

**SAFE**  
*Simos*

# SAFE *niños* RESOURCE PACKET

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## MISSION

● ArtCenter Students Co-Create  with  
COANIQUEM  Patients  Families and  
Staff  to Design Innovative Healing   
Environments  for Child  Burn Survivors

How can we envision innovative & empathic environments that support optimal healing for Latin American children who have suffered severe burns?

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- Coaniquem Aerial View
- Campus Plan
- Observations from Coaniquem

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- Creative Action Toolkit by Frog Design - excerpts
- Delft Design Guide:  
Design Strategies and Methods - excerpts
- IDEO - excerpts

**FIELD  
RESEARCH  
PREP.**

# FIELD RESEARCH OVERVIEW

## WEEK 1 CONNECT, UNDERSTAND + DISCOVER OPPORTUNITIES

The goal of the first week of research is to connect with kids, families & Coaniquem staff, to begin to understand the context, reveal insights & uncover opportunities. This first week is highly generative setting the foundation for design & innovation.

### WK1: GROUP SESSIONS

You will participate in 3 large group sessions with stakeholders:

- **Orientation (Tu 1/5):** Intro & presentations by Dr. Rojas & Coaniquem staff, followed by a guided campus tour with Q+A
- **Art workshops with kids (Wed 1/6):** We'll break into 2 groups, 1 in waiting room + 1 in Casabierta dorm living rooms, to conduct art workshops. Prepare to work w/kids ages 2-20, in 3 age groups. Consider, how can we both give back & learn about kids daily lives?
- **Brainstorming session with a range of stakeholders (Fri 1/8):**  
The goal of this session is to facilitate stakeholders brainstorming key challenges & opportunities. Prepare for this session using exercises such as Creative Action Toolkit (CAT) by FROG design.

### WK1: RESEARCH IN SMALL TEAMS

In your trans-disciplinary team of 2-3 students:

- **Method cards:** During open times throughout the day/evening, use the method cards' topics and research strategies as a generative jumping off point to guide your team's research, observing & understanding the context. Aim to cover the first 4-5 cards during Week 1.
- **Interviews:** Your team will also prepare for & conduct semi-structured interviews with key individuals from Coaniquem.

## WEEK 2 SELECT OPPORTUNITY AREAS + CO-CREATE DESIGN DIRECTIONS

The goal of the second week of research is to seize the most powerful opportunities for innovation.

### SUNDAY: STUDIO INSIGHTS SESSION

The goal of this intensive session is to debrief & share observations as a whole class; and to focus on potential areas of opportunity in your team.

- **Define challenges & insights:** share research as a group to understand key challenges & develop insights
- **Uncover opportunities:** Ask "What If"

### WK2: WORK IN TEAMS

- **Opportunity areas:** focus on an opportunity area as a team and begin to ideate design directions
- **Co-creation:** test assumptions, hone opportunities, elicit feedback, validate initial design directions & co-create with stakeholders
- **Method cards:** refer to the "Co-visioning spaces" card this week, while filling in any pieces of research your team needs

### CULTURAL ACTIVITIES

You'll experience cultural activities, such as: a Chilean BBQ "Asado", a day trip to the colorful seaport town of Valparaíso, exploring Santiago neighborhoods & museums. Young professional Rotarian volunteers will help show you around.

### NOTE ON SENSITIVITY/PHOTOGRAPHY

Please refrain from taking photos of kids & sensitive situations. Coaniquem will explain their specific photo/video/interview policies in depth on site.

SAFE

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RESEARCH TRIP

PRELIMINARY SCHEDULE

\*SUBJECT TO CHANGE

1st WEEK: CONNECT, UNDERSTAND + DISCOVER OPPORTUNITIES						
<div> <div>MonJAN 4</div> <div>ARRIVAL DAY</div> <div> </div> <div>MEET UP Dinner @ Coaniquem</div> </div>	<div> <div>Tu5</div> <div>ORIENTATION</div> <div>SHARING: WHO WE ARE</div> <div>PRESENTATION &amp; GUIDED TOUR BY COANIQUEM</div> <div>STUDIO TIME Research Plan Preparation</div> <div>CHILEAN BBQ w/Rotarians</div> </div>	<div> <div>Wed6</div> <div>ART WORKSHOP WITH KIDS ~1 hour</div> <div>TEAM RESEARCH Focus on Families &amp; Experience of Spaces</div> <div>DEBRIEF Emotive Share</div> </div>	<div> <div>Th7</div> <div>TEAM RESEARCH Focus on Medical Professionals + Mapping Spaces</div> <div>TBC - MEETING W/RESEARCHERS</div> <div>DEBRIEF</div> <div>EVENING IN TOWN Bellavista/Cerro San Cristobal funicular</div> </div>	<div> <div>Fri8</div> <div>PREPARE BRAIN- STORM SESSION</div> <div>COLLECTIVE BRAINSTORM SESSION 3 hours w/medical profesionals</div> <div>DOCUMENTATION</div> <div>PM IN TOWN Museum TBC; SocialLab Visit; Dinner - freetime</div> </div>	<div> <div>Sat9</div> <div>DAYTRIP TO VALPARAISO</div> <div>~1.5-2 hrs by van</div> </div>	

