

# DIDI PROJECT DESIGN SPACE

TEACHER GUIDEBOOK  
2024-2025



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# SECTION 1

## INTRODUCTION

1. About DIDI Project Design Space
2. Using This Guidebook
3. Program Schedule
4. Planning Checklist
5. Studio Setup
6. Being a Designer
7. Documenting Work

# ABOUT DIDI PROJECT DESIGN SPACE

## **Welcome to DIDI Project Design Space!**

DIDI Project Design Space is an innovative after-school club for students in grades 9–12. This unique program creates design studios in schools and provides opportunities for students to solve real challenges currently facing real community, corporate and government organizations. Students compete to win project challenges written by actual clients. However, the biggest reward is the feeling of accomplishment that comes from knowing that through one's own creativity, critical thinking, research, collaboration and hard work, one's solution will have an impact on real people working on real projects.

Over the next few weeks, you will be responsible for coaching students through the exciting process of responding to a design brief.

This guide was created to answer all of your questions about your role and responsibilities. We hope that you find this resource useful. Thank you for participating, and please reach out to [didi.designspace@didi.ae](mailto:didi.designspace@didi.ae) with any questions.

# USING THIS GUIDEBOOK

## Where to Find What You Need

Refer to this section, **“Introduction”** (pages 3-11), for background on DIDI Project Design Space and for tips on preparing for your sessions.

Refer to **“The Sessions”** (pages 12-30) for guidance on how to organize the flow of each session and how to prepare for the competition.

Refer to the **“DIDI PROJECT DESIGN SPACE DESIGN HANDBOOK”** for an interactive workbook that will guide teams through the Designer’s Journey.

# PROGRAM SCHEDULE

## Seven Club Sessions

As the program teacher, you will lead seven after-school DIDI Project Design Space sessions. Each session will last 60–90 minutes, depending on how much time you assign to working blocks. Timelines can be modified to make the sessions your own.

The sessions break down as follows:

**Session One:** Students review the designer’s journey, analyze briefs and form teams.

**Session Two:** Teams identify discovery goals, create a discovery plan and begin research.

**Session Three:** Teams share research with the team and craft their design question.

**Session Four:** Teams brainstorm and ideate potential solutions to the challenge.

**Session Five:** Teams build and test first prototype.

**Session Six:** Teams assess, prioritize and finalize prototype.

**Session Seven:** Teams practice storytelling techniques and create their video pitch to submit.

## Final Event

After the final session, each team will submit a video pitch of its prototype to a panel of DIDI Project Design Space judges.

The judges will select the top prototypes per challenge to participate in a virtual design boot camp, where they will receive feedback and coaching from DIDI faculty and their clients. Then teams will attend a final in-person competition at DIDI to present their solution to the clients.

# PLANNING CHECKLIST

## To Do

Use the following checklist to prepare for leading the DIDI Project Design Space sessions.

### Before the first session

- Send reminder letter to students
- Have Client Briefs document ready for students (from the website)

### Before every session

- Review session plan (see pages 12–30)
- Make sure students have access to the DIDI Project Design Space Handbook (from the website)
- Set up the room (see page 8)
- Plan how you will document the session (see page 11)

# STUDIO SETUP

## The DIDI Project Design Space Room Is a Studio

DIDI Project Design Space sets itself apart from other school innovation clubs and makerspaces by offering students the rare opportunity to work on real design projects for actual clients. Wherever possible, the program should reinforce the “real world” nature of the experience. As much as possible, students should be treated like professional designers, and the space should feel like a professional design studio.

The tips below should help you set up your DIDI Project Design Space room.

- **Mentally walk through each session in advance.** Picture how you will lead the warm-up game, the discussions, the team formation activity, the presentations, etc. How many students will be present? How much space will you need for each activity? Where will these activities take place in the room? How will each activity flow into the next?
- **Arrange a work space for each team.** If possible, place desks around the edges of the room so that the center of the room is open. Arrange work spaces near wall space (or flip charts) where students can post their work. If you will be showing slides, make sure all of the students will be able to see your slides easily from where they will be seated.
- **Plan for your own movement.** Mentally picture how you will circulate through the space. Make sure that you can move easily from one part of the room to another and avoid positioning yourself at the “front” of the room for too much of the time.
- **Double check that all the technology works.** Arrive early enough so that if the technology is malfunctioning, there is enough time to troubleshoot before students arrive.
- **Create a materials station.** Supply the station with all of the materials that students will need to ideate and prototype. Make sure that the materials are organized neatly and arranged enticingly.
- **Set the mood with music.** Consider putting on music when students arrive to signal that students have entered a different kind of environment.



