



WELLBEING DESIGN CHALLENGE

FACILITATOR'S GUIDE & WORKSHEETS



LIFEHACK

We whakapapa to a host of different disciplines which have eventually come together in what we are now calling *Design For Wellbeing*.

We want to extend a special acknowledgement to Mark Bradford and Tim Parkin from Massey University's School of Design for allowing us to collaborate on the forerunner to this challenge resource. The design challenge we ran together at Massey University was

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Through doing this challenge, people build greater awareness and understanding about what wellbeing is made up of, which leads to increased youth resilience and wellbeing.

1. As evidenced in "Dynamic spread of happiness in a large social network: longitudinal analysis over 20 years in the Framingham Heart Study"; *BMJ* 2008; Fowler & Christakis

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 interventions for New Zealanders."

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

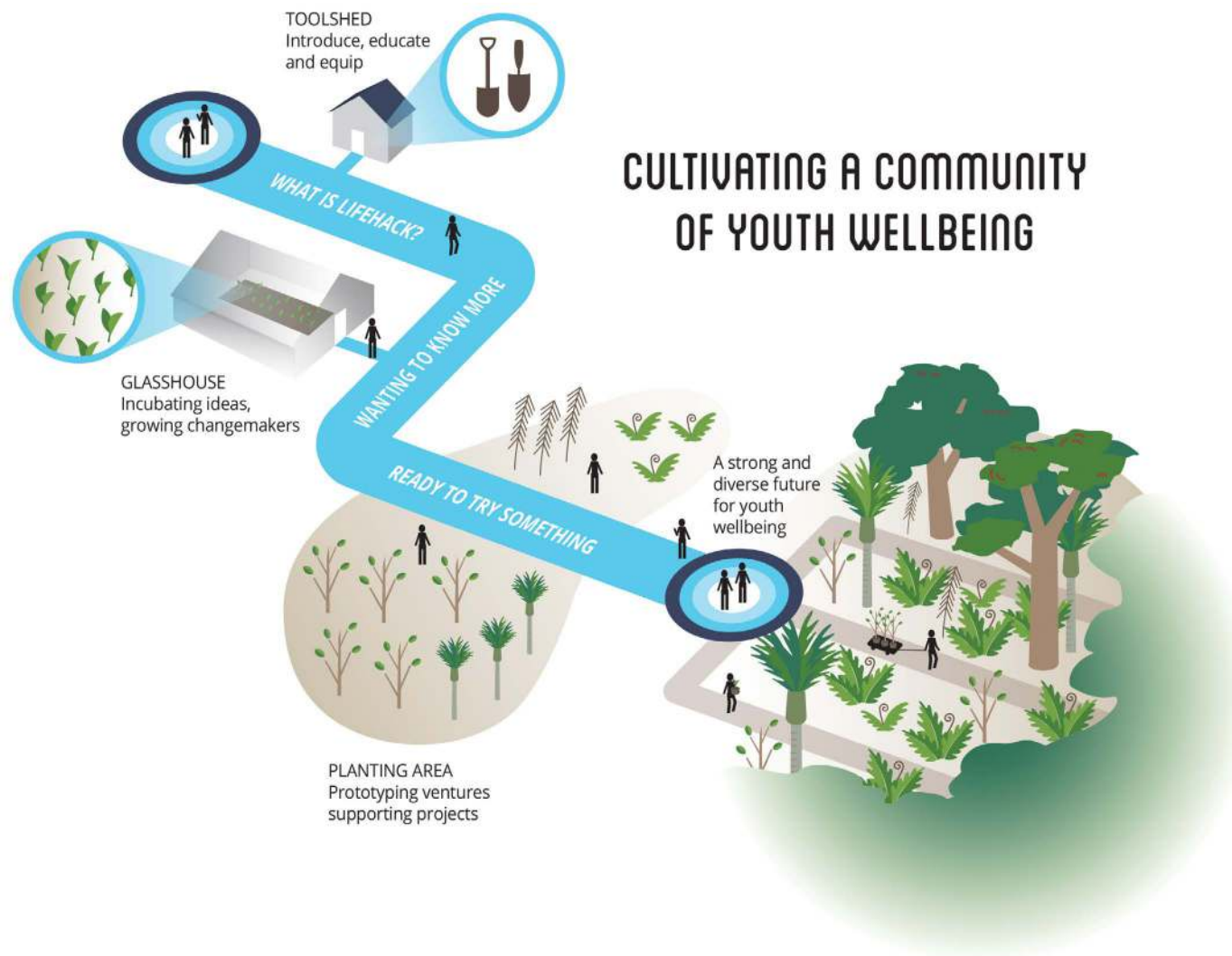


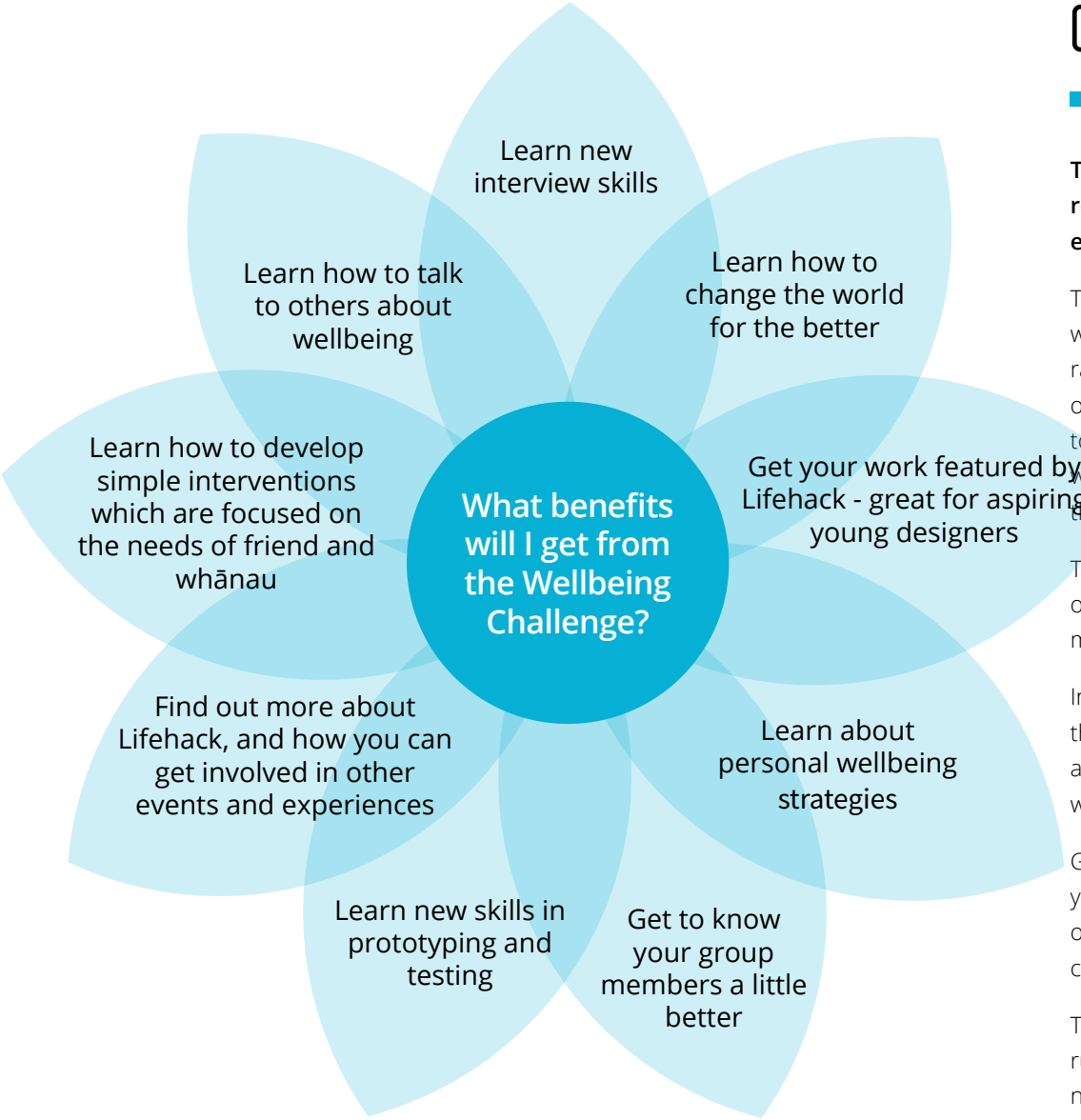
The Prime Minister's
**Youth Mental
Health Project**

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 not only focuses 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.