2nd WEEK: SELECT OPPORTUNITY AREAS + CO-CREATE DESIGN DIRECTIONS						
<div> <div>Sun10</div> <div>STUDIO DEEP DIVE INSIGHT SESSION</div> <div>Challenges + Opportunities</div> <div>Class “What If”</div> </div>	<div> <div>Mon11</div> <div>TEAM RESEARCH Test assumptions</div> <div>STUDIO MEETING Refine insights into 3 opportunity areas</div> <div>What do we need to know?</div> </div>	<div> <div>Tu12</div> <div>TEAM RESEARCH FOCUSED TOPICS Hone opportunity areas</div> <div>PM IN TOWN CULTURAL ACTIVITIES TBC</div> </div>	<div> <div>Wed13</div> <div>STUDIO Select opportunity area: What will we design? Final day workplan</div> <div>TEAM RESEARCH Test hypothesis Co-creation of design directions</div> <div>TBC-ROUNDTABLE CONVERSATION Share insights, opportunities, design directions</div> </div>	<div> <div>Th14</div> <div>TEAM RESEARCH Validate design direction</div> <div>Co-creation</div> <div>Wrap up research</div> <div>GOODBYE DINNER</div> </div>	<div> <div>Fri15</div> <div>DEPARTURE DAY</div> <div> </div> </div>	<div> <div>Chile culture</div> <div>studio meeting</div> <div>small team research</div> <div>large group research</div> <div>flights</div> </div>

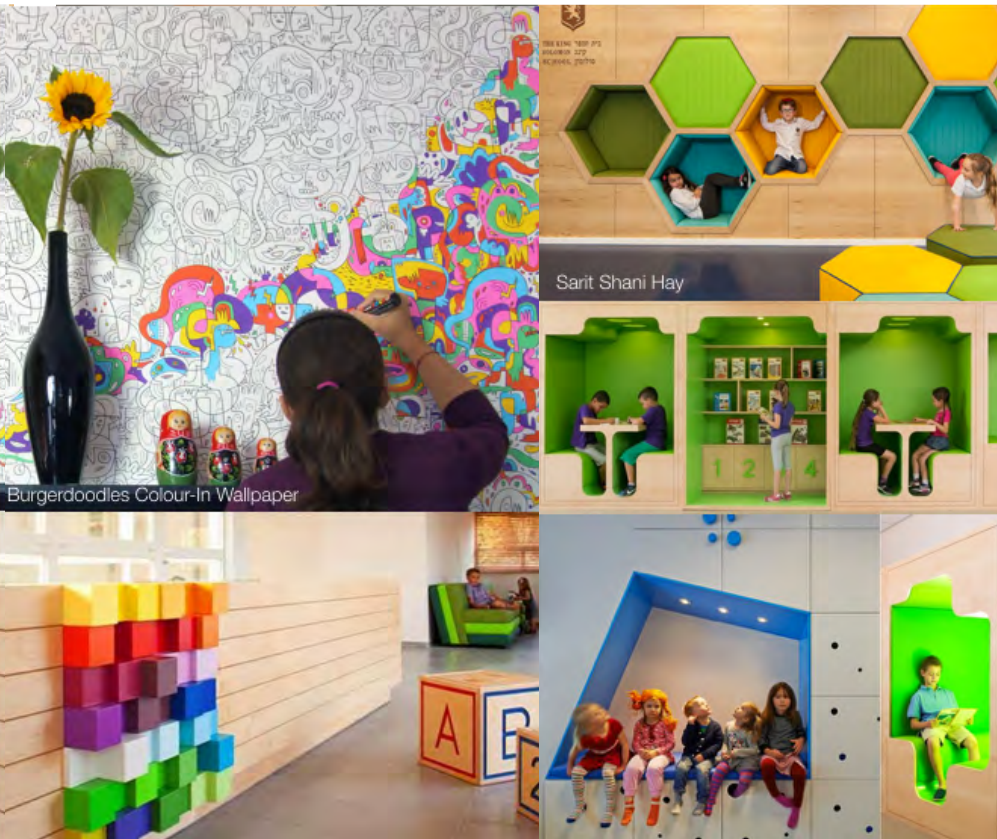
# PRE-RESEARCH HOMEWORK

## DUE @ COANIQUEM

Please be ready to present to Coaniquem staff on the **1ST MORNING**; connect with your team today to plan this pre-research.

### Deliverables:

- As a team prepare:
  - 5-minute presentation - practice!
  - 8 slides in Keynote
  - with 4-5 key points or themes for your topic
  - rich visuals / brief, bold statements / embedded video
- Create a shared Pinterest Board
- Research 3+ readings on your topic
- Visit a case study (if possible over break)



## TEAM PRESENTATION TOPICS

### 1 - Healing Spaces

How do manmade environments contribute to healing and help relieve stress & anxiety? Consider the impact of light, noise, view, temperature & access to information. Collect innovative examples in healthcare and beyond. Investigate key scientific research studies & evidence-based design.

### 2 - Sensory Design

How can design for the senses enhance well-being? Collect clever examples of furniture, lighting & spaces designed to engage the senses — whether calming or stimulating sight/hearing/touch/taste/smell. Focus on designs for ages 2-20.

### 3 - Future of Play

What is the future of play? What are innovations in educational and therapeutic toys, games & play spaces? Consider how children 2-20 play and learn at different stages.

### 4 - Public/Private

How can places encourage social interaction? How can places create a sense of privacy? Collect innovative examples of campuses, rooms & furniture outside the healthcare industry, such as theme parks, spas, start-ups & schools. Investigate environmental & organizational psychology.

### 5 - Communication & Community

How do people share information? How can environments & graphics communicate clearly, create a sense of calm and contribute to the identity and mission of a space? Find examples of how information is communicated within a community or space, both in healthcare settings and beyond (airports, exhibits, restaurants, etc).