# BEING A DESIGNER

## **Thinking Like a Designer**

DIDI Project Design Space is set up to expose students to the field of design primarily through direct experience. In executing their projects, students learn how designers think and approach problems. In particular, students practice using five modes of working like a designer: research, ideation, prototyping, meeting and project management. Students also practice a number of core skills that designers utilize within each of these modes: researching, brainstorming, constructing, writing, drawing, acting, critiquing, testing, documentation and pitching.

## **Working Like a Designer**

No one tells a professional designer how to manage his or her tasks. Designers make choices every day about how much time to spend on various activities. Through practice, trial and error, they learn what works best for them. Over time, they discover how various design tasks fit together, and they learn the order in which they prefer to arrange their tasks.

Like real designers, DIDI Project Design Space students are entrusted with the responsibility of designing their workflow. While they are given instruction around the creative modes and core design skills, they are given the freedom to arrange these activities in whatever order works best for them. Each team receives a DIDI Project Design Space Design Handbook, which includes a selection of design and project management methods to supplement the sessions.

## **Additional Career Resources**

DIDI Project Design Space students also learn about specific design careers through online resources, including articles, informational websites, photographs and videos. These resources can be found on the DIDI Project Design Space website.

# CHOICE AND EMPOWERMENT

It is important to point out that DIDI Project Design Space has been built around three core building blocks: 1) Design Thinking, 2) Design Modes (ways of working like a designer) and 3) Design Methods (processes for working in each mode).

Program teachers and students can play around with the order and alignment of these and see how much choice a designer has at any point in time. The decisions that designers make about how to spend their time have a big impact on the output of their work.

Suggested pathways through the content within the Design Handbook are included below for Sessions #1-7; however, these are only suggestions. Program teachers and students should feel free to mix and match the methods and suggested activities to create their own unique workflow.

Combining different modes and different methods will yield unexpected and exciting results for the adventurous team. DIDI Project Design Space is a studio where young designers can try out any ideas they have and build up their design process as they find out what works for them and their teams.

# DOCUMENTING WORK

## Documenting the Workshop Sessions

Please make sure that teams document each session using notes, video and/or photography. Documenting work is a best practice in the design industry, and students should be encouraged to do the same. The Design Team Notebook in the DIDI Project Design Space Handbook includes lots of space to document the design process and track the teams' progress.

### What to document:

- Results from an ideation session
- Iterations of students' prototypes
- Resources that students discovered through research
- Students' comments and presentations
- Anything else that lends insight into students' learnings and experiences in the program

### Use documentation to deepen students' experience in the studio by:

- Displaying photographs, sketches and other visuals on the wall
- Asking students to present and discuss the documentation of their work

# SECTION 2

## SESSIONS

Session #1: Initiation

Session #2: Discovery A

Session #3: Discovery B

Session #4: Development A

Session #5: Development B

Session #6: Delivery A

Session #7: Delivery B

# SESSION #1

<b>Phase 1: Initiation</b> Checkpoint 1: Orientation Checkpoint 2: Analyze Briefs Checkpoint 3: Form Teams	<b>Materials:</b> DIDI Project Design Space Design Handbook 2024-2025, Project Briefs
	<b>Time:</b> 60-90 minutes

## 1. Welcome

Welcome students to DIDI Project Design Space and set the context. DIDI Project Design Space is a program that gives students the chance to work on real design challenges from real community, corporate and government organizations.

Explain the competition.

## 2. Warm-up Activity

Ask students to think about their favorite product ever and what made it the best product. Give students 30 seconds to think individually about this.

This is a quick-fire round, so collect as many answers as you can in the next two minutes from across the group. Alternatively, have students discuss in pairs or small groups. This activity will help students get into the mindset of design.

## 3. Discuss Designer's Journey

In pairs or small groups, ask students to review the Designer's Journey on page 8 of the Design Handbook and discuss the following questions:

- What are the steps of the journey?
- When have you used a process like this before?
- What about this journey feels new or exciting?

Ask a couple of students to draw a diagram of the designer's journey on a whiteboard or flip chart. Facilitate a discussion with the whole group.

