

The DesYIgn TOOLKIT



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Youth Work Ireland

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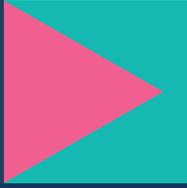
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INTRODUCTION

What is the DesYIgn Toolkit?

This toolkit provides information and practical resources to support youth workers and youth information workers to design services with young people. It is an introduction to Service Design.

It has been designed to accompany the DesYIgn Online Course and has been created by a partnership of youth practitioners from across

Europe. All of the materials in this toolkit have been tested in youth work settings.

These resources will introduce youth workers to this methodology with the aim to support them to continuously evolve and improve youth information services in line with young people's ever changing information seeking behaviours.

What is the Service Design Methodology?

The Service Design or Design Thinking methodology is a good practice approach to designing digital services.

It is widely used across the world by tech companies and is increasingly being adopted by Governments and NGOs as a process for designing services and products that better meet the needs of citizens.

"It's a process that starts with the people you're designing for and ends

with new solutions that are tailor made to suit their needs." (IDEO.org, consulted 2019)

The central principle is about keeping people's needs at the core of designing services. This fits particularly well with youth work, which is a constant commitment to responding to young people's needs.

The methodology works for designing both digital and non digital solutions.

Why service design in youth information work?

The Service Design process is a powerful tool that can be used to support youth workers to both innovate new services or products or to rethink and strengthen existing services.

Constant developments in new technology and changes in the ways young people engage and interact with the world around them means that services are at continual risk of falling out of date, becoming irrelevant, inaccessible or no longer useful. In addition to this, tech solutions are often being developed or adopted in an ineffective way, meaning valuable resources are wasted on developing things that are not fit for purpose.

Adopting this approach will help you to build on past successes and ensure services remain sustainable in the future by actively involving young people and stakeholders in all stages of service development and adding to your professional skills.

This approach has a high level of empowerment for young people as along the process they acquire new skills and knowledge and also take part in decision making.

It will help to ensure your youth information work meets the principles of the European Youth Information Charter, particularly 4.1 and 9.1

4.1 Youth information services are based on the needs of young people

9.1 Youth information services are innovative in their choice of strategies, methods and tools to reach out to young people.

How do I use this toolkit?

This toolkit is designed to be used alongside the DesYIgn E-Learning Course and DesYIgn Focus Group Report.

If you are new to Service Design it is recommended that you complete the course, to ensure a deeper understanding of the activities, theory and concepts.

However, if you are already using Service Design in your work, this Toolkit will be able to provide you with tried and tested resources.

A Definition Youth Information and Counselling

Youth information and counselling services encompass a wide variety of different methods and techniques, and can be provided at a number of different services, varying from country to country. What matters is that the person who provides the information is equipped with specific skills and competences, and respects a code of practice in order to provide quality information. The European Youth Information Charter can be used as such a code, and is the reference professional principles and guidelines for youth information and counselling work across Europe.

The DesYIgn PROCESS



1 DISCOVER

Very much like the name suggests, during this phase you will become a 'detective'. You'll conduct a piece of research with the aim to fully understand the needs, behaviours and experiences of the young people you are designing for. You will immerse yourself in the lives of young people. Speak to them, observe, listen, learn and combine this with a desktop study.

2 DEFINE

During this phase you will spend time analysing and looking closely at the information, data and evidence you've gathered in order to decide what's most important to focus on.

3 DEVELOP

Now it's time to develop and test potential solutions! During this phase you will create prototypes (or mini pilots), develop outcomes and indicators and test them with young people. You'll gather data and learn about what works and what doesn't.

4 DO IT

During this phase you will launch your new or improved service, platform or product.

But it doesn't stop here. You will continually improve and adapt your product or service based on feedback and effectiveness, to ensure it continues to meet young people's needs.



DISCOVER

The discovery and define phases are the most important phases of the design process and will take up a large proportion of time. During the discovery phase you are aiming to deeply understand the problem, see the world through young people's eyes and get to the route of the real challenges and barriers they face.

Think of it like a piece of research. The focus is on learning as widely as possible about young people's needs, behaviours, experiences and challenges before coming up with solutions. This includes learning from what already exists and learning about the broader context.

You will use a combination of methods such as personal interviews, focus groups and involving young people as partners to create youth personas with the aim of developing a comprehensive understanding of their needs.

The aim is to work with a diverse group of young people to ensure you understand the challenge from various perspectives.