CHALLENGE PREPARATION

This toolkit can help your group research and create solutions for everyday wellbeing.

The toolkit offers you a simple guide which walks you through a Design Challenge we ran alongside Massey University's College of Creative Arts, which helped students to learn about strategies for everyday wellbeing, and to design projects for themselves, their friends and whānau.

The challenge can be run over the course of a few days, a few weeks, or a few months - more about this later.

In this toolkit, we have laid out the steps that help you run a design challenge for a group of people, very much like the one we ran with Massey University's students.

Getting ready for the Challenge won't take you long, so read on to get an overview of what you need to do to make the challenge happen with your group!

This is an interactive process and can be run over multiple weeks, but probably in no less than four sessions of two hours.

Ideally it'll be facilitated by someone with a basic understanding of design thinking—or at least by someone who's willing to

spend time going through the resources that we have linked to. For someone with little experience in the world of design and design thinking it might take up to four hours to get up to speed with the reading materials.

THE ASK

Be User AND Wellbeing centered

When you're asking people to design for wellbeing, you're asking them to do something a little bit special.



WE'RE ASKING THEM TO DESIGN...

User-centered design is an approach to design that grounds the process in information about the people who will use the product or service. The process involves users through the planning, design and development of a product, service or experience.

Design is not just about the tangible or digital artefacts that emerge (e.g. a poster or website), it's a vehicle for a range of people to explore a problem and develop the solution together.

Source: Wikipedia



WE'RE ASKING THEM TO FOCUS ON WELLBEING...

When we use the term 'wellbeing' we're talking about how people feel and function in their lives. The wellbeing we focus on is based on frameworks which bring together a scientific evidence base.

Our wellbeing is influenced by a number of factors including genes, experiences and environments (work, financial situation and where we live). More importantly, our wellbeing is influenced by the actions we take and the way we think.

Source: Sovereign Wellbeing Index



WE'RE ASKING THEM TO COLLABORATE...

When solving a challenge, several minds are always stronger than one. Design benefits greatly from the views of multiple perspectives and others' creativity.

"Collaboration isn't about giving up our individuality; it's about realizing our greater potential."

Source: Joseph Rain



WE'RE ASKING THEM TO BE A GOOD HUMAN...

When we're dealing with wellbeing, we're dealing with people's lives. Whilst this guide asks you to take a strengths-based approach, you'll likely be straying into territory which may be sensitive for people for a range of reasons.

We suggest when you're interviewing, prototyping and delving into the context for your wellbeing intervention, to do preparation beforehand to think how a line of questioning might go, and consider not using questions which may cause people any harm or discomfort.

THE DESIGN PROCESS

OVERVIEW

This section lays out the process to follow throughout the Challenge. If it's your first time running a design challenge, we suggest you follow the process closely as it has been developed in this order to enable a good outcome for the group and their ideas. If you've done a lot of design before, you will know that these processes often don't always flow in a linear manner, so if you want to spend more time and go back and forth - feel free to experiment!

THE MAP

This map will be further explained in the worksheets in the Design Challenge section below.

PRIMERS

We suggest having a read through these primers before you start the challenge. You will need to go over them again with your group during the challenge.

We suggest you read the following resources to give you a broad understanding about Design, Wellbeing, and the Ethics of designing wellbeing interventions:

Wellbeing Primer:

Here are three great frameworks to help you start to understand Wellbeing science better. They're evidence-based frameworks which can help you form up a broad understanding about what the ingredients are that make up everyday Wellbeing.

🔗 5 Ways To Wellbeing :

<http://www.mywellbeing.co.nz/mw/winning-ways-to-wellbeing.html>

🔗 Flourishing - PERMA :

<https://positivepsychologyprogram.com/perma-model/>

🔗 Te Whare Tapa Whā :

<http://lifehackhq.co/te-whare-tapa-wha/>

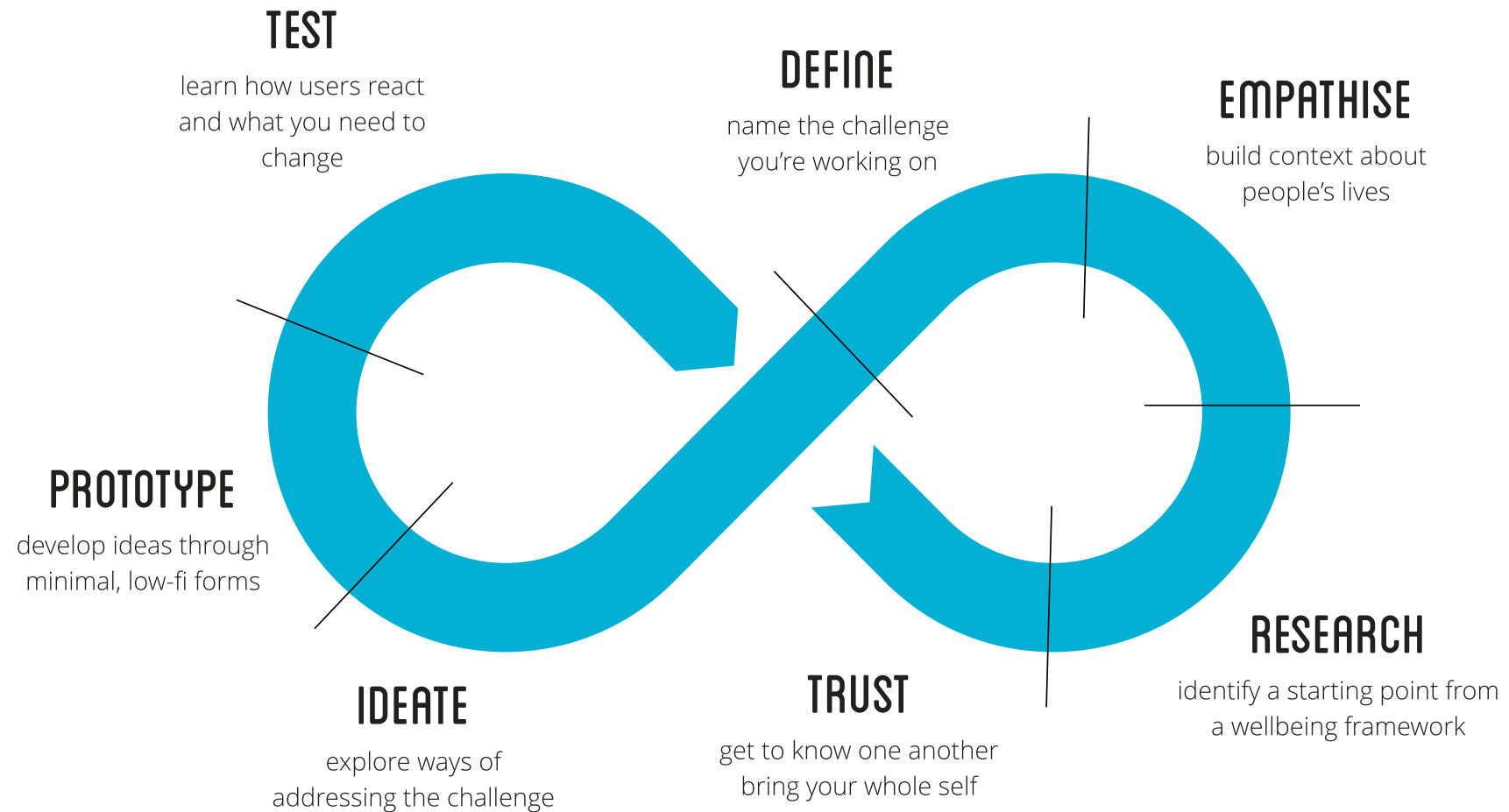
Design Primer:

