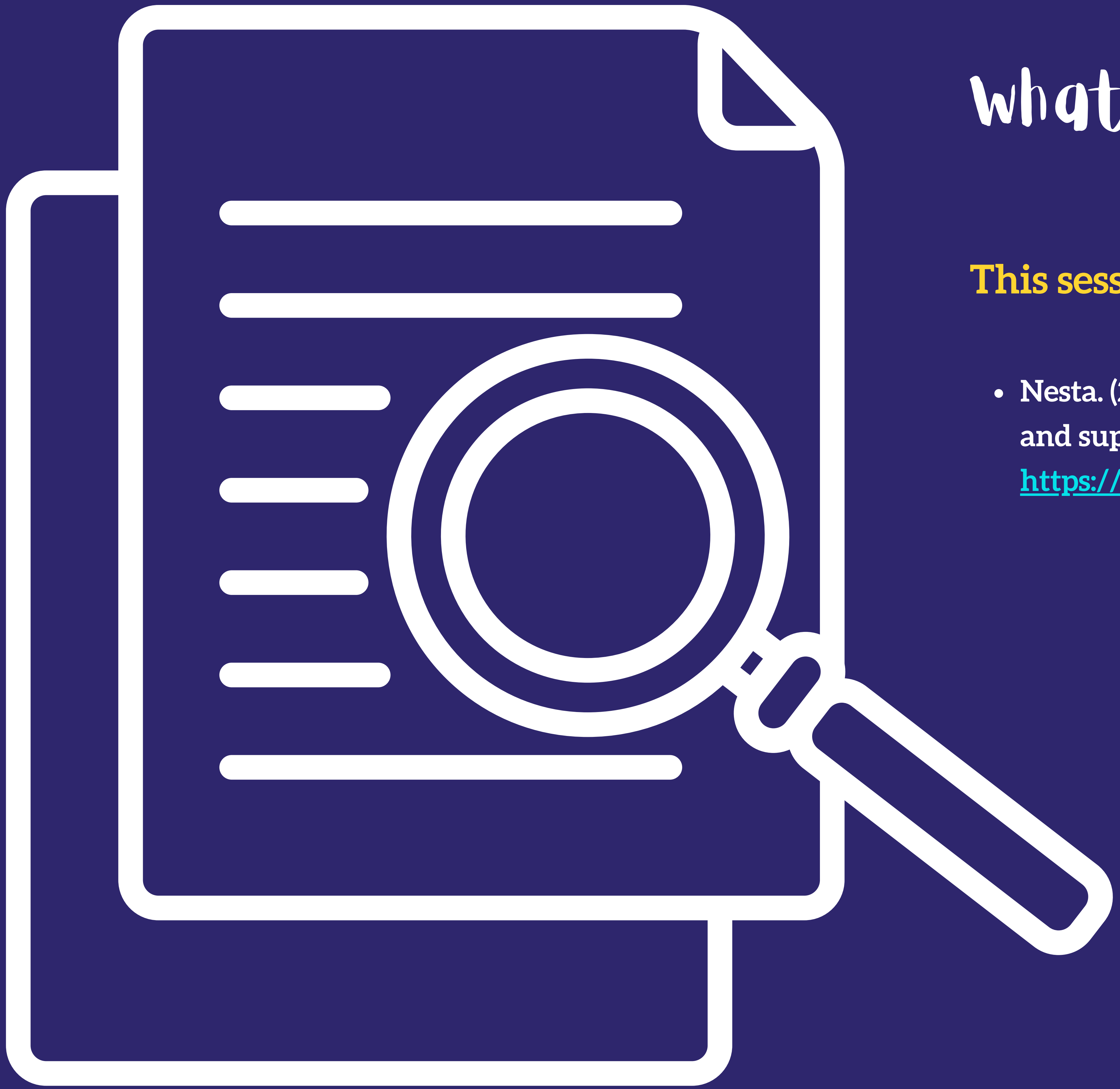
7

Each team presents their canvas, and the group decides on **the final approach they want to take in addressing the social problem**. For instance, they could choose to implement one or more of the following actions:

- Raise awareness, inform, talk more about the issue through media projects or advocacy campaigns
- Educate other young people or other audience about the issue or about how to solve the issues through workshops or other learning activities
- Mobilize other people to care or take action for solving the issue through advocacy campaigns, volunteer activities/campaigns, or fundraising events
- Address the problem directly by starting a new project/ program/initiative, a nonprofit organization, a social business, etc.

Once they identified the key steps they want to take, they should choose the one they would like to start with and go through one of the design thinking journeys we prepared in this toolkit or an adapted design thinking journey that could serve their initiative in the best way. Explain to them, shortly, how the journey will help them and the main phases of the process.

30 min.



What's the change you want to make?

This session was informed and inspired by:

- Nesta. (2014). Development Impact & You. Practical tools to trigger and support social innovation. The Theory of Change. Retrieved from https://diytoolkit.org/tools/theory-of-change/

DESIGN THINKING JOURNEY FOR YOUTH MEDIA PROJECTS

support young people to create impactful media projects

Created by:
Paula BEUDEAN &
Vedat SEVINCER,
Norsensus Mediaforum

Many young people like to express their opinions and ideas among their peers or other community members and take part in the mainstream debates and bring up their points of view on the issues concerning the society in which they live. MILagers partners have researched how young people in Bulgaria, Norway, Romania, and Sweden participate in society and express their opinions, and here are some ways in which they get involve and influence:

- Develop and run their own media projects/media outlets, such as online magazines, newspapers, blogs, etc.;
- Join local or national platform for youth civic or political participation;
- Organize social or cultural events to talk about topics they are interested in;
- Develop photography or video projects to show others the realities of their communities;
- Create meeting places or clubs for discussions, conversations, debates on topics they are interested in;
- Contribute to youth newspapers or youth sections of well-known media outlets.

Through this Design Thinking Journey for self-expression activities, you will be ready to support young people in developing their own media projects or media outlets in order to be able to express their opinions, ideas, issues that concern them among their peers, other members of their community, and among decision-makers, policymakers, and other relevant stakeholders.

The journey will help them define their media project's objectives, better understand their audience, imagine topics, themes they would like to cover with their media work, identify the better way of expressing their ideas, and make the plan for developing their own media project or media outlet. In other words, young people will be able to set up their media project or media outlet and make it a success among their audiences.

What you should know about youth media projects

If we were to recommend only a couple of resources where to start your work on helping young people develop their own media projects, we would choose these two:

- BBC Young Reporter Programme's resources (BBC)
- Adobe Youth Voices Guide (Adobe Foundation & Education Development Center, Inc.)

Like other resources and youth media projects out there, both resources aim to empower young people to express their perspectives of the world and create media with a purpose while developing their media literacy, improving their communication and media skills, and boosting their creative confidence.

Summarizing the core information from these resources, and also from Norsensus Mediaforum's experience in initiating and supporting a youth-led media project - Faktuell, here are the main steps the young people should take in starting their media projects:

1

Define the purpose

The young people should discuss and decide why they want to develop a media project, what the main purpose is - to express themselves, to gain experience in the media field, to practice journalism skills, to educate others about specific realities, to tell the stories of their communities, etc. For instance, the Faktuell project started to give a platform for young people to develop their media literacy competences and enhance their civic participation through digital media.

2

Define the audience

The young people should also think about how their media project is relevant to their communities and what audience it targets and serves. The design thinking journey will help them better understand the needs and insights about the audience and make the media project/media outlet relevant for this specific audience.

3

Decide the content

Once they know the purpose of their media project and their audience, the young people can decide what they want to create, what kind of content they would like to produce and deliver. Will it be informative, artistic, satirical? Will they advocate for specific causes, or will they practice citizen journalism or solutions journalism? What topics/issues they would like to cover? What are the stories they would like to tell?

4

Choose the format

The young people analyze the resources they have - their own group's competences and the support they can get from outside sources - and decide on their media project's format. They could start a collaboration with a well-established media outlet, or start their own media platform, or develop a blog or videoblog. They can also go project by project by creating photography projects, video projects, animations, podcasts, etc.

5

Map the resources

The young people need to understand their community, the sources of information, the funding sources (maybe private donors, individual donors, public authorities, media outlets, etc.), their supporters, the institutions, organizations, groups that can promote their projects, and other relevant stakeholders.

This is the moment in which the young people should think about their business model, understand how the project could become sustainable, how they could mobilize the resources needed for their media project.

6

Production

The young people work on their media projects going through the pre-production, production, post-production, critique & revision, exhibition & distribution phases. These steps look slightly different based on the format the young people choose for their media projects, but all projects go through this process.

7

Promotion

The young people choose the channels of promoting their media projects and reaching the selected audience. They may use their own website and social media channels, but they could also partner with local stakeholders to promote their projects.

Through this design thinking journey, you will be able to support the young people to go through the first steps of planning and starting their own media project - define the purpose, the audience, decide on the content & format. These decisions will help them better understand what resources and partners they need and how they should plan and design the production phase and the promotion activities. Let's begin the journey!

Learn more about advocacy campaigns here:

- Adobe Foundation, Education Development Center, Inc. (n.d). Adobe Youth Voices Guide. Retrieved from http://youthlearn.org/wp-content/uploads/AYV_Program_Guide_v3-1.pdf
- Adobe Youth Voices. (n.d.). Create With Purpose. Examples of Youth Media Projects. Retrieved from https://vimeo.com/createwithpurpose
- BBC. (n.d). BBC Young Reporter. Teach. Resources and Lesson Plans. Retrieved from https://www.bbc.co.uk/teach/young-reporter
- Education Development Center. (2016). 4 Reasons Why Media Making Is Critical for Youth. Retrieved from https://www.edc.org/4-reasons-why-media-making-critical-youth
- Sevincer, V., Biseth, H., Vaagan, R. W. (2018). Faktuell. Youths as journalists in online newspapers and magazines in Norway. In Andersson, Y., Dalquist, D., Ohlsson, J. (eds.). Youth and News in a Digital Media Environment Nordic-Baltic Perspectives, pp. 29-38. Retrieved from https://www.nordicom.gu.se/sv/system/tdf/publikationer-hela-pdf/youth_and_news_in_a_digital_media_environment.pdf?file=1&type=node&id=39917&force=0
- Norsensus Mediaforum. (2020). Solutions Journalism Guide. Retrieved from https://libre.norsensus.no/solutionsjournalism/
- Norsensus Mediaforum. (2020). Youth Media Project Guide and Planner. Retrieved from https://libre.norsensus.no/youthmedia/

THE JOURNEY

Group size:

6-12 young people

Total time of the journey:

approx. 3 days (also, allocate some extra time for interviews, co-creation & feedback sessions with the users, and tests during the Empathize, Prototype, and Test phases)

Materials:

flipchart paper sheets, A4 paper sheets, sticky notes, sticky dots, pens, markers, laptops/smartphones, video projector/screen

Objectives:

While taking this design thinking journey, young people:

- Learn how to identify the appropriate audience for their youth media project and how to design it to address the audience's needs while reaching their self-expression purpose;
- Acquire the skills and understanding to design impactful media projects;
- Gain the confidence to create and implement their youth media projects.

Key MIL competences:

- **Define informational needs** and locate & access information;
- **Engage with media** & other info providers for self-expression & democratic participation;
- **Communicate decisions, ideas, opinions**, and new understanding using appropriate ICT;
- **Use ICT/digital skills** for information processing and for generating own content;
- **Extract & organize** pertinent information;
- **Synthesize** and construct new understanding to make decisions.

Session 1 Frame your design challenge

Aim:

Identify the design challenge (design a media project or media consumption experience for a specific audience)

What should you expect to achieve by the end of the session?

The young people will define their project by developing the design brief: their project's short profile, respectively the challenge they want to take in creating a media product.

Time:

90 min.

1

Introduce the young people to the session's aim: developing the design brief, the short profile of their project, in the form of a "How might we...?" question. For visual support, you may write the aim on a flipchart paper.

Also, introduce them to the five phases of design thinking and explain how this process helps them plan their media project, media product, media outlet (from now on, we will call it simply media project).

5 min.

2

Give all participants sticky notes (three different colors), on which they have to answer, individually, the following questions:

- WHY do they want to create this media project? (What is the purpose behind their initiative?)
- WHO is their audience?
- WHAT are the specific goals of the media project when thinking about their audience?

Once they answer these questions, ask them to put the sticky notes on three different flipchart paper sheets, corresponding to the three questions: WHY, WHO, WHAT.

Facilitate the discussion over the answers provided by young people, and lead the group to their common responses to these three questions. Write down the answers on the three sheets of paper. Finally, ask the participants to take these answers and put them in one question that should start with "How might we....?".

For example, they could end up with a question like "How might we express our perspectives on the community's issues (WHY) to a large audience of young people (20-30 years old) (WHO), to keep them informed and then involved in solving these problems? (WHY)". Write the HMW question on the sheet you used in Step 1.

30 min.

THE DESIGN BRIEF

Session 1 Frame your design challenge

3

The young people test their "How might we…?" question. Split the group into three-four teams, and give them five minutes to generate, in their teams, at least five ideas/solutions to answer their HMW question.

Each team presents its solutions shortly. Solutions are not to be debated, as this is only a test of how good the HMW question is - if it is broad and narrow enough at the same time. If all teams can generate multiple solutions, then the design brief might be good enough to start the design thinking process.

15 min.

4

Give participants sticky notes, ask them to revisit their Why, Who, and What questions they started with, and write down any constraints (such as tech constraints, funding resources, media project team's skills and experience, etc.), context, and relevant stakeholders they should be aware of before beginning the design thinking process. These stakeholders could be information sources or funding sources, or potential promoters/partners of the media project.

Each young person presents what they thought about and arrange the sticky notes under the corresponding sheets developed in Step 2. The relevant stakeholders (public authorities, public agencies, CSOs, NGOs, businesses, individual donors, etc.) may be assigned under the "Who" area. Constraints, context, and stakeholders are discussed in the big group and agreed upon.

25 min.

5

Finally, as a group, the young people review the HMW question, respectively, the design brief. They adjust the question according to the new information they collected about the context, constraints, or relevant stakeholders.

The final HMW is written down on a piece of paper that will be kept visible to the group during the whole design thinking journey.

You may start a project canvas online or offline to add relevant information during the project's phases, such as the design brief, the audience, the needs and insights, the ideas to prototype, the relevant feedback on prototypes, etc.

15 min.

Session 1 Persona Role-Play

Aim:

Understand better the audience they want to reach, identify the audience's needs and insights, including their interests and ways of media consumption

What should you expect to achieve by the end of the session?

The young people will further explore their media project's audience and identify some of their needs and insights.

Time:

120 min.

1

Introduce the young group to the aim of the session: to learn more about their audience, the WHO group they identified in the previous session

- to build a guess of the audience's needs and insights
- to identify the questions that provoke the most interesting and useful answers

5 min.

2

Split the group into teams of 2-3 people and give them a flipchart paper sheet and markers. Ask them to draw and describe a Persona - a character representing the media project's audience:

- in the left corner, they draw the persona, give her/him a name, and below, they write other relevant data (age, occupation, location, life goals, etc.)
- on the right side of the paper, they discuss and write down their guess about what the audience might see & hear, think & feel, and say & do about their media consumption needs and habits

30 min.

3

Each team develops an interview guide with 10-12 questions they need to ask their audience. They test this guide by taking turns in playing the role of the Persona they drew and analyzed and answer the questions they created. The team writes down the questions that get the most interesting and insightful responses.

Each team presents their Personas and the results of the role-playing, and the group creates two lists:

- a list of needs & insights that were common for the Personas
- a list with 5-7 questions to be added to the interview guide for the audience

They will use the lists in the next sessions to further empathize with the audience and the Point of View of their design challenge.

85 min.

EMPATHIZE

Session 1 Persona Role-Play

Persona

EMPATHIZE

Session 2 Interview & self-documentation

Time:
60 min.

What should you expect to achieve by the end of the session?

The young people gain a clear understanding of their audience and their media consumption's needs, interests, and habits.

1

Introduce the young group to the aim of the session:

- to gain a quick understanding of their audience through short interviews & self-documentation
- to collect new information about the audience, check their assumptions, and clarify disagreements the young people might have had about their audience in the previous session

The young people start by identifying 5-7 people that could be part of their media project's audience. Then, they refine the interview guide developed in Session 1. Persona Role-Play, and set another short guide for self-documentation on media consumption (habits, sources of information, topics/issues they read/watch, motivations, interests, time spent on media, competitive habits to media consumption, etc.).

60 min.

2

The young people send the two guides to the people they selected in Step 1 and give them up to one week to answer the questions and document their media consumption behavior. The young people summarize the people's needs & insights and debrief the group about the results. They could share the results through online documents that everyone can access or write them on flipchart paper sheets or sticky notes.

Give the participants the time they need to run the interviews and the self-documentation part, and prepare the debriefs

Session 1 Audience's stories

Aim:

Define the point of view the young people want to take on their audience in creating the media project (Point of View: User+Needs+Insights)

What should you expect to achieve by the end of the session?

The young people will present the audience's needs and insights that stand out using storytelling; this will help them select the specific needs and insights they would like to address with the media project.

Time:

120 min.

1

Split the young people into two teams and ask them to review the information they collected through interviews and self-documentation and through the Personas they drew and analyzed.

Each team will create stories that showcase the audience's needs and insights that stand out from their notes and lists they made in the Empathize phase.

60 min.

2

The teams tell their stories to the rest of the group. The young people look for patterns and similarities and discuss and reflect on how specific needs and insights relate to the media project's objectives and the design brief they developed.

At the end of the discussions, they select the needs and insights they want to address while developing their media project.

60 min.

Session 2 Choose the PoV

Time:
60 min.

What should you expect to achieve by the end of the session?

The young people will develop the Point of View they will take in designing the media project by addressing specific needs and using certain insights about their audience. Based on their new understanding of their "users" (the audience) and their media consumption behavior, the young people come up with an actionable problem statement - the challenge they want and can take!

1

Introduce the young people the aim of the session: to reframe the design challenge, writing it in an intriguing and straightforward format that will help them generate ideas for the media project and stay focused on the most relevant information collected from their audience.

Split the group into three teams that will develop the Point of View (POV)/the reframed challenge for their media project.

USER + NEEDS+INSIGHTS

"User" should be as descriptive as possible so that the young people easily remember the target group they want to serve. The "needs" should take the form of a verb, while "insights" should be relevant and compelling and define the young people's approach in finding their solution to users' problems.

Example of a POV: "A teenager completely or partially ignorant about what happens outside the school's backyard needs to get informed about the community's issues and events by his/her peers because "adult" media is so "outdated" and, anyway, adults don't get what is cool and relevant for him/her".

30 min.

2

Each team presents the POV they developed and explains their choices regarding the description provided to the users, the needs, and insights. Through discussions and voting, and maybe rephrasing, the group selects the POV to guide their media project's design in the next steps.

The agreed POV statement will be the guide for the rest of the journey. This can be written on a flipchart paper to put up on the wall for all participants to see during the rest of the phases.

30 min.

IDEATE

Session 1 Empty your brain

Aim:

Generate as many ideas as possible for designing a relevant media project for the targeted audience and the initiative group; select the ideas to prototype

What should you expect to achieve by the end of the session?

The young people brainstorm and generate as many ideas as possible for their media project.

Time:

120 min.

1

Introduce the session's aim to the young people: generate as many ideas as possible for the media project through a brainstorming session using the POV and the stories they have developed in the previous phase (Define).

To generate the right questions for the brainstorming, ask the young people to go back to the POV they decided upon in the previous session. Starting from the POV, they create actionable 3-5 questions that begin with the phrase "How might we...?". The questions might look to the following aspects related to the media project:

- Content topics/issues
- Type of stories/media products
- Media format
- Delivery channels
- Promotion channels, etc.

Shortly, young people propose multiple questions, and as a group, they select the ones they want to work on. The final 3-5 questions are written down on individual flipchart paper sheets.

30 min.

2

Questions are asked one by one, and each group member takes a couple of minutes and answers, individually, on sticky notes (one idea/one sticky note), the respective question.

Then, they present their ideas, and the others can build on these ideas by writing down other ideas. And they continue like that until all the ideas are shared and members "empty their brain" on that specific topic.

60 min.

Session 1 Empty your brain

3

Once the ideas are generated, the group rearranges the sticky notes on themes, concepts, patterns relevant for their media project. However, it is advised the group to avoid arranging the ideas on the type of activities and find themes, concepts, patterns that can serve their POV.

The ideas should not be commented on or debated. Now it's the moment for the young people to go for quantity, not quality in their solutions, and identify relevant patterns, themes, and concepts.

20 min.

4

Now is the moment for the group to decide what ideas they would like to prototype. Give each member a certain number of dots/votes (e.g., 3-5). Each young person uses their dots in whatever way they want, voting for the ideas that best address the POV and the design challenge.

Once all the votes are cast, the young people see which ideas have come out on top. These will be added to the project canvas and will be prototyped in the next phase.

10 min.

PROTOTYPE

Session 1 The Mind Map

Aim:

Develop further a couple of ideas for designing the media project and refine the ideas with the audience's help

What should you expect to achieve by the end of the session?

The young people identify the key aspects of their media project. They gain a better understanding of the audience's reaction to their idea.

Time:

120 min.

1

Introduce the session's aim to the young people: to think in detail about their idea for the media project using a mind map.

Split the group into two-three teams. Starting from the ideas for the media project that the young people selected in the previous session, each team develop a mind map following at least these aspects:

- Media project's content topics/issues
- Type of stories/media products
- Media format
- Delivery channels
- Promotion channels

When building the mind map, they should start with the central idea, written in the middle of the map, and then map out all the elements they already have on branches. They can create additional branches to go more in-depth on these ideas and also add branches for elements they did not discuss yet, and they should cover in the process of developing the media project.

Each team presents its mind map, and they build on each other ideas generating the final prototype of the media project. The young people put together the Project's Mind Map to be presented to the audience.

120 min.

2

Each group member identifies two persons that fit the audience's profile and introduces them to the Project's Mind Map. The one-to-one co-creation & feedback sessions take place face-to-face or online. The young people take notes during the meetings and prepare a summary sheet for the rest of the group with the following information:

- Ideas that were liked
- Ideas that got dislikes or concerns or not so good reactions
- Questions that were asked by the audience
- New ideas generated during the meetings

Give the participants the time they need to run the meetings and prepare the summary sheet.

Session 1 Create the media project's concept

Aim:

Refine the best idea for the media project, the project's plan, the delivery & promotion strategy, etc.

What should you expect to achieve by the end of the session?

The young people integrate the feedback they received from the audience and further develop the media project's concept.

Time:

180 min.

1

After the co-creation & feedback sessions, the young people meet and debrief each other. Ask the group to integrate the feedback and develop the project's new Mind Map. This is added to the project canvas.

The group starts to further work on the media project's concept, ensuring they answer the HMW question - the design brief and the POV. Split the group into two teams that will develop in detail the following parts of the concept (other topics might be included, depending on the project's needs):

- Key content directions (editorial direction, topics, types of stories, etc.)
- Main media format
- Delivery platform/channels
- Promotion channels & other promoters
- Key partners to involve

120 min.

2

Each team presents to the group the work it has done. The concept is put together, adjusted, revised, and the project's final concept is agreed upon through discussions. The timeline of starting and implementing the project is also decided.

The young people select the parts of the project's concept to be tested by looking at what aspects did not receive much input from the audience yet, or suffered radical changes after the prototyping phase. Based on the topics/parts suggested to be tested, the next session's testing teams are formed.

60 min.

Session 2 Test the media project's concept

Time:
150 min.

What should you expect to achieve by the end of the session?

The young people collect the final feedback on their media project and develop the final concept and timeline.

1

The testing teams prepare the testing methods for the parts of the project's concept they previously chose, such as:

- Online feedback provided for the project's key content directions, such as the editorial policy explained through a short video
- Feedback interviews about the storylines/story concept of the media project
- A short survey on what the audience thinks about the media project's delivery or/and promotion channels.

These are only a few examples of how parts of the concept can be tested with the audience. However, young people choose the testing methods based on what they want to try.

60 min.

2

The teams implement the testing methods they chose. The tests should be run with the media project's audience (5-7 people). In the end, each team prepares a summary of the test they run.

Give the time the young people say they need to implement these testing methods and prepare the feedback summaries.

Each team presents the summaries of the feedback they collected, through online shared documents or visually, on flipchart papers.

30 min.

3

The two teams from Session 1. Create the media project's concept (Step 2) take the feedback received, and improve the concept in the following areas:

- Key content directions (editorial direction, topics, types of stories, etc.)
- Main media format
- Delivery platform/channels
- Promotion channels & other promoters
- Key partners to involve
- Project's timeline

Each team reports back to the whole group about the changes they made in their parts. The group discusses, revises, adjusts, and decides the final project's concept and plan, ready to be implemented!

60 min.

