

Creative jam

Eva, Fu Sheng, Jiajie & Nour

Day1



Warm up

10min we are design



What are we doing

30min Design presentation
10min Introduce subject+ideation



Game time

55min Carousel Game
25min Wondering Game



I got questions

40min Research



Got ideas!

25min Summarise ideas



Which is the best?

30min Level up Game
30min Analyze + improve chose idea
15min Organize first presentation

We are design

3-6 people
10 min

Materials:

Post-its

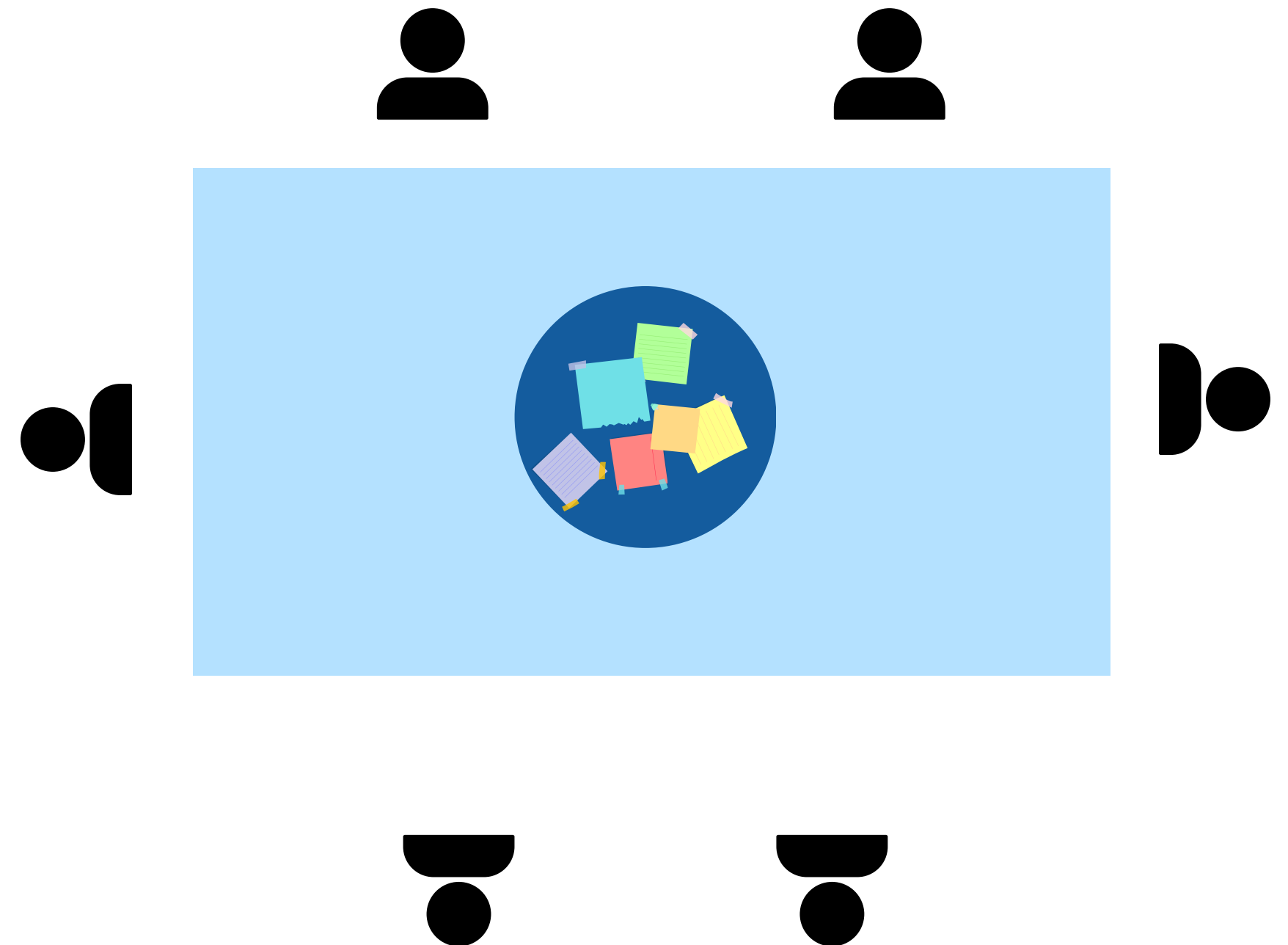
Pens

Objectives:

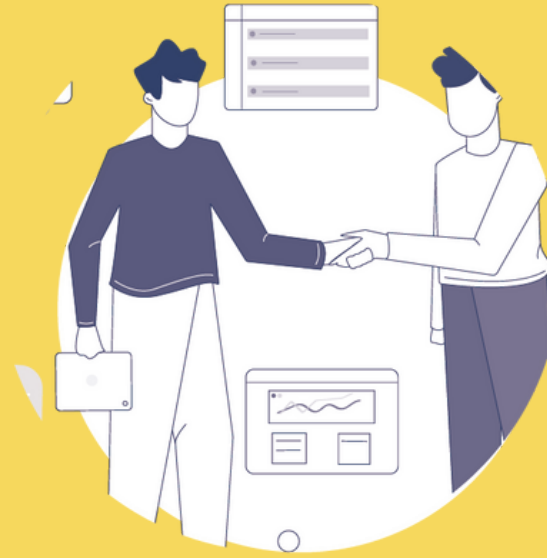
Get to know each other

Create a comfortable atmosphere

Learn the players skills



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Booklet

10 min

Materials:

