



COLLABORATION FOR EVERYDAY WELLBEING

Design Challenge Partnership

MASSEY UNIVERSITY AND LIFEHACK



LIFEHACK

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"Lifehack is the research and development ground for youth wellbeing technology interventions for New Zealanders."

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ABOUT LIFEHACK

Lifehack acts as a platform where people from different parts of society can come together to develop new approaches, projects and ventures, with the needs of young people at the centre of the process. We bridge backgrounds, skill sets, geographies and empower young people and their communities to develop solutions to the challenges they see around them.

"Lifehack is the research and development ground for youth wellbeing technology interventions for New Zealanders."

Lifehack is led by Enspiral and supported by the Community Investment Team at the Ministry for Social Development. From the beginning, our team recognised the complexity of issues surrounding youth mental health in Aotearoa New Zealand. As a consequence we knew we would need to take a new and innovative approach if we were going to have a national impact with a small set of resources. We focus on engaging young people and those that work with young people to lead the development of evidence-based interventions which improve youth wellbeing as a protective factor against mental health challenges.

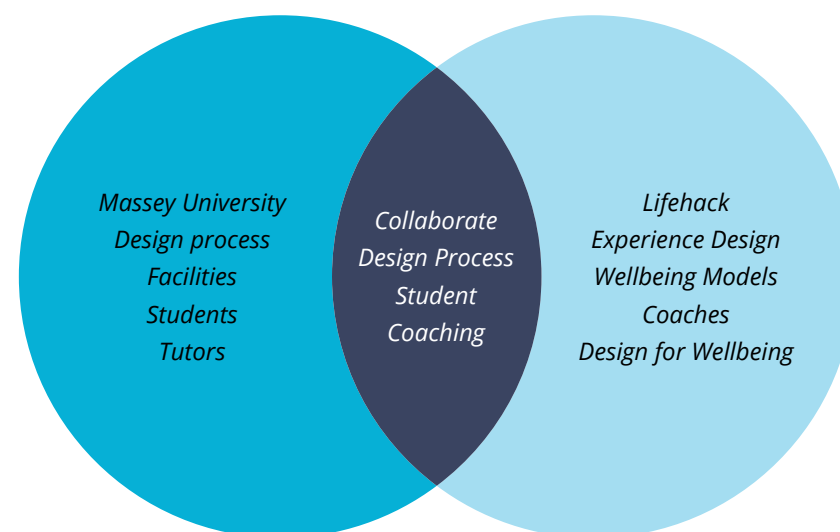
Youth mental health and wellbeing is often approached as a collection of problems to be solved, rather than part of a holistic vision to be achieved. A flourishing society requires investment in young people that focuses not only on minimising deficits or treating issues, but also on building capacity and skills that will enable rangatahi / young people to be healthy, resilient and well-prepared for their life's ups and downs.

Lifehack was launched in 2012 under the Prime Minister's Youth Mental Health Project, specifically supported by the Social Media Innovation Fund.

ABOUT THE WELLBEING DESIGN CHALLENGE

Lifehack began working with lecturers at Massey University's College of Creative Arts in late 2014 to bring a new initiative to life: Each year the School of Design chooses a topic which will be the foundation for a design challenge for 3rd year students, and this year the topic was Everyday Wellbeing.

Thanks to our personal relationships forged with the Massey staff over time, as well as their generosity to be involved in our previous initiatives as mentors, we were able to have a discussion right at the inception of the challenge topics, and offer our help. We recognised that our role could be to support



INTRODUCTION

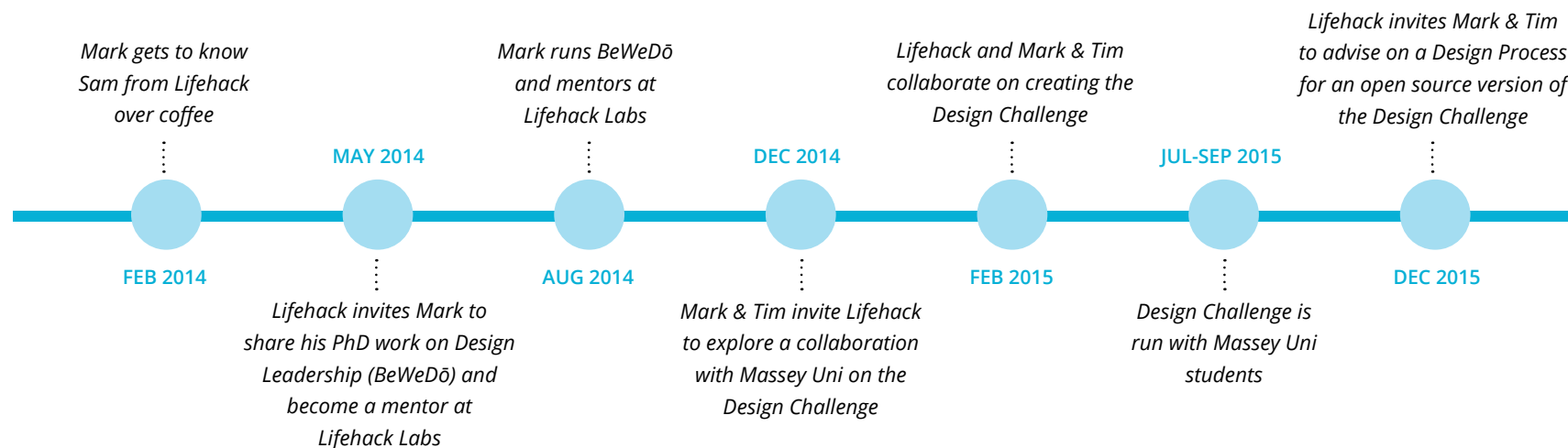
the development of the Everyday Wellbeing brief (in addition to the [RSA Student Design Challenge](#) version) and to run workshops throughout the 12-week process to help build the students' understanding of Everyday Wellbeing.