TOOLS AND METHODS

TO USE WITH THIS STEP

- DESKTOP RESEARCH
- INTERVIEWS AND FOCUS GROUPS WITH YOUNG PEOPLE (and other relevant stakeholders)
- YOUTH PERSONAS
- STORYBOARDING
- USER JOURNEY MAPPING
- QUESTIONNAIRES

RESEARCH

TO USE WITH THIS STEP

DESIGN FOCUS GROUP INTERVIEW REPORT

A STUDY INTO YOUNG PEOPLE'S INFORMATION SEEKING NEEDS AND BEHAVIOURS (A LINK TO THE REPORT IS INCLUDED ON PAGE 24).

TIPS FOR THE DISCOVERY PHASE:

1 ASK THE RIGHT QUESTIONS

INTERVIEWS AND FOCUS GROUPS ARE NOT ABOUT FINDING OUT INDIVIDUAL OPINIONS, OR ASKING YOUNG PEOPLE TO COME UP WITH SOLUTIONS, THEY ARE ABOUT UNDERSTANDING THE CHALLENGE FROM THEIR PERSPECTIVE.

For example, if you are trying to find out more about the challenges a young person faces in a given situation you may ask:

- What's a typical day like for you?
- What's the most important thing you have to get done in a day?
- What is it in your life that is challenging you the most right now?

Instead of asking for solutions directly, you can get a sense of any ideas the young person has by asking questions around what has worked and not worked in the past, for example:

-  What help have you received in the past regarding your support with your mental health that was good?
-  What was good about it?
-  How did you find out about this help?
-  How did you access it?
-  Can you think of a situation where you were unable to find the help you needed?
-  Where you've had a poor experience with a service, what was not good about it?

2

USE METHODS THAT HELP YOU TO OBSERVE HOW YOUNG PEOPLE BEHAVE

WHAT PEOPLE SAY THEY DO AND WHAT PEOPLE DO ARE TWO DIFFERENT THINGS.

With this in mind, it's important that you choose methods that help you to observe and understand how young people behave in real life. Storyboards can be a useful tool to observe the steps that young people will take in a given scenario.

For example you can ask young people to map out the steps they take when they are concerned that something is wrong.

"You are worried you have a sexually transmitted disease. What do you do next?"

3

UTILISE THE DESYIGN FOCUS GROUP REPORT (A study into young people's information seeking needs and behaviours)

THE FOCUS GROUP REPORT IS A KEY PIECE OF RESEARCH AVAILABLE FOR YOU TO USE AS PART OF THE DISCOVERY PHASE. IT WAS CONDUCTED BY ABO AKADEMI UNIVERSITY SPECIFICALLY FOR USE ALONGSIDE THIS TOOLKIT.

In 2019 eight focus group interviews were carried out in four different countries, which were: UK (Wales), Spain (Valencia and Madrid), Malta, and Luxembourg. A total of 37 young people; aged between 15 and 29 and with an average age of 19; participated in the in-depth discussion, where they elaborated on their everyday information-seeking practices, their level of awareness of services, their challenges

in accessing services, and how they would prefer to use information services.

Go to the resources section for a link to the report and further guidance on how to use focus groups, interviews and storyboards during the discovery phase.

SERVICE DESIGN IN ACTION:

DEVELOPING A SEXUAL HEALTH TOOL FOR YOUNG PEOPLE

To demonstrate how service design works in action we have created this case study looking at the four phases of service design carried out in a real life project. ProMo-Cymru worked in partnership with Public Health Wales to develop a new digital sexual health tool for young people.

Case Study:

PHASE 1

Many young people find sexual health difficult to talk about. Public Health Wales and ProMo-Cymru wanted online sexual health information to be more accessible and appropriate for young people. The organisations worked together to take on this design challenge.

The first phase of the challenge was to gain a comprehensive understanding of the information that was currently available, how easily young people could find this information and how useful and accessible it was. There were three stages to this phase - talking to young people, talking to professionals and desktop research.

TALKING TO YOUNG PEOPLE:

Focus groups that included a diverse range of young people were set up; these included visually impaired and deaf young people.

Questions included:

- When you need information regarding your sexual health, where do you go and what do you do?
- Is it easy or challenging to find the information you need? Explain why.
- What information have you found that's been the most/ least useful?

Having researched young people's information needs thoroughly, the design team were keen to observe how young people would behave in a certain scenario. They were given a storyboard and presented with the following scenario:

- 'You (or a friend) had unprotected sex on Saturday night. When you get to school the next week, you hear a rumour that the person you slept with has Chlamydia. What are your next steps?'

Members of the focus group discussed amongst themselves and used their phones to search websites making a note of every step they took, what they searched for and the websites they landed on. They made notes on the information they found and what their next steps would be.