dSchool's Bootcamp Bootleg walks you through their design process, which this challenge is originally based on (but we have added some stages to make it more appropriate to designing for wellbeing) - Bootcamp Bootleg (PDF): <http://stanford.io/29NqhAx>

Ethics Primer:

Designing with people - Ethics Overview: <http://designingwithpeople.rca.ac.uk/ethics>

THE WELLBEING DESIGN CHALLENGE MAP



SETTING THE STAGE

To keep things simple, we suggest two roles:



Design Challenge Leader

As the design challenge leader, you're taking on the responsibility to bring people together, make sure you have everything you need to run the challenge, and keep the group on track.



Design Challenge Participant

Participants of the design challenge are free to immerse themselves in the creative process, to ask questions and seek solutions. They're part of a team, so it's their job to act with integrity and compassion to teammates and people they're designing with.

Preparing for the challenge:

● Choose a Wellbeing framework.

This is important if you're not an expert in this area, as it will give you and the group(s) a place to keep coming back to, to test your ideas. We'll introduce you to some in the Wellbeing Primer section.

● **Choose your timeframe.** You could try a short stint of a half or full day the first time you run things, or stretch it out over the course of several weeks with dedicated hours each week. The process is flexible, but we don't suggest you try to do the challenge in less than 4 hours, and really it is better if you assign 8+ hours total.

● **Recruit a team.** The design challenge is made for groups, not individuals, because designing in a social context needs diversity of ideas and insights. Groups of three people is ideal - two is the smallest recommended and five is the largest. If you're able to get a mix of skills together - e.g. people who are strong visually with people who are good with words or ideas, that will help the teams hugely.

● **Choose a great space.** Whilst you don't need a design studio, you will need enough space to sprawl with big pieces of paper and post it notes. Whether you want to run things in an empty classroom, someone's home, a youth hub, or anywhere else - the important thing is for people to feel comfortable and able to explore new ideas.

● **Make (local) services details available.** The challenge takes a strengths-based approach to working on wellbeing, but naturally conversations might touch on parts of people's lives which may trigger an old memory, or even something fresh and a bit painful. We suggest ensuring you have details of appropriate services available in case people want to talk to a professional.

Challenge Supplies



Whiteboards. Wall-mounted are best, but rolling whiteboards are good, too. Alternatives: IdeaPaint, Post-it easel pads, or butcher paper taped to the walls.



Black whiteboard markers. Using a thick marker will keep your ideas easy for others to read. Two marker pens should be enough.



Printer paper. For sketching (sadly, not everything fits on a sticky note). Get a wedge - you'll likely go through at least 10 pieces per person, A4.



Post It Notes. Stick with classic yellow, because the multicolored notes cause unnecessary cognitive load. At least two pads needed.



Whiteboard markers in two colours. One of each.



Masking tape. For posting solution sketches on the walls. One roll.



Healthy snacks. Good snacks will help keep your team's energy up throughout the day. Eat real food like apples, bananas, yogurt, cheese, and nuts. For a boost, have dark chocolate, coffee, and tea. Get more than enough for everybody.



Black felt-tip pens. Sketching ideas and making notes - not too fine. At least one pen each per person.



Timer. For keeping time throughout the challenge. Get two: one to keep the current activity on time, and one to remind you when to take a break. Or use your phone.



Services Details. If you don't know local services, we suggest looking at Common Ground's list of services here: <http://www.commonground.org.nz/contact-us/support-services/>

DESIGN CHALLENGE

LET'S DO THIS!



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STORYTELLING

A NOTE FROM THE CREATORS

Welcome to the Design Challenge!

The next pages are a practical guide to running your Design Challenge with your group(s) of excellent people.

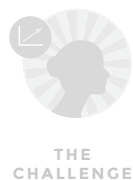
We'll take you through step by step, and give you practical worksheets and questions you can use along the way. This isn't an exhaustive guide to running a design challenge - there will be space for you to make up steps and decide how you want to do an exercise.

We're delighted you've decided to take on the challenge of designing a wellbeing project, and we're excited by what's ahead for you. When we ran this in person in conjunction with Massey University, we found people come out with a much greater sense and awareness of their own wellbeing, as well as how they can support others going through life's ups and downs.

The challenge can be quite intense with all that thinking about Wellbeing, so make sure to look after your own and take regular breaks or don't engage in conversations if you're feeling uncomfortable.

We're really excited to see what you come up with through the design challenge, so we highly suggest you grab some pictures or video of your work along the way, and share them online with #WellbeingChallenge - you can also find us on Facebook (<http://facebook.com/lifehackhq>) and Twitter (<http://twitter.com/lifehackhq>).





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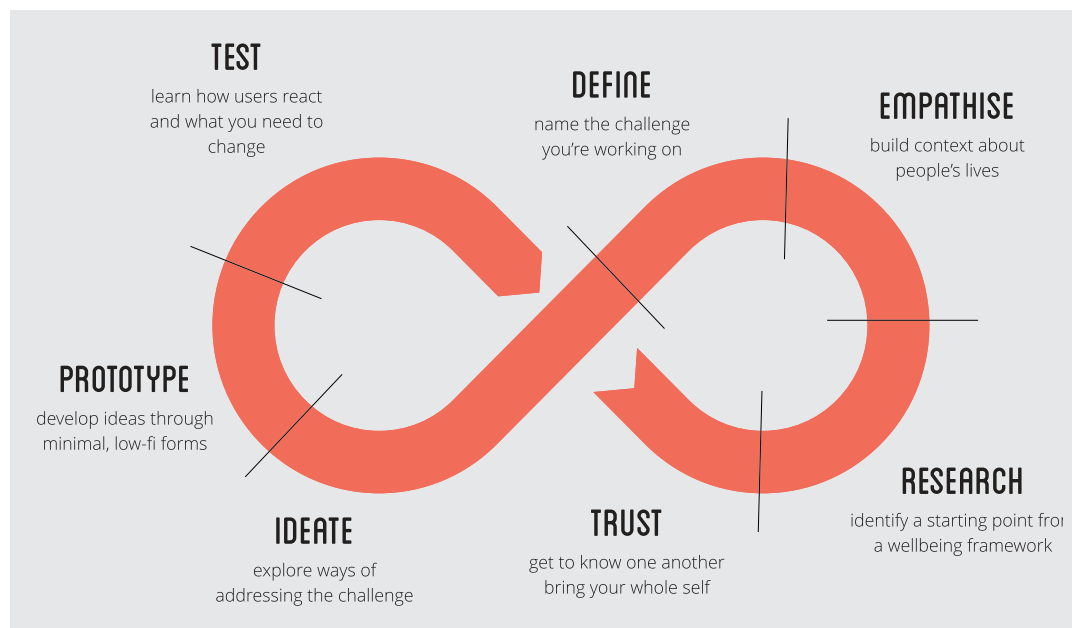
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DESIGN PROCESS OVERVIEW

This is the map of the Design Process you will go through to develop a Wellbeing initiative.