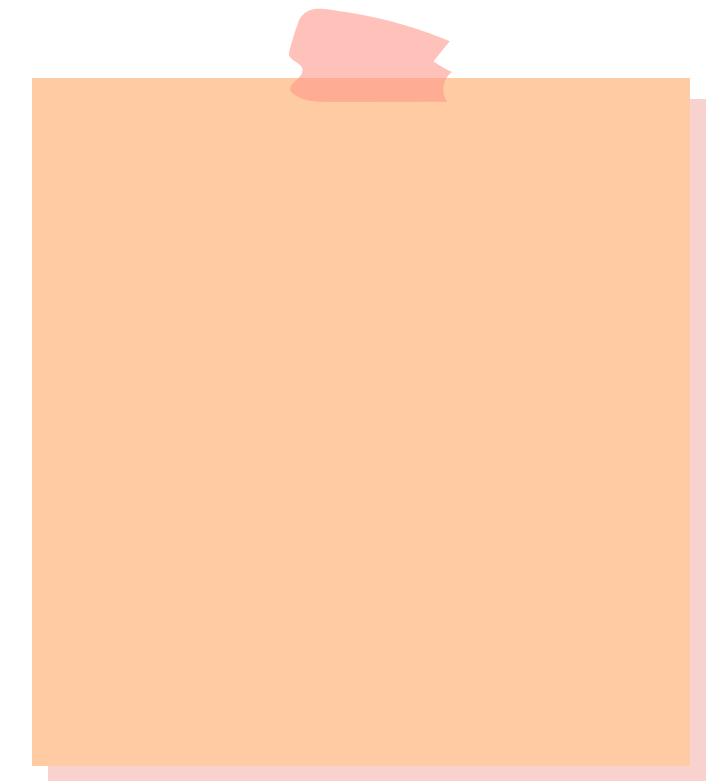
Booklet & Question card

Objectives:

Get an understanding of design

Learn how we all are designers

Get a first impression of the design tools



+ question card

Day1



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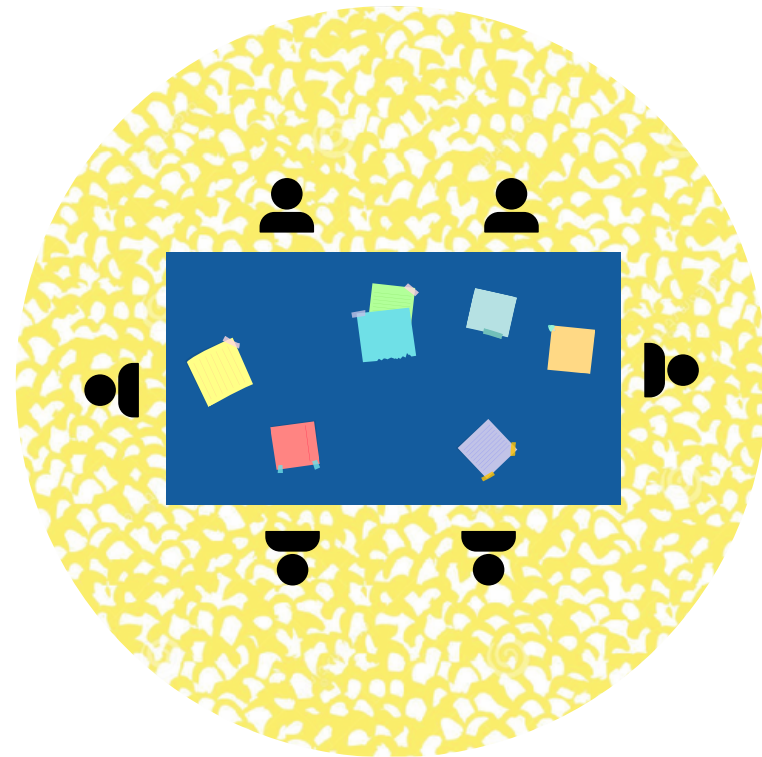
25min Summarise ideas