This was a unique collaboration, bringing together an academic institution with a social innovation lab, to create an experience for students which fitted into their regular University schedule. Each of our organisations brought certain skills and mindsets, and we met in the middle in the discipline of Design. Through this collaboration, together we combined the evidence-based processes and resources of Lifehack with the iterative user-centred design processes of Massey University to create bespoke

workshops, exercises and modes of delivery specific to the Everyday Wellbeing Design Challenge.

This Design Challenge was made possible by a friendship and professional relationship with Mark Bradford and Tim Parkin (senior lecturers at Massey University's School of Design). Mark has been a big supporter of Lifehack since the early days.

Here's a brief synopsis of Mark and Tim's involvement, and how it forged the possibility of collaborating on the Design Challenge:



HIGH LEVEL IMPACT OF DESIGN CHALLENGE

THE SPLASH

TRENDS OUTCOMES



Double paper
12 WEEKS



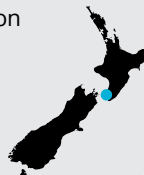
160
Third Year
Students

THE CHALLENGE



26,880
Hours

MASSEY UNIVERSITY
Wellington



SOCIAL CAPITAL

- More connected through whānaungātanga
- Trust built through project groups

HUMAN CAPITAL

- Collaboration
- Wellbeing models
- Design research
- Synthesis + Insights
- Prototyping
- Graphic Design
- Presentation

ECONOMIC CAPITAL

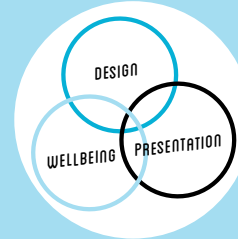
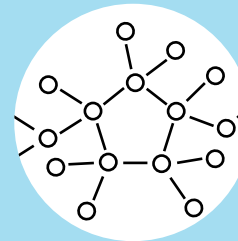
In kind contribution
at \$21/hour

INTELLECTUAL CAPITAL

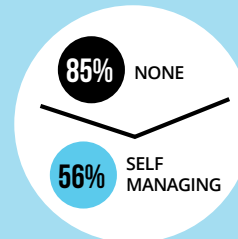
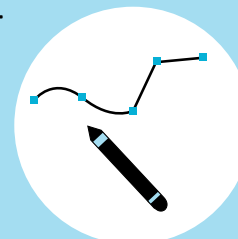
- Design research into interventions for everyday wellbeing for young kiwis
- Design model to be Open Source
- Challenge to be Open Source

WELLBEING CAPITAL

- Increased self awareness
- Increased understanding of design for wellbeing
- Increase own ability



\$564,480



DESIRE TO CONTINUE

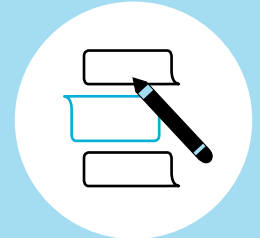
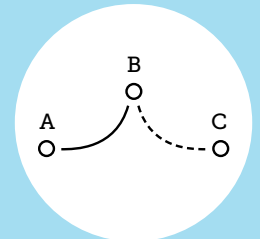
- 66% want to continue to work on wellbeing
- One joined wellbeing project with Council

SELF AWARENESS INCREASED

- 85% increase

DESIGN FOR WELLBEING

- Increased competence in 160 students



"I loved the paper!
I found I am more self
aware with my mental
health and wellbeing, and
understand how important
it is to focus on."

STUDENT



The Design Challenge was a unique type of experiment for Lifehack - the first time we had supported another organisation to run a design process.

As Lifehack was playing a supporting role in the delivery of the Design Challenge, we weren't able to run a full evaluation as students were already heavily surveyed and extremely busy with hand ins. Therefore, what follows is an approximation based on workshop contact time, interviews with staff, a follow-up survey with students, and in person interviews — it may not be statistically representative.

SUMMARY

We found from our evaluation that the Design Challenge performed well in generating new concepts for everyday wellbeing interventions, increasing wellbeing of participants, and leveraging the time and energy of Massey University students and faculty. All of these are strong signals that well developed projects could emerge which would improve youth wellbeing and mental health in New Zealand.

As with previous reports, we found the Design Challenge was a certain shape — optimised for certain kinds of impact across a range of areas we've previously identified as our 6 Capitals - Social, Human, Physical/Digital, Intellectual, Economic and Wellbeing. We will break down the results into these areas for more granular insights about the programme.

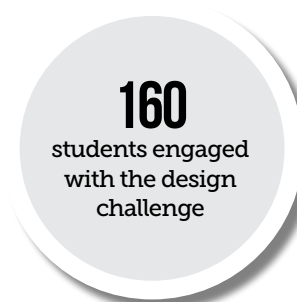
RESULTS IN DETAIL

Here is a breakdown of each of the impact capitals¹ to show how value was generated:

Social

290 students (across the School of Design) 160 that we worked with – this is the number we base our below numbers on.

Many of these students hadn't worked together before, and after whānaungatānga activities, joined people to collaborate on group projects. Trust and connection built through this work.