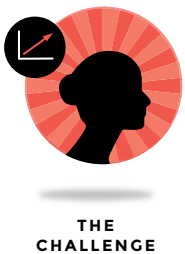


You could also look at a design process a bit like this:



The first three phases - Trust, Research & Empathise - may feel especially messy. Staying with 'not knowing' is key in the design process, because you'll move through a barrier to becoming more clear on the solution with each step. Define is a phase which helps to bring some clarity to proceedings, and you might start to feel a clear sense of the way forward - a bit like the short flat section in the middle of the scribble.

Then the following stages will take you out wide again, back into the fuzziness - Ideate, Prototype and Test are focused on moving from "ideas" into "execution", so you'll likely experience another phase of confusion, but you will come through that to have found something that works for you and your users.



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1. THE CHALLENGE

Many of us face a variety of small and large issues when it comes to our wellbeing on a daily basis. This might be how frustrating the bus-ride experience is, or people feeling disconnected from their whānau. One of the best approaches to resilience is to take small, regular actions. So how might we best improve youth wellbeing through everyday activities?

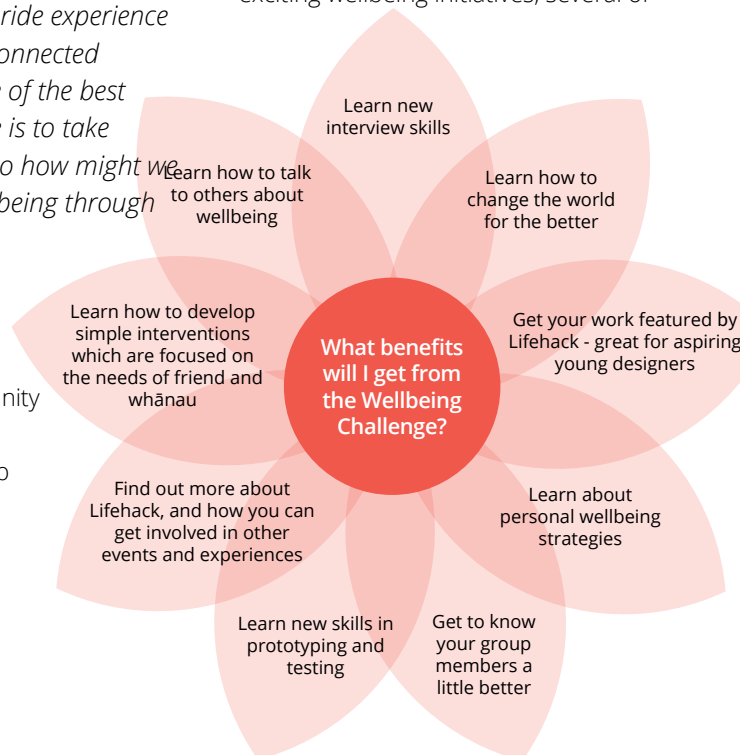
INTRODUCTION:

The Wellbeing Design Challenge is your opportunity to explore how you can come up with and develop ideas which will help you, your friends, your whānau, and people around the world.

This is an exciting edge of design practice around the world, with Aotearoa New Zealand increasingly becoming a research and development ground for exciting wellbeing initiatives, several of

which are being developed by people who have been involved with Lifehack's programmes. By getting involved in this challenge, you have the opportunity to join a bold group of leaders who are exercising their skills and talents to make the world a better place.

As you go through this challenge, we hope you enjoy learning about Wellbeing strategies, as well as developing your own skills in a range of areas.



WORKSHEETS:

1 Personal Reflection

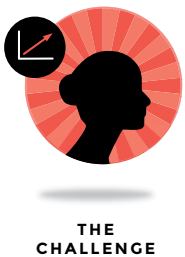
ACTIVITIES:

- 10 minutes - Personal Reflection
- 30 minutes - Introductions
- Why you're here - your hopes for the challenge
- What you bring to the table
- 20 minutes - Clarifications Q&A

WHERE TO GET TO:

Everyone understands high level stages of design process

Everyone has the chance to ask questions about the challenge question



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WORKSHEET 1 - PERSONAL REFLECTION

Before you begin, take a moment to reflect individually on the following questions.

1 What excites you about this challenge?

2 What would you like to learn during this challenge?

3 What was the last thing you made? How did that process of making and creating feel? What were some of the challenges you faced and how did you overcome them?

4 When was the last time you felt really alive and well? What was happening? How did it make you feel? What are some activities you do to feel like this more often?



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2. TRUST

Without trust, collaboration cannot flourish.

INTRODUCTION:

Welcome to one of the most important phases of the design process; Building Trust. This is not traditionally focused on in design processes, however in our travels around the country, we've found that time spent building trust, shared language, and understanding of one another's strengths and gifts, sets us up to work well together. Even if you're friends or colleagues, we suggest you do not skip this stage, as working together in this context requires some new language and collective understanding. Besides, what could be wrong with getting to know your old friends, colleagues, or new acquaintances a little better?

ACTIVITY:

Mindsets & Tikanga Introduction & Reflection

- Agreement on Group Tikanga - whiteboarding exercise (example here : <http://bit.ly/29N5OFR>)

Whanaungatanga Exercise

- Peer walk / share - 10 minutes to talk to a deeper why, how they got here
- Peer draw - post it sketches of people and their strengths
- Build a visual wall of everyone & their strengths. Appreciate together.

WORKSHEETS:

- 2 Mindsets
- 3 Whānaungatanga Exercise

WHERE TO GET TO:

Everyone has had some time talking with someone deeply

Everyone has a likeness on the wall

We know the tone for the Challenge



WORKSHEET 2 - MINDSETS

If you only remember a few things...



You are a designer.

- Become more intentional about new ideas.
- Be confident in your creative abilities.
- Listen to your stakeholders and be inspired to design for them.
- It's your opportunity, and your responsibility, to have an impact on the lives of your community and be part of making the world better.



Embrace your beginner's mind.

- Approach problems as a novice even if you already know a lot about them.
- Let yourself learn.
- Be willing to experiment.
- Be ok with not having the "right" answer. Trust that you'll find one.



Stepping out of your zone of comfort = learning.

- Get unstuck.
- Break your routine.
- Use the world outside to invigorate your work. Leave the room.
- Inspiration comes from stories.
- Collaborate with others.



Problems are just opportunities for design in disguise.

- Have an abundance mentality.
- Be optimistic. Believe the future will be better.
- Start with, "What if?" instead of "What's wrong?".
- Don't judge other people's ideas. Use "Yes, and...", instead of "Yes, but...".



WORKSHEET 3 - WHANAUNGATANGA

The intention of this exercise is to further the relationships that may, or may not, already exist in the group. Working together requires trust, which can be built using exercises like these ones.