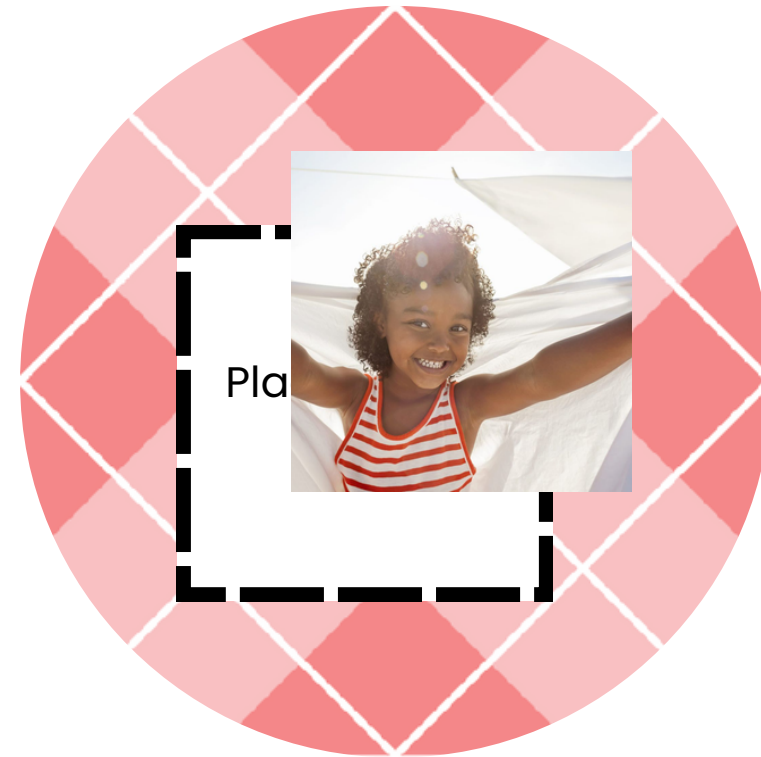
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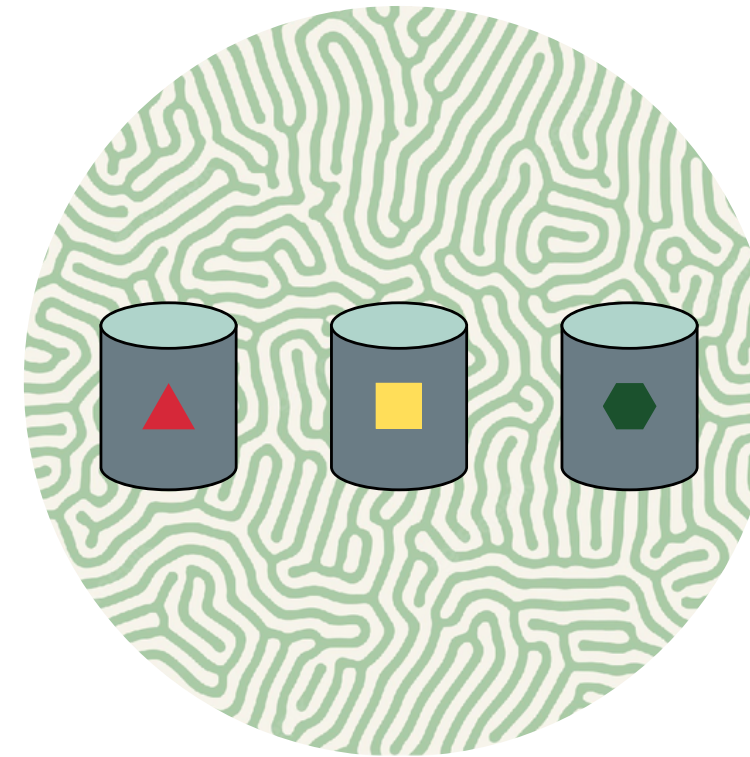
Ideation tools



Carousel



Wondering



Level up

Materials :

Post-its
Pens
A4 tool explanations
Booklet
Cards
Containers

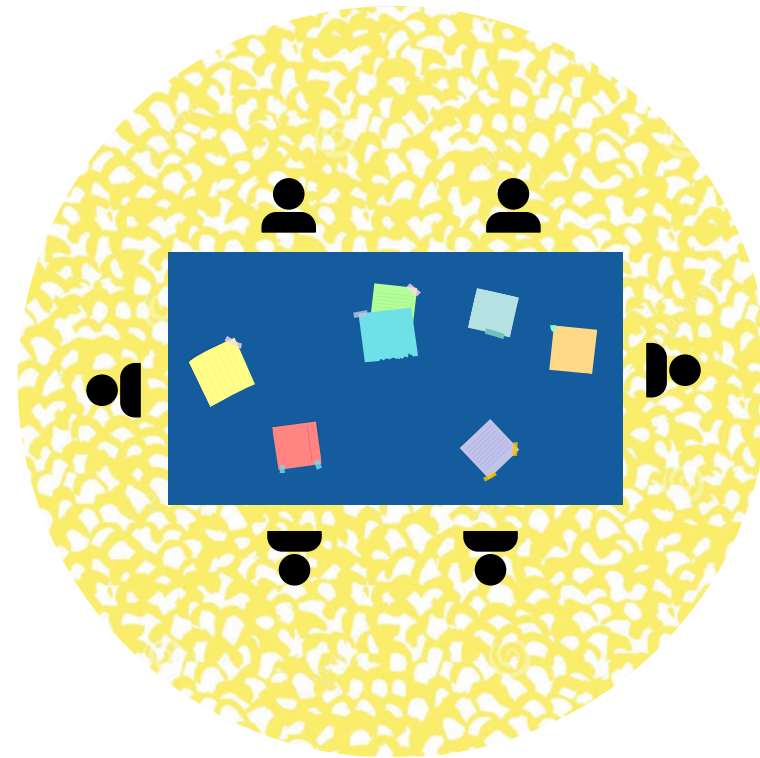
Accessibility :