The sessions of this design thinking journey were informed and inspired by the following resources:

- d. School, Institute of Design at Stanford. Bootcamp, Bootleg. Retrieved from https://static1.squarespace.com/static/57c6b79629687fde090a0fdd/t/58890239db29d6cc6c3338f7/1485374014340/METHODCARDS-v3-slim.pdf
- Ideo.org. (2015). Design Kit. The Field Guide to Human-Centered Design. Retrieved from https://www.designkit.org/methods
- Mobilisation Lab. (n.d). Campaign Accelerator. Retrieved from https://mobilisationlab.org/training-coaching/campaign-accelerator-training/resources/

DESIGN THINKING JOURNEY FOR FUNDRAISING EVENTS

support young people to successfully mobilize resources for causes they believe in

Created by:
Paula BEUDEAN, Fundația Danis

In the endeavor to support their communities, young people mobilize resources for people in need through charity events or fundraising campaigns. The youth social initiatives identified by the MILagers team in Bulgaria, Norway, Romania, and Sweden show that young people care about children and families living in poverty, homeless people, children or people suffering from various diseases, or socially struggling in their communities, or dogs living in shelters, etc. Young people also care about children's access to education and necessary resources, raising funds to buy books or school supplies for those who cannot afford these.

They organize charity balls, Christmas concerts, tea-and-cake small parties, run to marathons, sell T-shirts or handmade art & crafts objects, etc., in order to raise money for the problems they care about and they want to solve.

The Design Thinking Journey for Fundraising Events will help you, the youth worker, support young people in putting into practice their social initiative to mobilize resources for causes they believe in. They might come to you with their idea of helping those in need or already with an idea of an event or a fundraising campaign they want to run. Using this design thinking journey, you will guide them to make it happen and make it successful.

They will identify the audience of their event and discover the audience's needs and expectations. Based on these, they will be able to design an event that will reach its objectives - mobilizing the resources they want for their cause!

What you should know about fundraising events

Fundraising events (also called special events in the fundraising slang) have something special compared to other fundraising methods. They aim to raise funds and, most importantly, to provide entertainment for those attending them. In other words, the audience will join a fundraising event because they like the entertainment idea behind it. Yes, they might also care about the cause, but this is the fundraising method that “plays” with donors’ motivation for having fun while doing good.

If we have to categorize the events, there are **six types of fundraising events:**

- Community-wide events: marathons, swimathons, community picnics, community lunch/dinner on the street, etc.
- Testimonial events: tribute or award dinners, recognition events, receptions of all types, etc.
- Sports events: football, bowling, tennis, board games tournaments;
- Art events: concerts, exhibitions, new movies, new stage plays, fashion shows, festivals, etc.
- Auctions: live or silent auctions, selling famous or less famous objects or experiences, usually combined with galas or receptions or other small gathering events;
- Be creative! Encourage young people to come with innovative ideas for their events. More innovative is an event, something that never happened before, more likely the people would join to try new experiences: funny contests, interesting guided tours, selling exceptional experiences, etc.

As fundraising events are usually risky and expensive fundraising methods, when you support young people to make the right decision about what event to organize, ask them to evaluate the potential of the event to generate significant revenues. Significant means a net income of at least 50% of the event’s gross income, and preferably more.

Each event is built on **five ingredients for success:** the performers, the sponsors, the promotion, the organization/the cause, and the audience.

- **Performers:** they are those people upon whose skills and appeal the event is centered: the band that will play, the auctioneer, the sports players, the personalities present at the ball, etc. However, many times the "performers" are the exceptional experiences that are provided to the audience.

- **Sponsors:** the sponsors are really essential for the event because usually, they support most of the costs, and this helps the young people to reduce the financial risks. Their gains from the event could be the opportunity of reaching a large audience with information about them and their products and the good image and promotion they receive in return for their sponsorship.

- **Promotion:** young people should choose the appropriate promotion channels based on the audience and based on the sponsors' interest. The promotion should be intense, done in time, and it should send the right message that will motivate people to join the event.

- **Organization/Cause:** the cause the young people will raise money for is also relevant to the event's success. This should be something that the audience cares about or will learn to care about through the promotion activities done for the event.

- **Audience:** from the beginning, young people should learn that making sure that the audience enjoys the event is one thing, but they should also focus on finding ways of raising money from their audience; they should not hesitate to promote openly that the event is a fundraising one and that guests are expected to contribute by buying tickets, providing minimum donations, making bids for auctions, filling out pledges forms, buying products or experiences, etc.

Learn more about fundraising events here:

- Norton, M. (2009). The Worldwide Fundraiser's Handbook: A Resource Mobilisation Guide for NGOs and Community Organisations, Third Edition, Chapter 6.2 (pp. 144-157). Retrieved from http://www.coyotecommunications.com/outreach/worldwide_fundraisers_handbook.pdf
- Stein, C. (n.d). Network for Good, Planning and Executing Successful Nonprofit Fundraising Events. Retrieved from https://www.networkforgood.com/nonprofitblog/planning-and-executing-nonprofit-fundraising-events/
- Fund2Orgs. (n.d.). How To Create A Successful Fundraising Event | 5 Tips. Retrieved from https://youtu.be/L0SeE2OZD4s

THE JOURNEY

Group size:

6-12 young people

Total time of the journey:

approx. 4 days (also, allocate some extra time for interviews and tests during the *Empathize* and *Test* phases)

Materials:

flipchart paper sheets, A4 paper sheets, sticky notes, pens, pencils, markers, paper tape/adhesive gum, laptops/smartphones, video projector or screen

Objectives:

While taking this design thinking journey, young people:

- Learn how to identify the appropriate audience for their fundraising event and how to design the event to address the audience's needs while reaching their fundraising goal;
- Acquire the skills and understanding to be able to design a fundraising event properly;
- Gain the confidence to implement their plan for organizing a fundraising event.

Key MIL competences:

- **Define informational needs** and locate & access information;
- **Evaluate information** for authority, credibility, and purpose;
- **Communicate decisions, ideas, opinions,** and new understanding using appropriate ICT;
- **Use ICT/digital skills** for information processing and for generating own content;
- **Extract & organize** pertinent information.

Session 1 Frame your design challenge

Aim:

Identify the design challenge (design the fundraising experience for a chosen audience)

What should you expect to achieve by the end of the session?

The young people will define their project by developing the design brief - the short profile of their project, respectively, the challenge they want to take in organizing the fundraising event.

Time:

100 min.

1

Introduce the young people to the session's aim: developing the design brief, the short profile of their project, in the form of a "How might we...?" question. For visual support, you may write the aim on a flipchart paper.

Also, introduce them to the five phases of design thinking and explain how this process will organize their fundraising event.

15 min.

2

Give all participants sticky notes (three different colors), on which they have to answer, individually, the following questions:

- *WHY do they want to organize this fundraising event? (What is the problem they want to solve?)*
- *WHO is their audience?*
- *WHAT are the goals of the event?*

Once they answer these questions, ask them to put the sticky notes on three different flipchart paper sheets, corresponding to the three questions: WHY, WHO, WHAT. Facilitate the discussion over the answers provided by young people, and lead the group to their common answers to these three questions. Write down these answers on the three sheets of paper.

Finally, ask the participants to take these answers and put them in one question that should start with "How might we....?" For example, they could end up with a question like "How might we engage our friends and acquaintances, 20-30 years old (WHO), to support with 3000 euro (WHAT) the renovation of the dog shelter from our neighborhood? (WHY)". If the group is too large, you can split it into two-three teams to generate their own HMW question, and then the whole group to revise the work of the teams and decide on the final HMW question. Write the HMW question on the sheet you used in Step 1.

30 min.

Session 1 Frame your design challenge

3

In this step, the young people test their "How might we...?" question. If this is a too broad question, then they will have no idea where to start. If it's too narrow, then they will come up only with one-two solutions. Split the group into three-four teams, and give them five minutes to generate, in their own teams, at least five ideas/solutions to answer their HMW question. Each team uses one flipchart paper sheet.

The teams present their solutions shortly. Solutions are not to be debated, as this is only a test of how good the HMW question is - if it is broad and narrow enough at the same time. If all teams can generate multiple solutions, then the design brief might be good enough to start the design thinking process.

15 min.

4

Give participants sticky notes, and ask them to revisit their Why, Who, and What questions they started with, and write down any constraints, context, relevant stakeholders they should be aware of before starting the design thinking process.

Each young person presents what he/she thought about and puts the sticky notes under the corresponding sheets developed in Step 2. Relevant stakeholders may be assigned under the "Who" area. Constraints, context, and stakeholders are discussed in the big group and agreed upon.

25 min.

5

Finally, the young people review as a whole group or split into teams the HMW question - their design brief. They adjust the question according to the new information they collected about the context, constraints, and relevant stakeholders. The final HMW is written down on a piece of paper that will be kept visible to the group during the whole design thinking journey.

You may start a project canvas online or offline to add relevant information during the project's phases, such as the design brief, the main audience, the needs and insights, the ideas to prototype, the relevant feedback on prototypes, etc.

15 min.

Session 1 Discover your audience

Aim:

Better understand the event's audience, identify the relevant insights and needs of the audience

What should you expect to achieve by the end of the session?

The young people will identify the main audiences of their fundraising event.

Time:

60 min.

1

Introduce the young group to the aim of the session:

- to learn more about their audience, the WHO group they identified in the previous session.

Give each participant several A5 or A4 sheets of paper and markers/pencils in different colors. Ask them to draw various portraits of their audience that they decided to be part of their event in the previous session.

For instance, if they decided to work with their friends and acquaintances, 20-30 years old, ask them to draw these characters thinking to their context, their needs, their interests, their history (*Did they participate before in such fundraising events? Did they volunteer?*), their connection with the problem the young people want to solve, the capacity to give, etc.

Ask them to draw both the "fans", close supporters of the event, and the "skeptics", with whom they need to work more to convince them to join the event.

They should also draw people related to their main audiences, like parents that could also be involved by making donations to the cause, or friends and peers that could be mobilized by the initial audience, etc.

30 min.

2

Split the group into three teams. Each team discusses the characters they drew and, using paper tape or adhesive gum, arranges them on a map (see the *Audience Map* figure below) by assessing:

- the audience's motivation to support their cause/event, and
- how much they are needed to give money or mobilize other people or necessary resources.

The teams present their maps to the whole group.

20 min.

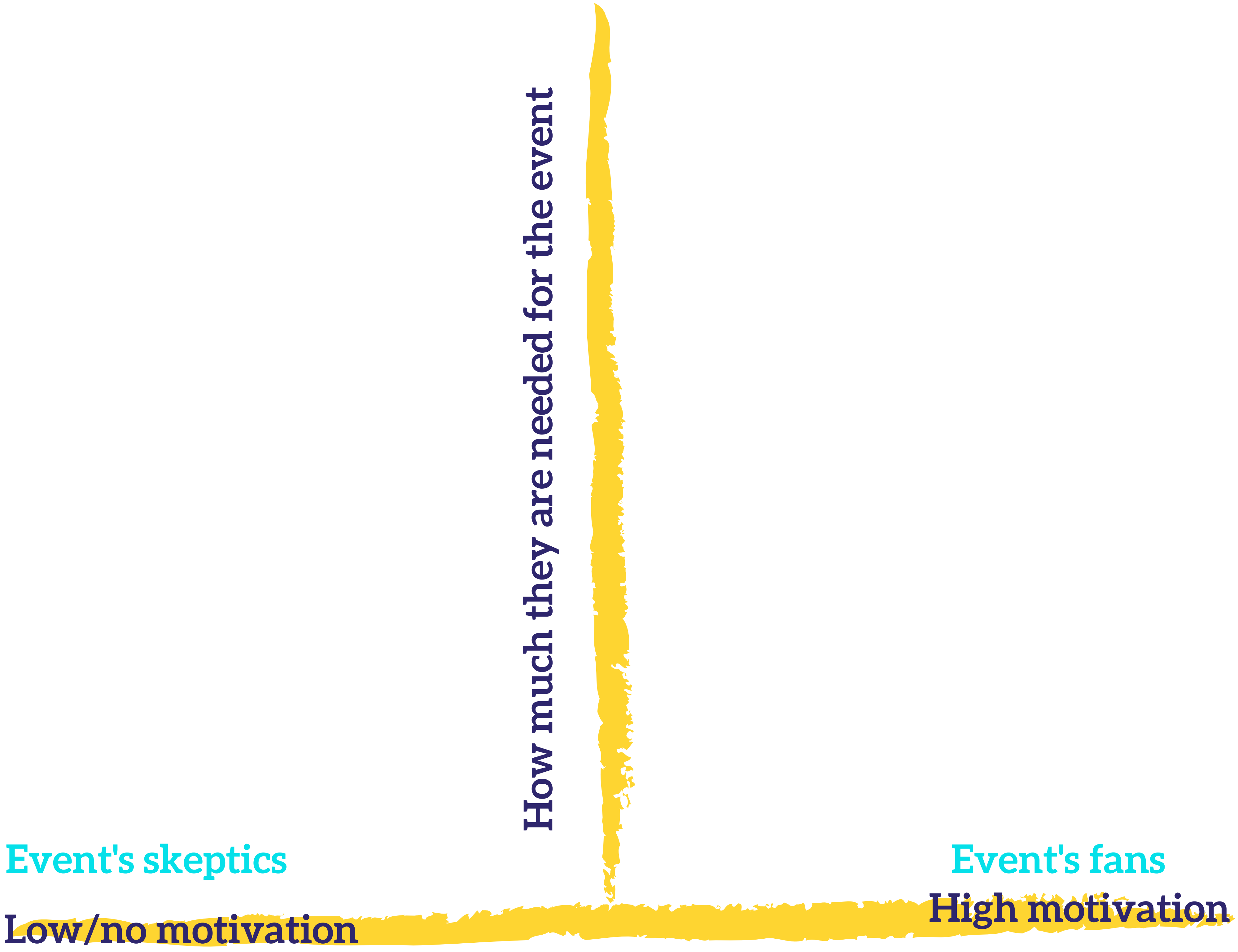
Session 1 Discover your audience

3

The group uses the maps developed in the previous step, compares their characters, and develops their audience's final map.

Together, they select the main audience of their event, whom they would like to "investigate" more in the next session of empathizing. The audience is written down/recorded on the project canvas.

10 min.



Audience Map

EMPATHIZE

Session 2 Picture interviews

Time:
160 min.

What should you expect to achieve by the end of the session?

The young people will discover their audience's insights and needs by learning about what the audience considers to be a successful or unsuccessful event.

1

Open the discussion by inquiring the group about the public events they participated in the last year, maybe similar fundraising events like the one they want to organize.

Write down the examples they give on a flipchart paper. Add your own examples of events you participated in. With the help of the group, build categories of events - based on their goal, on their audience, on the performers, or the causes they supported.

20 min.

2

Split the participants into two groups. Ask one of the groups to

- think of the most interesting/engaging event or similar fundraising event they participated in,
- select a relevant photo from the event (if they have it on their phones) and
- write on sticky notes why they considered the event interesting/ engaging (one idea/sticky note).

Ask the other group to do the same, but for the most boring event/fundraising event they participated in.

Once each participant finishes, ask them to go in their own group, share the photos, if they want, using their smartphones, and discuss the things they wrote on sticky notes.

Ask each group to prepare, on a flipchart paper, a list with the things that made their events interesting, respectively boring. Each group presents its list.

Based on the presentations, brainstorm with the group on needs and insights that might be behind what they considered interesting or boring about the events they attended.

40 min.

Session 2 Picture interviews

3

Now that they exercised the process of collecting information and extracting needs and insights, you should ask each participant to go back to the audience map developed in the previous session.

They need to select one-two friends that would correspond with the audience's profile they decided upon. Then, each of them will ask their friends to share a relevant photo from the most boring or most engaging event they participated in (if it's possible a fundraising event) and why they considered the event interesting or boring. They should explain to their friends why, how, and when they will use the shared photos and ask their permission to use the photos in this facilitation process.

Once they collected the photos and the reasons, each participant prepares a poster (photo+text) for each event story they collected from their friends. (see the examples)

Note: The collection of the photos and stories can be done as a group activity, in a 1/1.5 hours session, or you can present young people the instructions of the activity, and they can do it on their own, and ask them to have the posters ready for the next step. To collect the photos and the stories, young people can use online communication channels, such as Whatsapp, Instagram, Messenger, Email, whatever they prefer to use to communicate with their selected friends.

60 min.

4

Each participant has two-three minutes to present the posters, then as a group, they brainstorm about the insights and needs of their audience, as these result from the shared stories.

At the end of the session, support the young people in reviewing the needs and insights they discover and adding them, on a new flipchart paper (or you may use only sticky notes), to the project canvas you started at the beginning of the facilitation process.

40 min.

Session 2 Picture interviews

Examples for Step 3, on how young people's posters may look like:

Photos credit: Fundația Danis, *Drive Your Community for Better* Fundraising Event, organized in partnership with Toyota Cluj-Napoca

Session 3 Interview the extremes

Time:
190 min.

What should you expect to achieve by the end of the session?

The young people will discover new insights and needs of their audience, learning mainly about the obstacles that make them refuse to participate in a fundraising event. At the end of this session, the young people will complete the list of the needs and insights they will use for defining and ideation phases.

1

Introduce to young people the aim of the session:

- to collect and make a list of needs and insights about their audience through interviews.

Ask young people to reflect on the map they developed and identify in their real audience groups people they could interview from the "fans" group and people from the "skeptics" group.
Each young person writes on two sticky notes the name of a fan and the name of a skeptic they could reach for interviews.
Then, each of them presents shortly the persons they identified and how they could reach them. As a group, they decide whom to interview - they need to select 3-4 people from the "fans" group and 3-4 people from the "skeptics" group. Finally, they will also decide who will be the interviewers.

20 min.

2

The group has now to prepare the interview guide. So, split the group into four teams and prepare four different "corners" in the training room with flipchart paper sheets with one of the following questions:

- What questions would you ask to discover the audience's needs, respectively, what they will like to gain from the fundraising event?
- What questions would you ask to discover the audience's interests, motivation, what or who will make them participate in the fundraising event?
- What questions would you ask to find out about the things/obstacles that will make them not participate in the fundraising event?
- What questions would you ask to learn new insights about the audience, insights/information that will make the invitation to the event impossible to refuse?

Then, each team "travels" from one corner to another and adds questions they would ask their event's fans or skeptics. Remind the group about the power of open-ended questions and ask them to phrase their questions as open-ended questions.

40 min.

Session 3 Interview the extremes

3

The teams present all the questions, and the final questions are selected to develop the interview guide, with a maximum of 8-10 questions.

Write down the questions in an online document, and share it with the group, especially with the interviewers.

30 min.

4

The young people contact the persons they choose in Step 1, and they run the interviews. It would be great if they can record the interviews. Summary of the interviews is prepared and shared with the whole group via online documents, and keynotes of each interview are written down on flipchart paper sheets.

Give the time the young people say they need to contact and run the interviews and make the summaries, but no longer than 3-5 days, in order to keep them focused on the process.

5

Make a recap of the young people's journey so far, what the results were, and what will be the next steps. In the recap, use the project canvas they developed so far and involve the young people to point out some of the journey's steps.

Split the group into 3-4 teams and ask them to review the interview summaries and the keynotes and develop lists with their audience's needs and insights. Each list is then presented to the whole group.

Using the lists of insights and needs and the brainstorming list from Step 4 (Session 2 - Pictures interviews), the group defines the complete and final list of insights and needs of their audience. This is added to the project canvas and used in the following sessions of the journey.

100 min.

DEFINE

Session 1 Needs & insights sorting

Aim:

Define the point of view the young people want to take on their audience in organizing the fundraising event (Point of View: User+Needs+Insights)

What should you expect to achieve by the end of the session?

The young people will arrange and present in clusters the needs and insights they have about their event's audience, which will help them select the specific needs and insights they would like to address with the fundraising event.

Time:

90 min.

1

Split the young people into two teams and ask them to review the insights and needs list they developed in the previous session. Each team will transform the insights, respectively the needs, in statements written down on sticky notes (one statement/one sticky note). Use one color sticky notes for insights and another color - for needs.

In the group, they decide on the logic they will use for clustering the needs and insights about the audience. For instance, first, they could group them based on similarities, defining specific categories; then, they can group them on a continuum, from "not at all relevant for the event" to "very relevant to the event", or from "we definitely cannot address with our event" to "we definitely can address with our event", etc.

20 min.

2

Using a wall or a table, the two teams from Step 1 start to cluster the insights, respectively the needs, based on the logic decided in the same step.

Once they clustered the insights and needs, the teams switch places, and each team reviews the other team's work. When they are ready, they ask questions and make suggestions for reclustering the insights, respectively, the needs.

40 min.

3

The group gives a name to each cluster they created for the needs and the insights and arranges them in terms of relevance for the fundraising event experience they want to design.

Together, through discussions or voting, if necessary, they select the needs they could address with the fundraising event they want to organize. Also, they select the key insights they need to have in mind while designing the fundraising event. Using the lists they previously added to their project canvas, they highlight the needs and insights they chose to further work on.

30 min.

DEFINE

Session 2 Choose the PoV

Time:
100 min.

What should you expect to achieve by the end of the session?

The young people will develop the Point of View they will take in designing the fundraising events by addressing specific needs and using specific insights about their audience. Based on their new understanding of their "users" (the event audience) and their environments, the young people come up with an actionable problem statement - the challenge they want and are able to take!

1

Introduce the young people to the session's aim: to reframe the design challenge for their event, writing it in a simple and intriguing format that will help them generate ideas for the fundraising event and stay focused on what is the most relevant information collected from their audience.

Split the group into three teams that will develop "want ads" for Instagram/ Facebook to express the Point of View (POV)/the reframed challenge for their fundraising event. Each team will develop 1-2 ads using Canva. For the POV text, they will use the following structure:

USER + seeks + NEED+INSIGHTS

Example of a POV want ad for designing a volunteer experience: "A recently employed young person seeks ways of engaging with his/her new colleagues. The activities should help in showing off the people's "superhero" qualities, and provide fun to everyone!"

The description of the users/the audience, the needs, and insights should be the one identified in the previous session and part already of the project canvas.

The teams will be advised first to develop their POV want ads in flipchart paper sheets, and only afterward to move into Canva and develop the online ads for Instagram/Facebook.

65 min.

2

Each team presents the POV want ads they developed and explains their choices regarding the description of the users, the needs, and insights.

Through discussions and voting, and maybe rephrasing, the group selects the POV to guide the design of their fundraising event in the next steps. The POV is added to the project canvas. The young people can choose, if they want, to develop the POV as a Canva online ad or if they only want to write it down on a flipchart paper.

35 min.

IDEATE

Session 1 "How might we..." brainstorming

Aim:

Generate as many ideas as possible for organizing the fundraising event experience for the selected audience; select the ideas to prototype

What should you expect to achieve by the end of the session?

The young people brainstorm and generate as many ideas as possible for their fundraising event.

Time:

140 min.

1

Introduce the young people to the session's aim: to generate as many ideas as possible for the fundraising event through a brainstorming session.

To generate the right questions for the brainstorming, the young people should go back to the POV they decided upon in the previous session. Starting from the POV, they create actionable questions that begin with the phrase "How might we...?". Split the group into three teams and ask them to create questions that:

- Amp up the good
- Remove the bad
- Explore the opposite
- Question an assumption
- Go after adjectives
- Identify unexpected resources
- Create an analogy from need or context
- Play against the challenge
- Change a status quo
- Break POV into pieces

Each team selects three types of questions from the above list and creates the HMW questions for the brainstorming session. For an example of building HMW questions, check the D-School's Bootcamp Bootleg (p. 26), which inspired this session.

40 min.

2

The teams present their questions, and together they select 5-7 questions they want to brainstorm about. They write down these questions on separate flipchart paper sheets.

Each participant takes the time to write down on sticky notes his/her first ideas for each HMW question.

If you work with a bigger group, then split it into two-three teams. If not, keep it as one group. The group/the teams should start brainstorming, add their ideas, and build on these ideas to the previously created flipchart paper sheets. The ideas should not be commented on or debated. Now it's the moment for the young people to go for quantity, not quality in their solutions.

100 min.

IDEATE

Session 2 Select the ideas to prototype

Time:
50 min.

What should you expect to achieve by the end of the session?

The young people will have their ideas categorized and they will select the ideas they want to prototype.

1

Introduce the young people to the session's aim: to categorize and select the ideas for prototyping their fundraising event.

At this moment, it is also very important to explain to young people that there are no good or bad ideas, and nobody owns the ideas anymore. When categorizing and selecting, they should think about the ideas as the group's ideas they developed together and implement together. If they get stuck in feeling the "ownership" of certain ideas, it will be harder to evaluate the ideas impartially in this process.

5 min.

2

The young people go back to the ideas they developed and start to categorize them into four groups:

- The most exciting, intriguing, amusing, crazy ideas
- The most rational/safe/possible ideas
- The most profitable/good on long-term ideas
- The "darling" ideas (they would not give up easy)

Split the group into four teams. Each team will be responsible for selecting one category's ideas (if one idea might fit in two groups or more, then copy it on multiple sticky notes). The team will copy the ideas for their category on sticky notes and arrange them on a flipchart paper with the respective category's name.

10 min.

3

Once the ideas are put into categories, each team quickly reviews the other three teams' work and agrees on how the ideas are categorized, or suggests changes.

The group reviews the Design Thinking Brief and the POV from the project canvas, and based on these, they select the ideas they consider the most appropriate for their design challenge and the audience's needs and insights. The selection can be done through discussions and/or voting. These selected ideas are added to the project canvas and will be prototyped in the next phase.