Have students take notes of their key takeaways from the discussion (there is space for students to take notes on page 16 of the Design Handbook).

## 4. Discuss Modes and Methods

In pairs or small groups, ask students to review the Design Modes on page 10 of the Design Handbook and to discuss the following questions:

- What is a design mode?
- Which of these modes have you used before?
- How might each mode show up in each phase of the design journey?

Direct students' attention to the Research Methods on page 58 of the Design Handbook. Ask them to discuss the following questions:

- Which methods have you heard of?
- Which methods are new to you?
- Which methods are you most excited to try out?

Host a discussion with the whole class about the design modes and methods (e.g., Ask students which mode they are most excited about, which methods they have used before, their favorite method or what method they are excited to try).

Ask students if there are any modes and methods that they don't understand or would like clarification on. Make sure students have a basic understanding of these at this stage. Explain that, in the next sessions, these will become clearer.

## 5. Discuss the Session Structure

Explain to students that they are now designers. Tell students that part of being a designer means designing how to use their time. This is their club, and students can structure their time together however works best for them and the teacher.

Read through the session structure together (page 18 of the Design Handbook). Give students a couple of minutes to think about this individually and then ask for any feedback. Ask, "does this structure work for you?"

Feel free to adapt (or completely redesign) the structure to meet your club's needs.

## 6. Set Club Agreements

Explain to students that it is important to agree on expectations for this club. Tell students that Club Agreements include:

- How you treat one another
- The mindset you bring to the club
- How you will run the club
- Anything else that makes a positive experience

In pairs or small groups, ask students to discuss the following questions together:

- What do you hope to get out of this club?
- What do you hope to contribute to this club?
- What will help us achieve our goals?
- How do we want this club to feel?

Have one student from each pair or group share feedback with the whole group. If this is something each group agrees on, ask the student to write the agreement on a whiteboard or flip chart.

Ask students to write down the agreements that you have all agreed on in the space on page 19 of the Design Handbook. You may also like to have the Club Agreements on the board or chart to be displayed at each session.

## **7. Read and Discuss the Briefs**

Introduce the briefs to the group. Give a short introduction to each brief (e.g., the client and the design challenge). Allow students to review the briefs, either individually or in pairs or small groups.

In pairs or small groups, ask students to discuss the following questions for each brief:

- What is this brief really about?
- What are the deliverables?
- Who does this project affect?
- Who is the client and what do they want? Why?
- What questions do we need to ask?
- Which brief is most interesting to you? Why?

Have a few students share with the whole group which brief most excites them and why.

## **8. Form Teams**

Tell students that they will be working in teams of three to five people. Each team will be working on a different brief.

In order to create teams, have students consider the briefs once more. Allow time for students to form teams based on interest.

Note that in larger clubs with more teams than briefs, more than one team may work on the same brief. However, each brief should have at least one team working on it. In other words, each brief should be covered by one team before two teams are allowed to work on the same brief.

## **9. Discuss Teamwork**

Explain that professional designers work in teams. Working with others means that it's possible to get more done. But that's not the only reason why teams are important.

Tell students to group together with their newly formed team. Ask them to discuss the following questions:

- Think about the most successful team(s) that you've been a part of. What made those experiences successful?
- What does it feel like to be on a great team?
- How would you describe your ideal team member?
- What do you need from your team in order to feel supported and motivated?
- What can you do to help others on your team feel supported?

Have a member of each team share with the whole group a couple of their key takeaways. Remind each student to write down the key takeaways from their discussion (there is space on page 21 of the Design Handbook).

## **10. Whole Group Check-in**

Check back in with the whole group to share insights, questions, observations, progress, etc. from the first session.

Ask students, "How did today's session change the way you think about the work of designers?" Before leaving the session, have each student name the most important thing that he or she is taking away.

## **11. Review Action Items**

Ask students if there are any tasks that need to be completed prior to the next session. Tell students that it may be beneficial to review the brief that they have chosen as well as to look through some of the research methods (page 58 of the Design Handbook).

## **12. Closing**

Decide on a team or club ritual to check out for the day. You will use this to end each of your sessions.



# SESSION #2

<b>Phase 1: Discovery A</b> Checkpoint 1: Kickoff Checkpoint 2: Conduct Research	<b>Materials:</b> DIDI Project Design Space Design Handbook 2024-2025, Project Briefs, Discovery Plan
	<b>Time:</b> 60-90 minutes

## 1. Welcome & Agenda

Welcome students to the second DIDI Project Design Space session. Ask teams if they have had any exciting thoughts about their design project in between sessions. Collect a few answers from each team.