Human

Capacity building in:



COLLABORATION CAPABILITY



WELLBEING SCIENCE



DESIGN RESEARCH



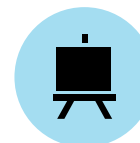
SYNTHESIS &
INSIGHT BUILDING



RAPID PROTOTYPING



GRAPHIC DESIGN /
USER INTERFACE DESIGN



PRESENTATION SKILLS

¹ Lifehack evaluates impact against a framework based on best practice of Social Labs Impact Evaluation. You can read more about it at <http://lifehackhq.co/impact-evaluation/>



Physical/Digital

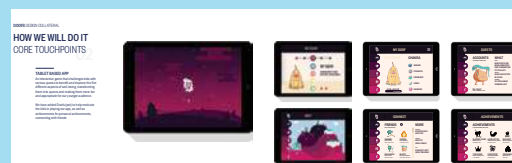
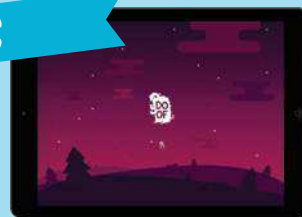
60 Projects were handed in by students.

The majority of the projects (over 60%) had some form of digital element as part of their concept designs: website, social media, app, or otherwise.

The requirements of the paper were to develop the concepts for the projects to a visual mockup stage - which means the websites, apps and the likes were had been visually designed but not developed into fully functional websites and apps. Many we observed were build in software platforms which meant they were able to be clicked, but didn't have full usable functionality.

Download these two concepts which emerged from the Design Challenge:

DOOFS



Problem: Kids are spending too much time on technology.

Solution: "Doofs are fun, interactive and lovable monsters helping kiwi kids towards healthier living. Doofs is an interactive on and offline game that challenges kids with various quests to benefit and improve the five different aspects of wellbeing, transforming them into quests and making them more fun and appropriate for our younger audience."

Concept designed for:

- Mobile App Game
- Storybook
- Stickers, Flier, 3D Printed Toy, 3D Puzzle

Doofs was designed and developed by Massey Design Students, Scott Eng, Wiremu Smith & Ben Costeloe. You can see [the project \(including videos\)](#) on Behance [here](#).

MEALTIME



What we eat has an impact on the way we think, feel and act.



Problem: Many students don't realise the impact of diet on their wellbeing.

Solution: "Mealtime connects students with people in their community, by creating a service that allows students to do short jobs for homecooked meals. Mealtime's aim is to help students be healthy, learn how to manage their lives and improve their social abilities."

Concept designed for:

- Poster
- Website
- App
- Stickers
- Social media

Economic

\$883,008 in kind contribution (@ \$31.50/hour²)

14 hours per week * 12 weeks = 168 per student =
26'880 total hours working on wellbeing (\$846,720)

8 faculty @ 12 hours per week = 1152 hours student
support & marking (\$36,288)



2. Based on 2015 figure of Volunteer Contributions from Community Directors: <https://www.communitydirectors.com.au/icda/tools/?articleId=1622>

Intellectual

By Students

- There was a huge amount of design research completed about a range of intervention points. Currently these insights are held in the visual briefs and final projects completed by students. Due to University protocol, these are not all available for sharing.
- We are seeking to curate a list of all the publicly available insights which students have published as part of their portfolio.
- Refer to the projects in Physical/Digital for examples of the kinds of intellectual capital developed and presented.

By Lifehack

- As a team, we have built new insights about emerging 'Design for Wellbeing' discipline - supported by evidence-base of science. We have share these in this blog post: <http://bit.ly/23MlZZf>
- Based on these insights, we are developing a Design Model for working on Wellbeing projects which will be open sourced in 2017.
- We are also now developing a Wellbeing Design Challenge Facilitator Kit which will make this design process available to people around the country to engage small groups of people in their own wellbeing design challenges. Sign up to the Lifehack Newsletter for more information about this.

Wellbeing

Lifehack works with a range of wellbeing frameworks³. For the purposes of this design challenge, we focused on accessible frameworks such as the 5 Ways to Wellbeing, but students were also introduced to Te Whare Tapa Whā and PERMA.

Prior to the Design Challenge

85% reported no knowledge about wellbeing that they could articulate prior to the challenge⁴.

On the first day of the challenge, 2 out of 160 people put their hand up in a lecture when asked whether they could explain Wellbeing to a friend⁵.

After the Design Challenge

85% of students reported the design challenge increased self awareness about wellbeing.

56% of students reported a greater understanding of how to manage their own wellbeing⁶.

"it has brought an awareness to how my body and mind reacts to university stress and is a lovely topic (when focusing on a positive element) to use as a personal reflection of myself and my peers." - STUDENT

3. Lifehack works with a range of wellbeing frameworks - see more at <http://lifehackhq.co/about-lifehack/what-is-flourishing/> - for the purpose of working with Massey University, we focused on the 5 Ways To Wellbeing framework.

4. Statistic from Lifehack post-Challenge evaluation surveys.

5. Statistic from in person workshop session.

6. Statistic from Lifehack post-Challenge evaluation surveys.



SECONDARY IMPACTS - OUTCOMES

Several core themes emerged from our evaluation:

- Increased awareness and empathy
- Desire to continue projects or on wellbeing-related projects

The Evidence

Greater empathy for friends and peers

"It was interesting getting together in a large group and talking about our own wellbeing in both good times as well as bad. You have these conversation one on one normally, so to experience something like this as a large group really affected me and reminded me that everyone has highs and lows, everyone is human." - STUDENT



88% of respondents reported they thought more about their personal wellbeing because of the paper.⁷



"I now identify and acknowledge the 'well-being benefits' within the everyday activities that I do (cycling to work, volunteering on school trips etc). By having these top-of-mind I can then start to draw benefits from them." - FACULTY

All interviewed participants talked about wellbeing with confidence.⁸

"I loved the paper! I found I am more self aware with my mental health and wellbeing, and understand how important it is to focus on. My eventual project was built on my own experience and journey throughout the paper, as I found my own concepts of wellbeing both complemented and differed from the frameworks we were presented with. I hope to do some more design for wellbeing in the future!" - STUDENT