35 min.

PROTOTYPE

Session 1 The Journey Map

Aim:

Develop further a couple of ideas for the event and refine the ideas with the help of the users - the event's audience

What should you expect to achieve by the end of the session?

The young people identify the key moments of their event, and they gain a better understanding of the audience's experience from the beginning to the end of the fundraising event.

Time:

60 min.

1

Introduce the young people to the session's aim: to think in detail about the idea they have for the event, from the audience's perspective, by using a Journey Map.

Split the group into three teams. Starting from the ideas for the event that the young people selected in the previous session, each team identifies the key moments of the event, such as:

- The moment when the audience becomes aware of the event
- The moment when the audience decides to join the event (maybe based on a message they receive)
- 1st interaction during the event and the next interactions and activities
- The moment of sharing the event with others
- The follow-up moments with the audience
- The impact moments of the event on the audience, etc.

Each moment is written down on a sticky note (as one-two word headline), and the team arranges then the sticky notes on a timeline/journey map. Each team also thinks about the most relevant interactions with their audience and relevant interactions between their audience and other key stakeholders.

35 min.

2

Each team presents its timeline/journey map.

Then, as a group, young people compare the timelines, develop new ideas, revise, add, remove, and reorder the moments.

25 min.

PROTOTYPE

Session 2 Co-creation & Feedback

What should you expect to achieve by the end of the session?

The young people further develop their ideas and collect feedback on their ideas about the fundraising event from the event's users/audience.

Time:
180-240 min.

1

Split the group into two teams. Each team will have the mission to create a co-creation session with their event users/audience. One team will develop a session with the "fans" of the event, while the other will develop a session with the "skeptics". To prepare for the session, each team takes the journey map they agreed upon in the previous session and creates:

- rapid prototypes of some of the moments (such as the messages to be sent to the audience, the slogan of the event, etc.), or
- storyboards for some of the moments, or
- role-plays for some of the moments,

so that the users who will join the co-creation session can better understand and visualize the event they could participate in.

60 min.

2

Each team has to invite 2-3 "fans", respectively "skeptics" of the event (they could be some of the people the young people interviewed during the *Empathize* phase) to join their sessions. The co-creation sessions can happen at the same time or on different days, depending on the availability of the guests and the workshop place.

After explaining the co-creation session's aim (develop new ideas and collect feedback), each team introduces the event's journey map to the users, the rapid prototypes, the storyboards, or the role-plays they prepared.

60 min./ session

3

During the sessions, the young people may collect new ideas from the users by using a feedback grid with the following four quadrants:

- Ideas that are liked
- Ideas that get dislikes or concerns or not so good reactions
- Questions that are asked by the users
- New ideas generated during the session

After the two co-creation & feedback sessions, the two teams meet and debrief each other. The feedback is summarized and integrated into the project canvas for the next step of the process.

60 min.

TEST

Session 1 Create the event concept

Aim:

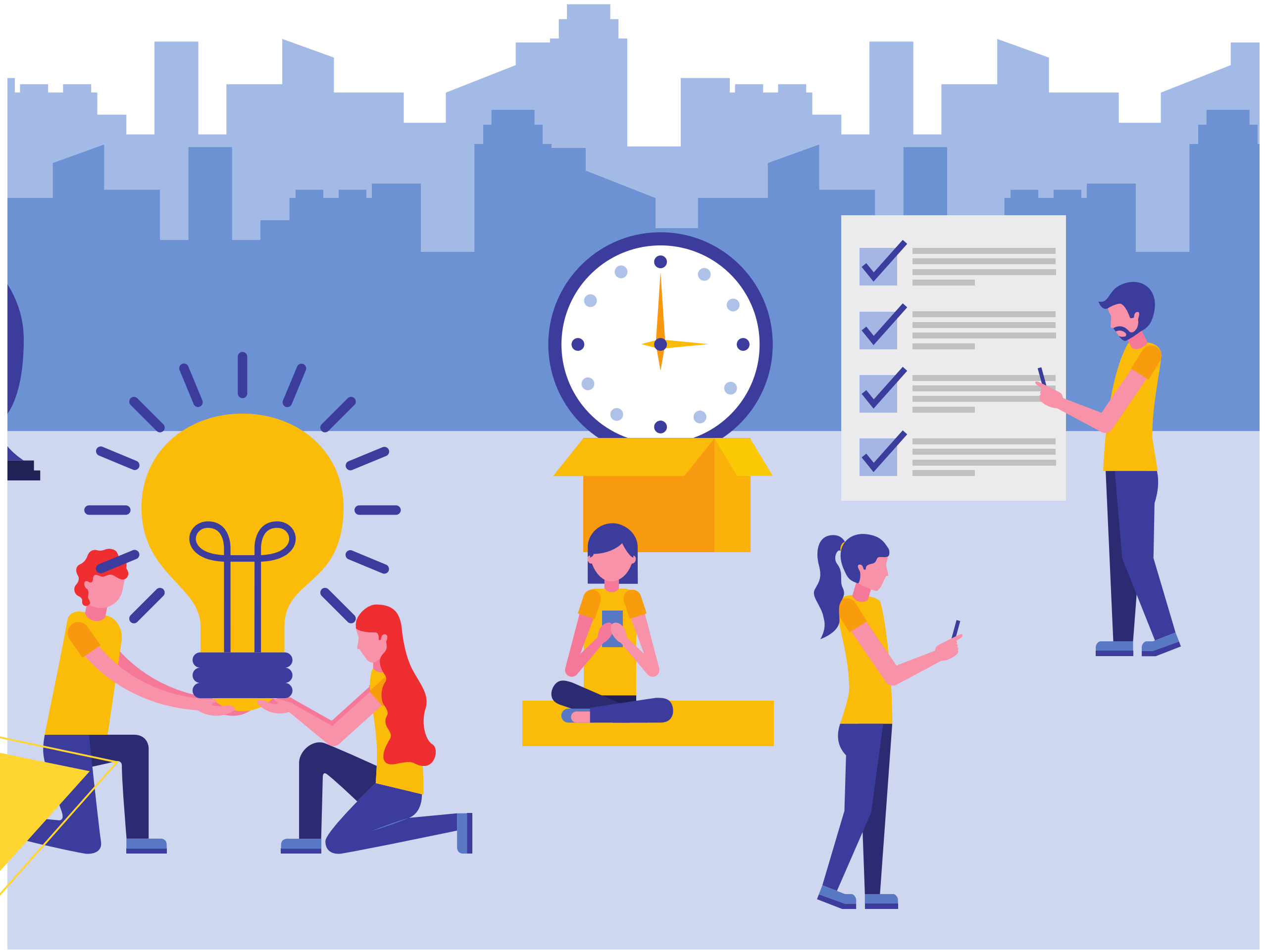
Refine the best idea for the event, the concept, and the plan of the fundraising event

What should you expect to achieve by the end of the session?

The young people integrate the feedback they received from users and develop the concept of the fundraising event.

Time:

190 min.



1

Split the group into four teams and ask them to integrate the feedback they collected in the previous session and develop the event's new journey map.

Each team will discuss one of the feedback themes:

- Ideas that were liked
- Ideas that got dislikes or concerns or not so good reactions
- Questions that were asked by the users
- New ideas generated during the session

Each team develops a new journey map, and then the four maps are presented and discussed.

The new timeline of the event is developed in the big group and added to the project canvas.

60 min.

Session 1 Create the event concept

2

Then, the group embarks on developing the concept of the event, making sure they answer to the HMW question - the design brief.

Split the group into three teams that will develop in detail the following parts of the event's concept (other topics might be included, depending on the event's needs):

- Audience, main message of the event to support the fundraising cause, promotion methods, and channels
- Sponsors, performers, venue & needed logistics
- Budget, fundraising goals, fundraising methods

60 min.

3

Each team presents to the group the work it has done. The concept is put together, adjusted, revised, and the final concept of the event is agreed upon through discussions. The date of the event is also decided.

Each participant writes, on 2-3 sticky notes, the parts of the concept that need to be tested with the audience before starting the event's implementation. The young people should select the parts to be tested by looking at what parts did not receive much input from the audience yet, or suffered radical changes after the prototyping phase.

The ideas of the young people are put together on a flipchart paper and clusterized. Based on the topics/parts suggested to be tested, the testing teams are established for the next session.

70 min.

TEST

Session 2 Refine the event's concept & timeline

Time:
150 min.

What should you expect to achieve by the end of the session?

The young people collect the final feedback on their event and develop the final event’s concept and timeline.

1

The testing teams prepare the testing methods for the parts of the event concept they previously chose, such as:

- A short survey on what the audience thinks about the date of the event or the venue they chose
- Feedback sent by email to the invitation/the main message of the event
- Feedback interviews about the performers and chosen fundraising methods, etc.

These are only a few examples of how parts of the event concept can be tested with the event’s audience. However, young people choose testing methods based on what they want to test.

30 min.

2

The teams implement the testing methods they chose. The tests should be run with the event’s audience - 3-5 potential guests of the event. In the end, each team prepares a summary of the test they run.

Give the time the young people say they need to implement these testing methods and prepare the feedback summaries.

3

Each team presents the summaries of the feedback they collected through online shared documents or visually on flipchart papers.
Each team from Session 1. Create the event concept (Step 2) takes the feedback received and improves the event’s concept in the following areas:

- The audience, main message of the event to support the fundraising cause, promotion methods, and channels
- Sponsors, performers, venue & needed logistics
- Budget, fundraising goals, fundraising methods

The teams can introduce their final work in an online shared document so that every participant can have access to the new event’s concept and timeline.

TEST

Session 2 Refine the event's concept & timeline

3 (cont.)

Each team reports back to the whole group about the changes they made in their parts.

The group discusses, revises, adjusts, and decides the final event's concept and plan, ready to be implemented!

120 min.

The sessions of this design thinking journey were informed and inspired by the following resources:

- d. School, Institute of Design at Stanford. Bootcamp, Bootleg. Retrieved from https://static1.squarespace.com/static/57c6b79629687fde090a0fdd/t/58890239db29d6cc6c3338f7/1485374014340/METHODCARDS-v3-slim.pdf
- Ideo.org. (2015). Design Kit. The Field Guide to Human-Centered Design. Retrieved from https://www.designkit.org/methods
- Kumar, V. (2013). 101 Design Methods: A Structured Approach for Driving Innovation in Your Organization.
- Lewrick, M., Link, P., Leifer, L. (2018). The Design Thinking Playbook: Mindful Digital Transformation of Teams, Products, Services, Businesses and Ecosystems.
- Lewrick, M., Link, P., Leifer, L. (2020). The Design Thinking Toolbox: A Guide to Mastering the Most Popular and Valuable Innovation Methods.

DESIGN THINKING JOURNEY FOR VOLUNTEER ACTIVITIES

support young people in mobilizing others for successful volunteer campaigns

Created by:
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Organizing volunteer activities is one of the favorite initiatives of young people, as we learned from analyzing hundreds of youth initiatives in Bulgaria, Norway, Romania, and Sweden.

Young people get together and volunteer:

- to clean green spaces, parks;
- to support the elderly, spending time with them or do their groceries;
- to organize educational, leisure, or sports activities for institutionalized children or children coming from disadvantaged areas;
- to take care of animals living in shelters;
- to organize cultural or sports activities or competitions for children or other young people;
- to support sports events or charity events for children suffering from chronic diseases or children with disabilities.

These are just some examples of volunteer activities.

Young people do much more, and they can do even more and better when organizing such activities in their communities.

The Design Thinking Journey for Volunteer Activities will help you, the youth worker, support young people in mobilizing other young people or other people in their communities for successful volunteer activities.

The young people you support might already have an idea about how they should volunteer, or they only know what cause they would like to support. Through this journey, they will clarify their cause, they will understand better the people they want to help, but also those they want to involve in volunteer activities. Finally, they will be able to design a volunteer activity ready to be implemented in their community, providing the help they planned for.

What you should know about organizing volunteer activities or programs

First, let's see **why people choose to volunteer**, what needs a volunteer activity or program should address, and what motivates a person to join these activities. Helen Little, in her book Volunteers: How to Get Them, How to Keep Them (1999), says that there are 12 basic needs that all volunteers and volunteer leaders share, and these must be met if the volunteers are to be successful and loyal to our activity or program:

"1. A specific, manageable task with a beginning and an end;
2. A task that matches interests and reasons for volunteering;
3. A good reason for doing the task;
4. Written instructions;
5. A reasonable deadline for completing the task;
6. Freedom to complete the task when and where it is most convenient for the volunteer;
7. Everything is necessary to complete the task without interruption;
8. Adequate training;
9. A safe, comfortable, and friendly working environment;
10. Follow-up to see the task is completed;
11. An opportunity to provide feedback when the task is finished;
12. Appreciation, recognition, and rewards that match the reasons for volunteering" (Little, 1999, p.19).

The needs that Helen Little describes are basic expectations that volunteers have from the volunteer activity's organizers, expectations that, once fulfilled, will make the relationship between the organizers and the volunteers work very well. Now there are many theories on what motivates individuals to behave in specific ways, in our case, to do volunteer work: "The first group of theories assumes that individual behavior is a result of internal needs, the second that individuals have conscious reasons for their behavior, and the third that behavior is prompted by expected benefits or rewards" (Fischer & Cole, 1993, p. 60).

Internal needs as motivators for volunteering:

- Maslow's theory is in the first group of theories. It provides a pyramid of five categories of needs that motivate people to take action, including volunteering: physiological, security, socialization, self-esteem, and self-actualization needs (Fischer & Cole, 1993, p. 60).
- McClelland identifies the needs for achievement, affiliation, and power, while McCurley and Lynch identify recognition, achievement, control, variety, growth, affiliation, power, fun, and uniqueness needs as motivators for engaging in volunteer activities (Fischer & Cole, 1993).

Conscious reasons as motivators for volunteering:

According to Fisher & Cole (1993), there are three categories of reasons that motivate individuals to join volunteer activities or programs:

- Reasons that focus on the task to be performed;
- Reasons that focus on the location or setting in which the people volunteer;
- Reasons related to the volunteers themselves:
    - the joy of working with specific clients (e.g., children);
    - socializing with other volunteers, making new acquaintances or friends;
    - repaying benefits received;
    - enhancing prestige, gaining career-related experiences, etc.

For example, for one volunteer will matter only the task while the cause or the mission of the nonprofit organization will have no influence over his/her decision of volunteering: "Students who want to test their classroom learning may also be attracted to any agency that gives them that chance – and something on their resume" (Ellis, 2002, p. 22).

Expected benefits and rewards as motivators for volunteering:

Volunteers engage in volunteer work because they want and because they think they can be successful in doing it, but also because they expect something in return – such as recognition and rewards (e.g., opportunities to socialize, to gain experience or emotional rewards based on the results obtained with the clients or based on the relationships developed with other volunteers, staff or clients). Susan J. Ellis (2002) says that some of the motivations, especially when these are benefits the volunteers expect for, could be considered "selfish", but she thinks that "the most successful form of volunteering is an exchange – when the giver and the recipient both come away with something positive. This makes voluntary service less an act of «charity» (based on the paternalistic attitude «we who have so much must give to those who have so little»), and more a positive experience for everyone concerned" (Ellis, 2002, p. 22).

In conclusion, the organizers of volunteer activity or program, the young people, must treat carefully and in-depth this variety of needs, reasons, and interests of volunteering, if they want people to volunteer for their causes. They must also be fully aware that these needs, reasons, and interests might change in time. Thus, they have to be able to react and adapt to changes so that people will continue to volunteer for them. Moreover, a person usually has more than one motivation (need, interest, reason) to volunteer; it is a cluster of motivations that eventually makes the person select the opportunity that one activity or program offers over others (Ellis, 2002).

What actions to take when designing volunteer programs?
To organize more or less complex volunteer activities or programs, young people should create first the vision of their work with volunteers and develop the structure that will help them to:

- recruit volunteers;
- provide orientation and training;
- assign tasks and responsibilities;
- supervise and motivate volunteers;
- recognize and evaluate their work;
- monitor and evaluate the volunteer activity/program.

Here are **the core steps and actions for designing a volunteer program** or activity, according to Brudney (2005):

1. **Establishing the rationale for volunteer involvement**

   Why do the young people ask other young people or other individuals to join their cause and work as volunteers? At the end of this step, the vision, the mission, the goal, and the objectives of the volunteer program should be established.

2. **Involving paid staff in volunteer program's design** (if it's the case)

   At the end of the process of consulting the staff/the initiators of the program, the organization should have procedures and policies regarding volunteers and their involvement. The employees/the initiators should also embrace the volunteer program and feel that they own this program.

3

Integrating the volunteer program into the organization (or connect it with other activities) and creating positions of program leadership

According to Oprea (2004), somebody needs to take the responsibility to develop the volunteer program, and integrate it with other activities of the young people's initiative, if it's the case and needed. Here are some of the responsibilities that the new leadership should assume and implement:

- plan and manage the volunteer program/activity;
- recruit the volunteers and stay in touch with the targeted audience;
- interview and select the volunteers;
- provide and organize orientation and training for volunteers;
- supervise volunteers or provide guidance/assistance in supervision to other staff members;
- plan and coordinate the motivation and recognition of the volunteers; evaluate the volunteers' work or provide guidance/assistance to other staff members in this activity;
- evaluate the volunteer program;
- prepare and write reports for the program;
- budget and fundraising for the program.

4

Preparing job descriptions for volunteer positions

It is the time to identify and define the tasks, the activities, the responsibilities, and the positions opened to volunteers. In other words, job descriptions should be created. These should include at least the following information: job title, job purpose, benefits for volunteers, qualifications needed, term/length of the service, responsibilities, activities, wanted results/objectives and reporting supervision and authority information.

5

Meeting the needs of volunteers and recognition efforts

The program's initiators and leaders should assess the potential volunteers' motivation and provide to their needs. Also, recognition methods should be designed to make sure these are relevant for the volunteers involved in the activity/program. Saying thank you to the volunteers must become an attitude and come naturally for the program's initiators/organizers/supervisors.

6

Budgeting for the program

The initiators/the organizers have to establish the costs of the program. There will be costs, for example, with recruitment, training and orientation, or recognition activities. There will definitely be non-financial costs, such as time, human resources, energy invested, relationships/networks that must be used to attract volunteers, etc. Then, the program designers have to find the resources that will cover these costs.

7

Evaluating the volunteers' effort and the program

Finally, the volunteer program has to be monitored and evaluated. The evaluation methods should be developed in such a way to allow both process and results evaluation. These should also enable receiving inputs and feedback from volunteers, staff, clients, and other relevant stakeholders.

Resources used for writing this introduction on volunteer programs:

- Brudney, J.L. (2005). Designing and Managing Volunteer Programs. In Herman (ed.), The Jossey-Bass Handbook of Nonprofit Leadership & Management, 2nd Edition, pp. 310-344.
- Ellis, S. J. (2002). The Volunteer Recruitment and Membership Development, 3rd edition.
- Fisher, J. C., Cole, K. M. (1993). Leadership and Management of Volunteer Programs.
- Little, H. (1999). Volunteers: How to Get Them, How to Keep Them.
- Oprea, M. (2004). Ghidul Coordonatorului de Voluntari (The Volunteers' Coordinator Guide).

Learn more about organizing volunteer activities and programs here:

- Fund2Orgs. (2017). How to Create a Successful Volunteer Program. Retrieved from https://funds2orgs.com/wp-content/uploads/2018/01/VolunteerGuidebook.pdf
- Horsley, G. (2017). How To Attract More Young People To Volunteer At Your Nonprofit. In Forbes. Retrieved from https://www.forbes.com/sites/forbesnonprofitcouncil/2017/07/11/how-to-attract-more-young-people-to-volunteer-at-your-nonprofit/
- Brookman, R. (2014). How-To Guide: Embracing Young Volunteers. In The Guardian. Retrieved from https://www.theguardian.com/voluntary-sector-network/2013/nov/13/charities-need-young-volunteers
- Civic Plus. How to Start a Volunteer Program in Your Community. Retrieved from https://www.civicplus.com/blog/pr/how-to-create-an-effective-volunteer-program

THE JOURNEY

Group size:

8-16 young people

Total time of the journey:

3.5 days
(also, allocate some extra time for interviews and tests during the empathize and test phases)

Materials:

flipchart paper sheets, A4/A5 paper sheets, sticky notes, pens, pencils, markers, paper tape, adhesive gum, laptops, video projector/screen, smartphones

Objectives:

While taking this design thinking journey, young people:

- Learn how to identify the potential volunteers for their causes and how to design volunteer activities/programs by addressing users/potential volunteers' needs while reaching their goals;
- Acquire the skills and understanding to be able to organize a volunteer activity or program properly;
- Gain the confidence to mobilize other people and organize volunteer activities and programs.

Key MIL competences:

- **Define informational needs** and locate & access information;
- **Communicate decisions, ideas, opinions,** and new understanding using appropriate ICT;
- **Critically analyze and evaluate information** and media content
- **Use ICT/digital skills** for information processing and for generating own content;
- **Extract & organize** pertinent information.

THE DESIGN BRIEF

Session 1 Frame your design challenge

Aim:

Identify the design challenge - design/redesign the volunteering experience for the members of the group or for other young people the initiators want to involve in the volunteer activity

What should you expect to achieve by the end of the session?

Young people will define their project by developing the design brief - the short profile of their project, respectively, the challenge they want to take in organizing the volunteer activity.

Time:

100 min.

1

Introduce the young people to the session's aim: developing the design brief, the short profile of their project, in the form of a "How might we...?" question.

For visual support, you may write the aim on a flipchart paper sheet.

Also, introduce them to the five phases of design thinking and explain how it will help them organize their volunteer activity.

15 min.

2

Give all participants sticky notes (three different colors), on which they have to answer, individually, the following questions:

1. *WHY do they want to organize this volunteer activity/program? (What is the problem they want to solve)?*
2. *WHO is their audience?*
3. *WHO are the people they want to volunteer for this activity?*
4. *WHAT are the goals of the activity/program?*

Once they answer these questions, ask them to put the sticky notes on three different flipchart paper sheets, corresponding to the three questions: WHY, WHO, WHAT.

Facilitate the discussion over the answers provided by young people, and lead the group to their common answers to these three questions. Write down these answers on the three sheets of paper.

Finally, ask the participants to use these answers for formulating one question that should start with "How might we....?" For example, they could end up with a question like "How might we engage our friends and acquaintances, 16-25 years old (WHO), to dedicate one day/week (WHAT) to a soup kitchen project for homeless people? (WHY)".

If the group is too large, at this stage, you can split it into two-three teams to generate their own HMW question. Then, the whole group revises the work of the teams and decides on the final HMW question.

Write the HMW question on the sheet you used in Step 1.

30 min.

Session 1 Frame your design challenge

3

In this step, the young people test their "How might we...?" question. If this is a too broad question, then they will have no idea where to start. If it's too narrow, then they will come up only with one-two solutions.

Split the group into three-four teams, and give them five minutes to generate, in their own teams, at least five ideas/solutions to answer their HMW question. Each team uses one flipchart paper sheet.

The teams present their solutions shortly. Solutions are not to be debated, as this is only a test of how good the HMW question is - if it is broad and narrow enough at the same time. If all teams can generate multiple solutions, then the design brief might be good enough to start the design thinking process.

15 min.

4

Give participants sticky notes, and ask them to revisit their Why, Who, and What questions they started with, and write down any constraints, context, relevant stakeholders they should be aware of before starting the design thinking process.

Each young person presents what he/she thought about and puts the sticky notes under the corresponding sheets developed in Step 2.

Relevant stakeholders may be assigned under the "Who" area. Constraints, context, and stakeholders are discussed in the big group and agreed upon.

25 min.

5

Finally, the young people review as a whole group or split into teams the HMW question - their design brief. They adjust the question according to the new information they collected about the context, constraints, or relevant stakeholders.

The final HMW is written down on a piece of paper that will be kept visible to the group during the whole design thinking journey.

You may start a project canvas online or offline, where to add relevant information during the project's phases, such as the design brief, the main users/potential volunteers, the needs and insights, the ideas to prototype, the relevant feedback on prototypes, etc.

15 min.

EMPATHIZE

Session 1 Visualize the volunteers

Aim:

Understand better the volunteers they want to recruit, identify needs and insights about the volunteers, including their motivation

What should you expect to achieve by the end of the session?

The young people will identify their volunteer activity's main audiences - the potential volunteers that could join their activity/campaign/program.

Time:

50 min.

1

Introduce to the group the aim of the session:

- to help them visualize and understand better their users - the people they want to join their activity/program as volunteers.

5 min.

2

Split the group of young people into four-five teams. Each team receives a flipchart paper sheet and markers in different colors. Ask the team to draw what they would consider the “perfect” volunteer for their activity. They could think about the people’s motivation, interests, needs, skills, knowledge they should have, etc.

20 min.

3

Each team presents its drawing to the rest of the group. Then the young people discuss, conclude, and draw the final “perfect” volunteer portrait. They also make a list of the needs, motivation, interests, skills, knowledge, and other information about the volunteers they want for their activity/program.

25 min.