Reference the creative modes and design skills, and tell students that the focus today will be on conducting research.

## 2. Warm-up Activity

Ask students to think about their worst product ever and what made it the worst product. Give students 30 seconds to think individually about this.

This is a quick-fire round, so collect as many answers as you can in the next two minutes from across the group. Alternatively, have students discuss in pairs or small groups. This activity will help students get into the mindset of design.

## 3. Identify Success Criteria

Make sure students are grouped together in their design teams.

Tell students that discovery is where the fun really begins! Discovery is a “divergent” process. This means that it’s a time to think broadly, ask lots of questions and seek new perspectives.

Ask teams to discuss these questions together:

- What is the goal of the Discovery phase?
- How will we know that we did a good job in this phase?
- What outcomes will make us proud of our work?
- What types of activities might we need to complete in order to reach these outcomes?
- What would make the difference between good and great?

Collect a few insights from each team.

Ask teams to write down their key takeaways from the discussion (there is space to take notes on page 26 of the Design Handbook).

#### **4. Discuss Modes**

Ask teams to review Design Modes on page 10 of the Design Handbook and brainstorm how they might use each mode during the Discovery phase. They can take notes on page 27 of the Design Handbook.

#### **5. Identify Discovery Goals**

Ask teams to start by identifying what is most important to learn in their research. This will help them come up with a plan for how they will gather that information.

Ask teams to discuss the following questions in order to identify their research questions:

- What do we need to learn about the people affected by this challenge?
- What do we need to learn about the context for this challenge (e.g., historical, cultural, economic factors)?
- What can we learn from others who are tackling this problem?
- What do we need to learn about the challenge sponsor (e.g., values, perspective, how this fits into its larger strategy)?

Remind teams to record their Discovery goals (page 28 of the Design Handbook).

#### **6. Create Discovery Plan**

Give teams time to work together to:

- Review the Research Methods (page 58 of the Design Handbook).
- Decide how they will gather the information, understandings and perspectives that they need.
- Write down their plan for gathering information about each of their Discovery goals using the guide on page 29 of the Design Handbook.

While teams are working, circulate and provide scaffolding to teams that need support.

To gain focus, ask:

- What is this design challenge really about?
- What do you need to know (about the stakeholders, the challenge or the topic)?
- What is the opportunity here?
- Why? Why? Why? Keep asking why until clarity emerges.

#### **7. Carry Out Discovery Plan**

Now it's time for teams to execute their plan. Explain to students that successful teams make sure that everyone understands what needs to happen, who is responsible and what the timeline is.

Direct teams to fill out an Action Plan (page 102 of the Design Handbook).

Circulate between teams. To help them move forward, ask:

- How or where can you find out about existing products, services or solutions?
- What steps can you take to find the information that you seek?
- Who on your team is going to be responsible for finding out?
- How can you support each other?

Make sure that all teams have identified the actions (or steps) that they need to take between now and the next session or another deadline. Help teams break big actions into smaller pieces. Each action should be simple, specific and achievable. Make sure the workload is evenly distributed amongst team members.

## **8. Whole Group Check-in**

Check back in with the whole group to share insights, questions, observations, progress, etc.

## **9. Review Action Items**

Remind teams to continue their research between now and the next session, following the Action Plan that they have put together in this session (page 102 of the Design Handbook).

Ask students if there are any other tasks that need to be completed prior to the next session.

## **10. Closing**

Club/team ritual to check out for the day.

# SESSION #3

<b>Phase 2: Discovery B</b> Checkpoint 3: Synthesize Research Checkpoint 4: Reflect	<b>Materials:</b> DIDI Project Design Space Design Handbook 2024-2025, Project Briefs, Discovery Plan
	<b>Time:</b> 60-90 minutes

## 1. Welcome & Agenda

Welcome students to the third DIDI Project Design Space session. Ask teams what progress they have made between sessions. Collect a couple of responses from each team.

Reference the researching mode and tell students that in today's session, they will be crafting design questions that will round out the Discovery phase of the design journey.

## 2. Warm-up Activity

Ask students to think about the worst service that they have ever received and what made it so bad. Give students 30 seconds to think individually about this.