Reusable

Guidance and
autonomous

Question card on table

Translated explanation
cards



Carousel

🕒 55 min 👤 2 - 6

Common understanding of the topic

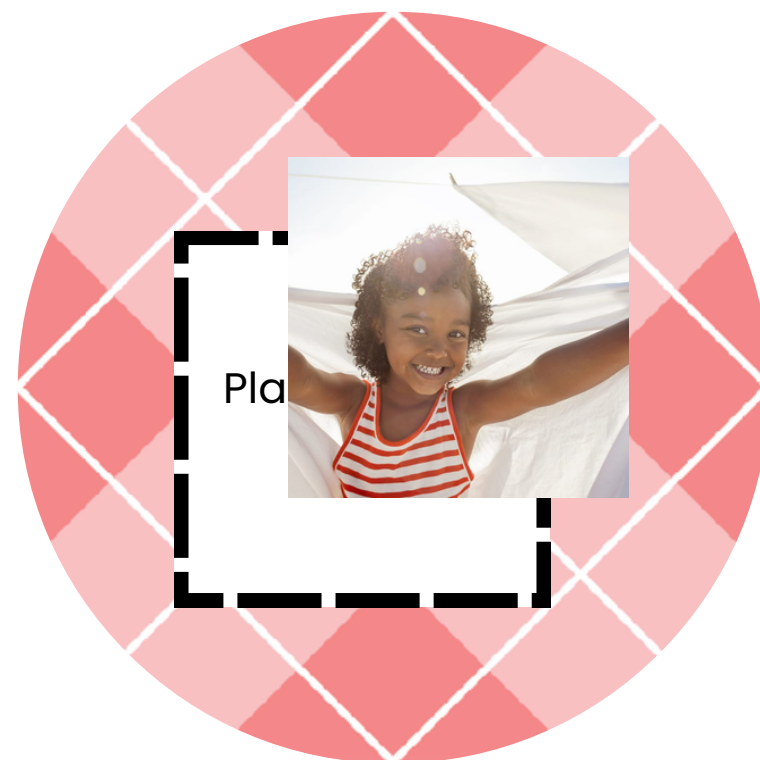
Collect research

Inspiration for ideas

Materials:

Post-its

Pens



Wondering

🕒 25 min 👤 2 - 6

Imagining a potential user

Envision the needs and limits

Materials:

Cards

**How to reduce
waste in school?**

Day1



Warm up

10min We are design



What are we doing

30min Design presentation
10min Introduce subject+ideation



Game time

55min Carousel Game
25min Wondering Game



I got questions

40min Research
+experts



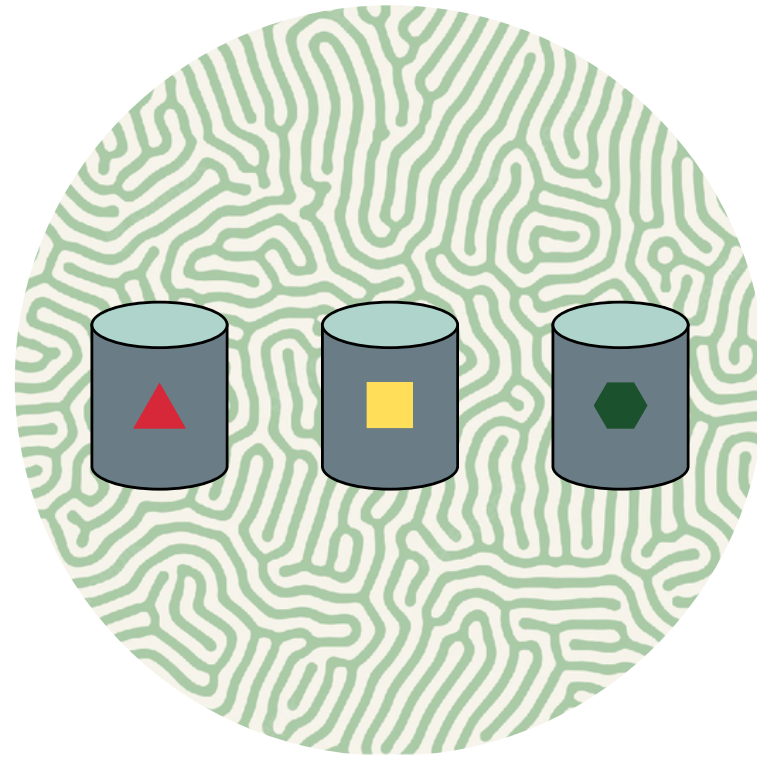
Got ideas!