"I want to create a textiles project with designs inspired by nature which slows me down, makes me take notice of what I need to do - techniques like beading and hand stitching. The wellbeing part is as much about the process as it is the outcome." - STUDENT



"I became amazingly aware of things impacting my wellbeing both positively and negatively. I take more notice of what I need and what's going to be more beneficial for my wellbeing, so I'm trying to have more balance with having fun as well as working. Sleeping is a huge thing I'm trying to improve as well!" - STUDENT

66% of respondents reported they were keen to continue to work on Wellbeing.⁹

"The time we had was good, but I would have liked further time to develop / render our final solution in the second part of the project. I was really happy with our final result, but I feel if it had been pushed more, tested more and polished more it could have been improved and could actually really make a difference." - STUDENT



"I'd be interested in exploring further what impacts people's wellbeing in my major project. It's opened up a lot of options in the sense of a lot of things that I didn't think mattered in life actually do in a big way. I'm now working with the council on the teenage girls project which is exciting because it's being steered by wellbeing now more than just engaging people." - STUDENT



7. Statistic from Lifehack post-Challenge evaluation surveys. 8. Statistic from in person interviews conducted by Lifehack team 9. Statistic from Lifehack post-Challenge evaluation surveys.

SIGNIFICANT WELLBEING OUTCOMES WERE GENERATED FOR PARTICIPANTS

The most striking insight from running this design challenge was the degree of the increase in awareness and understanding of wellbeing, which emerged from our evaluation, amongst participants.

Originally we were not expecting such a positive impact on the students directly, instead expecting the projects which emerged from the challenge to be built upon in following programmes, put in the hands of users, and for positive wellbeing impact to occur at this stage for their friends, communities and young people around the country.

We recognised that the design challenge could be seen as a Trojan Horse for mental health awareness, education and capability building. It has the additional benefit of being a strengths-based approach to all of these outcomes.

To explain this further, our evaluation is telling us that by setting people a challenge to design a wellbeing intervention they are engaged in the science behind wellbeing frameworks (such as 5 Ways to Wellbeing or Te Whare Tapa Whā). In doing this, they are led to greater self awareness, deeper understanding about how to increase wellbeing (for themselves and others), and these lessons can be retained for future impact. We think there should be a comparative study done between this approach and traditional health promotion messaging campaigns.

This is a breakthrough that has the potential to challenge the way mental health promotion could and should be delivered to a significant

number of young people, especially those who are disconnected from traditional advertising and marketing approaches.

A design challenge focused on wellbeing has a double helix of impact:

*Increase in
understanding
of Personal
wellbeing*



*Capability to
design for wellbeing
for others*

This fits well with our principle of training and supporting people to **co-design wellbeing interventions**, as it will create a larger improvement in wellbeing than designing without engaging with more people. This 'training & supporting people to codesign' direction has the potential to increase the size of the **ripple** of our impact by engaging many magnitudes more people than Lifehack could reach alone. This means the greater number of people that Lifehack can reach and train in evidence-based wellbeing codesign techniques, the quicker we can get to 100% flourishing.

Example:

- A.** Lifehack designs 2 interventions for 100 people each = 200 people reached
- B.** Lifehack co-designs 2 interventions with 20 young people from 100 people each = 240 people reached.
- C.** Lifehack **trains** 20 people to co-design 1 intervention each for 100 people, with 20 young people each = **2400** people reached.

This also indicates that the best way to scale up the impact of this programme may be to **make it accessible to more people**, rather than invest in supporting the projects to be built and rolled out to more users.

CONTINUE TO CREATE PATHWAYS FOR NON-MENTAL HEALTH PROFESSIONALS

By working with people with no professional background in wellbeing and mental health, we observed a huge array of creativity being applied to how people could engage with the practical evidence-based wellbeing strategies. This leads us to believe that allowing people from outside the health sector to be involved in developing wellbeing interventions can bring new and exciting possibilities for the future of wellbeing projects, **however they need to have a grounding in evidence-based design to do this safely and effectively.**

It is often difficult for people from outside the mental health sector to get involved in developing new interventions, even though many people are interested in supporting others (as well as themselves) with improving their mental health and wellbeing. Engaging people within their existing skillsets (e.g. design or technology) leverages these talents, as well as giving people a personal sense of effectiveness — which is shown¹⁰ to increase their chance of continued engagement.

By creating safe ways for this engagement to happen¹¹, we can increase the capacity of a large and diverse set of skills, talents and resources to work on tackling this complex problem — increasing our likelihood of success in tackling mental health challenges.

^{10.} 2011, *Strengths-Based Practice: The Evidence*, Dr Natalie Scerra, Research and Program Development, Social Justice Unit, UnitingCare, Children, Young People and Families

^{11.} This is a reference to our upcoming work on Quality, Safety, Ethics, Rigour & Responsibility - codenamed QSERR. Please refer to <http://lifehackhq.co> for more details as they are available.



People working on design challenges will learn more about their own wellbeing, become more personally resilient and learn how to best support others in their networks going through mental health challenges.

Many students reported it as their hardest paper which was also the most rewarding, and as mentioned above in the Impact Results section, we had many students identify they would welcome more opportunities to continue with Everyday Wellbeing as a future career direction.