This is a quick-fire round, so collect as many answers as you can in the next two minutes from across the group. Alternatively, have students discuss in pairs or small groups. This activity will help students get into the mindset of design.

Additional question: "How might you re-design the service?" Collect a few ideas.

## 3. Share Research with Team

Explain to students that, as you conduct your research, you may confirm your intuitions, realize you were wrong about something, uncover surprising insights or develop new questions.

Ask teams to discuss these questions together:

- What have we learned since we last met?
- What themes and patterns are we noticing?
- What new questions do we have?
- What else do we need to learn?

Ask a student from each team to share their thoughts with the whole group. Remind teams that these are questions that they can discuss at any stage throughout the research process.

Remind teams of other methods that can help to synthesize their research:

- User Persona (page 65 of the Design Handbook)
- Point of View Statements (page 70 of the Design Handbook)
- Design Principles (page 76 of the Design Handbook)

Ask teams to record key insights each time they meet and update their Discovery Plan as needed (page 29 of the Design Handbook).

#### **4. Craft Your Design Questions**

Explain to teams that, at the end of the Discovery phase, they will consolidate their new understandings into a design question. This is a question that they will use to brainstorm solutions. Design questions usually start with three powerful words - "How might we..." - followed by the impact that you want to create. They also:

- Reflect the insights that you've uncovered through your research
- Are specific enough to focus your brainstorm
- Are not so specific that they needlessly limit your creativity or suggest predetermined solutions
- Feel exciting

Ask teams to look at some examples of challenges that have turned into "How Might We" questions on page 31 of the Design Handbook.

Ask teams to use the "How Might We" Questions method (page 71 of the Design Handbook) to brainstorm a list of questions for their project.

Reminds teams to record their best "How Might We" questions (page 32 of the Design Handbook). If there is time, teams can share some of their best questions with the rest of the group.

#### **5. Complete Discovery Reflection**

Ask teams to discuss the following questions together:

- In what ways did we use each mode (research, ideation, prototyping, meeting and project management) during this phase?
- What worked well?
- What would we do differently next time?
- What did we learn about design?
- What did we learn about teamwork?

Ask teams to record the key takeaways from their discussion (page 33 of the Design Handbook).

#### **6. Whole Group Check-in**

Check back in with the whole group to share insights, questions, observations, progress, etc.

## **7. Review Action Items**

Remind teams to continue fine-tuning their “How Might We” questions between now and the next session. They might also like to look ahead by reviewing the ideation mode and begin thinking about how they can turn their ideas into reality.

Ask students if there are any other tasks that need to be completed prior to the next session and remind them to record this using the Action Plan template on page 102 of the Design Handbook.

## **8. Closing**

Club/team ritual to check out for the day.

# SESSION #4

<b>Phase 3: Development A</b> Checkpoint 1: Kickoff Checkpoint 2: Ideate	<b>Materials:</b> DIDI Project Design Space Design Handbook 2024-2025, Project Briefs
	<b>Time:</b> 60-90 minutes

## 1. Welcome & Agenda

Welcome students to the fourth DIDI Project Design Space session. Ask teams what progress they have made between sessions. Collect a couple of responses from each team.

Reference the ideation mode and tell students that in today's session, they will be brainstorming ideas to kick off the development phase.

## 2. Warm-up Activity

Ask students to think about a space or place that they'd like to redesign. How would they design it? Who would they design it for? Give students 30 seconds to think individually about this.

This is a quick-fire round, so collect as many answers as you can in the next two minutes from across the group. Alternatively, have students discuss in pairs or small groups.

This activity will help students get into the mindset of design.

## 3. Identify Success Criteria

Explain to students that development is where you use everything that you learned in the Discovery phase to generate lots of potential solutions to your challenge. Teams will pick their favorite idea to develop further through multiple rounds of prototyping and testing.

In teams, ask students to discuss the following questions together:

- What is the goal of the Development phase?
- How will we know that we did a good job in this phase?
- What outcomes will make us proud of our work?
- What types of activities might we need to complete in order to reach these outcomes?
- What would make the difference between good and great?

Collect a few insights from each team.

Ask teams to write down their key takeaways from the discussion (there is space to take notes on page 35 of the Design Handbook).

#### 4. Discuss Modes

Tell teams to review Design Modes on page 10 of the Design Handbook.

Ask teams to brainstorm how they might use each mode during the Development phase. They can take notes on page 36 of the Design Handbook.