TALKING TO PROFESSIONALS:

The design team also spoke to the health professionals that worked at the sexual health clinics. They were able to offer a unique perspective on the most common advice and information young people were looking for when they attended the clinics.

DESKTOP RESEARCH:

The final part of the discovery phase was to carry out some desktop research into best practice involving sexual health information for young people as well as general information too. The aim was to learn as widely as possible.

To be continued on page 14.





DEFINE

You've been collecting lots of information and now it's time to make sense of it all. You've likely gathered a large amount of information and this phase is about narrowing the information down into clear themes and insights. You are looking for the key things that stand out and feel relevant. These insights will inform your solutions.

WHAT THINGS STAND OUT? WHAT THINGS MATTER THE MOST TO YOUNG PEOPLE?

Crucially, you will use this phase to firmly establish the direction of your design project. During the next phase, you'll be finding solutions to your challenge, so it's super important that you spend time making sure you've got to the route of the real issues.

The outcome of the define phase is to clearly understand your challenge from the perspective of the target users and to have a set of insights that will form the basis of the design and inspire solutions.

The Discovery and define phases are interlinked and do cross over. Don't get too concerned if the design and discovery phase merge into one.

Focus on seeing the challenge from the perspective of the young person and learning about what's most important.

TOOLS AND METHODS

TO USE WITH THIS STEP

 PEN, PAPER AND POST IT NOTES

 PERSONAS

 THEMES, INSIGHTS AND HOW MIGHT WE STATEMENTS

 USER JOURNEY MAPPING

 USER NEEDS STATEMENTS

TIPS FOR THE DEFINE PHASE:

1

START BY VIEWING THE CHALLENGE FROM THE YOUNG PERSON'S PERSPECTIVE.

SERVICE DESIGN IS A USER CENTRED APPROACH. A USEFUL TOOL TO HELP YOU TO STAY USER CENTRED IS TO CREATE A USER NEEDS STATEMENT. THIS IS A STATEMENT THAT HELPS YOU TO VIEW THE CHALLENGE FROM YOUR USER'S PERSPECTIVE.

For example, take a look at this problem:

Young carers at a local school are struggling to find the time and space to complete their homework.

Now, if you rephrase this from a young person's perspective, the statement becomes:

“

As a young person who cares for their Mum, when I need to do my homework I need a quiet space and dedicated time so that I can complete my schoolwork to the best of my ability.

What's good about this statement is that it is very specific and does not present any solutions. It focuses on the young person's needs. This is called a user needs statement.

It is very tempting to come up with solutions, before the challenge is fully understood. A poor example of a user needs statement is:

“

As a young person who cares for their Mum, when I need to do my homework, I need an afterschool homework club so that I can complete my schoolwork to the best of my ability.

The issue with this statement is that the solution has already been decided.

However if you keep the statement focused on the needs, it allows for a range of potential solutions to be explored.

Case Study: PHASE 2

Read part 1 of this case study on page 10.

GATHERING ALL THE INFORMATION AND INSIGHTS FROM THE DISCOVERY PHASE, THE DESIGN TEAM LOOKED THROUGH EVERYTHING TO MAKE SENSE OF IT AND PICKED OUT SOME MAIN THEMES TO WORK ON. THREE CORE CHALLENGES EMERGED FROM THIS:

- Existing official digital information on sexual health was not presented in a format that young people could accurately process and act upon. Results from the storyboard exercise showed that **every single young person misinterpreted the official online information and attended the clinic at the wrong time. This was a significant and unexpected finding.**
- Sexual Health information was not consistently accessible to young people with visual impairments. Details for accessing some clinics were presented in formats that were not machine readable such as PDFs and scanned pictures of maps. The young people with visual impairment expressed a clear preference for information to be available in an accessible video format. This finding opposed a previous assumption that video would not be appropriate for this user group.
- Information was very text heavy with little use of video or other formats to make concepts easier to understand.





The team used the above insights to create a user needs statement:

“

“As a young person, when I am seeking help regarding my sexual health I need to be able to easily find relevant, accessible information specific to my circumstance to enable me to make informed choices.”

‘How might we’ statements were created from the information gathered, which looked at how to improve information for young people. These statements would set the direction of the design challenge.

- How might we ensure young people are able to understand and accurately process online information on sexual health?
- How might we ensure the information provided is accessible to young people who are visually impaired?
- How might we make concepts easier to understand?
- How might we negate misunderstanding by getting the young person to the right information that is relevant to them?

To be continued on page 19.



DEVELOP

This phase is where you develop ideas and test solutions. You'll come up with a range of ideas, discuss and debate the pros and cons of each and decide on the best ones to pilot. The aim is to get creative and come up with ideas that you may not have considered before. Once you've formulated your ideas, you'll build prototypes and begin to test them with young people and gather feedback.