TIMING IS CRUCIAL FOR STUDENTS

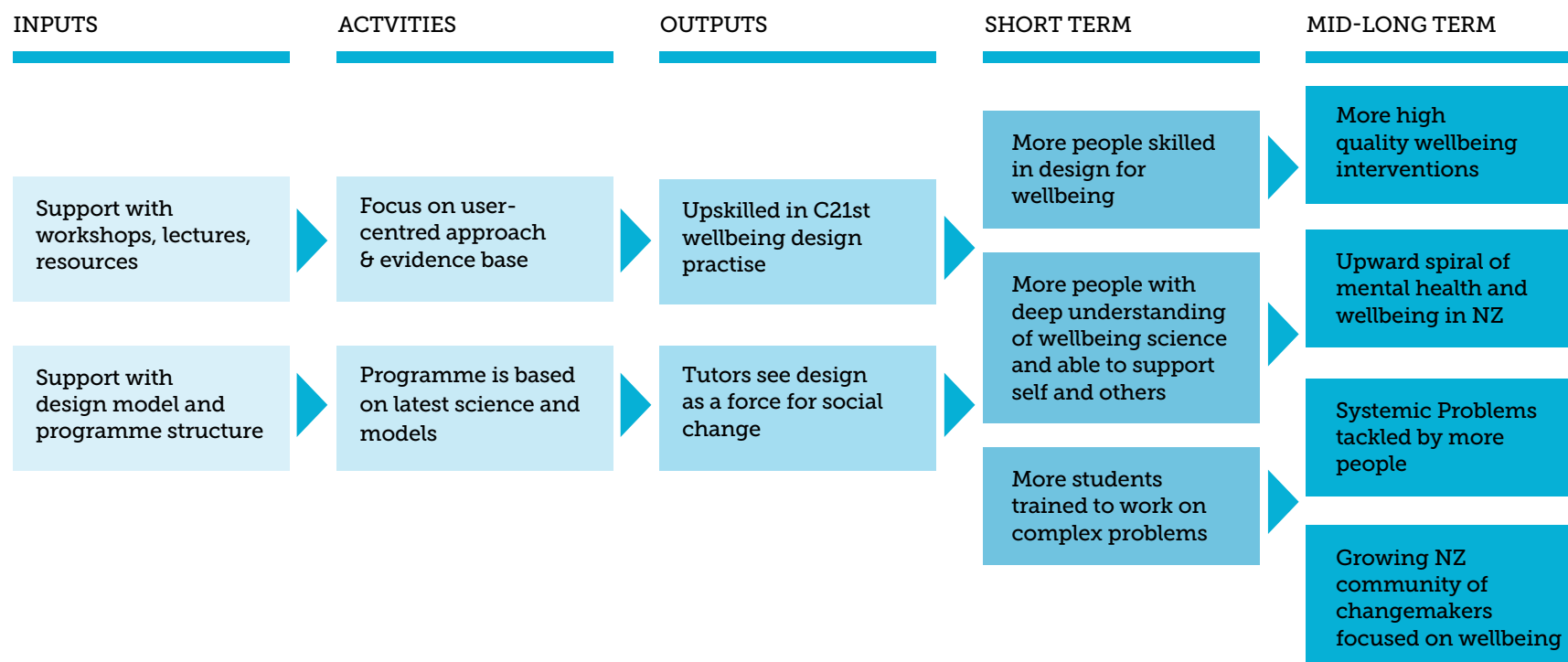
Working with 3rd-year students, we found they have a lot on their minds with multiple different subjects and hand-in dates. Whilst they could take their project into their 4th year, there can be so much happening at the end of the year that it isn't likely many will carry on the project to create a widely adopted and scalable product.

However students will retain the skills and knowledge around wellbeing, and open the door to more self-awareness about mental health and wellbeing.

Some of the other competing motivations for students are to find work, increase their networks, and develop their portfolio. Future design challenges might seek to establish how these motivations might be achieved through the same challenge and further supporting programmes and resources.

UPDATING OUR THEORY OF CHANGE

A good theory of change or programme logic should be living and adapting as you learn and iterate. Here's the updated version from the one in the appendix which informed the design of the Challenge.



REFLECTING ON OUR HYPOTHESES

This is our opportunity to reflect on the hypotheses which outlined the intentions for the programme and the areas we were paying particular attention to for potential learnings.

Hypothesis 1:

By supporting Massey University to run a Design Challenge focused on Everyday Wellbeing, 5 evidence-based Wellbeing projects will emerge and be available to New Zealanders.

This hypothesis was **invalidated**. However the learning about the challenge itself being a vehicle for improving wellbeing has been a breakthrough for understanding how to reach and engage a range of young people who aren't well served by traditional mental health promotion and services¹².

As outlined above in the Learnings & Insights section, this was an area which we were surprised by the results. We aren't aware of any of the students carrying on the ideas they developed in the challenge, however several have mentioned they would like to.

One student found work with a local wellbeing project run by Fran McEwan, one of the alumni from the 2015 Lifehack Flourishing Fellowship.

¹² 10–15% of young people with mental health problems receive help from existing mental health services (WHO 2005). The Gluckman Report found that “Young people are reluctant to seek care for mental health problems. Providing services that are youth friendly and accessible, through schools or youth one stop shops, particularly if these are not specifically targeted at mental health problems, is likely to improve access. [Improving The Transition](#), Gluckman, 2011 (PDF)

Hypothesis 2:

By working with Massey University, we will be able to reach and increase the skills and capacity of over 150 students using a new design model which will blend design and science insights to form the basis of the final projects.

Working with Massey was an excellent opportunity to reach a wide range of young students. Whilst we mainly worked with 160 students in VCD, the Everyday Wellbeing theme was carried by the whole School of Design — around 290 students in total.

This hypothesis was **validated** as we were able to work closely with Massey's lecturers to influence the first few weeks of the paper to bring in a range of evidence-based wellbeing strategies (such as Te Whare Tapa Whā and 5 Ways to Wellbeing).

Hypothesis 3:

By providing workshops, lectures and resources throughout the 12 weeks, we will see more Massey students attending (or applying to attend) Lifehack events and experiences.

Whilst this hypothesis didn't have a specific number of students indicated, we definitely saw an increase in terms of online engagement, newsletter sign-ups, and received some applications for our Te Kōanga programme. We consider it **validated**.