### 6 - Hi/Lo Interactivity

How can interactive environments engage kids? How can resourceful, low-tech interactivity help kids learn & have fun? Collect inspiring examples — both low-tech/resourceful, as well as cutting-edge — of interactive environments, walls, floors, lighting, furnishings & objects.

# RESEARCH PACKING LIST

In addition to the general Study Away packing list, please bring the following supplies specific to field research.

**Please read over the method cards and touch base as a team to prepare specific materials in advance.**

## Field Research Supplies:

- \_\_\_ Small token gifts to thank kids (ages 2-20) for participating:
  - pen/pencil/markers
  - bubbles
  - small coloring book / coloring rolls
  - playing cards or postcards
  - stickers
- \_\_\_ Sketchbook
- \_\_\_ Pad for drawing with participants (or Ikea drawing paper rolls)
- \_\_\_ Folders/files for organizing worksheets & collected data
- \_\_\_ Drawing supplies - for you + for kids/participants
- \_\_\_ Post-Its, tape, glue, scissors
- \_\_\_ Small bag for carrying research supplies around campus
- \_\_\_ Measuring tape (metric / standard)
- \_\_\_ Method cards
- \_\_\_ Other tools for research methods (refer to cards), such as:
  - Feelings Cards (by Todd Parr or similar)
  - Pictures of your family/pets/projects to share
  - Kids collage supplies
  - “Design Probe” supplies
  - “Co-Planning Kit”

## Digital & Electronics:

- Laptop with relevant software loaded:
  - Keynote, Adobe Suite, iMovie, Rhino for ENV, tracking software
- Camera
- Small tripod for phone or camera is helpful
- iPad if you have one (useful for sharing images with participants)
- Digital voice recorder (or you can use phone/app)
- USB sticks
- Back-up harddrive (VERY IMPORTANT to back up daily)
- Plug converter & splitter (to share limited electrical outlets)

**Other:**

- Energy bars for snacking :)
- Comfortable yet professional/conservative clothing for research days



# RESOURCES

# BIBLIOGRAPHY

Please refer to Google Drive for PDFs of readings & resources.

## RESEARCH METHODOLOGIES

- Creative Action Toolkit by Frog Design
- IDEO Field Guide to Human Centered Design
- Delft Design Guide: Design Strategies and Methods -

## READINGS - HEALING SPACES / ENVIRONMENTAL PSYCHOLOGY

- Healing Spaces: The Science of Place and Well-Being by Esther Sternberg, MD
- Young children's perspectives of ideal physical design features for hospital-built environments by Lambert et al
- Through Children's Eyes: Understanding how to create supportive healthcare environments for children by Bishop et al
- Pediatric Design Checklist from ShepleyBulfinch
- "View through a window may influence recovery from surgery" by Roger Ulrich - <https://mdc.mo.gov/sites/default/files/resources/2012/10/ulrich.pdf>
- <http://planetree.org/>
- Craig Zimring-<http://www.coa.gatech.edu/people/craig-zimring>

## CASE STUDIES - DESIGN FOR KIDS

- Snoezelen (controlled multi-sensory environments) - therapy for children with autism and other developmental disabilities - <http://www.isna.de/en/>
- Sarit Shani Hay Design - playful furnishings & spaces for kids - [www.shanihay.com](http://www.shanihay.com)

## CASE STUDIES - HEALTHCARE DESIGN

- Blik - <http://www.whatisblik.com/blogs/news/49403972-bringing-smiles-one-hospital-at-a-time>
- Open Windows Study - Shaun Mcann - <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3533653/>
- Rady Children's Hospital - Healing Environment - <http://www.rchsd.org/about-us/who-we-are/healing-environment/>
- The Royal Children's Hospital Melbourne - <http://desktopmag.com.au/project-wall/the-royal-childrens-hospital-wayfinding>
- Shriners Hospital for Children Canada - hockey-inspired way finding graphics

## ENVIRONMENTS, FURNISHINGS & LIGHTING TRENDS & RESEARCH

- White papers by furniture companies (Steelcase, Herman Miller, Hayworth etc.)
- <http://www.hermanmiller.com/research/topics/healthcare.html>
- <http://www.haworth.com/home/resources/research/>
- <http://www.steelcase.com/content/uploads/2015/06/SH-360-Healthcare-Magazine.pdf>
- ArtCenter Library resources:
- WGSN Trends via [http://library.artcenter.edu/screens/resources\\_index.html](http://library.artcenter.edu/screens/resources_index.html)
- Stylus Trends via [http://library.artcenter.edu/screens/resources\\_index.html](http://library.artcenter.edu/screens/resources_index.html)
- talk to Rachel or Rob about further social impact design resources



Lambert, V (2014) Young children's perspectives of ideal physical design features for hospital-built environments *Journal of Child Health Care*

# COANIQUEM AERIAL VIEW



San Francisco

San Francisco

Coaniquem

Consultorio Coaniquem R: Garbage/ Recycling  
A: Entry

D: Training & research dept

C: Admission & waiting room; Presidency & meeting room; Medical care; Therapy; Lab

B: Dept of Administration; compression garments mfr; small waiting room

E: Surgery & waiting room

F: Surgery & waiting room

N: new surgery area (2017)

M: laundry

H: Sterilization area

G: hallway

Q: Cafeteria & auditorium

J: Casabiarta Residency

I: Cafeteria

K: School

L: Church

ADDRESS:  
San Francisco 8586  
Santiago, Chile

# CAMPUS SPACES\*

A: Portería (Entrance)

B: Departments of Administration and Finance and Human Resources; Manufacturing of compression garments; Small waiting room.