EMPATHIZE

Session 2 Interview with users

Time:
190 min.

What should you expect to achieve by the end of the session?

The young people will discover new insights and needs of their users/potential volunteers, learning both about the benefits and obstacles in becoming a volunteer for a specific cause. At the end of this session, the young people will complete the list of the needs and insights they will use for defining and ideation phases.

1

Introduce to young people the aim of the session:

- to collect and make a list of needs and insights about their users/potential volunteers through interviews.

5 min.

2

Ask young people to reflect on the portrait of the "perfect" volunteer they drew and identify in their groups of friends and acquaintances, people that could fit, as much as possible, the profile.
Each young person writes on sticky notes one-two names of people they could reach for interviews. Then, each of them presents shortly the persons they identified and how easy they could reach them. As a group, they decide whom to interview - they need to select 5-7 people.
Finally, they also decide who will be the interviewers. The group could also focus their attention and arrange interviews with current volunteers from similar activities/programs like the one they want to organize.

15 min.

3

The group needs to prepare the interview guideline. So, split the group into five teams and prepare five different "places" in the training room with flipchart paper sheets with one of the following questions:

- *What questions would you ask to discover the users' needs, and what they will like to gain from volunteer activity/program?*
- *What questions would you ask to discover the users' interests, motivation, and what or who will make them participate in the volunteer activity?*
- *What questions would you ask to find out about the things/obstacles that will make them not participate in the volunteer activity/program?*

Session 2 Interview with users

3 (cont.)

- *What questions would you ask to identify how the skills and knowledge needed for the volunteer job are perceived by the users? (Are these overwhelming, something common, something they need to learn, etc.?)*
- *What questions would you ask to learn new insights about the users, insights/information that will make the volunteer activity impossible to refuse?*

Each team "travels" from one place to another and adds questions they would ask their users/potential volunteers. Remind the group of the power of open-ended questions and ask them to phrase their questions as open-ended questions.

40 min.

4

The teams present all the questions, and the final questions are selected to develop the interview guideline, with a maximum of 8-10 questions.

Write down the questions in an online document, and share it with the group, especially with the interviewers.

30 min.

5

The young people contact the persons they choose in Step 2, and they run the interviews. It would be great if they can record the interviews. Summary of the interviews is prepared and shared with the whole group via online shared documents, and keynotes of each interview are written down on flipchart paper sheets.

Give the time the young people say they need to contact and run the interviews and make the summaries, but no longer than 3-5 days, in order to keep them focused on the process.

Session 2 Interview with users

6

Make a recap of the young people's journey so far, what the results were, and what the next steps will be.

In the recap, use the project canvas they developed so far and involve the young people to point out some of the journey's steps.

Split the group into 3-4 teams and ask them to review the interview summaries and the keynotes and develop lists with their users' needs and insights. Each list is then presented to the whole group.

70 min.

7

Using the lists of insight and needs and the brainstorming list from Step 3 (Session 1 - Visualize the volunteers), the group defines the complete and final list of insights and needs of their users.

This is added to the project canvas and used in the following sessions of the journey.

30 min.

DEFINE

Session 1 The loudest statements

Aim:

Define the point of view the young people want to take in designing the volunteer experience of their users/volunteers (Point of View: User+Needs+Insights)

What should you expect to achieve by the end of the session?

The young people will come up with the top 5 list for the users' needs and insights (the most relevant and actionable), which they would like to address with their challenge of designing a volunteer experience.

Time:

60 min.

1

Ask the young people to review the insights and needs list they developed in the previous session. Each of them will select their top 5 insights, respectively needs - the ones that look like "the loudest" to them.

They transform the selected insights & needs into statements written down on sticky notes (one statement/one sticky note). Use one color sticky notes for insights and another color - for needs.

20 min.

2

They arrange all the sticky notes on the table or a wall, under designated areas for "insights", respectively for "needs".

They read all the statements, see which statements "jump" out, and cluster the insights and the needs based on the logic they see fit for their volunteer activity/program.

They could look for patterns and similarities that they consider the most relevant for their project.

20 min.

3

The group gives a name to each cluster they created for the needs and the insights and arranges them in terms of relevance for the volunteer experience they want to design.

Finally, the group decides on the common loudest statements for the users' needs and insights that they would like to consider for the challenge they want to take in designing the volunteer activity/program.

20 min.

DEFINE

Session 2 Choose the Point of View of the Design Challenge

Time:
60 min.

What should you expect to achieve by the end of the session?

The young people will develop the Point of View they will take in designing the volunteer activity/ program, by addressing specific needs and using specific insights about their users. Based on their new understanding of their users (the potential volunteers) and their environments, the young people come up with an actionable problem statement - the challenge they want and are able to take!

1

Introduce to the young people the aim of the session:

- to reframe the design challenge for their volunteer activity/program, writing it in a simple and intriguing format will help them generate ideas/solutions and stay focused on the most relevant information collected from their users.

5 min.

2

Split the group into three teams that will develop PoV analogies to express the Point of View (POV)/the reframed challenge for their fundraising events. Each team will develop 2-3 analogies using the needs and insights chosen in the previous phase. For the POV text, they will need to use the following structure:

USER needs to..... (NEED) ... that is more like (INSIGHT)

Example of a POV analogy: *"A high school student, highly focused on getting into a college from a Western country, needs to get a resume that is more like a resume of a humble, still learning, but confident young Superman than of a regular overachiever student"*.

The volunteer activity/program should help the users in building this young Superman resume, using special skills for helping others. The description of the users, the needs, and insights should be the one identified in the previous session and includes already in the project canvas.

30 min.

Session 2 Choose the Point of View of the Design Challenge

3

Each team presents the POV analogies they developed and explain their choices regarding the description provided to the users, the needs, and insights.

Through discussions and voting, and maybe rephrasing, the group selects the POV to guide the design of their volunteer activity/program in the next steps. The POV is added to the project canvas.

25 min.

IDEATE

Session 1 Negative ideation & brainstorming

Aim:

Generate as many ideas as possible for designing the volunteering experience of their users (potential volunteers/members or other young people); select the ideas to prototype

What should you expect to achieve by the end of the session?

First, the young people brainstorm and generate unusual ideas for their volunteer activity/program, and then they turn these into useful ideas for their event.

Time:

60 min.

1

Introduce to the young people the aim of the session:

- to generate as many ideas as possible for the voluntary activity/program through a more unusual brainstorming session.

5 min.

2

Split the group into two teams that will enter a competition to generate the highest number of the worst solutions for their volunteer activity or program.

Then, each team presents its ideas to the whole group.

25 min.

3

The young people take all the ideas from the previous step and try to flip them into positive solutions for their volunteer activity/program.

Using the newly generated ideas, the group continues the brainstorming activity generating even more ideas for their activity/program. They prepare the list with all their ideas, which they will use in the next session.

30 min.

IDEATE

Session 2 X&Y Plotting the ideas

Time:
100 min.

What should you expect to achieve by the end of the session?

The young people evaluate their ideas, develop new ones, and select the ideas for prototyping.

1

Introduce to the young people the aim of the session:

- to categorize and select the ideas for prototyping their volunteer activity/program.

Draw an X and Y axis on a flipchart paper and ask young people to determine which criteria they will use to evaluate their ideas. Each young person writes down on sticky notes the criteria they consider to be the most relevant for their project - these should relate to the project's key problem, the user's insights or needs, the activity's strategy, etc.
Read all the criteria proposed by the young people and arrange them on the flipchart paper. Discuss, debate, and choose the final two criteria to be used for plotting.

20 min.

2

Split the group into two teams, and ask them to make copies of the ideas they developed in the Session 1 Negative ideation & brainstorming (Step 3). Then, each team plots the ideas on an X & Y axis by evaluating them against the two criteria selected.

The two teams compare their two axes and how they arranged the ideas, and they agree on the final plotting. At this stage, they could also add or revise their ideas.

60 min.

3

The group reviews the Design Thinking Brief and the POV from the project canvas, and based on these, they select the ideas they consider the most appropriate for their design challenge and the audience's needs and insights. The final selection is made using the final X&Y axis and through discussions and/or voting.

These selected ideas are added to the project canvas and will be prototyped in the next phase.

20 min.

PROTOTYPE

Session 1 The Volunteer Journey

Aim:

Develop further a couple of ideas for designing the volunteering experience and refine the ideas with the help of the users (potential volunteers)

What should you expect to achieve by the end of the session?

The young people identify the key moments of their interactions with the potential volunteers and gain a better understanding of the users' experience from the beginning to the end of the volunteer activity/program.

Time:

60 min.

1

Introduce to the young people the aim of the session:

- to think in detail about the idea they have for the event, from the audience's perspective, using a Journey Map.

Split the group into two teams. Starting from the ideas for the volunteer activity/program that the young people selected in the previous session, each team identifies the key moments of the activity/program, such as:

- The moment when the users become aware of the volunteer opportunity
- The moment when the audience decides to apply for the volunteer positions that are available (maybe based on the campaign/messages they receive or see somewhere)
- The application process
- The interview and matching
- The orientation & training
- The volunteer activity itself
- Interactions with other volunteers and with the initiators
- Evaluation and recognition moments
- The moment of sharing the activity with others
- The follow-up moments with the users
- The impact moments of the volunteer activity/program on the users, etc.

Each moment is written down on a sticky note (as a one-two word headline), and the team arranges the sticky notes on a timeline/journey map.

35 min.

2

Each team presents its Volunteer Journey. Then, as a group, young people compare the journeys, develop new ideas, revise, add, remove, and reorder the moments.

25 min.

PROTOTYPE

Session 2 Co-creation session & feedback

Time:
180-240 min.

What should you expect to achieve by the end of the session?

The young people develop further their ideas and collect feedback on their ideas about the volunteer activity/program from users/potential volunteers.

1

Split the group into two teams. Each team will have the mission to create a co-creation session with their users/potential volunteers of their activity or program. To prepare for the session, each team takes the Volunteer Journey, they agreed upon in the previous session, and creates:

- rapid prototypes of some of the moments (such as the messages to be used for recruiting volunteers, interview guide for selecting volunteers, the slogan of the volunteer activity/program, etc.), or
- storyboards for some of the moments,
- collection of drawings that explain some of the moments/processes, or
- role plays for some other moments,

so that the users who will join the co-creation session can understand better and visualize the event they could participate in.

60 min.

2

Each team has to invite 2-3 potential volunteers (they could be some of the people the young people interviewed during the Empathize Phase) to join their sessions. The co-creation sessions can happen at the same time or on different days, depending on the availability of the guests and the workshop place.
After explaining the co-creation session's aim (develop new ideas and collect feedback), each team introduces the Volunteer Journey to the users, and the rapid prototypes, the storyboards, or the role plays they prepared.
During the session, the young people may collect new ideas from the users by using a feedback grid with the following four quadrants:

- Ideas that are liked
- Ideas that get dislikes or concerns or not so good reactions
- Questions that are asked by the users
- New ideas generated during the session

60 min. /session

3

After the two co-creation & feedback sessions, the two teams meet and debrief each other.

The feedback is summarized and integrated into the project canvas for the next step of the process.

60 min.

TEST

Session 1 Create the volunteer activity or program's concept

Aim:

Refine the best idea for the volunteer activity/program and develop its implementation plan

What should you expect to achieve by the end of the session?

The young people integrate the feedback they received from users and develop the concept of the volunteer activity/program and its implementation plan.

Time:

190 min.

1

Split the group into four teams and ask them to integrate the feedback they collected in the previous session and develop the new Volunteer Journey. Each team will discuss one of the feedback themes:

- Ideas that were liked
- Ideas that got dislikes or concerns or not so good reactions
- Questions that were asked by the users
- New ideas generated during the session

Each team develops a new journey, and then these are presented and discussed. The final Journey is developed in the big group and added to the project canvas.

60 min.

2

The group then embarks on developing the concept and the volunteer activity/program's implementation plan, making sure they answer the HMW question - the design brief. Split the group into four teams that will develop in details the following parts of the concept (other topics might be included, depending on the activity/ program's needs):

- Promotion, recruitment, and selection
- Orientation & training, assigning, and follow-up on tasks
- Supervision, evaluation, recognition
- Budget, mobilizing resources, logistics

Each team presents to the group the work it has done. The concept is put together, adjusted, revised, and the final concept and implementation plan are agreed upon through discussions.

105 min.

Session 1 Create the volunteer activity or program's concept

3

Each participant writes on 2-3 sticky notes the parts of the concept or the plan that need to be tested with the users before putting it into practice.

The young people should select the parts to be tested by looking at what parts did not receive much input from the users yet, or suffered radical changes after the prototyping phase.

5 min.

4

The ideas of the young people are put together on a flipchart paper and clusterized.

Based on the topics/parts suggested to be tested, the testing teams are established for the next session.

20 min.

TEST

Session 2 Implementation plan

Time:
150 min.

What should you expect to achieve by the end of the session?

The young people collect the final feedback on their activity/program and develop the final concept and implementation plan.

1

The testing teams prepare the testing methods for the parts of the concept they previously chose, such as:

- A short survey on what users think about the date of volunteer activity, work schedule, the venue of the activity, etc.;
- Feedback sent by email to the recruitment campaign's message;
- Feedback interviews about the program's interview & matching process, orientation & training, recognition methods, etc.
- Collection of drawings about the activity or the tasks the volunteers need to perform, expectations, etc.

These are only a few examples of how parts of the concept can be tested with the users/potential volunteers. However, young people choose testing methods based on what they want to test.

30 min.

2

The teams implement the testing methods they chose. The tests should be run with the users - 3-5 potential volunteers. In the end, each team prepares a summary of the test they run.

Give the time the young people say they need to implement these testing methods and prepare the feedback summaries.

Each team presents the summaries of the feedback they collected, through online shared documents or visually on flipchart papers.

30 min.

3

Each team from Session 1. Create the volunteer activity or program's concept (Step 2) takes the feedback received and improves the concept and the implementation plan on the following areas:

- Promotion, recruitment, and selection
- Orientation & training, assigning, and follow-up on tasks
- Supervision, evaluation, recognition
- Budget, mobilizing resources, logistics

The teams can introduce their final work in an online shared document so that every participant can have access to the new concept and plan.

Each team reports back to the whole group about the changes they made in their parts. The group discusses, revises, adjusts and decides the final concept and the plan that is ready to be implemented!

90 min.

The sessions of this design thinking journey were informed and inspired by the following resources:

- d. School, Institute of Design at Stanford. Bootcamp, Bootleg. Retrieved from https://static1.squarespace.com/static/57c6b79629687fde090a0fdd/t/58890239db29d6cc6c3338f7/1485374014340/METHODCARDS-v3-slim.pdf
- Ideo.org. (2015). Design Kit. The Field Guide to Human-Centered Design. Retrieved from https://www.designkit.org/methods
- Lewrick, M., Link, P., Leifer, L. (2018). The Design Thinking Playbook: Mindful Digital Transformation of Teams, Products, Services, Businesses and Ecosystems.
- Lewrick, M., Link, P., Leifer, L. (2020). The Design Thinking Toolbox: A Guide to Mastering the Most Popular and Valuable Innovation Methods.
- MobLab. Campaign Accelerator Toolkit. Retrieved from https://mobilisationlab.org/training-coaching/campaign-accelerator-training/resources/

DESIGN THINKING JOURNEY FOR ADVOCACY CAMPAIGNS

support young people to successfully advocate for the causes they believe in

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Norsensus Mediaforum

Young people care about many issues and problems they see in their communities, and they want to fix them. Sometimes, for fixing them, they get together and educate people about a specific issue, they get the attention of authorities regarding a social or environmental problem, or motivate others into action or change or win their minds and hearts on topics they care about. According to the data we collected in Bulgaria, Norway, Romania, and Sweden, young people advocate for causes such as:

- convince local public authorities for the need for more greener spaces or more sports activities places for young people and other people in their communities;
- raise awareness on the importance of specific health services for vulnerable people;
- promote good health behaviors, such as regular screening for breast cancer or consult with a doctor and avoid self-medication;
- educate people about food waste and ways of combat food waste;
- promote human rights, freedom of expression, the rule of law, and other democratic rights and principles;
- bring media and other people closer to the neighborhoods that are considered dangerous or towards which there are social prejudices;
- promote positive and safe online behavior among their peers and colleagues;
- educate young people about violence, and discuss and come up with preventing measures that both young people and parents can implement to combat violence in their communities;
- promote the Sustainable Development Goals or some of the goals the young people are more interested in, or they see more relevant for their communities.

Through this Design Thinking Journey for Advocacy Campaigns, you may support young people to understand better their cause, the objectives of their campaigns, and the audiences they want to reach. Mainly, they will discover needs and insights about their audiences, they will learn how to develop their messages, and finally, they will have a campaign plan ready to implement. This process is meant to support them in putting their ideas into action and reaching their campaign's goals while strongly connecting to their audiences.

What you should know about advocacy campaigns

Advocacy campaigns raise public awareness, motivate people to care or act on relevant public, social, civic, political, economic issues. So, any social marketing or advocacy campaign will serve at least one of the following goals:

- To educate a specific audience about the issue;
- To motivate a specific audience to care about the issue;
- To mobilize a specific audience to act upon the issue in a particular direction.

Summarizing information from various sources, such as advocacy manuals developed by diverse NGOs or think tanks (MobLab, Green Peace, Care International, Aspen Institute, CeRe, Just Associates, ECPAT International, etc.), the main steps of any advocacy campaign will be the following:

1

Identification of the problem

Young people will define the problem they want to tackle through their advocacy campaign: that issue that bothers them most, and they want to educate people about it or want to put pressure on authorities to solve the problem or mobilize others to react and act towards solving the problem they identified.

They will collect information, run some research, build strong stories about the problem in order to understand it better and to be able to explain it better to others.

2

Stakeholders' analysis

Young people will identify the key people, organizations, and institutions that can influence or are affected by the problem and any solution that will be proposed. The stakeholders' list will be analyzed to understand better each individual, group, or organization's interests, resources, the power to mobilize others and resources, and their position towards the solution that young people want to advocate for.

3

Establishing the campaign's objectives

Following one or multiple goals of the campaign, as described above, the young people will define the action's objectives. For instance, they could think about raising awareness, shifts in perceptions, changes in public policies or public actions, etc.

4

Identification of the target audience

Young people will also need to identify their primary target audience. Will they target the general population, young people as themselves, public authorities, companies, NGOs, CSOs, etc.? They will also need to decide if they go "upstream" or "downstream": for instance, if they want to make an advocacy campaign to reduce smoking in their community, will they target public authorities to impose stricter rules and taxations on smokers, or will they target the smokers to motivate them to give up the unhealthy habit? Moreover, young people will also need to think about the secondary target audience reached by the campaign (intentionally or unintentionally) and who could also be mobilized to support the campaign's objectives.

5

Creating the campaign's message

Depending on the campaign's goals, objectives, and target audiences, the young people will develop the message of their action. For instance, they could start by brainstorming on three things their audience should remember about the problem, the solution, and why they need to take action now. They should also think about and collect relevant stories for the audience regarding the problem and the solution they will advocate for.

6

Choosing the right channels of communication, tactics, and actions

The young people will decide the best advocacy methods and tools they should use to reach the target audience and obtain the outcomes they plan for. They should be creative, smart, make these actions and tactics relevant and results-oriented.

7

Building support/networking

Depending on the campaign's objectives and target audience, the young people should find ways to involve volunteers, other organizations, and groups interested in supporting and advocating for the same solution. They should map the relevant actors and build the networks or the coalitions they need for their campaign.

8

Fundraising for the campaign

Any campaign needs money or other resources to implement all its activities, tactics, and actions. Young people should think of funding sources and methods of mobilizing the resources. Many advocacy campaigns run with the support of individual donors or CSOs/NGOs, and they involve a lot of in-kind support from the business sector and volunteer work.

9

Implementation of the campaign

When they are done with the plan, the message, the networks, the resources, the young people will put into practice the activities, actions, and tactics they designed.

10

Monitoring and evaluation

Finally, during the implementation process, the young people should monitor their activities, the campaign's processes, the inputs, outputs, and activities' outcomes. Moreover, at the end of the campaign, they should evaluate the whole process and the results obtained and learn how to do better in the future.

Regarding the activities, actions, and tactics the young people could design for their advocacy campaigns, they can be very creative and get inspired by so many and various campaigns run by other youth groups, grass-root organizations, NGOs, CSOs, etc. Here are some examples of advocacy activities, actions, and tactics:

- Public-friendly events (picnics, contests, concerts, fairs, festivals);
- Sending letters/emails/postcards/text messages or making calls to decision-makers or other target audiences;
- Face-to-face meetings with decision-makers or other target audiences (official meetings, hearings, field trips, study visits, public debates);
- World café events to debate the problem and the solutions;
- Petitions for pressuring public authorities to take action;
- Naming and shaming campaigns;
- Not so friendly events (protests/rallies, bearing witness, photo opportunity, street theatre, flash mob);
- Civil disobedience actions (boycotts, passive resistance, occupy campaigns).

A great resource of inspiration for tools, tactics, and successful mobilizing campaigns is the Mobilisation Lab blog: https://mobilisationlab.org/stories-type/tech-tools-tactics/.

Learn more about advocacy campaigns here:

- VeneKlasen, L., Miller, V. (2007). A New Weave of Power, People & Politics: The Action Guide For Advocacy And Citizen Participation. Retrieved from https://www.justassociates.org/en/resources/new-weave-power-people-politics-action-guide-advocacy-and-citizen-participation
- ECPAT International. (2012). Youth Power. A Manual on Youth-Led Advocacy. Retrieved from https://www.ecpat.org/wp-content/uploads/2016/04/YPP%20manual_Advocacy.pdf
- The Mobilisation Lab & The International Volunteering Lab at Green Peace. (2019). The Mobilisation Cookbook. Retrieved from https://mobilisationlab.org/wp-content/uploads/2019/03/The_Mobilisation_Cookbook.pdf
- Aspen Institute. (2018). The Advocacy Progress Planner. Retrieved from https://www.aspeninstitute.org/programs/aspen-planning-and-evaluation-program/tools/
- CARE International. (2014). The CARE International Advocacy Handbook. Retrieved from https://www.care-international.org/files/files/Care%20International%20Advocacy%20Handbook.pdf

THE JOURNEY

Group size:

6-12 young people

Total time of the journey:

approx. 3 days (also, allocate some extra time for pop-up research, co-creation & feedback sessions with the users, and tests during the Empathize, Prototype, and Test phases)

Materials:

flipchart paper sheets, A4 paper sheets, sticky notes, pens, markers, laptops/smartphones, video projector/screen

Objectives:

While taking this design thinking journey, young people:

- Learn how to identify the appropriate audience for their advocacy campaign and how to design the campaign to address the audience's needs while reaching their advocacy goal;
- Acquire the skills and understanding to design advocacy campaigns properly;
- Gain the confidence to implement their advocacy campaigns.

Key MIL competences:

- **Define informational needs** and locate & access information;
- **Communicate decisions, ideas, opinions**, and new understanding using appropriate ICT;
- **Use ICT/digital skills** for information processing and for generating own content;
- **Extract & organize** pertinent information;
- **Synthesize** and construct new understanding to make decisions.

THE DESIGN BRIEF

Session 1 Frame your design challenge

Aim:

Identify the design challenge (design an advocacy campaign targeting a specific audience)

What should you expect to achieve by the end of the session?

The young people will define their project by developing the design brief: their project's short profile, respectively the challenge they want to take in organizing the advocacy campaign.

Time:

90 min.

1

Introduce the young people to the session's aim: developing the design brief, the short profile of their project, in the form of a "How might we...?" question. For visual support, you may write the aim on a flipchart paper.

Also, introduce them to the five phases of design thinking and explain how this process helps them plan their advocacy campaign.

5 min.

2

Give all participants sticky notes (three different colors), on which they have to answer, individually, the following questions:

- WHY do they want to organize this advocacy campaign? (What is the problem they want to solve?)

For this question, they could start with a "bug list". They make a list of all the issues that bother them on a specific topic, and then they select the one issue they would like to address.

- WHO is their audience?
- WHAT are the goals of the campaign? (Educate/Motivate/Mobilize)

Once they answer these questions, ask them to put the sticky notes on three different flipchart paper sheets, corresponding to the three questions: WHY, WHO, WHAT.

Facilitate the discussion over the answers provided by young people, and lead the group to their common responses to these three questions. Write down the answers on the three sheets of paper.

Finally, ask the participants to take these answers and put them in one question that should start with "How might we....?".

For example, they could end up with a question like "How might we educate our friends and acquaintances, 20-30 years old (WHO), about the new recycling policy (WHAT) to support the implementation of the policy in our community? (WHY)". Write the HMW question on the sheet you used in Step 1.

30 min.

Session 1 Frame your design challenge

3

The young people test their "How might we…?" question. Split the group into three-four teams, and give them five minutes to generate, in their own teams, at least five ideas/solutions to answer their HMW question.

Each team presents its solutions shortly. Solutions are not to be debated, as this is only a test of how good the HMW question is - if it is broad and narrow enough at the same time. If all teams can generate multiple solutions, then the design brief might be good enough to start the design thinking process.

15 min.