25min Summarise ideas

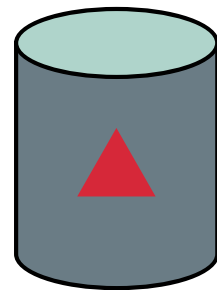


Which is the best?

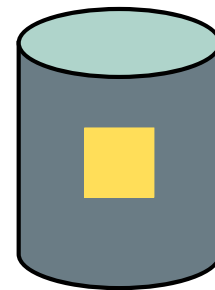
30min Level up Game
30min Analyze + improve chose idea
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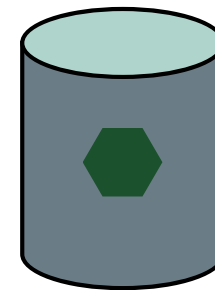
Idea
1



Idea
2



Idea
3



Level up

🕒 30 min 👤 2 - 6

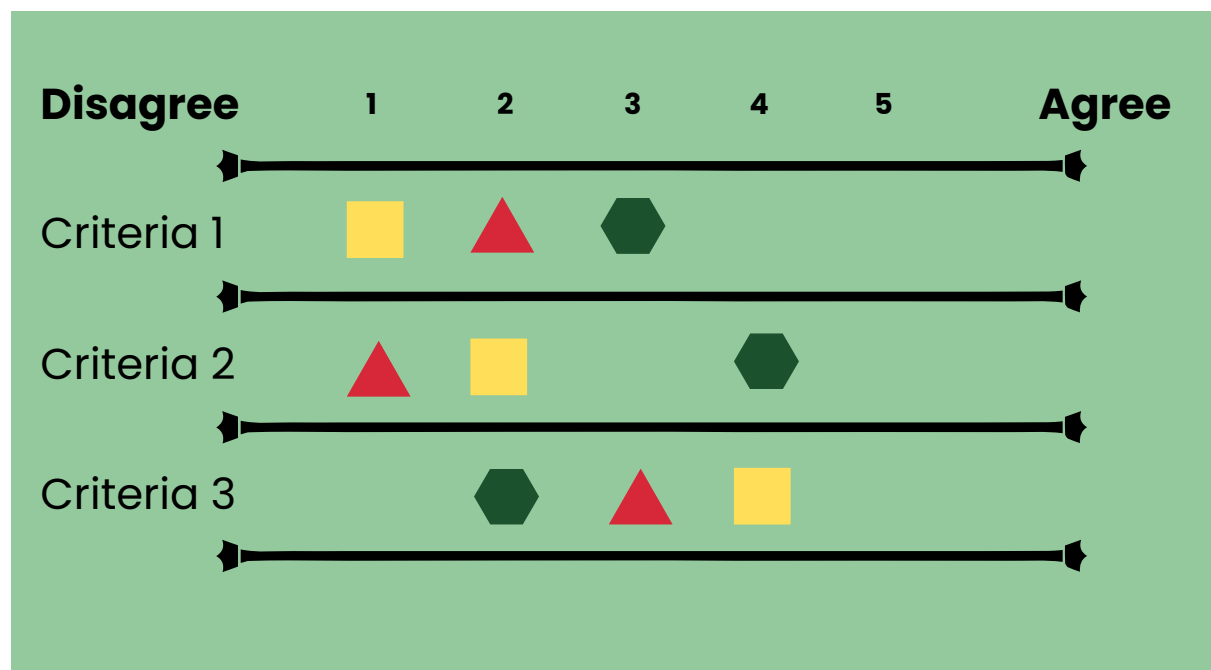
Open a group discussion
Select the idea to continue

Materials:

Pens

Post-its/papers

Containers



Day 2 & 3



Craft time

200min Creat Protoypes
30min Test protoypes

Low-fidelity
Scenario
test with other team



Preparation

240min Work on presentation



Final Preparation

Good luck with it!

IMRaD poster

Introduction: why?

Method: when, where, how?

Result: what did we find?

Discussion: what might the answer imply?

Guidance to prepare presentation

Materials :

Pens

Paper

Learnings

Different backgrounds, cultures, mayors
Learn to look at design as an unknown subject
See how we can manage a multi-disciplinary team

Challenges

Work as a team
Expressing thoughts among group clearly
Keep discussion short
Time management

Next steps

Choose subject

Create problematic

Set up criterias

Define more keywords in booklet

Translate explanation cards

Tool card

🕒 10 min

👤 3-6

We are all designers

This tool helps a team get stronger. The aim is to get to know each other, create a comfortable atmosphere, and learn your team member's skills.

How to play?

1. The quality and skills cards are layed out on the table.
2. All players choose 3 to 5 cards in each category that describes them.
3. After this, all team members introduce themselves shortly using the cards they choose.
4. In addition, all team members can explain what skills they want to learn during the teamwork.

Materials quality and skills card

Tool card

🕒 10 min

👤 3-6



We are all designers

Esta herramienta ayuda a un equipo a fortalecerse. El objetivo es conocerse, crear un ambiente cómodo y aprender las habilidades de los miembros del equipo.

¿Cómo se juega?