The aim is to come up with a non expensive, very small way to test your idea or set of ideas. This can be referred to as a minimal viable service.

WHAT'S THE MINIMAL THING YOU CAN DO TO TEST YOUR IDEA?

You'll gather data and information from your trials, learn from your mistakes and iterate your ideas. Iterating is a process of making small changes and then repeating the trial. In Service Design you will go through many iterations as you get closer to the solution. Learning from what doesn't work is equally as important as learning from what does.

TOOLS AND METHODS

TO USE WITH THIS STEP

 PEN, PAPER AND POST IT NOTES

 RAPID EIGHTS

 USER JOURNEY MAPPING

 PROTOTYPING

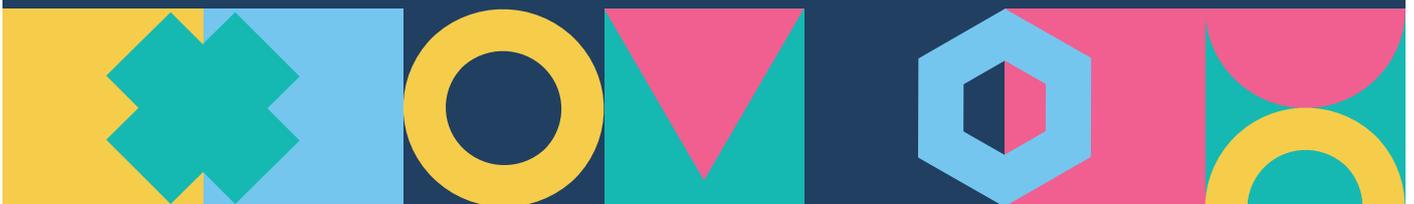
 LOW COST OR FREE DIGITAL TOOLS

TIPS FOR THE DEVELOP PHASE:

1 USE CREATIVE METHODS TO FORMULATE IDEAS

Ideation is the process of coming up with ideas and there are many ways to hold ideation sessions. The aim is to get creative and look beyond the obvious solutions. A good way to encourage a range of ideas is to play Rapid Eights. Each person is tasked with coming up with eight ideas in six minutes.

When developing your ideas further you may want to sketch them out and use a technique called paper prototyping. Paper prototyping is widely used as a way to visualise and test how a solution looks and functions in the early stages of development.



2 START SMALL AND TEST

A CORE SERVICE DESIGN PRINCIPLE IS TO START SMALL. THE AIM IS TO COME UP WITH A SIMPLE WAY TO TEST YOUR IDEA OUT TO SEE IF IT WORKS.

For example, imagine that your challenge is engaging young people to come to events at your youth club. During your discovery phase you found out that despite putting out posts on social media, many young people say that they miss events because they are not aware they are on. You also discover that the vast majority of young people that attend your youth club have mobile phones and are happy to receive communication via text. Before investing in a texting service or a

large marketing campaign, a simple test would be to spend a week texting young people to remind them of events at the youth club. Monitor numbers of young people that attend compared to a week that you didn't send text messages. If the numbers have increased, you will know that your idea is working.

3 PROTOTYPE USING LOW COST OR FREE ONLINE TOOLS

There are a whole range of tools you can use to build prototypes. You can build example websites and databases using Notion, you can create online groups and forums using Facebook and Google Groups, you can build a CRM in airtable, you can SMS young people using Twilio, the possibilities are endless.

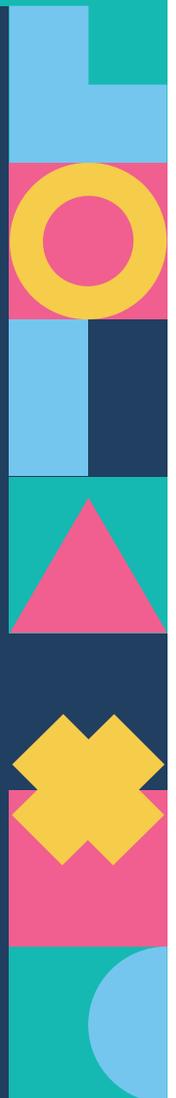
A good question to ask yourself at this stage is:

“is there already a solution for this?”

Instead of re-creating the wheel, there may well already be an off the shelf solution that you can use to test your idea.

There are many examples of organisations testing out a new service using a low cost online tool to discover that the low cost tool is so successful that there is no need for them to build their own dedicated platform. It's very expensive and risky to build a new digital platform.

There is a list of low cost digital tools in the resources section.