4

Give participants sticky notes, ask them to revisit their Why, Who, and What questions they started with, and write down any constraints, context, and relevant stakeholders they should be aware of before beginning the design thinking process.

Each young person presents what they thought about and arrange the sticky notes under the corresponding sheets developed in Step 2. The relevant stakeholders may be assigned under the "Who" area. Constraints, context, and stakeholders are discussed in the big group and agreed upon.

25 min.

5

Finally, the young people review as a group the HMW question, respectively, the design brief. They adjust the question according to the new information they collected about the context, constraints, or other relevant stakeholders.

The final HMW is written down on a piece of paper that will be kept visible to the group during the whole design thinking journey.

You may start a project canvas online or offline to add relevant information during the project's phases, such as the design brief, the primary audience, the needs and insights, the ideas to prototype, the relevant feedback on prototypes, etc.

15 min.

EMPATHIZE

Session 1 Personas

Aim:

Understand better the audience they want to reach, identify the audience's needs and insights, including their interests and opinions on the issue the young people want to address through the advocacy campaign

What should you expect to achieve by the end of the session?

The young people will further explore their advocacy campaign's audience and identify some of the audience's needs and insights.

Time:

60 min.

1

Introduce the young group to the aim of the session:

- to learn more about their audience, the WHO group they identified in the previous session
- to build a guess of what the audience might feel and think about the campaign's issue
- to identify the information they do not know/miss about the audience

5 min.

2

Split the group into teams of 2-3 people and give them a flipchart paper sheet and markers. Ask them to draw and describe a Persona - a character representing the campaign's audience:

- in the left corner, they draw the persona, give her/him a name, and below, they write other relevant data (age, occupation, location, life goals, etc.)
- on the right side of the paper, they discuss and write down their guess about what the audience might see & hear, think & feel, and say & do about the issue the campaign will advocate fo

30 min.

3

Each team presents their Personas, and the group creates two lists:

- a list of needs & insights that were common for the Personas
- a list with the data they still miss about the audience, or they need to check, or they are in disagreement about and need to ask the audience about these

They will use the lists in the next sessions for building the interview guide to further empathize with the audience and the Point of View of their design challenge.

25 min.

EMPATHIZE

Persona

Session 1 Personas

Name

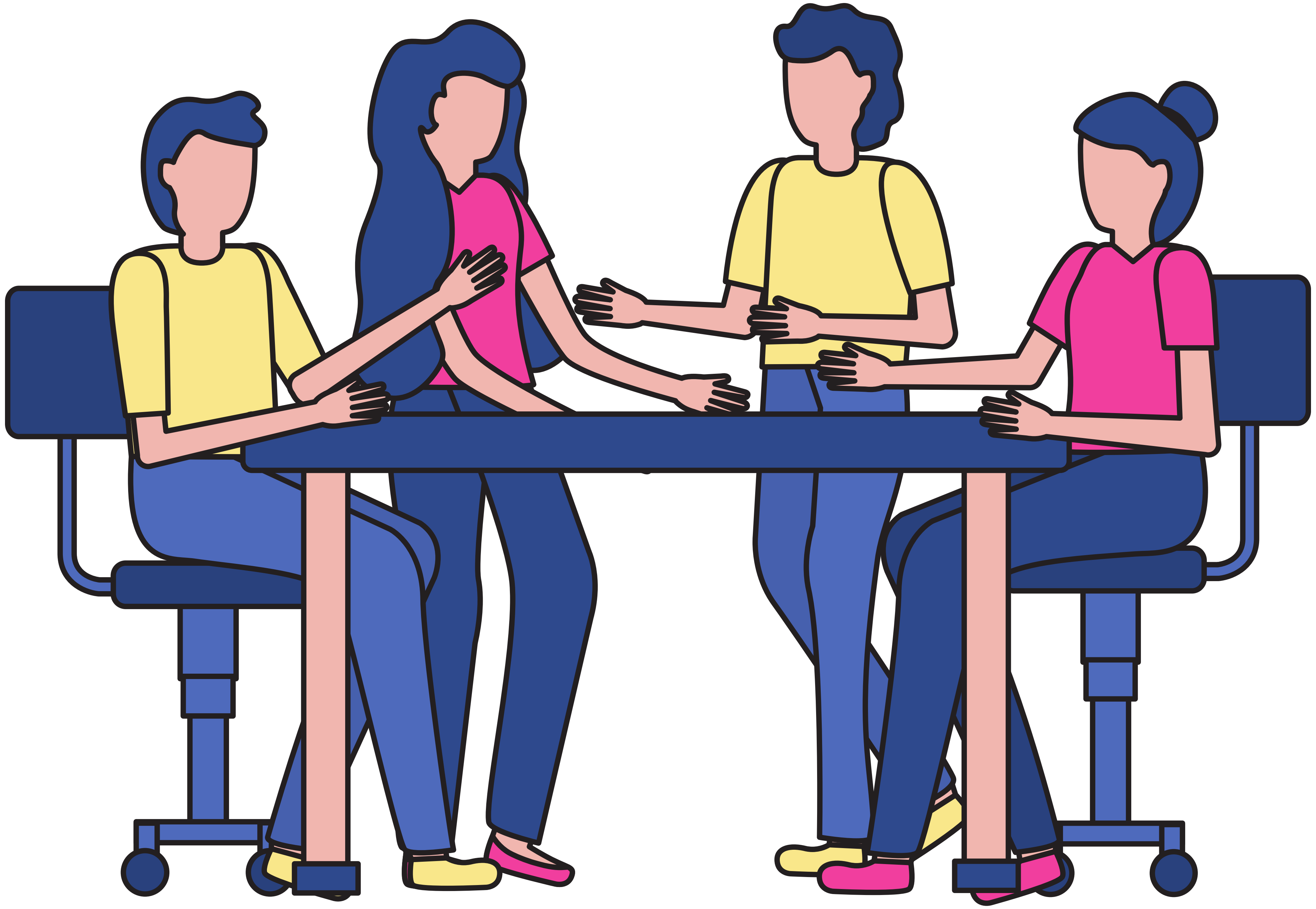
Age

Occupation

see & hear

think & feel

say & do



Session 2 Pop-up research

Time:
120 min.

What should you expect to achieve by the end of the session?

The young people gain a clear understanding of their audience and how it relates to the issue for which they want to advocate.

1

Introduce the young group to the aim of the session:

- to gain a quick understanding of their audience through short interviews
- to collect new information about the audience, check their assumptions, and clarify disagreements the young people might have had about their audience in the previous session

5 min.

2

The young people take the second list they developed in Session 1. Personas and build as a group or split into teams an interview guide with 5-7 questions they need to ask their audience.

Also, based on the audience profile, they identify locations where they could meet their audience, such as coffee shops, bus stops, schools, etc.

In pairs, they prepare for the interviews they will conduct with people that could be part of their audience and choose one location from the list they made in the group.

55 min.

3

The pairs run the interviews, take notes about people's needs & insights, and debrief the group about the results. They could share the results through online documents that everyone can access or write them on flipchart paper sheets or sticky notes.

Give the participants the time they need to run the interviews and prepare the debriefs.

Session 2 Pop-up research

4

The group analyzes the interviews' debriefs and summarizes the information by making lists of needs and insights they discover about their audience. They add to these lists the needs and insights they explored in Session 1. Personas.

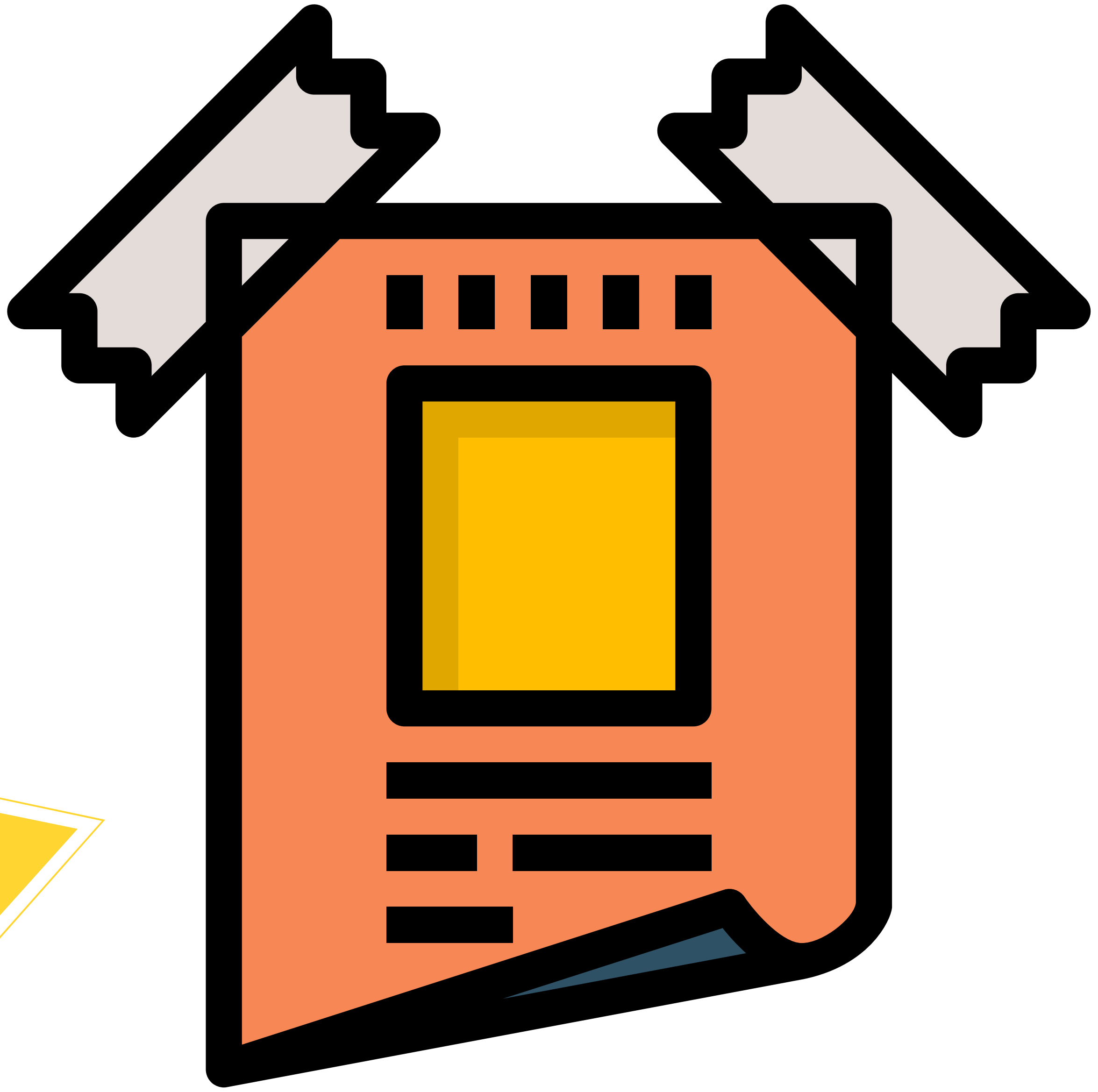
At the end of the session, support the young people in reviewing the needs and insights they discover and adding them, on a new flipchart paper (or you may use only sticky notes), to the project canvas you started at the beginning of the facilitation process.

60 min.

DEFINE

Aim:

Define the point of view the young people want to take on their audience in organizing the advocacy campaign (Point of View: User+Needs+Insights)



Session 1 Insights & needs posters

What should you expect to achieve by the end of the session?

The young people will present the audience's needs and insights that stand out in a visual way, as posters; this will help them select the specific needs and insights they would like to address with the advocacy campaign.

Time:

90 min.

1

Split the young people into two teams and ask them to review the insights and needs list they developed in the previous session. Each team will create posters that can explain in a visual way the needs and insights that stand out from their notes and lists they previously made.

They can create posters with markers, pens, flipchart paper sheets, or make them online using design apps such as Canva.

60 min.

2

The teams present their posters to the rest of the group. The young people look for patterns and similarities and discuss and reflect on how specific needs and insights relate to the campaign's issue and objective and the design brief they developed.

At the end of the discussions, they select the needs and insights they want to address while developing their advocacy campaign.

30 min.

DEFINE

Session 2 Choose the PoV

Time:
60 min.

What should you expect to achieve by the end of the session?

The young people will develop the Point of View they will take in designing the advocacy campaign by addressing specific needs and using certain insights about their audience. Based on their new understanding of their "users" (the campaign's audience) and their environments, the young people come up with an actionable problem statement - the challenge they want and can take!

1

Introduce the young people the aim of the session: to reframe the design challenge for their campaign, writing it in an intriguing and straightforward format that will help them generate ideas for the advocacy campaign and stay focused on the most relevant information collected from their audience.

Split the group into three teams that will develop "want ads" to express the Point of View (POV)/the reframed challenge for their advocacy campaign. Each team will develop 1-2 ads as a tweet (a Twitter post). For the POV text, they will use the following structure:

USER + seeks + NEED+INSIGHTS

Example of a POV want ad: "Young couple seeks ways of making their recycling habits effortless. The activities should be empowering and never make them cut off time from Netflix or gym routines."

The description of the users/the audience, the needs, and insights should be the one identified in the previous sessions and a part already of the project canvas.

35 min.

2

Each team presents the POV want ads they developed and explains their choices regarding the description provided to the users, the needs, and insights.

Through discussions and voting, and maybe rephrasing, the group selects the POV to guide their advocacy campaign's design in the next steps. The POV is added to the project canvas.

25 min.

Session 1 Posters prompt

Aim:

Generate as many ideas as possible for designing a relevant advocacy campaign for the targeted audience; select the ideas to prototype

What should you expect to achieve by the end of the session?

The young people brainstorm and generate as many ideas as possible for their advocacy campaign.

Time:

60 min.

1

Introduce the session's aim to the young people: generate as many ideas as possible for the advocacy campaign through a brainstorming session using the POV and the posters they have developed in the previous phase (Define).

To generate the right questions for the brainstorming, ask the young people to go back to the POV they decided upon in the previous session. Starting from the POV, they create actionable 3-5 questions that begin with the phrase "How might we...?". Shortly, young people propose multiple questions, and as a group, they select the ones they want to work on. The final 3-5 questions are written down on individual flipchart paper sheets

20 min.

2

The posters developed during the Define phase, describing the audience's needs and insights, are prompted to the group, one by one. After one poster is prompted, you start some music and invite young people to add their ideas about the campaign by individually answering the 3-5 HMW questions they generated in the previous step. Each idea is written down on a sticky note and placed under the corresponding HMW question. Stop the music, prompt the next poster to the participants, and continue like that with the remaining posters.

30 min.

3

Once the ideas are generated, the group rearranges the sticky notes on an axis, from incremental ideas to very disruptive ideas. The ideas should not be commented on or debated. Now it's the moment for the young people to go for quantity, not quality in their solutions, and observe which ideas are more incremental or more revolutionary.

10 min.

Session 2 Idea pitching

Time:
60 min.

What should you expect to achieve by the end of the session?

At the end of the session, the young people will have the ideas they want to prototype.

1

Tell the young people that they will select the ideas to prototype by the end of this session. It is also very important to explain that there are no right or wrong ideas, and nobody owns the ideas anymore. When selecting, they should think about the ideas as the group's ideas they developed together and they will also implement together. If they get stuck in feeling the "ownership" of specific ideas, it will be harder to evaluate the ideas impartially in this process. First, ask people to discuss the ideas from the axis they developed during the previous session. Their first goal is to eliminate the ideas that they cannot or do not want to implement as a group, no matter the reason. However, they must have a consensus on these decisions.

15 min.

2

Each group member then selects one-two ideas they like the most, and they would like to pitch it to the group. Once the whole ideas are pitched, the young people spread out around the room holding a sticky note/a piece of paper with their idea on it. Everyone may abandon their idea for another idea they started to like better, and they do this by going to stand next to the person with the idea they would like to work on. If no one joins an idea, the pitcher has to choose another idea. For an idea to move forward to prototype, at least three people need to join an idea (you can change the number based on the group size).

35 min.

3

The young people review the selected ideas by analyzing them through the Design Thinking Brief and the POV lenses.

The final ideas are added to the project canvas and will be prototyped in the next phase.

10 min.

PROTOTYPE

Session 1 The Story Canvas

Aim:

Develop further a couple of ideas for designing an advocacy campaign and refine the ideas with the users/audience's help

What should you expect to achieve by the end of the session?

The young people identify the key aspects and build the message of their advocacy campaign. They gain a better understanding of the audience's reaction to their campaign idea.

Time:

90 min.

1

Introduce the session's aim to the young people: to think in detail about their idea for the campaign using The Story Canvas developed by Digital Storytellers. Using a concrete example of a campaign, explain the Story Canvas developed by Digital Storytellers and available at the following link: https://www.digitalstorytellers.com.au/the-story-canvas/.

Below we summarized for you the main steps (and the order of the steps) and questions the young people need to use to fill out the canvas for their advocacy campaign, based on the communication goal they have - to educate, motivate, mobilize or move people into action.

15 min.

2

Split the group into three teams. Starting from the ideas for the campaign that the young people selected in the previous session, each team fills out a Story Canvas for their advocacy campaign, focusing on the following aspects:

- Campaign's outcomes
- Audience and the reaction they want from the audience
- Key messages & call to action
- People, place, style & tone of the campaign's central story
- Campaign's channels & partners
- The script of the campaign's story

Each team presents its Story Canvas, and they build on each other ideas generating the final prototype of the advocacy campaign. The young people put together the Story Canvas to be presented to the audience.

75 min.

3

Each group member identifies two persons that fit the audience's profile and introduces them to the advocacy campaign's Story Canvas. The one-to-one co-creation & feedback sessions take place face-to-face or online. The young people take notes during the meetings and prepare a summary sheet for the rest of the group with the following information:

- Ideas that were liked
- Ideas that got dislikes or concerns or not so good reactions
- Questions that were asked by the audience
- New ideas generated during the meetings

Give the participants the time they need to run the meetings and prepare the summary sheet.

PROTOTYPE

Session 1 The Story Canvas

PURPOSE: Why does this story need to be told? Why should people care about your campaign?

3. Audience
Primary – takes action
Secondary – hears your story
- Profile
- React (emotions)
- Impact

5. Key messages
Three things you want your audience to remember about the problem & solution, and why now?

6. Call to action
What do you want your audience to do?
Ex.: share the message to others, challenge themselves, sign a petition, protest, etc.

9. Story
- Concept
- Structure
- Type of story (explainer, vision, personal story, etc.)

4. People & Places
Who & Where
People – relevant for you and the audience; how you reach them
Places – relevant for people, for the story, for the "challenge" people had to take

7. Style & Tone
Look & Feel
Connected to the emotions/ reactions you want to get
Colors, music, language, time of day, font, the story's pace, etc.

8. Campaign
How will you get your story out there? Develop it before the story.
- Delivery channels (online/offline)
- Promotion channels
- Supporters
- Partners/ partnerships
- Most important moments of the campaign

1. Outcomes raising awareness, shifts in perceptions, policy change, etc.

2. Indicators (SMART)

The Story Canvas adapted from Digital Storytellers

TEST

Session 1 Create the campaign's concept

Aim:

Refine the best idea for the advocacy campaign, the campaign's plan, the communication strategy, etc.

What should you expect to achieve by the end of the session?

The young people integrate the feedback they received from the audience and further develop the advocacy campaign concept.

Time:

150 min.

1

After the co-creation & feedback sessions, the young people meet and debrief each other. Ask the group to integrate the feedback and develop the campaign's new Story Canvas. This is added to the project canvas.

The group starts to further work on the campaign's concept, ensuring they answer the HMW question - the design brief and the POV. Split the group into two teams that will develop in detail the following parts of the concept (other topics might be included, depending on the campaign's needs):

- Key messages & call to action
- People, place, style & tone of the campaign's central story
- The script of the campaign's story

120 min.

2

Each team presents to the group the work it has done. The concept is put together, adjusted, revised, and the campaign's final concept is agreed upon through discussions. The time period of the campaign and the campaign's channels are also decided.

The young people select the parts of the campaign's concept to be tested by looking at what aspects did not receive much input from the audience yet, or suffered radical changes after the prototyping phase. Based on the topics/parts suggested to be tested, the next session's testing teams are formed.

30 min.

Session 2 Refine the campaign's concept

Time:
150 min.

What should you expect to achieve by the end of the session?

The young people collect the final feedback on their campaign, develop the final campaign's concept, and decide on the promotional channels and timeline.

1

The testing teams prepare the testing methods for the parts of the campaign's concept they previously chose, such as:

- A short survey on what the audience thinks about the campaign's promotion channels or call to action
- Feedback, sent by email, for the main story of the campaign expressed as a storyboard, a short video, or a poster.
- Feedback interviews about the story script, etc.

These are only a few examples of how parts of the campaign's concept can be tested with the audience. However, young people choose the testing methods based on what they want to test.

60 min.

2

The teams implement the testing methods they chose. The tests should be run with the campaign's audience (5-7 people). In the end, each team prepares a summary of the test they run.

Give the time the young people say they need to implement these testing methods and prepare the feedback summaries.

Each team presents the summaries of the feedback they collected, through online shared documents or visually, on flipchart papers.

30 min.

3

The two teams from Session 1. Create the campaign's concept (Step 2) take the feedback received and improve the campaign's concept in the following areas:

- Key messages & call to action
- People, place, style & tone of the campaign's central story
- The script of the campaign's story
- Promotion channels
- Campaign's timeline

Each team reports back to the whole group about the changes they made in their parts. The group discusses, revises, adjusts, and decides the final campaign's concept and plan, ready to be implemented!

60 min.

The sessions of this design thinking journey were informed and inspired by the following resources:

- d. School, Institute of Design at Stanford. Bootcamp, Bootleg. Retrieved from https://static1.squarespace.com/static/57c6b79629687fde090a0fdd/t/58890239db29d6cc6c3338f7/1485374014340/METHODCARDS-v3-slim.pdf
- Ideo.org. (2015). Design Kit. The Field Guide to Human-Centered Design. Retrieved from https://www.designkit.org/methods
- Mobilisation Lab. (n.d). Campaign Accelerator. Retrieved from https://mobilisationlab.org/training-coaching/campaign-accelerator-training/resources/
- Digital Storytellers. (n.d). The Story Canvas. Retrieved from https://www.digitalstorytellers.com.au/the-story-canvas/

DESIGN THINKING JOURNEY FOR EDUCATIONAL ACTIVITIES

support young people to organize peer-to-peer educational workshops

Created by:
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Whether through camps, workshops, training courses/ programs, advocacy campaigns, or innovation hubs, young people in Romania, Bulgaria, Norway and Sweden demonstrate a high motivation to help their peers acquire new skills and knowledge and/or become more aware of important issues through educational activities. The topics of the identified activities in the four countries include financial education, teamwork, communication, online safety, health, etc.

The Design Thinking Journey for Educational Activities aims to help youth workers support young people in learning how to design an educational workshop on a topic of their choice with the most relevant methodology for their target audience. Therefore, it is hereafter assumed that young people, who embark on this Journey, have previously chosen their topic and are well familiarized with its subtopics. It would be very helpful if they prepare beforehand and bring information about the topic, which can be directly used for designing the workshop.

Young people can choose any topic that they find interesting and relevant for their peers. However, in order to illustrate how audience needs and insights translate into learning goals and educational methods, the present Design Thinking Journey uses an example topic (*Safer Internet*).

Please note that the topic is only used to demonstrate the logic of the journey and to show the connection between the different steps. The illustration is meant solely for the youth workers who would prepare and conduct the journey, and **it does not in any way force the participants to use it for their peer-to-peer educational workshop.**

The topic of *Safer Internet* has been chosen as an example topic, as it is one of the most pressing issues of young people today in Europe as well as worldwide and it is relevant to the overall goal of the MILagers project to increase young people's media literacy skills. The EU Kids Online, a network of research organizations that conducts regular national representative studies in EU member states, has discovered that young people's Internet use has drastically increased in the past decade, while their online experiences have widened and become more complex. These circumstances have led to increased online risks for young people, including online bullying, sextortion, access to harmful content, interaction with strangers, and grooming by pedophiles.

By undergoing this journey, young people will learn how to conduct a successful peer-to-peer educational workshop. "Peer-to-peer workshop" is used in the sense of young people training their peers. They will be able to identify the audience of their workshop, discover the audience's needs and expectations, and based on these they design an effective workshop. The present journey follows a typical design thinking process as a cycle of five phases: Empathize, Define, Ideate, Prototype and Test. The methodological approach of the Journey promotes collaboration between participants and active engagement in the workshop activities.

What you should know about peer-to-peer education

There are many challenges in effectively engaging young people in the educational field that arise from the fact that adults are the authority on how information should be taught to them. Peer education is a solution to this challenge, as it empowers children and young people to educate, influence, and learn from each other through child-centered education models and interactive educational experiences designed by the children themselves and focused on issues of their choice.

Peers could be defined as individuals who belong to the same social group as other persons or groups, share similar values, experiences and lifestyles and/or are approximately the same age. Peer also means “equal” in the sense that peers learn together and their contributions are of equal worth. Peer leaders serve as positive role models providing accurate information and skill-building for their peers or younger children. They are young people that have been empowered to use their voices to help other young people. Thus, peer education gives young people the opportunity to influence one another in positive ways.