Continuing to engage these students with local opportunities whilst maintaining an ongoing relationship with Massey University will be key to enabling more of the students to engage in Lifehack events and experiences.



Based on our insights and learnings, we have three main future experiments or opportunities to improve and extend the impact of this initiative.

1) OPEN SOURCE THE DESIGN CHALLENGE

One of our intentions early on in the discussions with Massey University was to work together to open source the design challenge, so anyone around the country could apply the same process.

We've learnt a lot about how to blend a scientific evidence-base with the kinds of insights we gain from human-centered design, so we can bundle this together into a resource for individuals and people who want to work alongside others to run their own design challenge.

Check out <http://lifehackhq.co/everyday-wellbeing-design-challenge/> to keep up to date on this and sign up for updates around open-sourcing this initiative.

2) RUN DESIGN CHALLENGES WITH MORE INSTITUTIONS AND YOUTH ORGANISATIONS

Based on the insight that the act of taking part in the design challenge can improve people's wellbeing, we believe that there is good basis to scale up the reach of this challenge and work with more educational institutions and youth organisations.

This would be dependent on increased funding or diverting existing resource from Lifehack, as it would likely require part of the Lifehack core team to be involved in setting up and running this initiatives.

We believe there is significant opportunity for positive impact, especially amongst young people who are often not reached by mental health promotion.

This could also be twinned with a strategy such as national design awards (online or in person) and a fund for developing the ideas further, and/or a place on our other existing programmes such as our fellowship or venture support.

3) INVEST IN A DESIGN FOR WELLBEING LAB

There is an emerging field of Design for Wellbeing, which Lifehack is exploring in New Zealand and is springing up around the world.

Investing in furthering this field is an important step for Lifehack and other stakeholders to take, to help understand how we bring together multi-disciplinary groups to design the future of our mental health and wellbeing products, services and interventions.

We believe investing in a Lab which is rooted in academia, yet connected to industry through Lifehack, is an excellent investment to support New Zealanders to improve mental health and wellbeing, and create a range of projects and interventions which can be more globally-focused.

The Design for Wellbeing Lab could take a similar form to the Design+Democracy Lab (<http://designdem.tumblr.com/>) for example, which sees Masters and PhD students exploring how design can advance democracy through tangible, actionable projects which are built and launched in short timelines.



ACKNOWLEDGEMENT

We want to extend a special acknowledgement to Massey University's School of Design for allowing us to collaborate on this challenge. The project was groundbreaking in Aotearoa New Zealand, and has attracted significant interest from around the world.

We look forward to working together with Massey, the incredible staff and students, and levelling up the emerging discipline of Design For Wellbeing with you in the coming years.

This challenge wouldn't have been possible without Massey University, with specific personal investment from Mark Bradford (<https://nz.linkedin.com/in/markjohnbradford>) and Tim Parkin (<https://nz.linkedin.com/in/tim-parkin-7b4b5687>).

OUR HYPOTHESES

Whenever we create a programme, we work with a range of hypotheses about what will happen because of running it. These were our leading hypotheses about this programme:

1. By supporting Massey University to run a Design Challenge focused on Everyday Wellbeing, five evidence-based Wellbeing projects will emerge and be available to New Zealanders.
2. By working with Massey University, we will be able to reach and increase the skills and capacity of over 150 students using a new design model which will blend design and science insights to form the basis of the final projects.
3. By providing workshops, lectures and resources throughout the 12 weeks, we will see more Massey students attending (or applying to attend) Lifehack events and experiences.

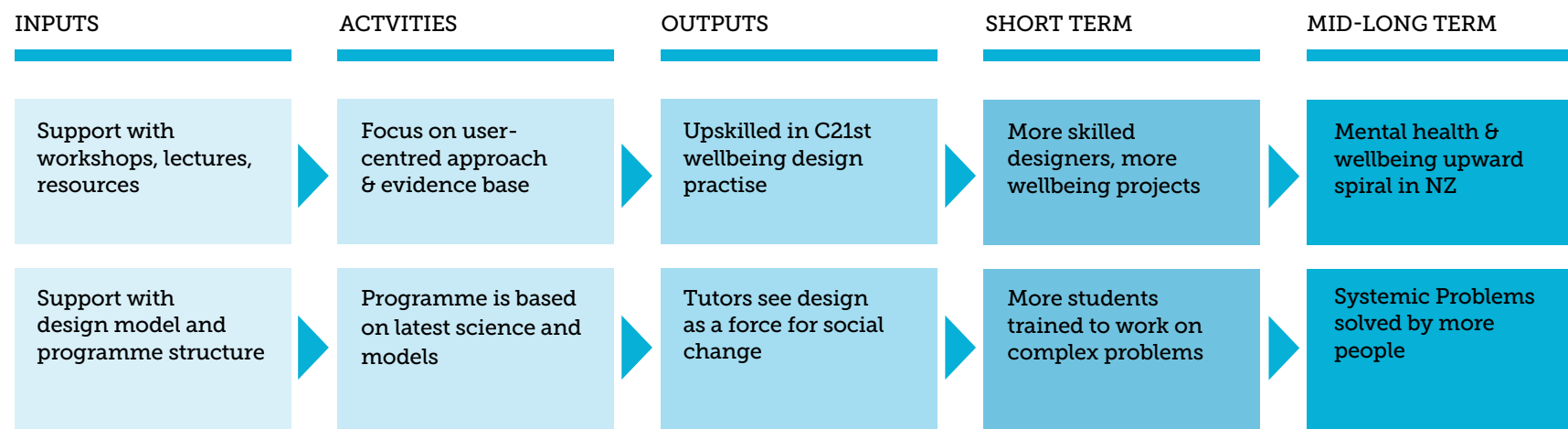
We share the results of these hypotheses in the [Learnings & Insights](#) section.