C: Admission and waiting room; Medical care area; Psychiatry and occupational therapy; Lab; Presidency & meeting room

D: Department of Training and research

E & F: Surgery room; waiting room

G: Hallway

H: Sterilization area

I: Cafeteria

J: Casabiarta Residency

K: School

L: Church

M: Laundry

N: New surgery area (project 2016-17)

O: Cafeteria and auditorium

R: Garbage and Recycling area

**\*Patient and Family areas in red**



# OBSERVATIONS FROM COANIQUEM

The below are initial responses directly from Dr. Rojas & Coaniquem staff. Your team will interact directly with patients/families as well as staff, to gather other perspectives & further investigate opportunities.

## In conversation w/Dr. Rojas on the values behind the design of spaces:

- Space that integrates, is nurturing and welcomes young kids & their families who have suffered deeply.
- Space that integrates a population of families coming from Chile and across Latin America, and is holistic in welcoming diversity.
- Space that is an exemplar of demonstrating education, as well as education on burn prevention.
- Targeted to needs of kids as they go through burn treatment over 20+ years. Keep in mind that most of the patients are younger than 5 years, ranging up to 20 years old.
- Coaniquem is working on a stronger presence in community where the Rehabilitation Center is located — including a local neighborhood “club del barrio,” religious services & place for prayer that are open to the community.

## Specific, direct observations from staff on how to improve spaces:

### Outdoor Play Area

- The games in the garden have the advantage of keeping the kids entertained, but there is also the danger of accidents, particularly detachment of grafts or hits to wounds. Kids who have just undergone surgery should not be playing in very active way, due to risk of injuries to their skin grafts or infection. Patients also may lose their turn to be seen because they’re playing.

### Displays with information

- Administrative: opening hours; required documentation; duties and rights of patients
- Education: Prevention
- Emotional preparation for children (emotional preparation for surgery or rehabilitation)
- How to care for compression garments
- How to help COANIQUEM

## Waiting Rooms

- Integrate multi-faceted needs of interactions between parents-kids / kids-to-kids / parents to parents
- Promote self-care and prevention of burns
- Be a space that is welcoming, fun, entertaining and interactive
- The space should promote from a behavior/emotional standpoint a sense of calm (rather than being over-stimulating) should reduce the anxiety of the patients waiting for treatment/ news etc
- Include information about services and activities going on at the campus (e.g. Cafeteria, library of videos, sanctuary space) as well as opportunities to volunteer, donate, get involved etc.
- Space should be wired for connectivity
- Interactive room for emotional preparation activities before surgeries
- Include Storage
- Space should be sensitive to diverse traffic patterns and use (folks waiting after a surgery; needing privacy vs more open spaces to be outdoors as well)
- Open spaces with indications to get attention, as there are patients who miss their turn because they’re outside
- Safety of the space should be a concern and attention should be paid to prevent theft (of materials, furnishings, belongings)
- Specific ideas:
  - Decorate walls (now white) and floors playfully.
  - Put chairs and tables for children (now there is seating)
  - A stage for shows
  - Protect bottom of the window to avoid accidents
  - Interactive play - to discover ways to avoid accidents

## Daily Newspaper (“Diario Mural”):

- Activities and invitations
- News Feed

## Signage throughout the Center

### Other Areas

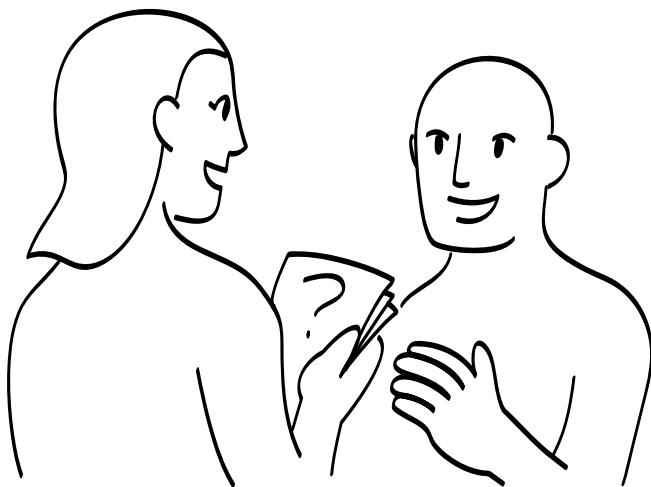
- An area for “bodegas” (storage) is needed & how to get new offices.
- “Box de atención médica” needs decoration
- Exterior paint needs to be renewed

# **ADDITIONAL METHODS**



# interviewing 101

Plan an interview from start to finish, then go into your community and talk with people about issues that matter to them.



## time

1 hr. for a group of 10

## roles

Participants, 1 facilitator,  
1 recorder

## materials

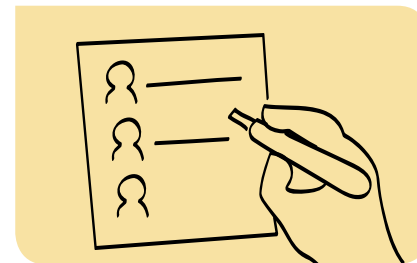
Printer-size paper (8.5" x 11")  
or larger, pens  
*optional: camera, markers*

## where to next?

Try another Seek activity like 'We Saw, We Heard' to share what you discovered in your interviews.