1. Las cartas de calidad y habilidades se colocan sobre la mesa.
2. Todos los jugadores eligen de 3 a 5 cartas de cada categoría que les describa.
3. A continuación, todos los miembros del equipo se presentan brevemente utilizando las tarjetas que han elegido.
4. Además, todos los miembros del equipo pueden explicar qué habilidades quieren aprender durante el trabajo en equipo.

Materiales tarjeta de calidad y competencias

Carousel

This tool helps a team create a common understanding of the subject. The aim is to collect research on the subject, and get inspiration for ideas.

How to play?

1. All players stand around the table. On the table the materials are layed out.
2. The tool is done for each element: word, people, context and position.
3. The team members have 30 secondes to think of words, ideas or facts related to the subject. They write these down on post-its or paper.
4. After 30 seconds, the team members walk around the room for 1 minute. During this time, they can get inspiration for new thoughts.
5. This is repeated for 6 minutes. Then they discuss the results and continue with the next element.

Materials post-its, paper and pens

Elements

Subject : meaning? connected words? facts?

People : who is involved? who uses?

Context : where? when?

Position : needs? limits? motivations?



Carousel

Esta herramienta ayuda a un equipo a crear una visión común del tema. El objetivo es recopilar investigaciones sobre el tema y obtener inspiración para ideas.

¿Cómo jugar?

1. Todos los jugadores se colocan alrededor de la mesa. Sobre la mesa se colocan los materiales.
2. La herramienta se hace para cada elemento: palabra, personas, contexto y posición.
3. Los miembros del equipo tienen 30 segundos para pensar en palabras, ideas o hechos relacionados con el tema. Los anotan en post-its o en papel.
4. Después de 30 segundos, los miembros del equipo recorren la sala durante 1 minuto. Durante este tiempo, pueden inspirarse en nuevas ideas.
5. Esto se repite durante 6 minutos. Después se discuten los resultados y se continúa con el siguiente elemento.

Materiales post-its, papel y bolígrafos

Elementos

Tema : ¿significado? ¿palabras relacionadas? ¿hechos?

Personas : ¿quién participa? ¿quién utiliza?

Contexto : ¿dónde? ¿cuándo?

Posición : ¿necesidades?

Order up

This tool helps a team set up a potential user. The aim is get an understanding of what a potential user might think, want and need.

How to play?

1. Gather all the previous research to use as a reference.
2. Prepare the template and cards. Also take the cards from the tool 'We are all designers'.
3. As a team create one potential user by choosing the cards within each category. These choices should match a potential user related to your project and findings.
4. Collect the remaining cards and save them.
5. Use your potential user throughout the rest of your design work to make the right decisions.

Materials template, cards, pens and post-it's



Order up

Esta herramienta ayuda a un equipo a establecer un usuario potencial. El objetivo es hacerse una idea de lo que un usuario potencial podría pensar, querer y necesitar.

¿Cómo jugar?

1. Reúne toda la investigación previa para utilizarla como referencia.
2. Prepara la plantilla y las tarjetas. Coge también las tarjetas de la herramienta 'Todos somos diseñadores'.
3. Cread en equipo un usuario potencial eligiendo las tarjetas de cada categoría. Estas elecciones deben corresponder a un usuario potencial relacionado con vuestro proyecto y conclusiones.
4. Recoged las tarjetas restantes y guardadlas.
5. Utiliza tu usuario potencial durante el resto del trabajo de diseño para tomar las decisiones correctas.

Materiales plantilla, tarjetas, bolígrafos y post-it's

Level up

This tool helps a team select one idea to further develop. The aim is to open a group discussion and anonymously vote.

How to play?

1. Give each idea a different shape or numbers to be able to tell them apart in the grid. Also, each idea has its own container.
2. As a team choose 5 criteria which are most important to your subject. Place them on the grid.
3. Per criteria take 5 minutes to discuss where each idea scores on the grid (1 to 5).
4. All team members write their personal score for each idea on a paper. Throw the according paper with score in the can of the idea.
5. When all ideas have been scored by each team member, the average can be calculated.
6. Place the ideas on the grid and repeat for the next criteria.

Materials post-its, paper, pens, containers and grid



Level up

Esta herramienta ayuda a un equipo a seleccionar una idea para seguir desarrollándola. El objetivo es abrir un debate en grupo y votar de forma anónima.

¿Cómo se juega?

1. Dale a cada idea una forma o números diferentes para poder distinguirlas en la cuadrícula. Además, cada idea tiene su propio contenedor.
2. En equipo, elegid los 5 criterios más importantes para vuestro tema. Colócalos en la cuadrícula.
3. Dedicar 5 minutos a debatir en qué lugar de la tabla (del 1 al 5) se sitúa cada idea.
4. Todos los miembros del equipo escriben su puntuación personal para cada idea en un papel. Tirar el papel con la puntuación correspondiente en la lata de la idea.
5. Cuando todos los miembros del equipo hayan puntuado todas las ideas, se puede calcular la media.
6. Coloca las ideas en la cuadrícula y repite la operación para el siguiente criterio.