THEORY OF CHANGE

With every program we run, we develop a theory of change to better understand why and how we might develop the programme. Our theory of change above focuses on Lifehack's role in the design challenge, but doesn't extend to include the array of investment that Massey University made - from tutors to physical space, knowledge, expertise and much more.

This theory of change was our *starting point*, and you will see our updated version in the [Updating Our Theory of Change section of the report](#), based on our evaluation and reflections.



PERSONAS & CONTEXT

This programme was created for a very specific audience.

We worked with Massey University's School of Design, and specifically the Visual Communication Design (VCD) Department. Therefore about 90% of the participants fell into this general classification:

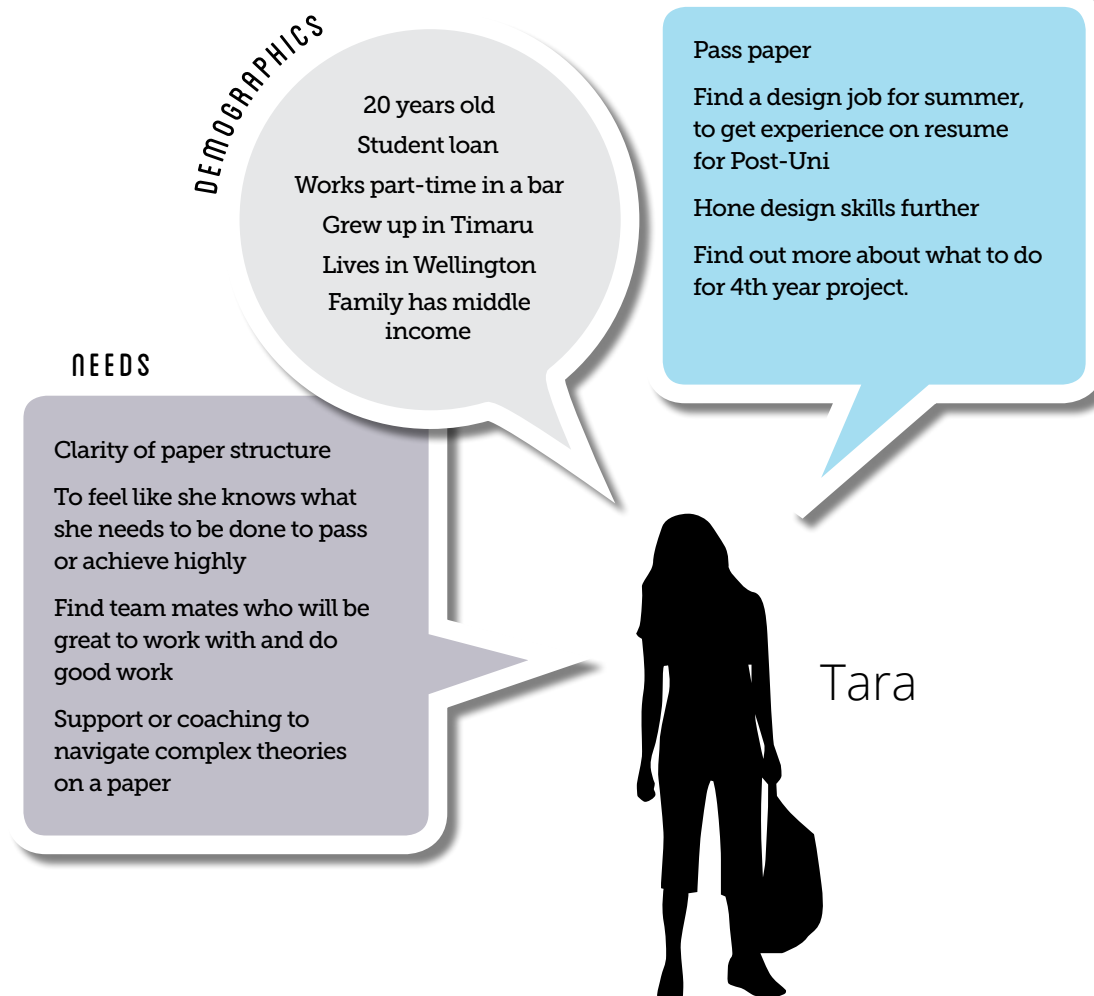
- 3rd year Design students (mostly aged between 20 to 24)
- Junior-level designers, many with strengths in graphic design, information communication, user interface design, and some with skills in service design
- The Design Challenge was part of a double paper which they needed to participate in to pass the year — so they were obliged to be there (rather than opting in, or taking an optional paper)

We were fortunate enough to support the Design Challenge in Massey University's Te Ara Hihiko — the purpose built Design building on the Wellington Campus.

We noticed a couple of groupings which we have sketched out lean personas for:

These are not reflections of a particular student, they are generalised personas which reflect how some students were very focused on passing the paper and moving on successfully into the 4th year, and some were more focused on developing their practice as Designers. They're not mutually exclusive, but it could be said one focusses on 'destination' focused, and the other on 'journey'.

Notably, the participants of this initiative (in comparison to most of our other programmes and events) didn't have to express any interest in mental health and wellbeing to be involved. This gave us a reach to an entirely new section of young people who can often be under stress and, and thus are a high priority group to work with.