We Saw,  
We Heard

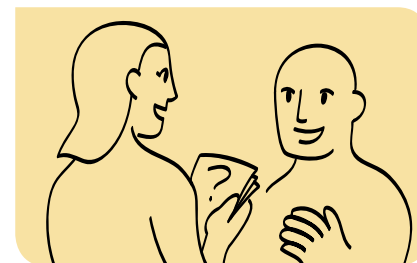
- 1 Ask your individual group members to write a list of people that struggle with issues related to the goal you want to achieve. Write down:
  - Why you would want to talk with them
  - What you would learn by talking to them
  - Where you would want to meet with them



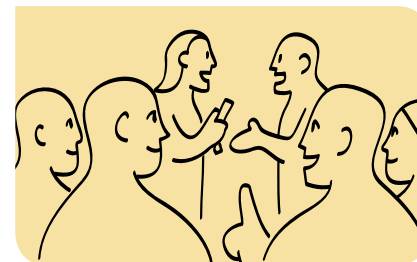
- 2 Divide your entire group into pairs. Ask the people in each pair to read out loud each list and select one of the people they would like to interview. Ask the pair to write down at least five questions they'd like to ask that person at their interview. Encourage each team to ask follow-up questions like "Why?" to provide surprising insight.



- 3 Each pair will roleplay the interview. The teammate who is being asked questions will provide feedback about whether the questions make sense and suggest additional questions to ask. The pair will update the interview questions accordingly.



- 4 Bring the entire group back together. Ask each pair to roleplay their interview again, soliciting feedback from the whole group. Then task group members to do their interviews when they leave the group meeting, encouraging them to take good notes at each interview to share with the rest of the group.



## When you're done in this activity area:

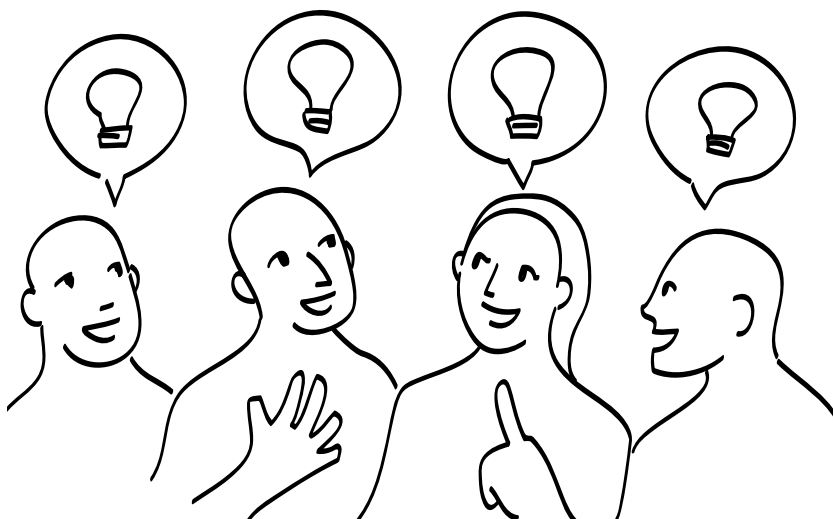
Try moving to Imagine More Ideas to act on something in your interviews that inspired a potential solution.

Don't forget to fill out a Learning Card when you transition to another activity area.

fold along line

# jam session

Create as many ideas as possible with your group, exploring a range of different solutions and building on each other's ideas in a supportive manner.



## time

45 min.

## roles

Participants, 1 facilitator

## materials

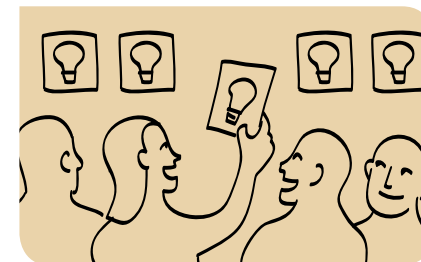
Printer-size paper (8.5" x 11") or larger and smaller sheets, pens  
optional: camera, markers

## where to next?

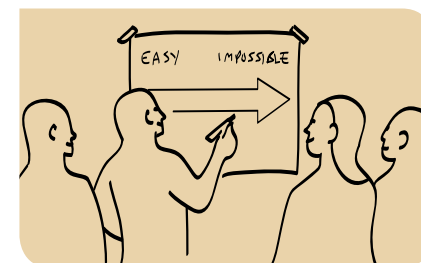
Try another Imagine activity like 'Grow an Idea' to bring one of these starred concepts into another round of ideation.

Grow an Idea

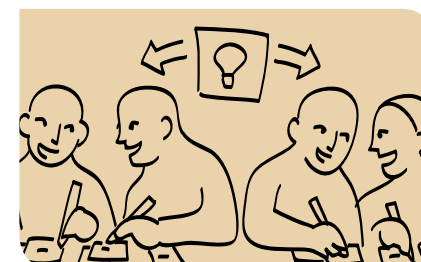
- 1 Look at all of your group's ideas that you've captured to date. Identify a topic the team would like to explore. A good topic will be directly related to your goal, and will inspire your group to immediately generate ideas.



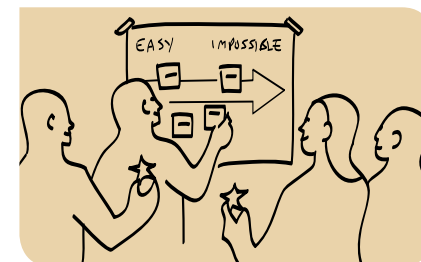
- 2 Have the activity facilitator put a piece of paper on the wall and draw a large arrow on it. On one end of the arrow, write "Easy." On the other end, write "Impossible."



- 3 Divide group into two teams. For 20–25 minutes, ask each team to write or sketch ideas related to the topic on individual pieces of paper. Create a range of ideas that are possible, impossible and anything in between. Be sure to give each idea a title.