To conclude, what makes peer-to-peer learning effective is that the learners share a similar experience and understand the discussed needs and issues themselves, which has significant benefits. It builds a connection between them based on trust and respect which in turn fosters effective learning. Studies show that young people feel more comfortable in peer-learning situations than in traditional training environments. In peer learning, young people are the experts that positively influence and support each other, which can enhance their confidence and their sense of engagement with their school/communities.

Learn more about peer-to-peer here:

- The Young Foundation. (2016). Share to Know: Furthering Peer-to-Peer and Collaborative Learning Methods. Retrieved from https://youngfoundation.org/wp-content/uploads/2017/02/Share-to-Know-summary-guide.pdf
- Aschermann, J. (n.d.). Children Teaching and Learning in Peer Collaborative Interactions. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.532.9358&rep=rep1&type=pdf
- Boud, D. (2001). Making the Move to Peer Learning. Retrieved from https://www.researchgate.net/publication/309967818_Making_the_Move_to_Peer_Learning
- E-Bug. Peer Education. Retrieved from https://e-bug.eu/peereducation/
- Engineers Without Borders. (n.d.). P2P Peer to Peer Learning. An Engineers Without Borders Facilitators Guide. Retrieved from http://my2.ewb.ca/site_media/static/library/files/387/the-ewb-peer-to-peer-learning-facilitators-guide.pdf
- Rapalaite, A., Godfroid, J. (2019). Peer-to-Peer in Youth Information. Training Manual for Youth Information Workers, Trainers and Peer Educators.
- Wallace, L.J. (2019). Training Young People to Be Peer Leaders and Educators Is Powerful. Retrieved from https://youthtoday.org/2019/08/training-young-people-to-be-peer-leaders-and-educators-is-powerful/
- Crosier, A., Goodrich, J., McVey, D., Forrest, S., Dennison, C. (2002). Involving Young People in Peer Education: A Guide to Establishing Sex and Relationships Peer Education Projects. Retrieved from https://projects.exeter.ac.uk/europeeruk/DHguide.pdf

THE JOURNEY

Objectives:

While taking this design thinking journey, young people will learn how to properly design and deliver an effective peer-to-peer educational workshop on an already chosen topic. More specifically, they:

- Choose the most relevant information for their workshop and use it to define learning goals.
- Identify the appropriate audience for their peer-to-peer educational workshop and address the audience's needs through the workshop design.
- Choose the most relevant methodology for their target audience.
- Plan and implement a peer-to-peer educational workshop on a chosen topic.

Group size:

12-16 young people

Total time of the journey:

approx. 2.5 days

Materials:

flipchart paper sheets, A4 paper sheets, sticky notes, pens, markers, laptops/smartphones/tablets, video projector or screen

The expected outcome of the Design Thinking Journey for Educational Activities is to build confident, competent peer educators skilled in designing and implementing peer-to-peer educational workshops. A tangible result of the journey is going to be a workshop plan describing the sessions of a peer-to-peer educational workshop on a chosen topic, prepared by the participants.

Key MIL competences:

- **Communicate decisions, ideas, opinions** and new understanding using appropriate ITC;
- **Critically analyze and evaluate information** and media content;
- **Use ICT/digital skills** for information processing and for generating own content.

THE DESIGN BRIEF

Session 1 Define peer-to-peer workshops and audience

Aim:

Identify the design challenge - design an educational workshop with a chosen topic for a chosen audience

What should you expect to achieve by the end of the session?

The young people define “peer-to-peer” workshop, share their experience with such workshops, identify common features of good/interesting and bad/boring workshops and identify their direct audience.

Time:

35 min.

Notes:

- We refer to participants in the current journey as “participants”/"the young people", while we refer the participants in the peer-to-peer educational workshop that will be designed during the journey as “trainees”, “peers”, “users” and “target audience”.
- The terms peer-to-peer (educational) workshop, workshop and training are used interchangeably.
- The structure and methodology of the journey can be easily adapted to any other topic, relevant to the target audience. Also, there is the possibility to shorten, remove, or adapt some sessions if the facilitator considers it necessary for the objective of the particular Journey.

1

Start with introducing the objective of the present Design Thinking Journey, clarifying what is expected of the participants to learn and accomplish by the end of the 2-day event and what schedule you are going to follow – the separate phases with their aims. You can use a flipchart paper to write down the five phases the Design Thinking Journey is going to follow (Empathize, Define, Ideate, Prototype, and Test), including a few keywords to describe each phase. Leave the flipchart papers on the wall so that you can refer to the different phases whenever needed.

10 min.

2

Start a discussion about peer-to-peer educational workshops. Give participants 3-4 minutes to write down on sticky notes a few words to describe a concrete experience with peer-to-peer educational workshops, either positive or negative – they put positive experience on green notes and negative experience on red notes. When ready, participants put the sticky notes on two flipchart papers – one for positive and one for a negative experience. While participants stick their notes, try to group notes that overlap or describe similar situations.

Session 1 Define peer-to-peer workshops and audience

2 (cont.)

Read out the grouped sticky notes so that all participants get familiar with the experience of the others. Start a discussion to identify the most common features of good/interesting and bad/boring workshops based on participants' experience on the sticky notes. Prompting questions:

- *Based on your experience, what do you think makes an educational workshop interesting/boring?*
- *What activities in an educational workshop would keep your interest and what would make you bored?*

Write down the features you agree upon on sticky notes (green notes – positive/interesting, red notes – negative/boring) and put them on separate flipchart papers.

40 min.

3

Proceed with a short discussion to agree upon a single definition of a peer-to-peer educational workshop that you will stick to during the Design Thinking Journey. Again, you extract a valid definition through participants' experience and your own knowledge using guiding questions. Write the definition down on a flipchart paper and put it on the wall so that everyone can come back to it if necessary.

5 min.

4

You and the participants already know the topic of the workshop (we use *Safer Internet* as an example, but it could be any other topic) and have agreed on a common definition of a peer-to-peer educational workshop to follow during the journey.

Based on these, start a short discussion about who the potential direct participants in the peer-to-peer educational workshop are going to be. If necessary, use similar prompting questions to facilitate the discussion:

- *Who are your peers?*
- *Who would you design a peer-to-peer educational workshop on Safer Internet/[your topic] for?*

Session 1 Define peer-to-peer workshops and audience

4 (cont.)

- *Who do you think would benefit the most from learning about possible online risks, such as account hacking, computer viruses, hate speech, etc./[components of your topic]?*
- *Who do you think would be interested to participate in a peer-to-peer educational workshop on Safer Internet/[your topic]?*

After all the volunteers share their opinion, define together the direct audience. Write it down on a flipchart paper and put it on the wall.

Note: Write down the target audience in the middle of the flipchart paper and leave space for adding the peripheral audience that will be identified by the participants later in the day.

5 min.

Session 2 Define the topic of the workshop

Time:
15min.

What should you expect to achieve by the end of the session?

The young people agree on the main topic and identify the subtopics of the peer-to-peer educational workshop.

1

Start a discussion about why participants think that the topic they have chosen (we use *Safer Internet* as an example, but it could be any other topic) is important for young people and what is the content they have prepared to be passed to the trainees. The purpose of this step is to revise the content to be used for the peer-to-peer educational workshop. Here are examples of a few questions to guide the discussion (they refer to *Safer Internet*, but you can use others related to your topic):

- *Do you feel safe when surfing on the Internet? If yes/no, why?*
- *When was the last time you felt under risk on the Internet? What happened?*
- *How do you react when you feel unsafe on the Internet? Who do you reach to help you?*
- *Why do you think it is important to feel safe on the Internet?*

Based on the participants' answers you agree on the importance of the topic they have prepared for their peer-to-peer educational workshop.

10 min.

2

Start with mentioning the situations when participants felt under risk on the Internet that they talked about in the previous step. Hand out sticky notes and pens to the participants, and give them 2-3 minutes to continue thinking in this direction, writing down examples of online risks that they consider important to be included in the peer-to-peer workshop on the topic of *Safer Internet*. Ask them to put their notes on a flipchart paper.While participants put their sticky notes on the flipchart paper, try to group the notes according to risk categories.

Session 2 Define the topic of the workshop

2 (cont.)

Considering that the participants in the journey already know what information they would like to present to the trainees, expect the following risk groups:

- *Strangers online*
- *Online bullying*
- *Hacked social network profile*
- *Sexting*
- *Computer viruses*
- *Fake news*

Read out the identified groups and ask the participants whether they agree with the final definition and grouping. These are going to be the subtopics for the peer-to-peer workshop.

5 min.

Session 3 Set the learning goals

Time:
70 min.

What should you expect to achieve by the end of the session?

The young people transform topic and subtopics into learning goals and agree on a single learning goal for the entire peer-to-peer workshop that synthesizes and summarizes all subtopics, learning goals, skills, knowledge, and mindsets.

1

To make a transition to the learning goals activity, start a discussion with similar to the following questions:

- *How and why would the target audience benefit from the subtopics you already identified?*
- *What knowledge and skills would you want the participants in the peer-to-peer workshop to acquire?*

Write down on sticky notes participants' answers, put them on a flipchart paper and stick it on the wall.

10 min.

2

Spend 3-4 minutes to brainstorm about what are the characteristics of an effective learning goal. Guiding questions:

- *What is the main purpose of an educational workshop? Why would you participate in an educational workshop? To learn something new, to gain useful skills, etc.*
- *What is a learning goal? What does it embrace?*
- *What are the key characteristics of an effective learning goal? In your view, what a learning goal should be?*

Write down on sticky notes all shared suggestions, put them on a flipchart paper. Group the answers where necessary.

If not mentioned already, ask participants whether they have heard of the SMART criteria for setting goals. Encourage them to guess what the letters stand for.

Write down on a flipchart paper what the five letters stand for – **Specific, Measurable, Achievable/Attainable, Realistic, and Time-based** – and add a few words about each criterion.

10 min.

THE DESIGN BRIEF

Session 3 Set the learning goals

Specific – What do we want the learners to know or be able to do by the end of the workshop? It should be well-defined, clear, and unambiguous.

Measurable – How do we know if the learning goal has been achieved? Having a specific criteria that measures the progress of the learner towards accomplishing the goal.

Achievable/Attainable – Is the goal achievable within the timeframe of the workshop/training? The goal to be attainable and not impossible to achieve.

Realistic – Is the goal suitable to the skills/interests of the learners? Is the goal relevant to the objectives of the workshop?

Time-based – Is the goal with a clearly defined timeline? It should have a starting date and a target date.

S.M.A.R.T

3

Come to a conclusion that the learning goal describes what the trainees will be able to DO after the workshop or what we want them to be able to do. Emphasize the "DO" part, asking participants how they are going to present in the learning goal what the trainee will be able to do. You could expect an answer such as *"by using verbs that show what the trainee will be able to do"*. These are called action verbs. Ask the participants whether they have heard of action verbs and to give examples, guide them with examples in case they are stuck. Note that using action verbs when formulating learning goals is key.

5 min.

4

Based on the characteristics participants identified, reach an agreement on a valid definition of a learning goal that includes the following main points:

A learning goal:

- *is the result of the learning process*
- *presents what we want the trainees to learn and what we would like them to be able to DO at the end of (or after) the workshop*
- *could refer to new knowledge, skill, attitude, etc.*
- *has to be SMART*
- *has to include action verbs*

Write down the definition you agree upon on a flipchart paper and put it on the wall so that participants can refer to it when defining the learning goals for the workshop.

5 min.

Session 3 Set the learning goals

5

Split the participants into 3-4 teams of 4 people and give them 15 minutes to come up with learning goals for the earlier identified subtopics. Divide the subtopics equally according to the number of teams. Instruct the teams that it is important to ensure that their learning goals correspond to the previously defined SMART characteristics and include active verbs.

Teams write down their learning goals suggestions on sticky notes, put them on a flipchart paper, and choose a rapporteur to present them.Team members discuss the subtopics and decide what they want the trainee in the peer-to-peer workshop to learn, or what skills to acquire that refers to the specific subtopics.

Examples of learning goals related to *Safer Internet* and the identified subtopics might be (in bold you see the active verbs):

- ***recognize*** *fake profiles online*
- ***create*** *a strong password*
- ***protect*** *personal information using the security settings*
- ***recognize*** *inappropriate content and* ***report*** *concerns in this regard*
- ***distinguish*** *fake information and* ***identify*** *the signs of fake news*

After groups are ready, give 10 minutes for the rapporteurs to present the learning goals in front of all participants.

30 min.

6

Considering all the results being generated so far, ask the participants to brainstorm on a single learning goal for the entire peer-to-peer educational workshop. Write down each suggestion on a sticky note and put it on a flipchart paper so that everyone can see it.

Participants should agree on a single goal that synthesizes and summarizes all subtopics, learning goals, skills, knowledge, and mindsets. Remind them to stick to the definition of a learning goal you have agreed upon earlier in the day.

10 min.

EMPATHIZE Session 1 Understand users - workshop participants

Aim:

Further analyze the peer-to-peer educational workshop target audience, identify insights and corresponding needs of the users

What should you expect to achieve by the end of the session?

The young people identify fans and skeptics, introverts and extroverts among the direct audience and come up with ideas about how to work with them. They also identify the peripheral audience of the peer-to-peer educational workshop.

Time:

30 min.

1

Continue the discussion on the target audience of the peer-to-peer educational workshop that you started earlier today. You have already identified the direct audience, now it is time to think about different groups of trainees that might take part in the peer-to-peer educational workshop – trainees that would be supportive and easily engaged, trainees that are likely to sabotage the workshop (being too noisy, not paying attention, looking at their phones), introverts, extroverts. Ask the participants that have already participated in workshops to share their experience, to describe the different characters, and to share whether the facilitator has had any special approach to work with them.

5 min.

2

Divide participants into four groups of 3-4 people and give them 10 minutes to create a character profile of a fan, a skeptic, an introvert, and an extrovert (each group works on one of the profiles). Ask each group to write down on a flipchart paper how they imagine the particular character would behave during a training, emphasizing on "typical" characteristics. Ask the participants to think about suitable approaches to work with such trainees as well. Each group presents its ideas in front of the other participants. In the end, give 5 minutes to conclude on suitable approaches to work with each profile of trainees. Add the ideas to the "character profile" flipchart papers and stick them on the wall.

Note: For the character profile activity, you can think of preparing "character profile" templates with different boxes where participants fill in the required information. Hand out one template to each group and ask them to work directly on it.

Useful links to character profile templates:

- https://blog.reedsy.com/character-profile/
- https://www.pinterest.com/pin/581245895637584029/
- https://milanote.com/templates/character-profile-template

15 min.

EMPATHIZE

Session 1 Understand users - workshop participants

3

Proceed with a discussion about the peripheral audience. Hand-out sticky notes and pens to the participants and give 2-3 minutes to write down their ideas about who they think are the groups that would interact with the trainees after the peer-to-peer workshop and would thus be impacted by the workshop. Note that each idea should be put on a separate sticky note. Examples of prompting questions:

- *In case you participate in a peer-to-peer educational workshop on [your topic], who would be the people that you will interact with after the workshop and would benefit from applying what you have learned during the workshop?*
- *Who would you share with what you have learned during the peer-to-peer educational workshop on [your topic] and would find it useful?*

Ask the participants to put their sticky notes on a flipchart paper when ready. Read all suggestions aloud and group similar ideas where necessary. Potential peripheral target groups for the *Safer Internet* topic might be:

- Family members – parents, siblings
- At school – teachers, classmates that have not participated in a peer-to-peer educational workshop; peers from other schools; peers from disadvantaged groups
- Friends, neighbors, etc.

Together with the participants agree on the groups of the peripheral audience and add them to the flipchart paper with the direct audience (that you made earlier today).

10 min.

EMPATHIZE

Session 2 Conversation starter

Time:
180 min.

What should you expect to achieve by the end of the session?

The young people collect their peers' ideas about designing a cool educational workshop.

1

Instruct the participants that they are now going to create social media products to inspire discussion among the target audience. The aim is to collect as many ideas as possible about what the target audience would like and would not like about a peer-to-peer educational workshop on *Safer Internet/[your topic]*, what in their view would make it interesting/boring.

Before starting the group activity, allocate 5 mins to brainstorm on social media and respective media products that could be developed. Ask participants that use Facebook/Instagram/YouTube/Twitter to raise their hands.

Ask about the type of content that can be shared on social media, which is the one they most often use and why.

Expected answers for types of content might be:

- *Video, story, post, live streaming, meme, event, interview, presentation, poster.*

In case you consider it necessary you can present to the participants a few examples of different social media products so that they can see the opportunities they can use and get inspired.

10 min.

2

Split the participants into the 3-4 teams from Step 3 of Session *Set the learning goals*. Instruct them that they are going to use the ideas generated in Step 2 in Session *Define peer-to-peer workshops and audience* as inspiration and create interesting content that catches the target audience attention and is likely to quickly inspire responses from personal experience.

Participants need to create one social media product per group. They are going to post their social media product on their social media profiles and engage their peers (among their contacts) in an online discussion.

Session 2 Conversation starter

2 (cont.)

The aim is to collect information about:

- What do they think is necessary for an educational workshop to be interesting and cool?
- What might make an educational workshop boring?
- What would they like to see in an educational workshop on *Safer Internet/[your topic]* that would help them learn successfully?

You write the aims down on a flipchart paper and put it on the wall so that participants could refer to them when creating their products. Before starting the group work, allocate 2-3 minutes for a short discussion, to make participants understand that they should not influence the opinion of the trainees through their social media products.

Prompting questions:

- *Have you ever participated in an online discussion? What was it about? Do you remember if your opinion was judged or whether the moderator of the discussion tried to direct your thoughts in a certain direction? How did you feel about that?*

Your aim here is to reach a conclusion together with the participants that they should use the social media products to inspire trainees to share personal experience, without influencing their views in any way. And without sending biased messages or supporting a certain opinion/perception of good/bad workshop experience. They should embrace a mindset of a true beginner, act as they do not know anything about the topic, be curious and collect as many ideas as possible, without judging.

10 min.

3

Give participants 90 minutes to create their social media product. Different members of the groups can have different roles – interviewer, interviewee, scriptwriter, journalist, cameramen, etc. Emphasize that their social media products should be relevant to the peer-to-peer educational workshop on *Safer Internet/[your topic]* and should be focused on collecting the necessary feedback. Note that the product should have a catchy title and attractive visual elements and should inspire online discussion, but not sending any biased messages. Also, the social media products should reach as many people from the peer-to-peer educational workshop target audience as possible. They can use flipchart papers, markers, sticky notes, and smartphones to create their products. You moderate the process so that creating social media products is achievable in the given time. After the social media products of each group are ready, participants post them on as many social media channels of the team members as possible.

90 min.

Session 2 Conversation starter

4

Before proceeding with the moderation of the online discussions, brainstorm about tips for fostering an effective online discussion. Ask participants to share what they think is important for a successful online discussion, what "rules" in terms of sharing ideas, language used, moderator intervention should be followed.

The list could include the following:

- *Create and maintain a friendly environment*
- *Use respectful language*
- *Stay impartial*
- *Suspend judgment and be open to any ideas*
- *Keep the conversation on-topic*
- *Ask clarifying questions as needed*
- *Keep posts/messages short and clear*

You write down the participants' tips suggestions on a flipchart paper and stick it on the wall so that they can refer to them during the online discussions.

5 min.

5

After each participant has posted the media product of their team on their social media account/s, they start moderating online discussion to gain as many concrete ideas from the target audience as possible. Participants use their smartphones, laptops or tablets.

They can directly tag their peers in their social media products, and/or use hashtags to track and measure the conversations. Instruct the participants that in case their audience is not as active as they have expected, they should try to motivate it by posting questions, comments, tips, etc. additionally to their media product.

Remind them to refer to the moderation tips for effective online discussion. You walk around the teams, monitor their work, provoke them to come up with questions when stuck and ensure the session runs on time and stays on track.

Note: Participants can keep the contacts that have participated in the online discussion and consider them in the Testing phase of the journey.

75 min.

EMPATHIZE

Session 3 Identify insights and needs

Time:
40 min.

What should you expect to achieve by the end of the session?

The young people identify the target audience's insights and needs, based on the input they collected through the online discussions.

1

Now that participants have collected a large set of ideas, it's time to start making sense of them. Ask each participant to take 2 minutes to write down on sticky notes the ideas collected from the online discussion he/she moderated.

You can suggest using three different colors of sticky notes – red for ideas of what makes a workshop boring, green for ideas of what makes a workshop interesting and yellow for any ideas related to the content/topic of the workshop (if such ideas have been shared).

After each participant has downloaded their results, they spend 2-3 minutes to present them to the other members of their group and reflect on what they have learned about their peers. Based on the results from the online discussions, each group brainstorms on the insights that came from the online discussions and that present what the target audience considers interesting or boring about an educational workshop.

Teams then analyze the insights to come up with ideas of corresponding needs. Each group writes down the identified insights and corresponding needs on sticky notes and put them on a flipchart paper.

40 min.

Example of insights & needs for the *Safer Internet* topic

Insights	Needs
Young people get bored if they just sit down and listen passively	*Interactive activities*
Young people like to work together with their peers on completing a task	*Group work*
Young people learn easier when they directly explore an object/ a phenomena they are learning about	*Exploratory learning*
Young people like getting involved in tasks with a competition element and rewards involved	*Competition tasks*
Young people like the learning process to be fun	*Energizers/ Games*
A learning environment that promotes wellbeing and connectedness and makes young people feel valued, respected and engaged	*Supportive environment*

Session 1 Sorting insights & needs

Aim:

Cluster findings from the online discussions, yield educational methods from the clusters and define the basic needs of users, and reach a Point of View (user+needs+insights) for the workshop design challenge

What should you expect to achieve by the end of the session?

The young people cluster insights and needs that emerged from the online discussions.

Time:

30 min.

Each team chooses a rapporteur to present its media product and the relevant results - needs and insights - from the online discussions and to summarize how the online discussions in the team went. After each group finishes, participants work together to identify relationships among the sticky notes with needs and insights, and cluster them.

They should first agree on the logic they are going to use for the clustering. Most often the logic used is how one insight or need is "similar" to another in terms of meanings they share.

Participants complete the clustering activity based on the clustering logic they agreed on (they sort the sticky notes and put them on a flipchart paper). In case needed, they further clarify the final clustering. They define each cluster and give it a short title.

Note: Alternatively to sticky notes, groups might use software tools, such as word-cloud and/or mind map creators, but only if it is achievable in the given time-frame.

30 min.

Session 2 Define PoV and identify workshop methods

Time:
30 min.

What should you expect to achieve by the end of the session?

The young people define the PoV and identify methods of effective workshops

1

Ask the participants to summarize the information they gathered in the clusters - the most relevant needs and insights discovered in the *Empathize* sessions about their users - participants in the future workshop. In the big group or split in several smaller groups, the young people work on defining an actionable problem statement - the design challenge they want and are able to take through their educational workshop. This action statement should take the following form:

User+Needs+Insights

“User” should be as descriptive as possible so that the young people easily remember the target group they want to serve. The “needs” should take the form of a verb, while “insights” should be relevant and compelling and define the approach the participants will take in finding their solution to users’ problems.

If they work in several groups, the PoVs should be put together and rephrased until the participants reach a commonly agreed Point of View on their challenge.

Here is an example of a point of view for *Safer Internet* topic: “A teenager completely or partially ignorant about the dangers of the Internet needs to learn how to stay both active and safe on the Internet together with or from his/her peers, because group learning is fun, interesting, boosts socialization and motivation of the group’s members for being more careful on the Internet”.

The agreed PoV statement will be the guide for the rest of the journey. This can be written on a flipchart paper to put up on the wall for all of the participants to see during the rest of the phases.

30 min.

DEFINE

Session 2 Define PoV and identify workshop methods

2

Now that the young people have identified and clustered insights and corresponding needs, and decided on the PoV, it is time for the participants to think about concrete educational methods to address these needs. Thus, they run a pre-ideation session. Ask participants to write each essential need and insight they have embedded in the PoV on a flipchart paper and brainstorm about educational methods that could help to address the particular need, listing the methods below the need. Emphasize that one method can address several needs. They should spend 2-3 minutes per need.

30 min.

Examples of expected combinations of needs and corresponding educational methods for the *Safer Internet* topic:

Needs	Methods
Interactive activities	*Role-play, Group work, Simulation, Games*
Group work	*Simulation, Role-play, Games, Brainstorming, Projects, Discussion, Case study*
Exploratory learning	*Simulation, Projects*
Competition tasks	*Problem-solving, Case studies, Games*
Energizers/ Games	*Group work*
Supportive environment	*Group work, Energizers*

Session 1 Bundle ideas

Aim:

Bundle the topics and learning goals in order to formulate the workshop sessions

What should you expect to achieve by the end of the session?

The young people come up with ideas for potential peer-to-peer educational workshop sessions and end up with one idea of a workshop session for each learning goal.

Time:

100 min.