Pair Walk

1. Pair off each member of the team with one other person, preferably someone they don't know very well.
2. Each pair will go walking together, on a standard route (everyone to walk the same route). Choose the route based on a 5 minute walk away, and then loop back.
3. Person 1 of the pair will talk on the way out, and Person 2 will listen and not talk / reply. Person 1 may talk about whatever they like, but a useful suggestion is a pointer question that builds the foundation for the mahi (work). You may want to suggest a question which will give them a starting point - such as 'what are your daily wellbeing practices?' or 'what do you wish you did more of?'
4. At the halfway point, the pair should swap, so Person 2 is talking, whilst Person 1 is listening.
5. When everyone returns, run a quick reflection process as a group - what was hard about this exercise? What did you learn?

Pair Draw

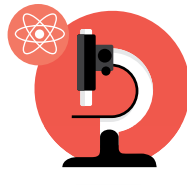
1. With the same partner, each pair should find two seats and sit facing one another.
2. For three minutes, Person 1 should interview Person 2 about their skills and interests, and sketch a picture of them and their strengths on a single post it note.
3. After three minutes, they swap, and Person 2 gets to interview and draw Person 1.
4. At the end of six minutes, everyone puts their post it notes on a window. Step back as a group and look at all the images and strengths. What do we now know about our group?



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3. RESEARCH

Wellbeing is an active ingredient in our lives. We have the ability to shape our own wellbeing.

INTRODUCTION:

Now you've built some trust and understanding of the people around you, it's time to find a group and shift gear to better understand what the latest science is telling us about how we can proactively manage and improve our wellbeing.

The purpose of the Research phase is to ground the whole process in the latest science and knowledge about Wellbeing, to help you start off on a track where your creativity is let loose on best practice.

We'll do this in a participative way so everyone gets a sense for all the activities, and then we narrow in on the one you want to pursue.

ACTIVITY:

- As a group, take a look at Worksheet 4a to familiarise yourselves with the three main Wellbeing frameworks (5 minutes).
- Dot voting - give each member of the group three stickers, and get them to assign their stickers to the framework on Worksheet 4a that they're most interested in using for the rest of the challenge.
- Do the Framework Research Exercise - Worksheet 4b

WORKSHEET:

- 4a** Wellbeing Framework Overview
- 4b** Framework Research & Selection Instructions

WHERE TO GET TO:

3 frameworks discussed and understood conceptually

Group(s) have an idea of which Framework they will explore further.

(Optional) 3 ideas per person about how to intervene



WORKSHEET 4A - WELLBEING FRAMEWORK OVERVIEW

5 Ways To Wellbeing

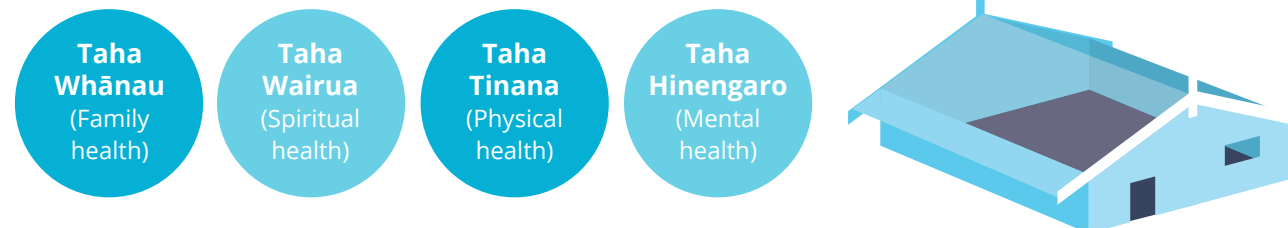
Based on the New Economics Foundation's work in the UK, New Zealand Mental Health Foundation adapted the framework for Aotearoa. Anyone, irrespective of income and life situation is able, in theory, to apply these five simple steps towards improving their own wellbeing



Research it here: <http://www.mywellbeing.co.nz/mw/what-is-wellbeing.html>

Te Whare Tapa Whā

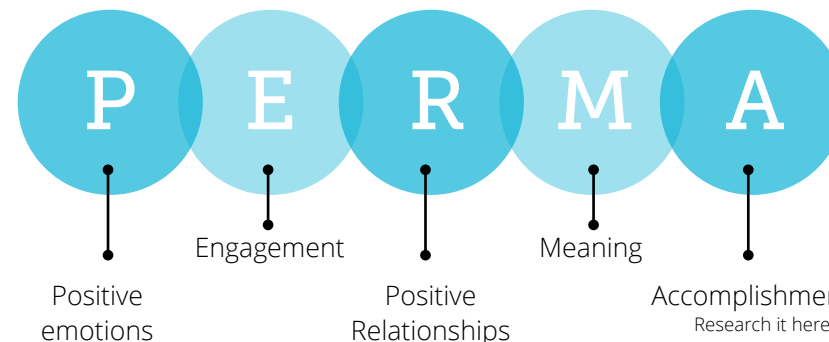
Based on the te ao Māori (New Zealand indigenous) model around the four cornerstones of the house needed to hold up the roof; Te Whare Tapa Whā is a holistic wellbeing model taking into consideration the wider family's (whānau) wellbeing too.



Research it here: <http://lifehackhq.co/te-whare-tapa-wha/>

PERMA

This model was developed by Martin Seligman, one of the early leaders in the field of positive psychology. It is based on five elements that can help people reach a life of fulfillment, according to Seligman's research.



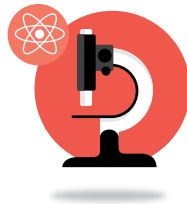
Research it here: <https://positivepsychologyprogram.com/perma-model/>



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WORKSHEET 4B FRAMEWORK RESEARCH & SELECTION INSTRUCTIONS

Wellbeing is an active ingredient in our lives. We have the ability to shape our own wellbeing.

Instructions:

1. If you have less than six people break into individuals, or over six people - pairs or more to balance the group into three equal parts (as much as possible).
2. Each individual/group should pick a wellbeing framework from Worksheet 4a.
3. Take at least half an hour to research it online, and think about how you would present the framework to someone who hadn't heard of it before.
4. Take ten minutes to create a presentation - feel free to be as creative as you like - use props, stories, visuals,

videos you find,
or anything else.

5. Everyone presents their framework to the group (max five minutes each).
6. Have a group discussion about the frameworks to clarify any questions.

Selecting a framework:

We suggest either choosing a framework for the whole challenge group to work on. You could do this by dot voting on each framework, or simple consensus voting.

If you do not wish to have everyone working on one (or people don't want to choose one), you can let each individual/group choose their own framework.



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4. EMPATHISE

Without empathy you're not designing for someone, you're designing at them.

INTRODUCTION:

Now you have a grounding in wellbeing frameworks, it is time to shift to thinking about how people will be able to activate them in their daily lives - the key to any initiative being successful.

Empathy is about starting to shift away from your own biases about the world, and starting to understand other people's viewpoints, motivations, feelings and needs. Through this exercise, you will develop an understanding of people you might want to design a wellbeing project with and for. It can provide you with a better understanding of areas in

other people's lives that could benefit from an everyday wellbeing intervention. At the same time, it can help you gain empathy and understanding for situations and experiences that might compromise the wellbeing of others, whilst furthering your understanding of said situation.

Note: this is a sizeable activity, and could be split into two sessions, with the interviews taking place in between, or conducted during one of the sessions.

ACTIVITY:

- Read Empathise introduction - read over dSchool Primer (page 1) : <http://stanford.io/29NqhAx>
- Read about Working With Others - read over ethics primer :

<http://designingwithpeople.rca.ac.uk/ethics>

- Shape Interview Questions
- Run Interviews with at least three people
- Create Empathy Map

WORKSHEET:

- 5 Shaping Interview Questions
- 6 Empathy Mapping

WHERE TO GET TO:

Ethics considerations understood
Empathy Map complete



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WORKSHEET 5 - SHAPING INTERVIEW QUESTIONS

These are some abbreviated **d.School** interview tips, taken from their **bootcamp bootleg**

Ask why.