- 4 When both teams are done, share the title and a one-sentence description of each idea with the group. Have the presenter to pin the idea where it belongs on the Easy to Impossible arrow. When everyone has presented, ask them to put a star next to the idea they're most excited about. Ideas with the most stars can be pursued.



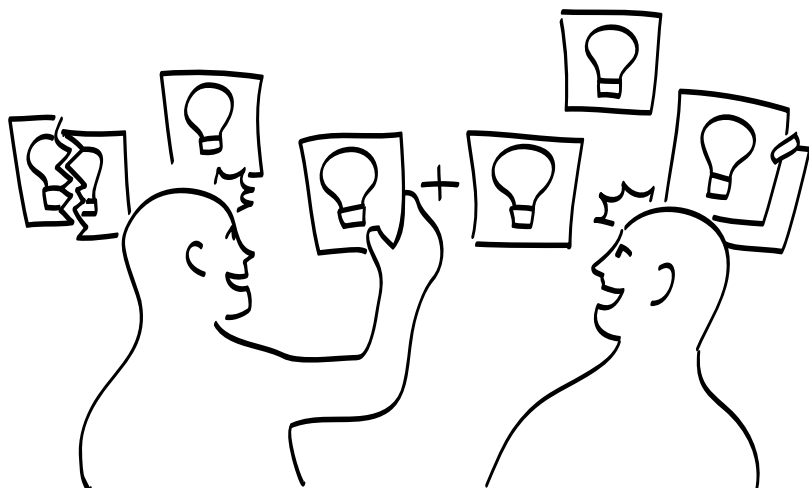
**When you're done:** Try out some Make Something Real activities to bring your ideas to life!

Don't forget to fill out a Learning Card when you transition to another activity area.

fold along line

# idea remix

Take ideas your group already has, whether good or bad, and combine them in different ways to generate new ones.



## time

1 hr.

## roles

Participants, 1 facilitator

## materials

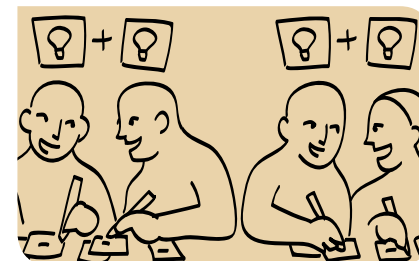
Printer-size paper (8.5" x 11")  
or larger, pens  
*optional: camera, markers*

## where to next?

Try another Imagine activity like 'Cull the Set' to identify key ideas the team wants to pursue.

Cull  
the Set

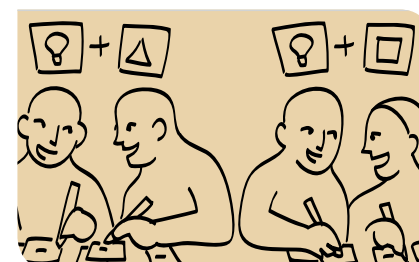
- 1 Grab your ideas from an earlier activity. Divide your group into teams of two and give them two random ideas. Have each team combine them in different ways. (For example: garden hose + cell phone = remote-controlled sprinkler system!) Title and sketch each new idea on an individual slips of paper.



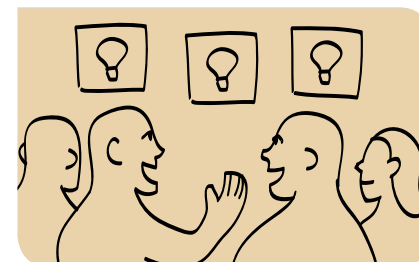
- 2 After 20 minutes of coming up with new ideas, ask the teams to post all their ideas in a place where everyone can see them. Ask each team to share their two top ideas.



- 3 Have each team select one of the shared ideas and create new ones on based on a random constraint: must be silver-colored, people must use this idea every hour, and so forth. Each team should spend twenty minutes writing or sketching new ideas and their titles on separate pieces of paper.



- 4 Each team shares their three favorite ideas and put them on the wall. Have everybody walk around and look at the last round of ideas. Discuss which ideas are similar and why. Put similar ideas next to each other. Talk about which ideas were the most surprising and why. Ideas that generate the most conversation should be pursued next!

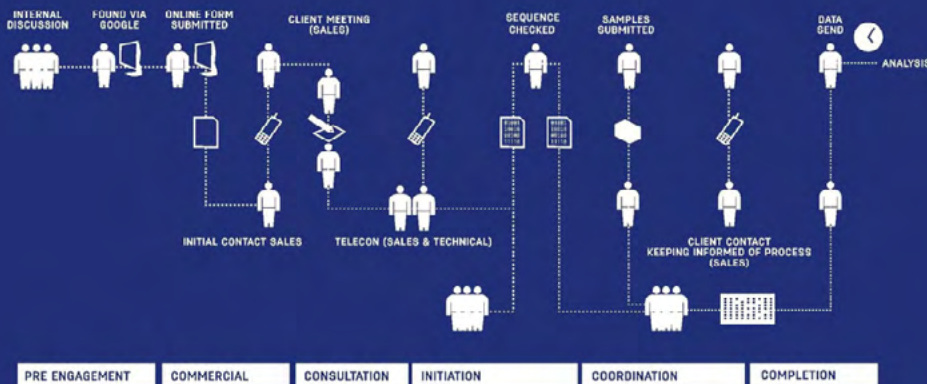


**When you're done:** Try out some Make Something Real activities to bring your ideas to life!

Don't forget to fill out a Learning Card when you transition to another activity area.