#### 5. Brainstorm

Explain to teams that now it is time to generate lots of ideas with a Brainstorming Meeting (pages 91–92 of Design Handbook).

It may be helpful to introduce teams to some tips for productive brainstorming:

- Postpone judgment. Accept all ideas.
- Take risks. Encourage people who say, “This might sound crazy, but...”
- Look for connections. Build on each other’s ideas.
- Keep moving. Capture every idea in words or sketches, then move on.
- Add voices. Encourage everyone (especially quieter teammates!) to participate.
- Stay focused. If the conversation gets off track, gently bring it back to the topic at hand.

Challenge teams to generate 100 ideas today.

Remind teams to record the results of their brainstorm (page 37 of the Design Handbook).

While teams are working, circulate and provide scaffolding to teams that need support.

To reduce inhibition and increase creativity:

- Have everyone finish the sentence, “This might sound crazy, but...”
- Encourage role playing.

To increase energy and momentum:

- Remind students, “Write it down, and move on!”
- Encourage the team to cheer after each contribution.
- Bring out a timer and encourage the team to generate 50 ideas in 5 minutes.

To increase collaboration:

- Have everyone begin by saying, “Yes, and that makes me think...”
- Encourage students to put their ideas side by side and see what new ideas emerge.

To focus groups that have gotten side-tracked:

- Ask students to summarize the brief and the outcome of their research.
- Have students define a “How Might We” question. Have them use this question as a guide.



## **6. Select Top Ideas**

Ask teams to use the Affinity Clustering method (page 75 of Design Handbook) to organize their ideas and identify themes.

Teams can then use the Theory of Change method (pages 77–78 of Design Handbook) to determine which idea(s) they plan to develop through prototyping.

Ask teams to record the idea that they have selected to develop (page 38 of the Design Handbook).

## **7. Whole Group Check-in**

Check back in with the whole group to share insights, questions, observations, progress, etc. (e.g., their top three ideas).

## **8. Review Action Items**

Remind teams to continue ideating between now and the next session.

Ask students if there are any other tasks that need to be completed prior to the next session and remind them to record this using the Action Plan template on page 102 of the Design Handbook.

## **9. Closing**

Club/team ritual to check out for the day.

# SESSION #5

<b>Phase 3: Development B</b> Checkpoint 3: Prototype Checkpoint 4: Reflect	<b>Materials:</b> DIDI Project Design Space Design Handbook 2024-2025, Project Briefs
	<b>Time:</b> 60-90 minutes

## 1. Welcome & Agenda

Welcome students to the fifth DIDI Project Design Space session. Ask teams what progress they have made between sessions. Collect a couple of responses from each team.

Reference the prototyping mode and tell students that in today's session, they will begin to build and test their first prototype.

## 2. Warm-up Activity

Ask students to think about a form of transportation that they would re-design or create a new design for. How would this impact the mobility of people and things? Give students 30 seconds to think individually about this.

This is a quick-fire round, so collect as many answers as you can in the next two minutes from across the group. Alternatively, have students discuss in pairs or small groups.

This activity will help students get into the mindset of design.

## 3. Build First Prototype

Explain to students that prototypes are preliminary models of ideas. Designers build prototypes to develop their ideas. Early prototypes are rough and cheap – made quickly from simple materials like paper. Later prototypes are more refined, take longer to build and more closely resemble the final product.

Prototypes can take different forms. They can be drawings, physical objects or experiences. Yet, it might be more useful to think of prototypes as tests or research experiments. All prototypes are built to test specific hypotheses that designers have about the solutions that they are developing. Each prototype should help designers learn whether the idea that they have could work (and should be developed further) or won't work (and needs to be reconsidered).

Ask teams to start by brainstorming the hypotheses about their solution that they want to test through prototyping.

For each hypothesis, teams will brainstorm what they might build to test that hypothesis. Remind students to review the Prototyping Methods (page 79 of Design Handbook) for ideas.

Ask teams to record their ideas using the template on page 40 of the Design Handbook.

#### **4. Test First Prototype**

Ask teams to use the Feedback Session method (pages 88–89 of Design Handbook) to test their prototypes.

Help teams to reflect back on their original question. Ask, “Were you able to find an answer to your question? What did you learn?”

Remind teams to record their learnings (page 41 of the Design Handbook).