1

Instruct the participants that they are now going to divide into 3-4 teams of 4 people (in the same configuration of the previous group activities) and have three rounds of 20 minutes to formulate ideas for potential peer-to-peer educational workshop sessions based on the output they generated so far. They should stick to the topic of *Safer Internet/[your topic]* and to the information they would like to pass to the trainees.

During each round, each group gets a random pool of the learning goals that they formulated in the Session *Set the learning goals*.

Then, they bundle the learning goals with the topics from Session *Define the topic of the workshop*, the identified needs in the *Empathize* phase and the methods they identified in the Define phase. Communicate the main goal behind this activity – to come up with ideas for workshop sessions that have:

- a clear learning goal
- concrete educational methods for accomplishing the learning goal
- details of the process drawn from the clusters of insights from the online discussions

To illustrate the process, we provide the following examples of expected results regarding the *Safer Internet* topic:

90 min.

Learning goal 1: *Recognize fake profiles online*
Subtopic: *Strangers online*

Need: *Group work*
Method: *Discussion*

Session description:
Participants are shown a few social media profiles. They start a discussion about which profile they think is real and which one fake. They explain their views, sharing what they think shows that a profile is fake. Through the discussion, they identify the features of a fake profile.

Session 1 Bundle ideas

Learning goal 2: *Create a strong password*
Subtopic: *Hacked social network profile*

Need: *Competition tasks*
Method: *Games*

Session description:
Participants work in groups to create a strong password. When ready, each group's password is checked through an online application and the group with the strongest password gets points. Winners share what their password consisted of and identify the features of a strong password.

Learning goal 3: *Protect personal information using the security settings*
Subtopic: *Hacked social network profile*

Need: *Group work*
Method: *Case study*

Session description:
Participants work in groups with case studies that present different situations with a hacked social network profile. They are asked to provide their thoughts on what settings should be changed in order to secure the profiles and avoid the situation form the case study. Each group shares the changes in the security settings they foresee to protect the profile and highlight important privacy settings.

Learning goal 4: *Distinguish fake information and identify the signs of fake news*
Subtopic: *Fake news*

Need: *Interactive activity*
Method: *Group work*

Session description:
The facilitator provides an example of fake news. Participants divide into groups and work on identifying the signs of fake news. The moderator guides the participants if stuck. Groups develop strategies for distinguishing real from fake information on the Internet.

Session 1 Bundle ideas

2

Learning goal 5: *Recognize inappropriate content and report concerns to relevant bodies*
Subtopic: *Strangers online, Online bullying, Sexting*

Need: *Group work*
Method: *Case study*

Session description:
Participants make up a case with a concrete online risk. They look for a hotline to share their case. They identify the steps of submitting a signal – identifying the category of the case, filling in an online reporting form and sending a screenshot of the case as proof. Participants connect with a consultant and report their signal, giving the necessary information. They pay attention to the questions the consultant asks and based on them make a summary of what information is needed in order to report a problem on the Internet in an effective way.

Give opportunity to the participants to express their ideas in the way they feel most comfortable with - either put them on sticky notes, sketch them on a flipchart paper, take a picture of their work, etc.

After each round, the groups have 10 minutes to present their ideas to the rest of the participants and get their feedback. It is possible that some ideas get modified based on the feedback during the presentations.

After the three rounds are over, ask the participants to vote for the ideas they consider most appropriate for a workshop session for the respective learning goals. Give each participant sticky dots and ask them to vote for two session ideas for each learning goal. Count the votes and seek to end up with one idea for a workshop session for each learning goal. In case there are two ideas with an equal number of votes, give participants one more sticky dot and ask them to choose one of the two ideas. The ideas that don't get voted into the final pool stay aside in case they are needed later.

10 min.

Session 1 Storyboard

Aim:

Design a detailed outline for each workshop session and prototype it with users

What should you expect to achieve by the end of the session?

The young people develop storyboards for the workshop sessions.

Time:

100 min.

1

The participants form a single team and use the ideas they voted for in Session *Bundle ideas* to create a storyboard of the peer-to-peer educational workshop on *Safer Internet/[your topic]* they are designing. You can prepare storyboard templates in advance. Here are some links to download free storyboard templates:

- https://www.studiobinder.com/blog/downloads/storyboard-template/
- https://boords.com/storyboard-template#pdf-storyboard-templates
- https://www.template.net/business/free-storyboard-templates/

Another option is to spend 5 minutes discussing what components to include in the storyboard and ask the participants to make their own template.

It is important to make it clear to the participants in what detail the storyboards are expected to present the flow of the sessions at this stage. You explain that they should sketch the workshop sessions, imagining the actions of the trainees as concretely as possible, clearly formulating the methods they would use to engage them. They can create characters that represent typical trainees and briefly describe their experiences as they go through the workshop.

Participants will go into more details about the separate sessions in the next session of the Prototype phase.

10 min.

2

The participants start drawing their ideas about the workshop sessions they have voted for in the previous session. They should spotlight key moments and build a short narrative, putting all on storyboards/ flipchart papers. Advice the participants to distill narratives to the minimum number of words to convey the story and to use sketches to visualize their ideas. Emphasize that drawing abilities are not important, they do not need to create something beautiful but something really rough as a way to help them think the idea of the workshop sessions through. They can use their smartphones to look for pictures and inspiration. If some participants refuse to draw, they can add their ideas using concept maps, tables, or other forms of illustration.

Note: If the team decides to use software for creating the storyboards, they are welcome to do so.

90 min.

Session 2 Make the workshop plan

Time:
220 min.

What should you expect to achieve by the end of the session?

The young people develop a detailed version of the workshop sessions and received feedback from users.

1

After participants are done with the storyboards, divide them again into the 3-4 teams from the earlier group activities and distribute the workshop sessions equally between them. Give participants enough time to be creative and to transform the storyboards into a more detailed product, with each team outlining its workshop sessions in a step-by-step manner.

The step-by-step guidelines should make it clear how their trainees will be engaged at each step and how each step contributes to achieving the learning goal of the respective session.

Remind them to keep in mind the needs and methods they have discussed in Session Define PoV and identify workshop methods. Also, ask the participants to assign time frames for the separate steps of their sessions as well as total time for the entire workshop.

Participants can use flipchart papers, sticky notes, pens, markers to design their ideas in the most comprehensive way. If necessary, allow participants to refine ideas or combine them with the session ideas that dropped out after the voting in Session *Bundle ideas*.

90 min.

2

Each team spends 20 minutes to present its detailed workshop sessions in front of the other participants and ask for their feedback. Teams seek to collect feedback on what participants like and think would work and what they think could be improved, they also collect new ideas and questions that might emerge from the audience. In case the team has any doubts about the feasibility of a concrete session/step, they ask the participants to consider it. Each team should nominate a person to write down all the comments so that they would be able to address them later on. To get the relevant feedback it is important for participants to think of specific questions in advance.

Session 2 Make the workshop plan

2 (cont.)

They can make and use a feedback matrix on a flipchart paper with different boxes for each question. Boxes could include "What we like…", "What could be improved…", "Questions…" and "New ideas…". Participants structure the feedback on sticky notes and put them directly on the matrix. Another option is to present the needs, methods and learning goals that the workshop sessions have been built around and to ask for feedback about the extent to which the workshop sessions correspond to these parameters.

Note: If there is enough time, ask teams to simulate their sessions or parts of their sessions that they are unsure about, with the other participants playing the potential trainees so that they receive realistic impressions of the applicability of their ideas.

60 min.

3

Each team spends 10 minutes to revise the storyboard and its workshop sessions based on the collected feedback. They update the sessions' duration where necessary. After each team is done with the revision, it is time to collect everything in a single peer-to-peer educational workshop plan. In addition to the description of the sessions, participants work on a brief workshop description – they introduce the objective of the workshop plan, the workshop topic and subtopics, the learning goals of the workshop, expected outcomes, and target participants – and add it as an introduction to the plan.

Note: Participants can choose how it is going to be easier for them to create the workshop plan. It could be either on flipchart papers or typed down on a computer.

40 min.

TEST

Session 1 Prepare the testing

Aim:

Test each workshop session with members of the target audience, collect feedback, and refine the workshop plan

What should you expect to achieve by the end of the session?

The young people select the contacts for the testing and develop feedback forms.

Time:

25 min.

1

Participants brainstorm on potential contacts from their schools, neighborhoods, etc. that are part of the target audience of the peer-to-peer educational workshop on *Safer Internet/[your topic]* and that could take part in the testing. Each participant writes its suggestions down on sticky notes and puts them on a flipchart paper. They consider the contacts that participated in the online discussions as well.

Participants decide upon the number of trainees that are going to take part in the testing and select them from the list. They create a Doodle poll with potential dates for the testing and send it to the selected contacts.

After they get the trainees' preferences, they set a date and send invitations with details about the testing. Attached to the invitation, participants send a consent form that trainees' parents should fill in and sign, declaring that they agree with their child taking part in the testing.

Note: Participants can either test the workshop sessions as a single team or as a set of teams (keeping the teams that worked on developing the workshop sessions in Session *Make the workshop plan*). They should also decide whether they are going to test a set of separate workshop sessions with different trainees or they are going to organize a full workshop.

10 min.

2

Participants brainstorm on a feedback form for the testing, including concrete questions/issues that they would like the trainees to pay attention to. They put their ideas on sticky notes/ flipchart paper, discuss them and choose the components to use in the feedback form. They end up with a ready to use form.

They can also use the feedback matrix from Session *Make the workshop plan* or create an online feedback form that trainees fill in and submit after the testing is over.

15 min.

TEST

Time:
flexible

Session 2 Test the workshop sessions

What should you expect to achieve by the end of the session?

The young people test the workshop sessions with the target audience, collect their feedback, and finalize the workshop plan.

1

Give participants the necessary time to conduct the testing.

Participants organize the testing of the entire workshop or of concrete sessions with selected trainees. They monitor the process and prepare a summary report with the main conclusions from the testing based on the feedback forms and the observations of the participants.

Participants update and finalize the workshop plan based on the collected feedback.

The sessions of this design thinking journey were informed and inspired by the following resources:

- Ideo.org. (2015). Design Kit. The Field Guide to Human-Centered Design. Retrieved from https://www.designkit.org/methods
- Brown, T. (2009). Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation.
- Kumar, V. (2013). 101 Design Methods: A Structured Approach for Driving Innovation in Your Organization.
- d. School, Institute of Design at Stanford. Bootcamp, Bootleg. Retrieved from https://static1.squarespace.com/static/57c6b79629687fde090a0fdd/t/58890239db29d6cc6c3338f7/1485374014340/METHODCARDS-v3-slim.pdf
- Hasso Plattner Institute of Design (d.school) & The School of Education (SUSE) (n.d.). Taking Design Thinking to Schools. Retrieved from https://web.stanford.edu/dept/SUSE/taking-design/presentations/Taking-design-to-school.pdf
- d. school (2012). An Introduction to Design Thinking. "Wallet" Edition. Facilitator's Guide: script, talking points, takeaways, and setup considerations inside. Retrieved from: https://dschool-old.stanford.edu/sandbox/groups/designresources/wiki/4dbb2/attachments/d5c91/Wallet%20Facilitators%20Guide2012.pdf?sessionID=284984d22365aed841322860a725264d47aa06ec
- UN Interagency Group on Young People's Health Development and Protection in Europe and Central Asia. (2005). Youth Peer Education Toolkit. Training of Trainers Manual. Retrieved from https://www.fhi360.org/sites/default/files/media/documents/Youth%20Peer%20Education%20Toolkit%20-%20The%20Training%20of%20Trainers%20Manual.pdf

- United Nations SIAP and Statistical Institute for Asia and the Pacific. (2016). Train-the-trainer Manual: Checklists, Guidelines and Templates for Active-Learning Workshops.
- Panke, S. and Harth, T. (2018). Design Thinking in Teacher Education: Preparing Engineering Students for Teaching at Vocational Schools.
- UNESCO Communication and Information Sector & UNESCO Institute for Statistics. (2013). Global Media and Information Literacy Assessment Framework: Country Readiness and Competencies.
- UNICEF Bulgaria & SafeNet Bulgaria. (2019). Правото ми на мнение! Създаване на съдържание за социалните мрежи.
- UNICEF Bulgaria, Association of European Journalists Bulgaria, Kanchev, P. (n.d.). Обучителна методика към проект „Тийнейджърска академия: Правото ми на мнение“.
- SafeNet Bulgaria. (n.d.). Методика на обучителна програма „Киберскаут“.
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DESIGN THINKING JOURNEY FOR SOCIAL ENTREPRENEURSHIP INITIATIVES

support young people to
make a sustainable change
in society

Created by:
Karin WOUDA, Awesome People

As identified by the MILagers team in Bulgaria, Norway, Romania and Sweden, there are different entrepreneurship programs and initiatives targeting young people and many of them organized by young people, through which they can develop their entrepreneurship skills, financial literacy, employability skills, etc., but also their business ideas. We recognize an interest from young people to get involved in entrepreneurial activities and see this Design Thinking Journey for any entrepreneurship initiatives but primarily for social entrepreneurship initiatives. Social entrepreneurship initiatives started by young people in our countries include developing more environmentally friendly products, combating food waste, supporting vulnerable groups, preventing violence, promoting local traditions etc. In Sweden, for instance, we identified two successful, examples of social businesses:

- **Kompis Sverige** (https://kompissverige.se/), started by two young girls to increase integration between immigrants and Swedes by matching new friends;
- **Make Equal** (https://www.makeequal.se/), started by a young woman to raise awareness and create tools to combat inequality.

Social entrepreneurship initiatives are relevant for young people who want to make a sustainable change in society, transforming their ideas into enterprises.

The Design Thinking Journey for Social Entrepreneurship Initiatives will help you, the youth worker, to support young people in creating their own businesses based on real needs in communities and come up with innovative solutions to design products or services that will meet these needs.

The young people might come to you with a ready business idea or idea for an initiative, and if this does not have a social dimension yet, they can still work with it while taking this journey. By using this design thinking journey you will be able to guide them to make it happen and make them think of the different aspects needed to be considered when creating an entrepreneurship initiative. They will identify the needs in the society which demands solutions, they will discover the essential elements of a successful business model, and based on these, they will be able to design an entrepreneurship initiative that will reach its objectives – creating a product/service which will sell and hopefully, at the same time, help the community!

What you should know about social entrepreneurship initiatives

There is no commonly acknowledged definition of social entrepreneurship or social enterprise, instead there is **a spectrum of different ways of practicing social entrepreneurship**. A social enterprise can be a business that brings awareness to a social issue, but whose primary activities do not necessarily address the root cause of the social problem they are bringing awareness to. It can also be a mainstream business giving parts of its profit to charity, or a socially responsible business generally more aligned with the idea of doing business better than solving social problems. For instance, the company can adopt certain practices benefiting the community, employees, or the environment. Then, a social business can be a nonprofit organization or a more entrepreneurial nonprofit, which starts with a social mission and then implements a revenue-generating program or adopts an overall entrepreneurial business model. Although we will focus more on the last category in this design thinking journey it is not restrained to that and the young people involved can focus on which category they want.

It is important to know though that the social entrepreneurship initiatives are distinctive of other entrepreneurship initiatives. **They are aimed at selling products/services that not only satisfy the customer's needs but also the needs of society.** This can be done by coming up with business solutions solving the needs of people or planet, or coming up with better solutions than exist today in the market which improves the lives of people or planet. What makes such an initiative to be an entrepreneurship initiative, and not merely volunteer work or charity is that it must make some profit to be sustainable, therefore the social enterprises do not rely on grants or charity. In other words, the customers will buy the product/service because they see a need for it. Yes, the customers might also care about the social impact the product/service will make and they are also motivated by doing good while consuming. The customers of the product/service of the social enterprise can also be public institutions, such as municipalities or state agencies who need innovative solutions to societal needs.

Each entrepreneurship initiative is built on two key ingredients for success, which constitute the base for the business idea:

the (social) need + solution/value proposition

To develop and refine the business idea it is also important to have a business plan and we will introduce you to the nine segments of the Business Model Canvas developed by Alexander Osterwalder.

In the end, the business idea should be summarized in one sentence:

WHO (your company) is doing WHAT (your product/service) to meet what NEED to WHOM (your target customer) with what RESULT (value)

(Social) Need:

It is important that the product/service fulfills an existing or created need. When we consider social entrepreneurship initiatives, this need can be a social problem that requires to be solved, for example, criminality, poverty, pollution, etc. The need can be identified both by people experiencing these problems but also municipalities or other institutions who recognize the need and who would pay for a solution.

Solution/Value proposition:

The solution can be in the form of a product or service (or both) to meet the need. Its characteristic can be newness (the solution is new and innovative), or it is better than other solutions when it comes to customization, design, price, accessibility, etc.

By working with **the Business Model Canvas**, the young people will learn what are the aspects they should consider and analyze when they develop a business idea.

Except for the Value Proposition which is one of the 9 segments in the Business Model Canvas, the young people also need to reflect on the following segments.

Customer segments: *For whom we create value? Who are our most important customers?*

Channels: *Through which channels do our customer segments want to be reached? Which ones are most cost-efficient?*

Customer Relationships: *What type of customer relationship does each of our customer segments expect us to establish and maintain with them? How costly are they?*

Revenue Streams: *For what value are our customers really willing to pay?*

Key Resources: *What Key Resources do our Key Activities require? Our distribution channels? Customer relationships? Revenue streams?*

Key Activities: *What key activities does our value proposition require? Which are our distribution channels?*

Key Partners: *Who are the key partners, suppliers? Which key resources are we acquiring from partners and which key activities do partners perform?*

Cost Structure: *What are the most important costs inherent in our business? Which Key Resources are most expensive? Which Key Activities are most expensive?*

Learn more about social entrepreneurship here:

- European Commission. (2013). Social Economy and Social Entrepreneurship. Retrieved from https://op.europa.eu/en/publication-detail/-/publication/cc9e291c-517c-4c64-9f29-428b34aea56d
- Martin, R.L., Osberg, S. (2007). Social entrepreneurship: the case for definition. Stanford Social Innovation Review. Retrieved from https://ssir.org/articles/entry/social_entrepreneurship_the_case_for_definition
- Brown, T., Wyatt, J. (2010). Design thinking for social innovation. Stanford Social Innovation Review. Retrieved from https://ssir.org/articles/entry/design_thinking_for_social_innovation

Explanatory videos of social entrepreneurship:

- Common Good Solutions. (2016). Social Enterprise 101: https://youtu.be/9_g5RqwW51I
- CEDRA Split. (2016). What is social entrepreneurship?: https://youtu.be/aTo0qtdVMpM
- Codelogix. (2014). How to start a social enterprise: https://youtu.be/s9XASPiNc6s

THE JOURNEY

Objectives:

While taking this design thinking journey, young people will learn how to properly design and pitch a need-based business idea. More specifically, they:

- Learn how to identify the need for a social entrepreneurship initiative and how to design a solution to address these needs;
- Acquire the skills to transform an idea into a business model and understand the different aspects of a business plan by using the Business Model Canvas;
- Gain the confidence to come up with entrepreneurship ideas and initiatives to solve social problems.

Group size:

6-12 young people

Total time of the journey:

approx. 2.5 days

Materials:

flipchart paper sheets, A4 paper sheets, sticky notes, pens, markers, laptops/smartphones, video projector or screen, stickers, Business Model Canvas template, SWOT-analysis template, Feedback Capture Matrix template

The expected outcome of the Design Thinking Journey for Social Entrepreneurship Initiatives is to build confident, competent entrepreneurs, skilled in designing and pitching a business idea based on social needs. Also, one of the tangible results of the journey will be the business idea prototype - the business pitch developed by the young people for their entrepreneurship initiative.

Key MIL competences:

- **Communicate decisions, ideas, opinions** and new understanding using appropriate ITC;
- **Critically analyze and evaluate information** and media content;
- **Use ICT/digital skills** for information processing and for generating own content.

Session 1 Whom you want to help?

Aim:

Identify the design challenge - design a social entrepreneurship initiative based on specific social needs

What should you expect to achieve by the end of the session?

The young people will define the social entrepreneurship initiative they would like to develop, share their knowledge on the topic, identify their initiative's target group and the current social needs and problems relevant for the target group.

Time:

45 min.

Note:

Since the main idea behind social entrepreneurship initiative is to find a solution for a social need, we believe it is easier to engage the young people if this social need is something they themselves identify, so if the problem affects themselves as well. Therefore the target group/the final users for this design challenge will be young people. This means that the participants in the Design Thinking Journey will also be the main target users of the upcoming solution. This serves only as an idea and an example. The target group/the users could be different, based on the interests of the young people you work with.

1

Start a discussion about entrepreneurship and social entrepreneurship. Give participants 3-4 minutes to write down on sticky notes a few words to describe what entrepreneurship and social entrepreneurship meant to them. When ready, participants put the sticky notes on two flipchart papers – one for entrepreneurship and one for social entrepreneurship. While participants stick their notes, try to group notes that overlap or describe similar things. Then, read out the grouped sticky notes so that all participants get familiar with the experience of the others.

Continue the discussion to identify the most common features of entrepreneurship and social entrepreneurship. You should add things that the participants have not mentioned, and which you may find in the introduction part of this chapter.
To inspire them and to show them the importance of entrepreneurs, you may present this short video from Grasshopper, a company dedicated to helping entrepreneurs get started and succeed: https://www.ashoka.org/en-ch/story/grasshopper-raises-20000-ashoka-great-video.

10 min.

Session 1 Whom you want to help?

2

Present the objective of the Design Thinking Journey will take, clarifying what is expected of the participants to learn and accomplish by the end of the process. Show them the schedule you are going to follow – the separate phases with their aims. You can use a flipchart paper to write down the five phases of the journey (Empathize, Define, Ideate, Prototype, and Test), including a few keywords for each phase. Leave the flipchart papers on the wall so that you can refer to the different phases whenever needed in the process.

Then, introduce them to the business idea by explaining how they could use the sentence:

WHO (your company) is doing WHAT (your product/service) to meet what NEED to WHOM (your target customer) with what RESULT (value)

Give some examples of existing companies and put their business idea in one sentence for the participants to understand how they could use it and to visualize the expected end result of the journey.

10 min.

3

In this example of the design thinking journey, we imagine that the target group of the social business are people or groups that are directly involved with or can be reached by the participants. So it is more likely that they will describe young people as a target group. But this serves only as an example and does not need to be the case. It could just as well be to help homeless people or the elderly or other people young people want to support.

Ask the young people to think about the people they want to help with their social business.

Session 1 Whom you want to help?

3 (cont.)

Let them write different characteristics, such as those below, of their target group on sticky notes and put them on a wall so they can all visualize the results.

- *What unites them more than age?*
- *Where are they living?*
- *Boys? Girls?*
- *What are their interests?*

Then, the group should summarize the information about their target group in a persona - a Facebook profile of a made-up person who will represent the target group based on the characteristics the group identified.

20 min.

4

Ask the young people to also add people or groups who are peripherally relevant for the target group they chose, or are associated with the Facebook profile person who represents the target group. They should answer questions such as:

- *What people are relevant to our target group? To whom our target group is connected? Through what people we could reach our target group?*
- *Where can these people be found?*
- *What are the interests of our target person and the connected groups and people?*

5 min.

Session 2 Media scan

Time:
60min.

What should you expect to achieve by the end of the session?

The young people will understand what is brought up as needs and social problems through a broad look at what is published and broadcasted in media and have a list of top 10 issues relevant for the selected target group.

1

Invite participants to run small research on different social issues that might affect the target group they selected. They could use blogs, specialized websites, newspapers, TV programs (news, documentaries, debates), social media, forums, events, etc. They should search for media content that directly or indirectly highlights relevant social issues for their target group.

When selecting the data, they should think of it from the target group's perspective - the Facebook profile they developed in Session 1.

Before starting the data collection, let the participants have a short discussion on which sources they should use in their research, where is most likely to find what they are looking for and which sources are reliable.

Provide the participants with a link to a drive folder where they should gather their findings. They should use screen captures, scans, photocopies, notes, samples or pages to build a library of findings.

20 min.

2

Ask the group to sift through the information from the collected documents to reveal patterns of the current and emerging issues that need to be solved.

They should write down each topic on a sticky note and put it on the wall. If a topic is mentioned more times, they will put a sticky note for each time and place it together with the similar ones to visualize the more important and more mentioned topics. This can be directly done in a word cloud to have a visualized summary.

20 min.

Session 2 Media scan

3

Invite the group to discuss if there are other topics or issues that need to be included. Ask them to make a list of at least 10 different social issues that they will use in the next phase of the journey.

20 min.

Session 1 Card sort

Aim:

Further analyze the social entrepreneurship initiative's target users and their needs, identify insights and start thinking of how to meet the users' needs

What should you expect to achieve by the end of the session?

The young people will gain insights into their target users' needs and problems, and develop the initial ideas on how to solve these problems.

Time:

260 min.

1

Based on the list of needs identified in the Session *Media Scan*, ask the participants to make cards with each need - they should use a word and/or an image representing the word they want to put on the card.

They should also make a Problem tree sheet for each problem/need they put on the cards analyzing:

- Main roots of this problem
- The consequences of the problem if it is not addressed
- What is needed to solve the problem

10 min.

2

Half of the group identifies people that are affected by some of the problems and that could be future users of the solution that the group designs. Each participant identifies two-three people. The potential users can be part of the young people group, or friends or acquaintances.