fold along line

# Customer Journey Mapping



**Customer Journey Mapping helps you to gain insight into all the stages a customer goes through while experiencing the use of a product or service. It covers the emotions, goals, interactions and barriers customers experience at each stage.**

**How to use the method?** With Customer Journey Mapping you gain a deep understanding of the process that users go through when using products or services to achieve their aims. A common pitfall for designers is that they design touch points or features that in themselves may function properly, but which do not work in synergy with the product or service as a whole and thus do not help customers to reach their aims in a satisfactory manner. The method helps you to avoid designing isolated 'touch points' or product features that lead to incoherent user experiences. When using the most complex products and services, customers have to take several steps across channels or devices, in a certain time span and with several touch points. Customer Journey Mapping helps you to consider these complex experiences and to design products and services that generate value for both the user and the organisations that provide these experiences.

**Process description: STEP 1** Determine the type of customer and give reasons for your choice. Describe him/ her as precisely as possible and explain how you know this, such as by drawing on qualitative research. **STEP 2** Map the stages the customer goes through on the horizontal axis. Take the customer's point of view, map activities instead of touch points. **STEP 3** Plot questions on the vertical axis: what are the customer's aims? What does the customer do? From the customer's point of view, what works well? What does not? What emotions does the customer go through? **STEP 4** Add any question that is useful for your specific project. For example: what touch points does the customer encounter? What other people does the customer deal with? What devices is the customer using?

**STEP 5** Answer all the questions for each stage, preferably with an interdisciplinary approach.

**Tips & Concerns:** Leave the mapping of touch points to the end of the exercise. You want to improve the experience, so do not rely too heavily on what the customer needs to use, but what he/she would like to use. Use the vertical axis in a flexible way; for each project the vertical axis looks slightly different. Use different visual formats: the journey could have a circle shape, two journeys could meet, the journey could be visualised through a metaphor.

Ask users to map their own journey by asking them to define the stages and asking how they perceive their own experience, but do not limit your findings to emotional aspects. Combine qualitative with quantitative research data and engage managers in your project. Be sure to document insights from discussion with users and set aside time for dialogue. Do not be afraid to change cells when new insights emerge. Use visuals and research data wherever possible. Use Customer Journey Mapping at several stages of the design process. Take time to sketch and co-create with various stakeholders and leave room for improvements along the way.

van Boeijen, Annemiek; Daalhuizen, Jaap; Zijlstra, Jelle; van der Schoor, Roos (2014-11-06). Delft Design Guide: Design strategies and methods

# COLLAGE



A Collage is a visual representation of the context, user group or product category. It helps you to develop visual design criteria and to communicate these criteria to your stakeholders.

## How to use the method?

Before you start making a Collage you need to determine its purpose. Furthermore, it is important to determine how the Collage will be used: is it instrumental in the design project as a means to generate criteria, for example, or will it be used to communicate a design vision? Analysing Collages helps you to determine the criteria that the solution must meet. Criteria of this kind also set a general direction for idea generation. With a Collage you can find criteria for matters such as the lifestyle of a target group, the visual appearance of a product, the context of use and the interaction with a product. Other criteria can concern the category of products that are comparable to the new design and how the new product will function in its environment. The creation of a Collage is both creative and analytical. After making Collages you can use these images to define a number of characteristic types of colours/ textures and materials.

## Possible procedure:

**STEP 1** Determine the most suitable materials (2D and 3D). Intuitively gather as much raw imagery as possible. **STEP 2** Group together the imagery that concerns the target group, environment, handling, actions, products, colour, material and so on. **STEP 3** Decide on the function and meaning of the background: the orientation (landscape or portrait), colours, texture and size. **STEP 4** Experiment by drawing small sketches to set down the structure of the composition, paying attention to the creation of lines and axes. **STEP 5** Think about which imagery should be placed in the foreground and which in the background. Consider the size of the imagery and its relationship with the background. **STEP 6** Make a provisional composition of the Collage with the means at your disposal. **STEP 7** Assess the overall picture: are most of the characteristics represented? **STEP 8** Once the picture meets your expectations, paste the Collage.

**Limitations of the method:** A Collage is personal and it is therefore sometimes hard to communicate its meaning to others. It takes a lot of time to find the right imagery for a Collage. Working from a computer screen and using digital images only limits your freedom.

**Tips & Concerns:** If pictures do not meet your expectations, try to identify which element or elements are out of place: imagery (target group, products, et cetera), quantity of material, orientation, relationship, structure of the composition, foreground/ background, treatment of material, separation/integration of material or types of colours/shapes. Consider the use of zoomed-in details of pictures and scale them up or down according to your needs. A mood board is a type of Collage expressing a specific mood or emotion.

van Boeijen, Annemiek; Daalhuizen, Jaap; Zijlstra, Jelle; van der Schoor, Roos (2014-11-06). Delft Design Guide: Design strategies and methods

## Share Inspiring Stories



Once you've had a chance to Download Your Learnings it's time to make sense of them. One way is to share the best of what you heard with your teammates.

Over the course of the Inspiration phase, you've heard stories or had experiences that stuck with you. Most likely, they won't be the ultimate solutions to your design challenge, but chances are they'll resonate with your team as well. At IDEO.org, we Share Inspiring Stories with our teammates so that they become part of our collective consciousness. The goal is to build a repository of stories for your team to draw from, tell, and retell. Capturing those powerful anecdotes and building them into the very narrative of your team's work helps everyone down the line.