Materiales post-its, papel, bolígrafos, contenedores y rejilla

Level up

Disagree

1

2

3

4

5

Agree

Criteria

A horizontal line with short vertical bars at each end, spanning the width of the scale.

Criteria

A horizontal line with short vertical bars at each end, spanning the width of the scale.

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Problem

What is a non-gendered city and how to achieve it?

Subject

What does non-gender mean?
What are gender stereotypes and biases?
What is gender inclusivity?
What other words do you associate with this problem?

People

What people can you find a non-gendered city?
What people would you not find in such a city?
Are there any people effected by a non-gender community?

Context

How can a city be non-gendered?
What are examples of places in a city where gender plays a role?
When are people influenced to behave because of their gender in a community?
Are there examples of non-gender communities?

Position

What might be needed in non-gender spaces?
What might be needed to encourage people?
What might be needed to challenge the orginial system?
Are there any rules or limitations to non-gendered cities?
What are people's motivations in cities?

Statements

①

How to promote gender equality in public space?

Inclusivity: Does the design accommodate people of all genders and gender expressions, regardless of their physical abilities or cultural backgrounds?

Safety: Does the design prioritize safety for all genders, including measures to prevent gender-based violence, harassment, and discrimination?

Accessibility: Is the design accessible to people of all abilities, including those with mobility challenges or visual impairments, to ensure that everyone can enjoy and participate in public space?

Comfort: Does the design create a welcoming and comfortable environment for people of all genders, including elements like seating, shade, and services like public restrooms?

Representation: Does the design incorporate representations of diverse gender identities and expressions, such as through public art or signage, to promote greater awareness and acceptance of gender diversity in public space?

②

How to encourage the use of gender-inclusive language?

Clarity: Does the design effectively communicate the importance and benefits of using gender-inclusive language in a clear and easy-to-understand way?

Accessibility: Is the design accessible to people of all abilities, including those with visual or hearing impairments, to ensure that everyone can access and understand the information presented?

Inclusivity: Does the design promote inclusivity by featuring diverse examples of gender-inclusive language and highlighting the importance of respecting all gender identities?

Creativity: Does the design utilize creative and engaging visual elements to make the information more memorable and interesting, such as infographics, videos, or interactive tools?

Impact: Does the design effectively inspire and motivate people to adopt gender-inclusive language in their everyday communication, and does it provide resources and support for those who may need help or guidance in doing so?

③

How to help the community to challenge gender stereotypes and biases?

Positive reinforcement: Does the design use positive reinforcement and celebration to recognize and promote progress in challenging gender stereotypes and biases, and does it provide a supportive and safe environment for people to learn and grow?

Education: Does the design provide accurate and up-to-date information on gender stereotypes and biases, including their negative impact on individuals and society as a whole?

Empathy: Does the design use empathetic language and images that are relatable and engaging to help people understand the effects of gender stereotypes and biases?

Inclusivity: Does the design promote inclusivity and diversity by representing a range of gender identities and expressions, cultures, and experiences?

Action: Does the design provide practical tips and tools for challenging gender stereotypes and biases, and does it encourage people to take action in their daily lives?

Problem

What are social-frontiers in a city and how to overcome it?

Subject

What does social-frontiers mean?

What are examples within a city?

What are different infrastructures in a city?

What other words do you associate with this problem?

People

What people or institutions are affected by social-frontiers?

Who is related to the infrastructure of a city?

Context

What are ways to overcome social-frontiers?

Where is a good location in a city to start overcoming social-frontiers?

Position

What might be needs for people affected by social-frontiers?

What might be needs for a city's infrastructure?

What might be needed to challenge the orginial system?

Are there any rules or limitations to overcoming social-frontiers?

What are people's motivations in cities?

Statements

①

How to create or change inclusive public spaces that make all residents feel welcome and safe?

Accessibility: Does the design prioritize accessibility for people of all abilities, including those with physical, sensory, or cognitive disabilities, to ensure that everyone can access and enjoy the public space?

Safety: Does the design prioritize safety for all residents, including measures to prevent crime, harassment, and discrimination, and does it provide clear and visible signage for emergency information?

Inclusivity: Does the design incorporate diverse representations of residents, including people of different races, genders, ages, cultures, and abilities, to promote inclusivity and belonging in the public space?

Sustainability: Does the design offer sustainable and eco-friendly solutions, such as green spaces, energy-efficient lighting, or renewable energy sources, to promote a healthier and more sustainable public space?

Community engagement: Does the design involve community members and stakeholders in the planning and development process, and does it incorporate their feedback and suggestions to ensure that the public space reflects the needs and desires of the community?

②

How to make the infrastructure more accessible to improved liquidity?

Inclusivity: Does the design prioritize inclusivity and accessibility for people of all abilities, including those with physical, sensory, or cognitive disabilities, to ensure that everyone can access and use the infrastructure?

Efficiency: Does the design improve the efficiency and convenience of the infrastructure, such as by reducing wait times, optimizing routes, or enhancing connectivity, to make it more accessible and user-friendly?

