

# Workshop plan

Type	Method	Purpose	Input	Output	Steps	Materials	Time
Warm up	Nametag drawing	<p>The purpose of this exercise is for you and your participants to get to know each other and prepare them for a creative process while doing so.</p> <p>It is often used as a warm up when doing sketching exercises afterwards.</p>		Comfort and nametags	<p>Write your name and draw the x that best represents you (3-5 min).</p> <p>x can be themes such as animals, flowers, food, skillset etc.</p> <p>Present your name and drawing and put on your nametag (1 min)</p>	Template	10
Warm up	Mindmapping	<p>Mind mapping is a brainstorming tool that can be used to get the participants into the topic of the workshop and stimulate the participants brain creativity by warming them up for more complex brainstorming methods.</p> <p>It can be used to create a good environment for brainstorming and ideation.</p> <p>Participants tend to get competitive and laugh while doing the exercise which can lead to boosting the comfort between participants.</p>	Keywords associated with the overall problem/goal that the workshop is targeting.	The key takeaway is that the participants have opened up their minds and are well prepared for more complex brainstorming methods.	<p>Divide the participants in teams of two.</p> <p>Give each group a keyword.</p> <p>Participant 1 draws a line from the keyword and writes a new keyword associated with it.</p> <p>Participant 2 then draws a line and writes a new keyword associated with the first keyword.</p> <p>Step 5 &amp; 6 are repeated until the participants can not come up with new keywords.</p> <p>Give the participants a new keyword to further explore every 2 minute or before if the participants are stuck.</p>	Template	10
Create ideas	Assumption dumption	<p>The purpose of assumption dumption is to get all the assumptions one might have about a problem or theme out in the open to create a shared understanding amongst team members.</p> <p>This is done to gain a new perspective on the problem/theme and explore beliefs and biases and thereby encourage discussion.</p>	A problem/theme	Dumped assumptions, better understanding of the problem and opportunities.	<p>Ask the participants to individually brainstorm over assumptions they have to the problem/theme. The assumptions should be written on post-its, one assumption pr. post-it (2-3 min).</p> <p>The participants should one by one hang the post-its on the template and cluster the assumptions simultaneously into predefined categories. Examples of useful categorizations could be e.g. 'relevant', 'irrelevant' and 'need to explore further' or whether the assumptions are 'actual constraints' or 'perceived constraints'(5-10 min, depends on the amount of participants and how many assumptions they have found).</p> <p>Complete another round of both step 3 and 4.</p>	Template	20
Break							10
Create ideas	Negative brainstorm	<p>The purpose of this method is to ideate upon the overall problem and generate a lot of ideas to further develop. This brainstorming technique takes the participant through different stages that enhances the creativity.</p>	A problem/theme	Multiple ideas for how to accommodate the problem	<p>Provide the participants with the overall problem and make sure they understand it (2 min).</p> <p>Make the participants reformulate the problem statement into a negative problem statement (5 min).</p> <p>Ask the groups to brainstorm individually on negative ideas for the negative problem statement. The ideas should be written/drawn on post-its. One post-it per idea (3 min).</p> <p>Ask the participants to describe the negative ideas to the rest of the group (1 min per person).</p> <p>In pairs: Each pair selects one bad idea (3 minutes) and considers the following:            What makes this a bad idea? Which elements make it bad? (1 minute)            Which elements make it a good idea? (Try to identify some good elements, there are always some to be found in the bad ideas) (2 minutes)            Turn the bad idea into a good idea (3 minutes)</p> <p>Each group presents their ideas (1-2 min per group).</p>	Template	30
Choose concept	Storyboarding	<p>The purpose of prototyping is to visualise an idea in a drawing or physical shape.</p> <p>It is used as a boundary object for discussion for further detailing, development or presentation of a concept.</p> <p>This representation gives a good groundwork for common understanding of a concept and ground for more ideation.</p>	Basic ideas or concepts	Prototype	<p>Give the participants a minimum of 15 min to prototype. For physical prototyping give more time.</p> <p>Be observant on how the participants use the materials - do they need to go another route?</p>	Template	15
Choose concept	Ability Prompt Cards	<p>There are three overall purposes when using the ability prompt cards:</p> <p>To identify abilities that might be affected by your design proposal.            How does your design affect others - is it excluding or including?            If it is excluding how can you then make them including.</p>	Concept/prototype	Evaluation/redesign	<p>Show the participants the ability cards and tell them that they consider both permanent, temporary and situational abilities.</p> <p>Divide the participants in groups of 2-3.</p> <p>The groups should go through the cards one by one and discuss if the concept proposal/ideas they have affects the abilities stated on the cards. Ask the groups to hold on to the cards that have abilities that are excluded in their design</p> <p>Ask the groups to go through the ability cards that their design excluded and make them discuss/brainstorm how to make the concept proposal more inclusive. Write changes to the solution on post-its - one post-it pr change</p> <p>Ask the participants to present their findings and new changes to their concept proposal (5 min per group)</p>	Cards	20
Choose concept	Silent voting	<p>The purpose of the blind voting exercise is to get insights of what concept, idea, problem or similar, the participants find the most interesting or realistic.</p> <p>This can then be used directly to make decisions on what to choose and move forward with, or the results can be reflected on and used for later development.</p>	Concepts	A winner	<p>Ask the participants to vote for e.g. their favorite or top three by writing the favorites/top threes number on their ballot (5 min).</p> <p>Ask the participants to put the ballots in the voting box (1 min).</p> <p>Empty the box and count the votes (1 min).</p> <p>Present the results to the participants (1min).</p>	Box + ballots	5