Ask about a specific instance or occurrence, such as “tell me about the last time you _____”

Encourage stories—they reveal how they think about the world.

Look for inconsistencies, they can hide interesting insights.

Don't be afraid of silence.

Ask questions neutrally.

Make sure you're prepared to capture.

1. Brainstorm

Write down all of the potential questions your team can generate.

Try to build on one another's ideas in order to flesh out meaningful subject areas. Use post it notes for this activity.

2. Identify and order themes

Identify themes or subject areas into which most questions fall. Use additional post it notes to name these areas - try to limit it to 4 maximum.

3. Identify the flow

Once you've identified the themes of your question-pool, determine the order that would allow the conversation to flow most naturally. This will enable you to structure the flow of your interview, decreasing the potential for hosting a seemingly scattershot interaction with your user.

4. Refine questions

Once you have all the questions grouped by theme and order, you may find that there are some redundant areas of conversation, or questions that seem strangely out of place.

Take a few moments to make sure that you leave room in your planning to ask plenty of “why?” questions, plenty of “tell me about the last time you _____?” questions, and plenty of questions that are directed at how the user FEELS.

● We suggest trialling these questions with other members of the group to see how they work out for you.





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WORKSHEET 6 - EMPATHY MAPPING

Heightening our understanding of other people's experience can allow us to come up with more tailored and specific interventions for the people we're working alongside.

INSTRUCTIONS

Try filling in the sections as per the grid to your right, on a separate piece of paper, or make some notes on this piece. Really try to imagine what her life might be like. What's her name? Where does she live, and who with? But more importantly: what are the stresses in her life? What problems is she dealing with and why, in particular around her wellbeing?

For further tools on empathy mapping you can also use the dSchool exercise to help guide you through this process if you need:
<http://stanford.io/1ev2kdt>

<p>What does she THINK & FEEL?</p> <p>What really matters to her? What occupies her thinking? What worries and aspirations does she have?</p>	
<p>What does she HEAR?</p> <p>What are friends, family and other influencers saying to her that impacts her thinking?</p>	<p>What does she SEE?</p> <p>What things in her environment influence her? What competitors is she seeing? What is she seeing friends do?</p>
<p>What does she SAY & DO?</p> <p>What is her attitude towards others? What does she do in public? How has her behaviour changed?</p>	
<p>PAIN</p> <p>What fears, frustrations or obstacles is she facing?</p>	<p>GAIN</p> <p>What is she hoping to get? What does success look like?</p>





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5. DEFINE

Understanding the Problem in all its dimensions and interdependencies will help you find acupuncture points to intervene.

INTRODUCTION:

This stage of the design process takes us into naming 'the problem inside the problem'. Hopefully the Empathise process has helped you get a better sense of the kinds of problems that your potential users are dealing with, surrounding managing and improving their own wellbeing.

This exercise helps you narrow down the problem you're working on (with the Madlib canvas), and make explicit the interconnections of what affects that problem (with a systems map). Read d.School's following excerpt on the Define stage first:

WHAT IS THE DEFINE MODE

The define mode is when you unpack and synthesize your empathy findings into compelling needs and insights, and scope a specific and meaningful challenge. It is a mode of "focus" rather than "flaring." Two goals of the define mode are to develop a deep understanding of your users and the design space and, based on that understanding, to come up with an actionable problem statement: your point of view. Your point of view should be a guiding statement that focuses on specific users, and insights and needs that you uncovered during the empathize mode. More than simply defining the problem to work on, your point of view is your unique design vision that you

crafted based on your discoveries during your empathy work. Understanding the

meaningful challenge to address and the insights that you can leverage in your design work is fundamental to creating a successful solution.

WHY DEFINE?

The define mode is critical to the design process because it explicitly expresses the problem you are striving to address through your efforts. Often, in order to be truly generative, you must first reframe the challenge based on new insights you have gained through your design work. This reframed problem statement can then be used as a solution-generating springboard.

As a test, a good point of view (POV) is one that:

- Provides focus and frames the problem
- Inspires your team

- Provides a reference for evaluating competing ideas
- Empowers team members to make decisions in response to the high-level goals of the team
- Fuels brainstorming by suggesting "how might we" statements
- Captures the hearts and minds of people you meet
- Saves you from the impossible task of developing solution concepts that are all things to all people
- You revisit and reformulate as you learn by doing
- Guides your innovation efforts





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WRAP UP
STORYTELLING

5. DEFINE

ACTIVITY:

- Create a simple system map of problem you are focused on - we suggest using Kumu : <https://kumu.io/markets/system-mapping>

WORKSHEET:

7 Problem Madlibs

WHERE TO GET TO:

Clear understanding of the problem statement

Clear understanding of the system in which your challenge and users exist





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WORKSHEET 7 - PROBLEM MADLIBS

Instructions:

Use the dSchool Madlib exercise, as per the below, to help you develop your problem statement (source <http://stanford.io/1OxUDVu>)

ARTICULATE YOUR CURRENT POINT OF VIEW

Define

INVENTORY POSSIBLE NEEDS:

Name

Things they are trying to do (needs):

Ways they want to feel (insight/meaning):

DEFINE A PROBLEM STATEMENT

Name

Needs to:

Users need

In a way that makes them feel:

Insight/meaning

Adapted from dSchool





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WRAP UP
STORYTELLING

6. IDEATE

*“The best way to have good ideas,
is to have lots of ideas.”*

INTRODUCTION:

Now you have a clearly defined problem statement, you can move forward with the art of developing approaches (or *ideation* in design jargon)!

Whilst many of us are familiar with coming up with ideas, the exercises in this section will hopefully help you stretch your thinking and ideas beyond the obvious solutions. These are simple, cheap activities that any one can do which have been proven to drastically increase the quality of insights from the ideation process. It's definitely along the more and merrier end—no idea is too stupid

ACTIVITY:

- You'll need a pack of Post-its or small piece of paper. In groups of 2-4 people and in three minutes write down as many ideas as you can on the pieces of paper, one idea per piece.
- In approx five minutes, and without too much explanation, read out your ideas to the rest of the group. Once everyone has spoken, take five minutes to group the ideas by topic or area (and remove duplicates)

- Take three minutes to order your group's ideas—by quality of idea, ability to implement, or maybe in order of excitement that you have for that particular idea etc.

WHERE TO GET TO:

Generate a lot of ideas

Top three ideas per team to test



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WRAP UP
STORYTELLING

7. PROTOTYPE

“The value of prototypes lies less in the models in themselves, than the interactions they invite.”

INTRODUCTION:

Now you have explored a range of creative solutions to your problems, it's time to get moving toward working out how you can make them real so you can get feedback on them from real people.

Prototyping is both an activity and a mindset. As a mindset, Prototyping helps you hold your ideas lightly - not be afraid to throw away, radically change or let your ego stand in the way of a better solution. As an activity, prototyping will help you tweak, change and improve your ideas to make them more useful for your users.

The outcomes of prototyping are prototypes - simple models to help you learn more about how someone would interact with what you have created. They should be vehicles for learning, and not necessarily simple versions of your final solution.

Remember that you should be aiming to leverage both your understanding about user behaviour AND your understanding of wellbeing together in this prototyping phase.

Prototypes can be paper-based or a role play. It could be an object or a story, an interface or something else—as long as someone can interact with it and you can get feedback on it. They don't have to be good (let alone perfect!) and exist purely to prove a point—and get feedback from someone else.