The other half of the group identifies people that are affected by some of the problems but they might be harder to convince to adopt the solution that the group designs.Each participant identifies two-three people. The potential users can be part of the young people group, or friends or acquaintances.

10 min.

3

The participants approach the people they identified and give them the cards they made and ask them to sort the cards according to what is most important to them. Also, each of them should receive a Problem tree sheet and they will write down the main roots of the problem, the consequences of the problem if it is not addressed, and what they see as a solution to the problem. The young people could set up face-to-face or online meetings with potential users.

120 min.

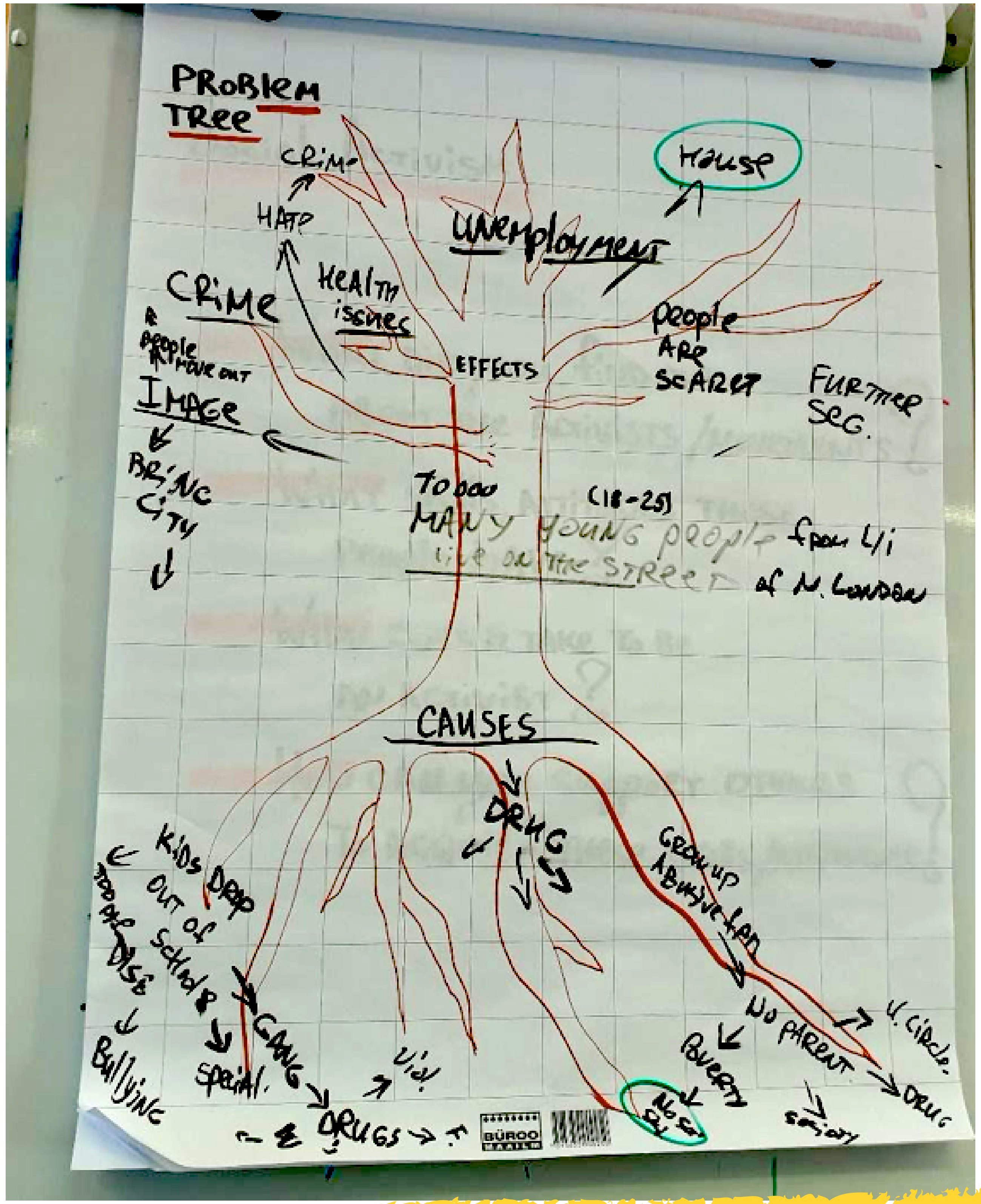
Session 1 Card sort

4

Each participant presents their results by highlighting the top three problems identified by the interviewed people. Also, for each of the three problems, they draw a problem tree on a flipchart paper: they will write the problem in the middle; then, draw roots and write the users' answers about the problem's roots; and in the tree's crown, they will write the consequences.

If more participants have the same problem in their top three issues, they just add new information/insights to the already existing problem tree. The possible solutions for the problems are written on the side of the tree.

120 min.



Session 1 Sort needs, discover insights & the *Why-How* Ladder

Aim:

Cluster findings from the problem trees and define the basic needs of their target groups/users, and reach a Point of View (user+needs+insights) for their solutions

What should you expect to achieve by the end of the session?

The young people cluster insights and needs that emerged from the Card Sort session.

Time:

90 min.

1

Invite the participants to look again at the different problem trees and identify relevant insights about their users/target groups - some new perspectives on problems, causes to problems that recur in the problem trees, or different ideas/solutions that repeat. The point is to visualize relevant patterns for users when it comes to needs/problems and possible solutions. Each new insight is written down on a sticky note. Then, the young people cluster the sticky notes while discussing which insights are similar to another in terms of the meanings they share.

20 min.

2

From the insights and needs sorting and clustering, done in the previous session, the participants come up with some headlines to put up on papers on the wall. Then, they should take each headline and ask *Why* questions, such as *Why does a user see a link between a specific problem and a cause? Why does a user see a specific solution to a specific problem?* They should continue asking *Why* questions and continue to ladder up from that same headline. Each answer is written on a sticky note and put next to the headline they work on. At a certain point, they will reach a very common and abstract need like "the need to be healthy". This is the top of the ladder.

20 min.

3

The next step is to climb back down the ladders developed for each headline asking *How* questions. Example: They start with *How can we meet the need of being healthy?*, and they continue with other *How* questions for the next *Why* answers they collected on the ladder. This process will give the participants more insights on the users' needs, but also ideas for how to address these needs. They write the answers for the *How* questions on sticky notes and put them on the headline's ladder.

20 min.

Session 1 Sort needs, discover insights & the *Why-How* Ladder

4

Ask the participants to summarize the information they gathered - the relevant needs discovered in the empathize sessions and insights about their users/target groups. In the big group or split in several smaller groups, the young people work on defining an actionable problem statement - the challenge they want and are able to take through their social business initiative. This action statement should take the following form:

User+Needs+Insights

"User" should be as descriptive as possible so that the young people easily remember the target group they want to serve. The "needs" should take the form of a verb, while "insights" should be relevant and compelling and define the approach the participants will take in finding their solution to users' problems.

If they work in several groups, the PoVs should be put together and rephrased until the participants reach a commonly agreed Point of View on their challenge.

Here is an example of a point of view: "A young person migrating to a new country needs a way to make new friends outside of his/her kinship because fully immersing in the new community is essential for successfully learning a new language, culture, habits, values, and ways of living meaningfully in this new home."

The agreed PoV statement will be the guide for the rest of the journey. This can be written on a flipchart paper to put up on the wall for all of the participants to see during the rest of the phases.

30 min.

IDEATE

Session 1 "How might we..." and "Yes, and..." brainstorming

Aim:

Generate as many ideas as possible for starting a social entrepreneurship initiative for specific users and select the ideas to prototype

What should you expect to achieve by the end of the session?

The young people come up with ideas for their social entrepreneurship initiatives.

Time:
70 min.

1

Introduce the participants to brainstorming by writing on a flipchart paper the basic rules of brainstorming:

- all ideas are welcome
- no ideas are judged
- come up with as many ideas as possible
- the crazier the idea, the better
- there is a limited time to come up with ideas

Having the PoV in mind and the headlines and ladders developed in Session *Sort needs, discover insights & the How-Why Ladder*, ask the participants to develop "How might we..." (HMW) questions. Then, they should start brainstorming ideas, by answering these questions, for business solutions. Participants write on sticky notes, during a limited time of 2-5 minutes for each HMW question. Add the sticky notes to the PoV statement.

20 min.

2

Now, invite participants to take a look at all the ideas that they have come up with and read them out loud. They should form clusters of similar ideas. Then, take each unique idea, and write it down on a flipchart paper/whiteboard and ask participants to think of this idea and try completing the sentence "It would be game-changing to....", by thinking how they would implement the idea. The participants write down on a sticky note one novel approach to accomplishing the "game-changer". Have them briefly share their novel ideas and place them on the board/flipchart paper. Do the same for all the ideas developed in the previous step.

20 min.

Session 1 "How might we…" and "Yes, and…" brainstorming

3

Take the ideas developed in the previous step, one by one, and continue brainstorming through the "Yes, and…" brainstorming method. Read the first idea, and ask one participant to continue the idea by saying "yes, and…" and contributing with a new idea to the one you have read. Each participant will take the turn and build on ideas. Repeat the process until everyone's idea has been built upon by everyone else at least once. If some of the builds spark other ideas, make sure you capture those too on the flipchart paper/whiteboard on sticky notes. In the end, there should be many different ideas to choose from.

20 min.

4

Put up each flipchart paper with idea clusters, done in the previous steps, on the wall. If needed, ask young people to rewrite in a clearer way what each idea includes. You will ask participants to vote for the best ideas/ideas to prototype. Each participant gets three votes (stickers or sticky notes). They vote by putting their stickers or sticky notes on the idea they think it is the best one. They can put all three votes on the same idea or they divide the votes between two or three ideas. The first three ideas, which got the most votes, get selected to be prototyped.

10 min.

Session 1 Business Model Canvas

Aim:

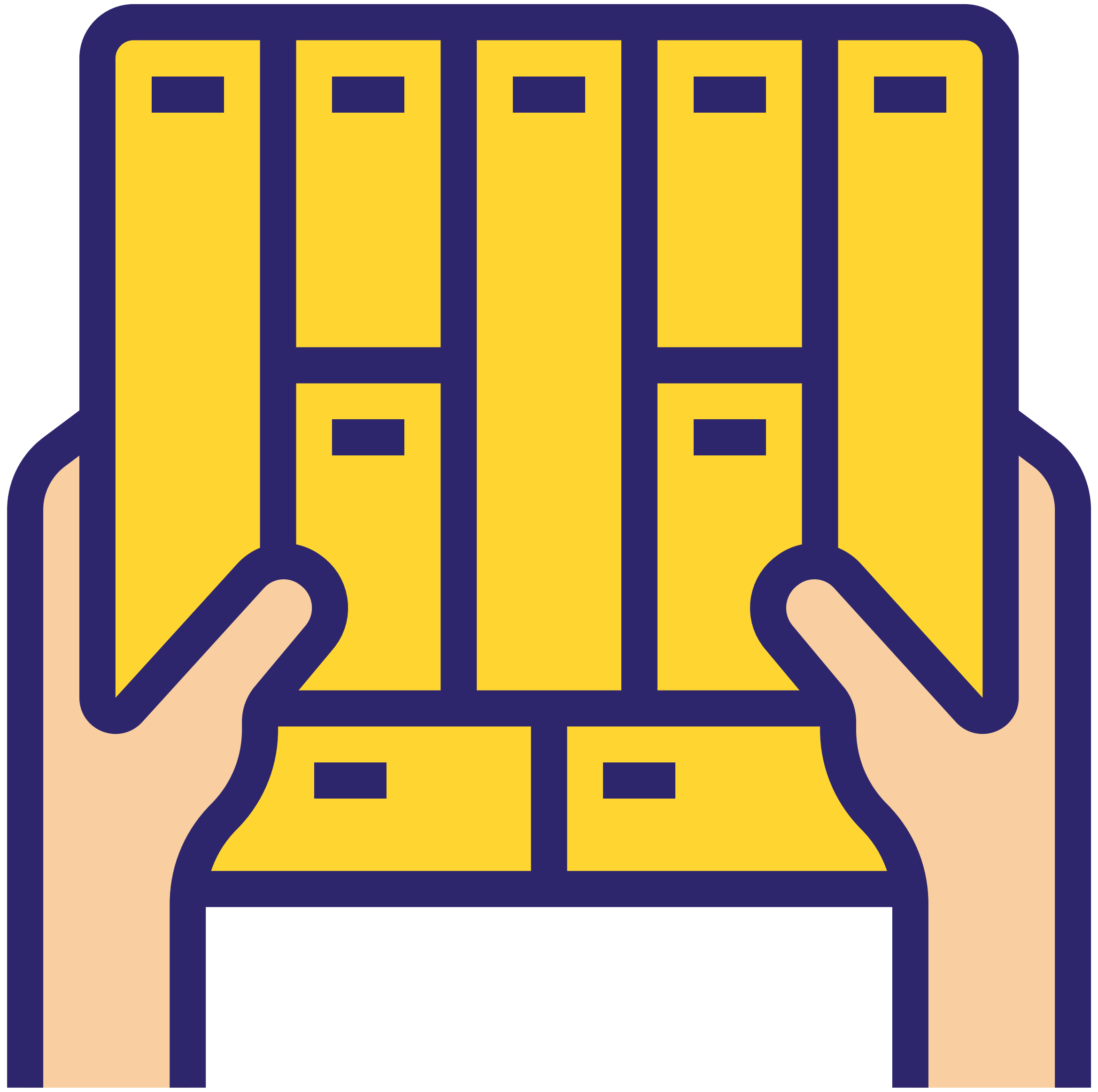
Create social business ideas as solutions for their users' needs, which the young people will refine by using the Business Model Canvas

What should you expect to achieve by the end of the session?

The young people further develop a couple of ideas for a social entrepreneurship initiative by using the Business Model Canvas.

Time:

90 min.



1

Print out a Business Model Canvas template for each idea selected in the ideation phase. Divide the participants into teams so each team has one business idea to fill in. Explain to the young people the Business Model Canvas through examples of social businesses, showing what each section of the canvas means.

30 min.

2

Let the participants sit in teams with one business idea each and they should fill out the sections of the Business Model Canvas. When they fill out the canvas for the first time, expect there will be missing or misunderstood information. It's okay not to know exactly how everything will work in the business model. Help them out by giving concrete examples of existing companies for each section.

60 min.

Session 2 Co-creation & Feedback

Time:
90 min.

What should you expect to achieve by the end of the session?

The young people collect feedback from target groups/users on their Business Model Canvas.

1

The first step is for the participants to identify whom they want in their co-creation session. Perhaps it's a handful of people they already talked to in the empathize phase. Maybe they also want to include extreme users, such as people they think would easily adopt their business idea/the solutions and skeptics who would refuse or hardly accept their solution. Thus, each team from the previous session chooses 3-5 people and invites them to the workshop place or to an online co-creation session.

30 min.

2

In teams, the participants further develop their business model canvas by working together with the selected target users, either offline or online.

The goal isn't just to hear from people but to get them on the design team. Make sure that participants treat co-creators as designers, and not as interview subjects.

30 min.

3

During the session, ask young people to use a Feedback Capture Matrix. They should section off a blank page or whiteboard into quadrants. Then, they will draw a plus sign in the upper-left quadrant, a delta sign in the upper-right quadrant, a question mark in the lower-left quadrant, and a light bulb in the lower-right quadrant. Each team fills in the matrix with the feedback received from the users. They will place things one likes or finds notable in the upper left (plus sign). Constructive criticism goes in the upper right (delta sign). Questions raised go in the lower left (question mark), and new ideas, spurred in the session, go in the lower right (light bulb). The participants should use the feedback and the users' input and refine their Business Model Canvas.

30 min.

PROTOTYPE

Session 3 SWOT-analysis and idea selection

Time:
50 min.

What should you expect to achieve by the end of the session?

The young people select the best idea/s to test, by analyzing their ideas with the SWOT tool.

1

Now that they have their improved canvas, ask participants to go back to the big group and discuss and define the big goal they want to achieve with each of the social business ideas: *What is the innovation they want to make? What are the reasons for pursuing that direction/innovation? What will be the benefits of building that specific social business idea?*

10 min.

2

Ask them to further analyze each idea by using the SWOT tool. Give them a template with the following quadrants: Strengths, Weaknesses, Opportunities and Threats. They can start by having an overview of the Business Model Canvas of each idea and of the feedback capture matrix done in the previous session.

Then, for each idea they should discuss the following:

What are the *Strengths* of the idea?
- *What gives your innovation advantage over competitors in your field?*
- *What are the capabilities in technology, operations, people, brand, user experience, and other areas?*

What are the Weaknesses of the idea?
- *What aspects of your idea will make it difficult to be implemented?* Examples may include: financial constraints, unproven technologies, or an unreliable supply chain.
- *How do your weaknesses put you at a disadvantage relative to your competition?*

What are the *Opportunities* for the idea?
- *What is happening in the marketplace that indicates the likelihood that your innovation intent will succeed?*
- *Where are the gaps in offerings that you can fill? Why aren't they currently met?*

What are the *Threats* to the idea?
- *What are the external threats to idea implementation?*
- *What elements exist in the current environment that will be barriers to your business development?*
- *What is the nature of rivalry in the industry?*

The participants will summarize their findings into brief statements that can be listed in each of the quadrants. They should select the main statements, no more than seven-eight statements per quadrant.

30 min.

Session 3 SWOT-analysis and idea selection

3

Facilitate a group discussion, comparing the analyses of their business ideas. Discuss each idea and what the SWOT-analysis is telling them:

- *What does the analysis suggest about the opportunity space?*
- *Is the idea worth pursuing?*
- *Is the level of risk acceptable to them?*
- *Do the idea's strengths outweigh its weaknesses?*
- *Do the opportunities outweigh the threats?*

Discuss these issues and let the group decide which idea or ideas (no more than two) should be tested in the next phase of the journey.

10 min.

Session 1 Prepare the business idea for testing

Aim:

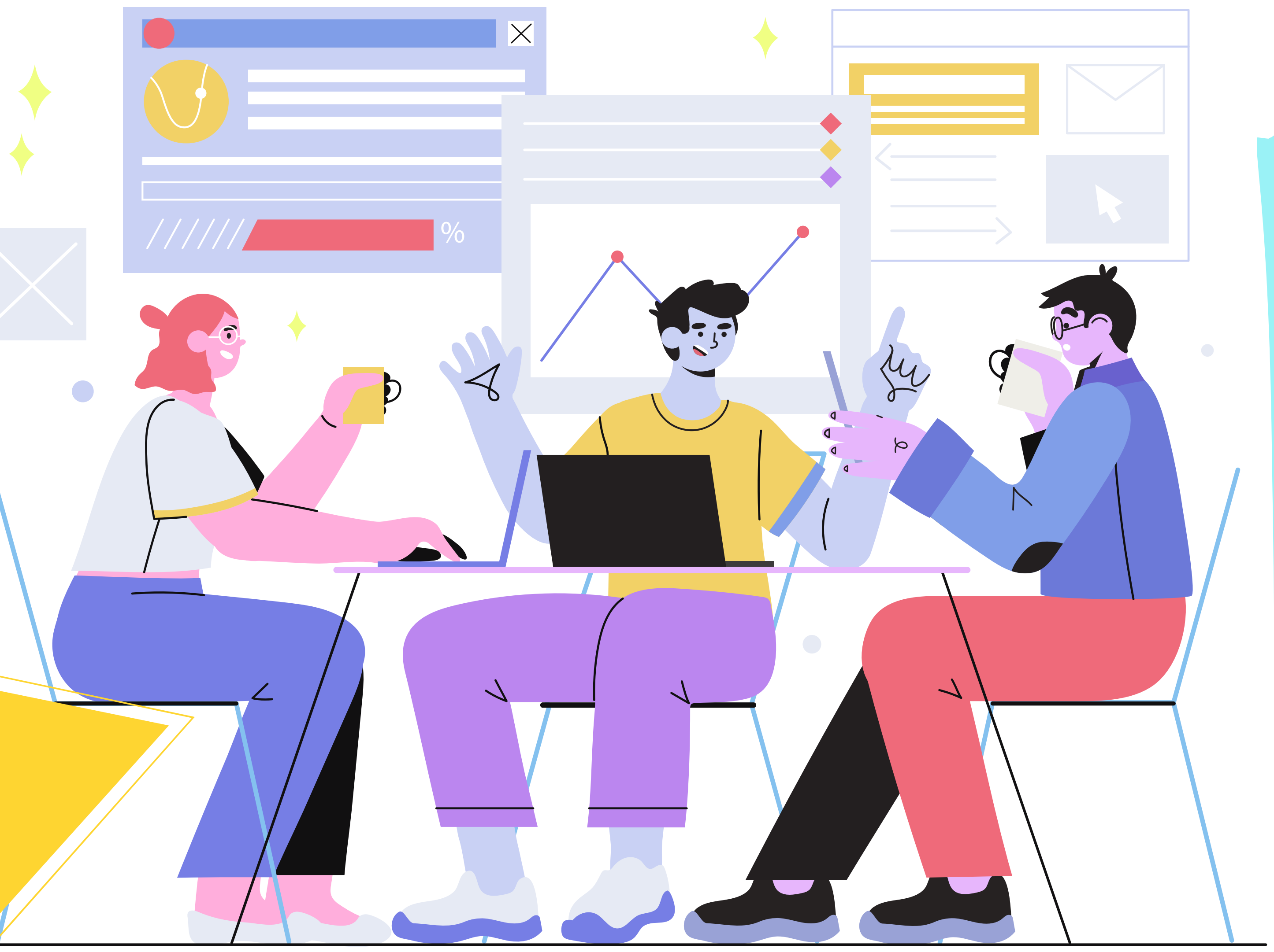
Refine the best idea for the social entrepreneurship initiative and pitch it to users/target groups for feedback

What should you expect to achieve by the end of the session?

The young people develop a product or service to test with users and a pitch for their business idea.

Time:

150 min.



1

Once participants have agreed on which business idea to test, it is the time to develop it for a Dragons' Den/Shark Tank type simulation. Introduce them to the format by showing a video clip from Dragons' Den or Shark Tank, so the participants understand how they must pitch, explain and defend their business idea, either if it is a product or service. You may use this pitch from Dragons' Den show, which is considered one of the most successful pitches: https://www.youtube.com/watch?v=TgsRbze7G7M

The young people should develop and prepare all the things they would need for such a simulation: role-playing, storyboard, models, mock-ups, digital presentations, etc.

The goal here is to make something tangible that conveys the business idea. No need to make it perfect, just make it good enough to get the idea across.

120 min.

Session 1 Prepare the business idea for testing

2

Ask them to prepare the pitch of their social entrepreneurship initiative by first filling in the sentence:

WHO (your company) is doing WHAT (your product/service) to meet what NEED to WHOM (your target customer) with what RESULT (value)

Also, they should further develop their presentation by thinking of the following:

- *What makes your initiative unique?*
- *Gain attention by being able to relate to your audience*
- *Remember to connect the needs you discovered to the solution you offer, make it relevant to the audience - Why do they need it?*
- *Get your audience to visualize their future with your product or service*
- *Tell your audience exactly what you want them to do today and exactly how to do it, and explain what you will do once they have made a decision to move forward*
- *Give it energy and enthusiasm, speak with certainty and confidence and smile*
- *Summarize your points and end in an unforgettable way!*

30 min.

TEST

Session 2 Test the business idea

Time:
70 min.

What should you expect to achieve by the end of the session?

The young people pitch their product or service to users, receive feedback and develop the final concept of their social entrepreneurship initiative.

1

Participants brainstorm on potential users to participate in the testing. They could be people from their schools, neighborhoods, etc., who are part of the target users or peripherally relevant or are associated with the social entrepreneurship initiative/s and who could take part in the testing. Each participant writes down its suggestions on sticky notes and puts them on a flipchart paper.

Participants create a Doodle poll with potential dates for the testing and send it to the selected contacts. After replies, they set a date and send invitations with details about the testing.

10 min.

2

During the testing session, the young people will invite the target users to sit in “Dragons’ Den” format, and the young people will present their social entrepreneurship initiative by pitching the business idea and showing the rough product or service they prepared - that tangible thing they decided to build in the previous session.

The users will give feedback by using an “I like..../I wish.../What if...?” sheet, which they will give to the design team, after their presentation.

30 min.

3

After the testing event or on a different day, the participants analyze the feedback they received from the users/target groups and integrate the final feedback in the solution and make the concept of their social entrepreneurship initiative ready.

30 min.

The sessions of this design thinking journey were informed and inspired by the following resources:

- d. School, Institute of Design at Stanford. Bootcamp, Bootleg. Retrieved from https://static1.squarespace.com/static/57c6b79629687fde090a0fdd/t/58890239db29d6cc6c3338f7/1485374014340/METHODCARDS-v3-slim.pdf
- Ideo.org. (2015). Design Kit. The Field Guide to Human-Centered Design. Retrieved from https://www.designkit.org/methods
- Kumar, V. (2013). 101 Design Methods: A Structured Approach for Driving Innovation in Your Organization.