#### **5. Iterate**

Explain to teams that their first prototype is only the beginning. Based on what they have learned through testing their first prototype, it’s time to repeat the process.

Ask teams to use what they have learned to update and add to the Prototype Brainstorm that they generated earlier. Tell teams to review the following research methods for additional ideas about how they might test follow-up prototypes:

- Interview (page 61 of the Design Handbook)
- Focus Group (page 62 of the Design Handbook)
- A-B Testing (page 64 of the Design Handbook)
- Users-as-Designers Workshop (page 86 of the Design Handbook)
- Pilot (page 87 of the Design Handbook)

Tell teams to pick the hypothesis that they want to test next and build their next prototype.

After testing their next prototype, ask teams to reflect back on their hypothesis. Ask, “Did you find an answer? What did you learn? What new questions came up?”

Remind teams to record their learnings (page 42 of the Design Handbook).

Teams will repeat the iteration steps over and over in order to refine their solution. This is the heart of development! Remind teams that they can use the time before the next session to continue the iteration process.

#### **6. Complete Development Reflection**

Ask teams to discuss the following questions together:

- In what ways did we use each mode (research, ideation, prototyping, meeting and project management) during this phase?
- What worked well?
- What would we do differently next time?

- What did we learn about design?
- What did we learn about teamwork?

If there is time, collect a few responses from each team.

Remind teams to record the key takeaways from your discussion (page 43 of the Design Handbook).

## **7. Whole Group Check-in**

Check back in with the whole group to share insights, questions, observations, progress, etc.

## **8. Review Action Items**

Remind teams to continue ideating, developing and refining their prototypes before the next session.

Ask students if there are any other tasks that need to be completed prior to the next session and remind them to record this using the Action Plan template on page 102 of the Design Handbook.

## **9. Closing**

Club/team ritual to check out for the day.

# SESSION #6

<b>Phase 4: Delivery A</b> Checkpoint 1: Kickoff Checkpoint 2: Finalize Prototype	<b>Materials:</b> DIDI Project Design Space Design Handbook 2024-2025, Project Briefs
	<b>Time:</b> 60-90 minutes

## 1. Welcome & Agenda

Welcome students to the sixth DIDI Project Design Space session. Ask teams what progress they have made between sessions. Collect a couple of responses from each team.

Reference the prototyping mode and tell students that in today's session, they will begin to finalize their prototype.

## 2. Warm-up Activity

Ask students to think about a new wearable design (e.g., item of clothing or accessory). What would this look like? What would be its purpose? Give students 30 seconds to think individually about this.

This is a quick-fire round, so collect as many answers as you can in the next two minutes from across the group. Alternatively, have students discuss in pairs or small groups.

This activity will help students get into the mindset of design.

## 3. Identify Success Criteria

Explain to students that this is the stage where you share your solution. You'll create your final prototype and come up with a captivating story that excites people about your solution. Then, you'll film a video in which you and your team pitch your solution.

Ask teams to discuss the following questions together:

- What is the goal of the Delivery phase?
- How will we know that we did a good job in this phase?
- What outcomes will make us proud of our work?
- What types of activities might we need to complete in order to reach these outcomes?
- What would make the difference between good and great?

Collect a few insights from each team.

Remind teams to record notes from the discussion (page 45 of the Design Handbook).

#### **4. Discuss Modes**

Tell teams to review the Design Modes on page 10 of the Design Handbook. Ask teams to brainstorm how they might use each mode during the Delivery phase.

Remind them to take notes (page 46 of the Design Handbook).

#### **5. Assess Current Prototype**

Explain to teams that they can use the rubric on page 47 of the Design Handbook to assess the state of their current work.

Remind teams to record the assessment of their current prototype.

#### **6. Prioritize and Finalize**

Ask teams to consider the amount of time that they realistically have left to devote to finalizing their prototype and determine their priorities. Ask, "What is most important to refine or solve?"

Tell teams to use the Action Plan method (page 102 of Design Handbook) to create a plan for finalizing their prototypes, then carry out their plan before the next session.

#### **7. Whole Group Check-in**

Check back in with the whole group to share insights, questions, observations, progress, etc.

#### **8. Review Action Items**

Remind teams that they need to finalize their prototypes before the next session. They may also like to look ahead and begin to think about how they will pitch the key messages of their prototypes.

Ask students if there are any other tasks that need to be completed prior to the next session and remind them to record this using the Action Plan template on page 102 of the Design Handbook.