ACTIVITY:

- Each group to create a Physical Prototype using the dSchool exercise: <http://stanford.io/1Uj4Pn8>
- Get feedback from other group members
- Write a Test Card

WORKSHEET:

- 8 Test Card

WHERE TO GET TO:

Insights about first prototypes

Clear sense of what people are testing for



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WRAP UP
STORYTELLING

WORKSHEET 8 - TEST CARD

INSTRUCTIONS:

When it's time to let the rubber hit the road with your prototype, you need to know what you're trying to learn, and why. We enjoy working with the Test Card from Strategyzer, and they've written a great blog post about how to use it here:

<http://bit.ly/1Lmv296>

TEST CARD

Test name

Deadline

Assigned to

Duration

STEP 1: HYPOTHESIS

We believe that...

STEP 2: TEST

To verify that, we will...

STEP 3: METRIC

And measure...

STEP 4: CRITERIA

We are right if...

Adapted from Strategyzer's Test Card





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WRAP UP
STORYTELLING

8. TEST

“Testing leads to failure, and failure leads to understanding.”

INTRODUCTION:

Congratulations for getting to the last stage of the design challenge - we hope sticking with it this far has been interesting to see your ideas develop, your knowledge of wellbeing increase, and to have learnt some new Design skills along the way!

Now that you have your prototype ready to go, and a clear idea of what you want to learn and how you're going to go about it, this final phase should help you to get to the exciting (and sometimes scary) bit - letting your users loose with it!

Remember - no ideas survive first impact with users, so keep focused on what you can learn in the testing phase, not whether users give it their tick of approval!

Testing is about refining your ideas, getting feedback on your solutions and learn more about your users. Sometimes testing can also tell us that we didn't get the solution right—but sometimes also tells us that we didn't frame the problem in a way that leads to insightful solutions. All of this is a good thing! If you've come that far, you will have learnt a ton either way!

ACTIVITY:

- Run your test with a user (don't forget to take notes!)
- Write a Learning Card for your outcomes
- Present prototypes and learnings with other teams in your challenge group
- Reflection on Design Challenge - everyone in group to share thoughts on:
 - *What did you learn about wellbeing?*
 - *What surprised you about the process?*
 - *What will you do differently because of this experience?*
- Optional: Who wants to continue?

WORKSHEET:

- 9 Learning Card (Strategyzer)

WHERE TO GET TO:

Presentations to peers
Insights & learnings as a group
Opportunities to continue



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WRAP UP
STORYTELLING

WORKSHEET 9 -LEARNING CARD

INSTRUCTIONS:

Congratulations on running your Prototype Test - one of the most important parts of this process is to capture what happened so you can learn from it, and figure out what to do next. We enjoy working with the Learning Card from Strategyzer, and they've written a great blog post about how to use it here:

<http://bit.ly/1Lmv296>

LEARNING CARD

Insight name

Date of learning

Person responsible

STEP 1: HYPOTHESIS

We believe that...

STEP 2: OBSERVATION

We observed...

STEP 3: LEARNING & INSIGHTS

From that we learned that...

STEP 4: DECISIONS & ACTIONS

Therefore, we will...





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WRAP UP
STORYTELLING

WRAP UP & STORYTELLING

CONGRATULATIONS!

You've completed your Wellbeing Design Challenge!

We hope you enjoyed the process, and learnt a lot about Wellbeing along the way?

We hope you created, connected and celebrated?

Don't forget to share some of the highlights of your challenge with us online - share them on our Facebook page (<http://facebook.com/lifehackhq>), or tag us on Twitter (<http://twitter.com/lifehackhq>)! If you want to go a step further and you think your ideas are ready for the world, we'd love to hear from you - contact us at: <http://lifehackhq.co/contact>



DESIGN CHALLENGE

**WORKSHEETS SECTION
(FOR EASE OF PRINTING)**



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WRAP UP
STORYTELLING

WORKSHEET 1 - PERSONAL REFLECTION

Before you begin, take a moment to reflect individually on the following questions.

1 What excites you about this challenge?

2 What would you like to learn during this challenge?

3 What was the last thing you made? How did that process of making and creating feel? What were some of the challenges you faced and how did you overcome them?

4 When was the last time you felt really alive and well? What was happening? How did it make you feel? What are some activities you do to feel like this more often?



WORKSHEET 2 - MINDSETS

If you only remember a few things...



You are a designer.

- Become more intentional about new ideas.
- Be confident in your creative abilities.
- Listen to your stakeholders and be inspired to design for them.
- It's your opportunity, and your responsibility, to have an impact on the lives of your community and be part of making the world better.



Embrace your beginner's mind.

- Approach problems as a novice even if you already know a lot about them.
- Let yourself learn.
- Be willing to experiment.
- Be ok with not having the "right" answer. Trust that you'll find one.



Stepping out of your zone of comfort = learning.

- Get unstuck.
- Break your routine.
- Use the world outside to invigorate your work. Leave the room.
- Inspiration comes from stories.
- Collaborate with others.



Problems are just opportunities for design in disguise.

- Have an abundance mentality.
- Be optimistic. Believe the future will be better.
- Start with, "What if?" instead of "What's wrong?".
- Don't judge other people's ideas. Use "Yes, and...", instead of "Yes, but...".



WORKSHEET 3 - WHANAUNGATANGA

The intention of this exercise is to further the relationships that may, or may not, already exist in the group. Working together requires trust, which can be built using exercises like these ones.

Pair Walk

1. Pair off each member of the team with one other person, preferably someone they don't know very well.
2. Each pair will go walking together, on a standard route (everyone to walk the same route). Choose the route based on a 5 minute walk away, and then loop back.
3. Person 1 of the pair will talk on the way out, and Person 2 will listen and not talk / reply. Person 1 may talk about whatever they like, but a useful suggestion is a pointer question that builds the foundation for the mahi (work). You may want to suggest a question which will give them a starting point - such as 'what are your daily wellbeing practices?' or 'what do you wish you did more of?'
4. At the halfway point, the pair should swap, so Person 2 is talking, whilst Person 1 is listening.
5. When everyone returns, run a quick reflection process as a group - what was hard about this exercise? What did you learn?

Pair Draw

1. With the same partner, each pair should find two seats and sit facing one another.
2. For three minutes, Person 1 should interview Person 2 about their skills and interests, and sketch a picture of them and their strengths on a single post it note.
3. After three minutes, they swap, and Person 2 gets to interview and draw Person 1.
4. At the end of six minutes, everyone puts their post it notes on a window. Step back as a group and look at all the images and strengths. What do we now know about our group?