DEMOGRAPHICS

19 years old
Student loan
Grew up in Hamilton
Lives in Wellington
Family has middle income

MOTIVATIONS

Develop design practice –
explore new methods and
approaches

Explore the world through
topics and context they are
designing for

Pass paper and do 4th
year Hons

Amiria



NEEDS

Explore curiosities and topics
Space and time to allow for good
research and sense making

Starting points to explore from

Connect with team mates beyond
project scope

Develop agency and craft to learn
how to improve things

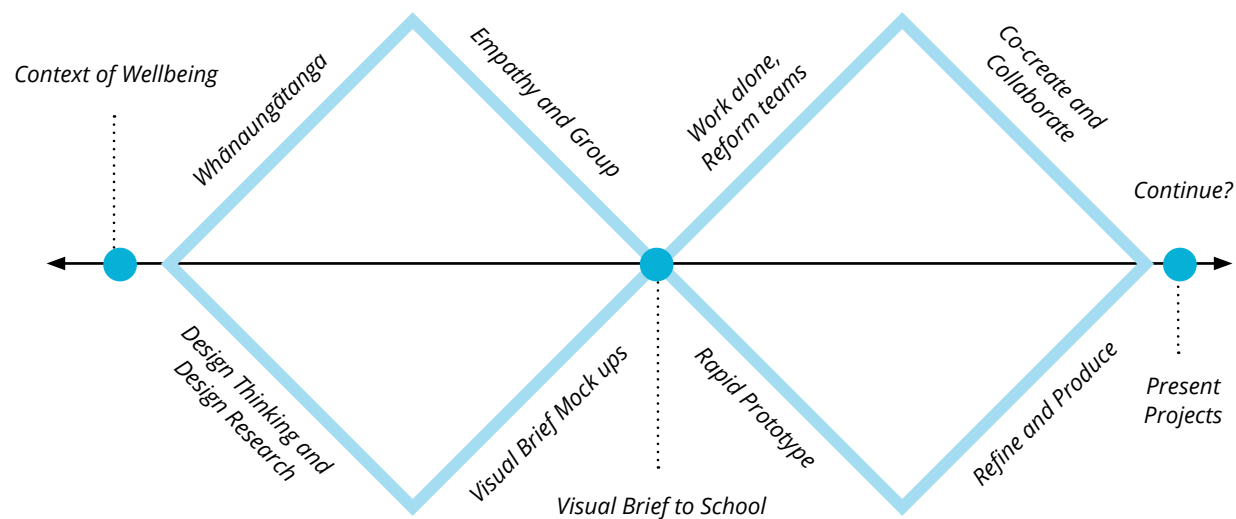
Understand paper structure



STRUCTURE OF THE DESIGN CHALLENGE

The Massey University team were fundamental to shaping up the structure of the 12-week paper. Lifehack provided support with our specific knowledge about the needs for individuals and teams when designing for wellbeing.

In basic terms, the structure looked a bit like this:



The structure was two 6-week-sprints with a two week break in the middle. The first six weeks were made up of team formation, content exploration and design research to inform a Visual Brief which would be presented to the rest of the School. The Visual Brief was intended to be a summary of what had been learnt about the problem, people, potential solution and evidence base, which could be used to create an intervention to improve everyday wellbeing.

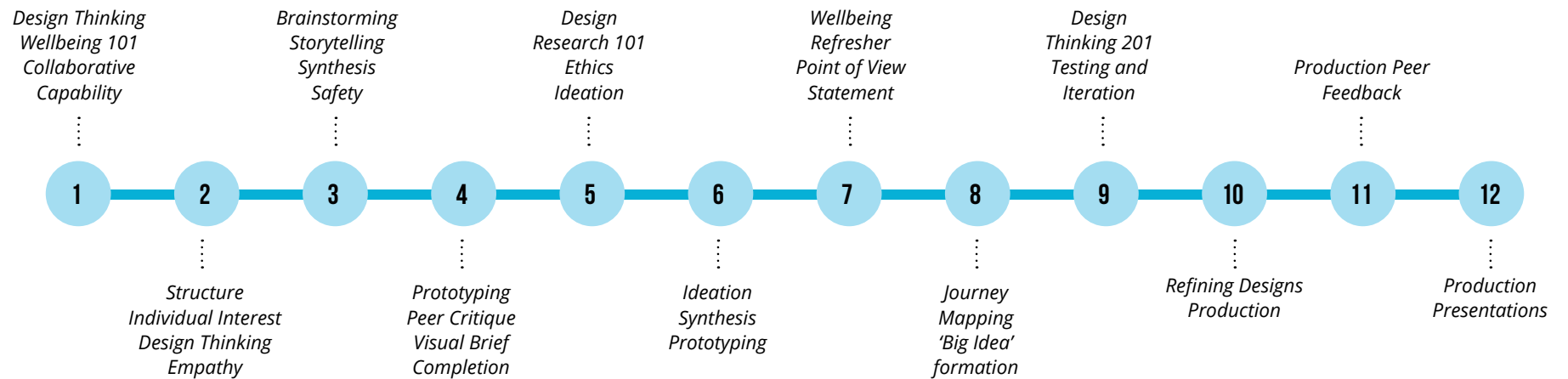
The Visual Brief served as an accumulation of learning, and a point at which students could choose to keep going on the same track, or pivot and work on another brief that someone else had composed. This was quite a novel aspect of this design challenge.

The second six weeks were about running with this brief to prototype, refine and produce final mockups, and present them to the class. You can see some of the outcomes in the Impact Results section below

In each of the phases students were encouraged to work in groups, but were allowed to work independently if they couldn't find someone else who was working on the same brief or solution.

Each week was made up of two days of contact time in the studio (totalling eight hours), and approx six hours of time spent on the project during the week.

The studio contact time was full of time spent either in establishing group working, developing new Design capabilities, or working directly on the project. Here's a rough map of the week-by-week content:



CONTACT US

Thank you for your interest in this report and for our work with Lifehack.

If you would like to find out more, follow up on any of the content,
or discuss opportunities to run a similar programme, please get in touch with us:

Website: lifehackhq.co

Email: hello@lifehackhq.co

Twitter: twitter.com/lifehackhq