Affordability: Does the design consider affordability and cost-effectiveness, such as by providing low-cost or free services, or by reducing the need for expensive modifications or accommodations?

Sustainability: Does the design offer sustainable and eco-friendly solutions, such as through the use of renewable energy sources, or by reducing waste and pollution, to promote a healthier and more sustainable infrastructure?

Safety: Does the design prioritize safety for all users, including measures to prevent accidents, injuries, and other risks, and does it provide clear and visible signage for emergency information?

③

How to organize cultural exchange activities to promote community vitality and economy?

Diversity: Does the design promote a diverse range of cultural experiences, including events, performances, exhibitions, and workshops, to engage and inspire people from different backgrounds and interests?

Engagement: Does the design prioritize community engagement and participation, such as through community-led planning, volunteer opportunities, or public feedback mechanisms, to ensure that the cultural exchange activities reflect the needs and desires of the community?

Accessibility: Does the design prioritize accessibility for people of all abilities, including those with physical, sensory, or cognitive disabilities, to ensure that everyone can participate and enjoy the cultural exchange activities?

Economic impact: Does the design have a positive economic impact on the community, such as by creating new job opportunities, supporting local businesses, or attracting tourists and visitors, to promote community vitality and economic growth?

Inclusivity: Does the design incorporate diverse representations of culture, including people of different races, genders, ages, cultures, and abilities, to promote inclusivity and celebrate the richness of diversity in the community?

Problem

What is a healthy city and how to achieve it?

Subject

What does healthy mean?

What is a healthy city?

How does one become healthy?

What other words do you associate with this problem?

People

What people or institutions are responsible for a city's health?

What are different health's people can have?

Are there any people who might have troubles with health?

Context

What are ways to measure a city's health?

Where is a good approach to making a city healthy?

Position

What might be needs for people living in a city?

What might be health care needs of citizens?

Are there any rules or limitations to building a healthy city?

What are people's motivations in cities?

Statements

①

How to promote access to healthy and affordable food options?

Affordability: Does the design prioritize affordability and cost-effectiveness, such as by providing low-cost or free healthy food options, or by incentivizing healthy food choices through discounts or rewards?

Accessibility: Does the design prioritize accessibility for people of all income levels and locations, including those living in food deserts or areas with limited access to healthy food options, to ensure that everyone has access to healthy and affordable food?

Sustainability: Does the design offer sustainable and eco-friendly solutions, such as through the use of local and seasonal produce, reducing waste and packaging, or supporting sustainable agriculture, to promote a healthier and more sustainable food system?

Education: Does the design prioritize education and awareness-raising about healthy food choices and nutrition, such as through cooking classes, nutrition workshops, or public health campaigns, to empower individuals and communities to make informed decisions about their food choices?

Collaboration: Does the design prioritize collaboration and partnerships with local farmers, food vendors, and community organizations, to leverage existing resources and expertise, and to foster a sense of community ownership and pride in the food system?

②

How to make residents prioritize active transportation?

Safety: Does the design prioritize safety for pedestrians and cyclists, such as by providing dedicated bike lanes, pedestrian crossings, or traffic calming measures, to ensure that active transportation is a safe and viable option for residents?

Accessibility: Does the design prioritize accessibility for people of all ages, abilities, and locations, including those with mobility or vision impairments, to ensure that active transportation is accessible and inclusive for everyone?

Convenience: Does the design prioritize convenience and ease of use, such as by providing bike sharing programs, bike parking facilities, or pedestrian-friendly infrastructure, to make active transportation a convenient and desirable option for residents?

Community engagement: Does the design prioritize community engagement and participation, such as through public consultations, community events, or social media campaigns, to encourage residents to take an active role in promoting and advocating for active transportation?

Health and wellness: Does the design prioritize health and wellness benefits, such as through promoting physical activity, reducing air pollution and congestion, or improving mental health and social connectedness, to motivate residents to choose active transportation over other modes of transportation?

③

How to make healthcare more accessible for everyone?

Affordability: Does the design prioritize affordability and cost-effectiveness, such as by providing low-cost or free healthcare services, or by reducing out-of-pocket expenses, to ensure that everyone can access essential healthcare services regardless of their income level?

Accessibility: Does the design prioritize accessibility for people of all ages, abilities, and locations, including those living in rural or remote areas, to ensure that everyone has access to healthcare services when they need them?

Equity: Does the design prioritize equity and inclusivity, such as by addressing systemic barriers to healthcare access faced by marginalized or underserved populations, to ensure that healthcare services are provided in a fair and just manner?

Innovation: Does the design prioritize innovation and creativity, such as through the use of telemedicine, mobile clinics, or community health workers, to overcome traditional barriers to healthcare access and delivery, and to reach populations that may be underserved by traditional healthcare systems?

Patient-centeredness: Does the design prioritize patient-centeredness and personalized care, such as by empowering patients to be active partners in their healthcare, tailoring healthcare services to individual needs and preferences, and promoting patient education and self-management, to ensure that healthcare services are responsive to the diverse needs of patients?