WORKSHEET 4A - WELLBEING FRAMEWORK OVERVIEW

5 Ways To Wellbeing

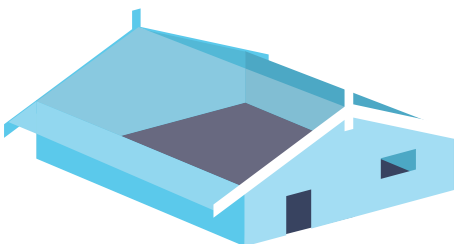
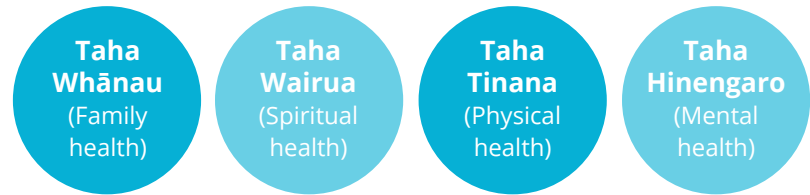
Based on the New Economics Foundation's work in the UK, New Zealand Mental Health Foundation adapted the framework for Aotearoa. Anyone, irrespective of income and life situation is able, in theory, to apply these five simple steps towards improving their own wellbeing



Research it here: <http://www.mywellbeing.co.nz/mw/what-is-wellbeing.html>

Te Whare Tapa Whā

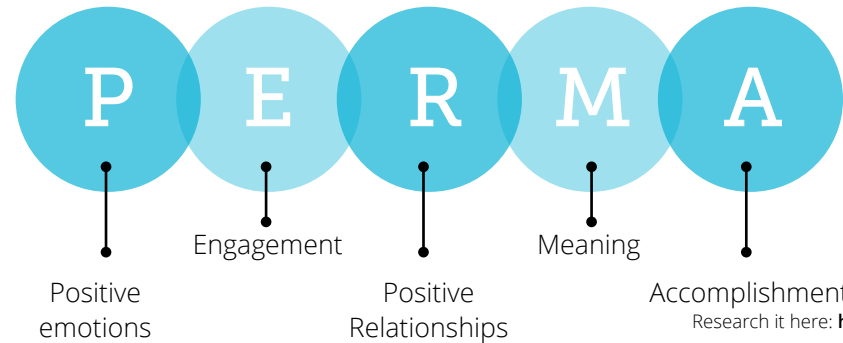
Based on the te ao Māori (New Zealand indigenous) model around the four cornerstones of the house needed to hold up the roof; Te Whare Tapa Whā is a holistic wellbeing model taking into consideration the wider family's (whānau) wellbeing too.



Research it here: <http://lifehackhq.co/te-whare-tapa-wha/>

PERMA

This model was developed by Martin Seligman, one of the early leaders in the field of positive psychology. It is based on five elements that can help people reach a life of fulfillment, according to Seligman's research.



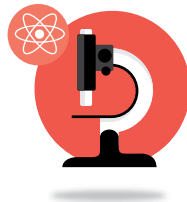
Research it here: <https://positivepsychologyprogram.com/perma-model/>



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WORKSHEET 4B FRAMEWORK RESEARCH & SELECTION INSTRUCTIONS

Wellbeing is an active ingredient in our lives. We have the ability to shape our own wellbeing.

Instructions:

1. If you have less than six people break into individuals, or over six people - pairs or more to balance the group into three equal parts (as much as possible).
2. Each individual/group should pick a wellbeing framework from Worksheet 4a.
3. Take at least half an hour to research it online, and think about how you would present the framework to someone who hadn't heard of it before.
4. Take ten minutes to create a presentation - feel free to be as creative as you like - use props, stories, visuals,

videos you find,
or anything else.

5. Everyone presents their framework to the group (max five minutes each).
6. Have a group discussion about the frameworks to clarify any questions.

Selecting a framework:

We suggest either choosing a framework for the whole challenge group to work on. You could do this by dot voting on each framework, or simple consensus voting.

If you do not wish to have everyone working on one (or people don't want to choose one), you can let each individual/group choose their own framework.



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WRAP UP
STORYTELLING

WORKSHEET 5 - SHAPING INTERVIEW QUESTIONS

These are some abbreviated **d.School** interview tips, taken from their **bootcamp bootleg**

Ask why.

Ask about a specific instance or occurrence, such as “tell me about the last time you _____”

Encourage stories—they reveal how they think about the world.

Look for inconsistencies, they can hide interesting insights.

Don't be afraid of silence.

Ask questions neutrally.

Make sure you're prepared to capture.

1. Brainstorm

Write down all of the potential questions your team can generate.

Try to build on one another's ideas in order to flesh out meaningful subject areas. Use post it notes for this activity.

2. Identify and order themes

Identify themes or subject areas into which most questions fall. Use additional post it notes to name these areas - try to limit it to 4 maximum.

3. Identify the flow

Once you've identified the themes of your question-pool, determine the order that would allow the conversation to flow most naturally. This will enable you to structure the flow of your interview, decreasing the potential for hosting a seemingly scattershot interaction with your user.

4. Refine questions

Once you have all the questions grouped by theme and order, you may find that there are some redundant areas of conversation, or questions that seem strangely out of place.

Take a few moments to make sure that you leave room in your planning to ask plenty of “why?” questions, plenty of “tell me about the last time you _____?” questions, and plenty of questions that are directed at how the user FEELS.

 We suggest trialling these questions with other members of the group to see how they work out for you.



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WRAP UP
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WORKSHEET 6 - EMPATHY MAPPING

Heightening our understanding of other people's experience can allow us to come up with more tailored and specific interventions for the people we're working alongside.

INSTRUCTIONS

Try filling in the sections as per the grid to your right, on a separate piece of paper, or make some notes on this piece. Really try to imagine what her life might be like. What's her name? Where does she live, and who with? But more importantly: what are the stresses in her life? What problems is she dealing with and why, in particular around her wellbeing?

For further tools on empathy mapping you can also use the dSchool exercise to help guide you through this process if you need:
<http://stanford.io/1ev2kdt>



**What does she
HEAR?**

What are friends, family and other influencers saying to her that impacts her thinking?

**What does she
SEE?**

What things in her environment influence her? What competitors is she seeing? What is she seeing friends do?

**What does she
THINK & FEEL?**

What really matters to her? What occupies her thinking? What worries and aspirations does she have?

**What does she
SAY & DO?**

What is her attitude towards others? What does she do in public? How has her behaviour changed?

PAIN

What fears, frustrations or obstacles is she facing?

GAIN

What is she hoping to get? What does success look like?



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WORKSHEET 7 - PROBLEM MADLIBS

Instructions:

Use the dSchool Madlib exercise, as per the below, to help you develop your problem statement (source <http://stanford.io/1OxUDVu>)

ARTICULATE YOUR CURRENT POINT OF VIEW

Define

INVENTORY POSSIBLE NEEDS:

Name

Things they are trying to do (needs):

Ways they want to feel (insight/meaning):

DEFINE A PROBLEM STATEMENT

Name

Needs to:

Users need

In a way that makes them feel:

Insight/meaning

Adapted from dSchool





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WORKSHEET 8 - TEST CARD

INSTRUCTIONS:

When it's time to let the rubber hit the road with your prototype, you need to know what you're trying to learn, and why. We enjoy working with the Test Card from Strategyzer, and they've written a great blog post about how to use it here:

<http://bit.ly/1Lmv296>

TEST CARD

Test name

Deadline

Assigned to

Duration

STEP 1: HYPOTHESIS

We believe that...

STEP 2: TEST

To verify that, we will...

STEP 3: METRIC

And measure...

STEP 4: CRITERIA

We are right if...

Adapted from Strategyzer's Test Card





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WORKSHEET 9 - LEARNING CARD

INSTRUCTIONS:

Congratulations on running your Prototype Test - one of the most important parts of this process is to capture what happened so you can learn from it, and figure out what to do next. We enjoy working with the Learning Card from Strategyzer, and they've written a great blog post about how to use it here:

<http://bit.ly/1Lmv296>

LEARNING CARD

Insight name

Date of learning

Person responsible

STEP 1: HYPOTHESIS

We believe that...

STEP 2: OBSERVATION

We observed...

STEP 3: LEARNING & INSIGHTS

From that we learned that...

STEP 4: DECISIONS & ACTIONS

Therefore, we will...



LIFEHACK

FIND OUT MORE AT: LIFEHACKHQ.CO | FB.COM/LIFEHACKHQ

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