#### **9. Closing**

Club/team ritual to check out for the day.

# SESSION #7

<b>Phase 4: Delivery B</b> Checkpoint 3: Create Video Pitch Checkpoint 4: Reflect	<b>Materials:</b> DIDI Project Design Space Design Handbook 2024-2025, Project Briefs
	<b>Time:</b> 60-90 minutes

## 1. Welcome & Agenda

Welcome students to the seventh and final DIDI Project Design Space session. Ask teams what progress they have made between sessions. Collect a couple of responses from each team.

Teams should now have finalized their prototypes.

Explain that teams will be spending the day developing a compelling pitch of their prototypes. Tell teams that they will be working in the storytelling mode. They will be using the pitching skill along with a combination of other skills (e.g., brainstorming, writing and acting).

## 2. Warm-up Activity

Ask students to think about how they might design a new digital software or hardware. What would they design? What would be its purpose? Give students 30 seconds to think individually about this.

This is a quick-fire round, so collect as many answers as you can in the next two minutes from across the group. Alternatively, have students discuss in pairs or small groups.

This activity will help students get into the mindset of design.

## 3. Identify Key Messages

Explain to students that the number one thing that their pitch should do is explain their solution in a way that is exciting and easy to understand. Their pitch needs to articulate:

- What their solution is
- How their solution solves the challenge
- What makes their solution unique

Tell students that, before they write their script, they need to align with their team on the key messages that they want to convey through their video pitch.

Ask teams to brainstorm the key messages that they want to include in their video and record them (page 49 of the Design Handbook).

#### 4. Turn Key Messages into a Story

Tell teams that, now that they know what they want to convey, it's time to decide how they will convey it. One great way to do that is through story.

Tell teams that, on page 50 of the Design Handbook, they will find three classic story structures that work well in design pitches. Ask teams to review the structures and discuss whether one of the following would work for their pitch.

Once teams have picked a story structure, they need to adapt it to tell their story. Teams will need to put the story in their own words.

Check to make sure that each team's story:

- Communicates their key messages
- Is tailored to their audience and highlights the points that they will find powerful, persuasive and exciting

Remind teams to record their story outline (page 51 of the Design Handbook).

If students appear lost, unfocused or stuck in the weeds, ask:

- To whom are you pitching? What matters to them?
- What is the one main idea that you want them to remember?

If students are speaking about design in general terms, ask:

- How can you make this pitch about your project?
- How can you demo your prototype?

If students are struggling to incorporate storytelling elements:

- Suggest that they share their design journey. Ask, "How did you come up with the idea? What were your early ideas that failed? How did those ideas lead you to your final solution?"
- Explain, "Many stories involve overcoming a challenge. What challenges did your team overcome?"

#### 5. Write a Script

Ask teams to read the tips on page 52 of the Design Handbook to create a powerful and compelling pitch.

Explain that videos include two key channels:

- Visual – What your audience sees
- Audio – What your audience hears

Tell teams that they must decide how these two channels will work together throughout their video, using the template on page 53 of the Design Handbook.



## 6. Film, Edit and Submit

Tell teams to use the Action Plan method (page 102 of Design Handbook) to create a plan for filming their video, then carry out their plan, edit their video and submit their video on or before the submission deadline.

## 7. Complete Delivery Reflection

Ask teams to discuss the following questions together:

- In what ways did we use each mode (research, ideation, prototyping, meeting and project management) during this phase?
- What worked well?
- What would we do differently next time?
- What did we learn about design?
- What did we learn about teamwork?

If you have time, collect a few insights from each team to share with the whole group.

Remind teams to record the key takeaways from your discussion (page 55 of the Design Handbook).

## 8. Whole Group Check-in

Check back in with the whole group to share insights, questions, observations, progress, etc.

## 9. Review Action Items

Review any tasks that need to be completed prior to the next meeting.

Explain that each team must record a video of its project to submit to DIDI. Top teams will be invited to present their pitches at the final competition. Videos should cover the final prototype, proposed solutions and the team's process for arriving at its final product. Share the video submission date and the date that finalists will be announced.

Ask students to practice their pitches in front of three people to receive feedback and make any final changes before filming their videos.

## 10. Closing

Ask students, "Having gone through DIDI Project Design Space, how have your perceptions of design changed?" Before leaving the session, have each participant name the most important thing that he or she is taking away.

Club/team ritual to check out for the day.