### STEPS

**TIME**  
30-60 minutes

**DIFFICULTY**  
Moderate

**WHAT YOU'LL NEED**  
Pens, Post-its, a large sheet of paper, tape

**PARTICIPANTS**  
Design team

- 01** | Affix a large piece of paper to the wall to capture all the team's Post-it notes and ideas from the story in one place.
- 02** | Tell the most compelling stories from the field to your teammates. Try to be both specific (talking about what actually happened) and descriptive (using physical senses to give texture to the description). Report on who, what, when, where, why, and how. And then invite each of your teammates to share their own inspiring stories.
- 03** | As you listen to your teammates' stories, write down notes and observations on Post-its. Use concise and complete sentences that everyone on your team can easily understand. Capture quotes, the person's life history, household details, income, aspirations, barriers, and any other observations.
- 04** | Write large enough so that everyone can read your notes. Then put all the Post-its up on the wall, organizing them into separate categories for each person that your team interviewed and each place that your team visited.
- 05** | At the end of story sharing, you'll have many sheets lined up on the wall with hundreds of Post-it notes. Consider this shared information as a group and start to own the most compelling stories you heard.

## Co-Creation Session



The people you're designing for can tell you plenty, and they can show you more. Here's how to further incorporate them into your design process.

You'll be talking with scores of people throughout your project, and a Co-Creation Session is a great way to get feedback on your ideas and bring people deeper into the process. The purpose of a Co-Creation Session is to convene a group of people from the community you're serving and then get them to design alongside you. You're not just hearing their voices, you're empowering them to join the team. You can co-create services, investigate how communities work, or understand how to brand your solution.

### STEPS

**TIME**  
1-3 hours

**DIFFICULTY**  
Moderate

**WHAT YOU'LL NEED**  
Pens, Post-its, paper, a place to meet

**PARTICIPANTS**  
Design team, community members, partners

- 01** | The first step is to identify who you want in your Co-Creation Session. Perhaps it's a handful of people you've already interviewed. Maybe it's a particular demographic like teens or female farmers or people without jobs.
- 02** | Once you know who you want, arrange a space, get the necessary supplies (often pens, Post-its, paper, art supplies), and invite them to join.
- 03** | Maximize a Co-Creation Session with Conversation Starters (p. 45), a Brainstorm (p. 94), Role Playing (p. 118), Rapid Prototyping (p. 119), or other activities to get your group engaged.
- 04** | Capture the feedback your group gives you. The goal isn't just to hear from people, it's to get them on your team. Make sure that you're treating your co-creators as designers, not as Interview (p. 39) subjects.



**TIME**  
60-90 minutes

**DIFFICULTY**  
Hard

**WHAT YOU'LL NEED**  
Pens, Post-its, paper

**PARTICIPANTS**  
Design team

# Create Frameworks

A framework is a visual representation of a system and a great way to make sense of data. Use them to highlight key relationships and develop your strategy.

During the Ideation phase it can feel like you've got tons of information but no way to organize it. At IDEO.org, we Create Frameworks to help synthesize our learnings and find clarity in what are often highly complex challenges. Frameworks like 2x2s, relational maps, and journey maps help you start to visualize patterns, understand the perspectives of the people you're designing for, and help you unpack the context you're working in.

## STEPS

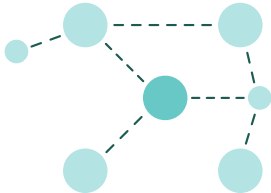
- 01** | As you Share Inspiring Stories (p. 78), listen for moments when the topic seems to fit into a larger system or feels related to something else you heard.
- 02** | When patterns start to emerge, draw them. At first they can be simple frameworks like Venn diagrams or 2x2 matrices. These simple diagrams can help you map a few forces at work at once.
- 03** | As the systems you hear about become more complex, and you start to think about what you might design, your frameworks will too. For example, a journey map—which charts the steps from first hearing of your product to trying it to recommending it to a friend—might become relevant.
- 04** | Keep refining your frameworks as you move through the Ideation phase and feel free to invent new ones. Your frameworks are bound to change, and that's OK. Frameworks are only meant to help you visualize your system, not to capture it perfectly the first time out.

## Types of Frameworks

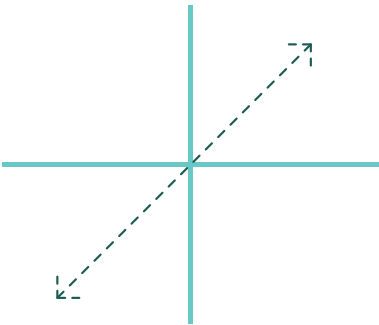
Journey Map



Relational Map



2x2



# DESIGN PROVOCATIONS

How can the total environment be welcoming and friendly?

How can spaces be conducive to interactions between kids, parents, and medical professionals?

How can we use interactivity to safely engage patients' senses, while being sensitive to limited mobility and healing wounds?

How can resourceful, low tech solutions help kids learn & have fun?

How can way-finding and environmental graphics communicate clearly, to help reduce patients' and families anxiety?

How can play spaces be both safe for kids recovering from surgeries and still engaging?

How can light calm, create a more cheerful mood, and help heal?

How can we tailor design to meet the needs of underserved pediatric patients in Latin America?

How can we develop affordable, implementable, high-impact innovations?

How can places adapt to different age kids, from young children, to elementary, to teens and young adults?

**With huge thanks to Dr. Rojas & the Coaniquem team, and great admiration for your vision, impact and leadership creating a healing place for pediatric burn survivors. We at ArtCenter are honored to collaborate with you.**



[www.designmattersatartcenter.org](http://www.designmattersatartcenter.org)

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