Case Study: PHASE 3

Read part 2 of this case study on page 14.

IDEATION SESSION

The design team engaged with a group of young people and delivered an ideation session using the Rapid Eights exercise. The young people were given the 'How Might We' statements, and were given 6 minutes per statement to come up with as many ideas as they could think of for each.

The design team discussed the pros and cons of each idea, discussed which were likely to have the biggest impact, and which were possible and realistic within the time and budget constraints of the project. They narrowed down the list and chose two ideas to prototype.

The first was creating a digital health tool that asks a series of questions and directs young people to the exact information they need. The second was creating a bank of case study videos to provide information in an accessible and youth friendly way. The two prototypes would be connected as the tool could link to specific case study videos depending on the needs of the young person.

THE HYPOTHESIS

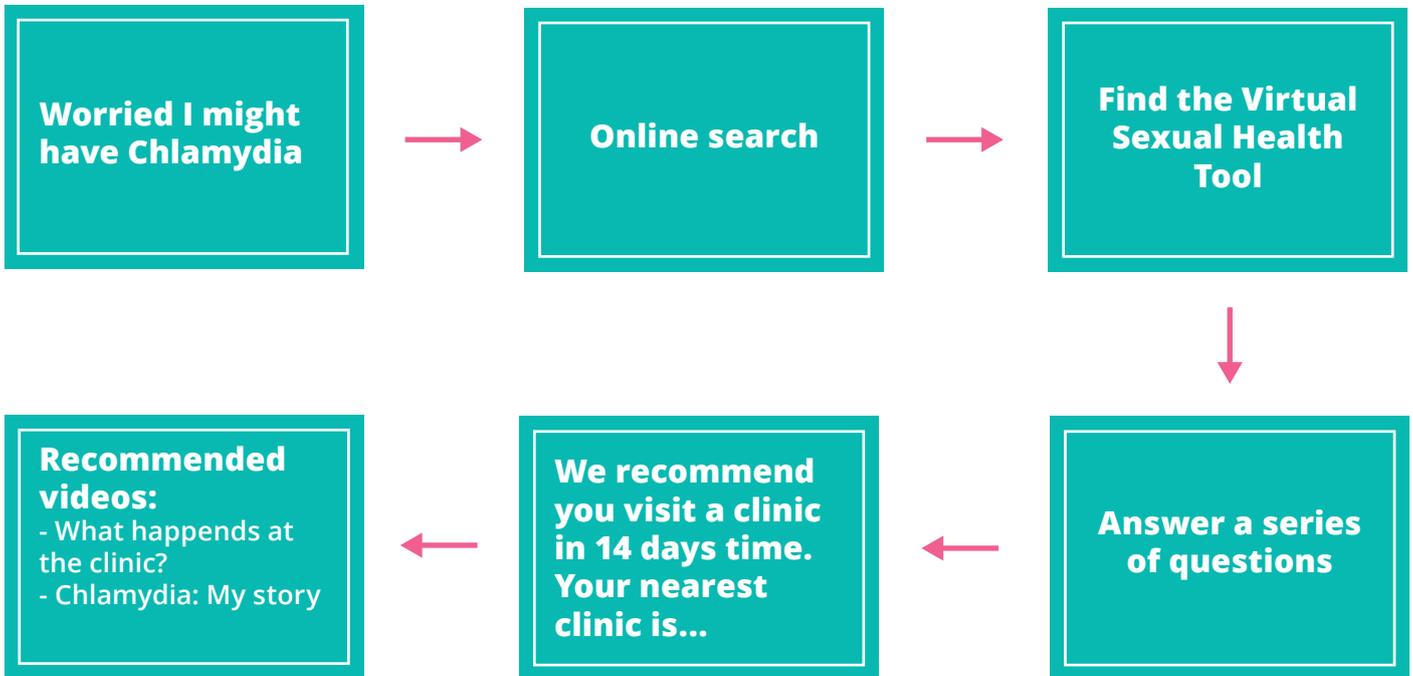
DIGITAL HEALTH TOOL:

We believe that creating a tool where young people are directed to tailored information specific for their needs will enable them to accurately process the information and make informed choices

CASE STUDY VIDEOS: We believe that providing a bank of case study videos on a range of topics will make concepts easier to understand. This will be more accessible for young people (including young people who are visually impaired)



PAPER PROTOTYPES WERE USED INITIALLY TO DEMONSTRATE THE YOUNG PERSON'S JOURNEY THROUGH THE NEW CONCEPT SERVICE. THIS WAS DONE USING POST IT NOTES ON BROWN PAPER.



This journey, along with some example storyboards of videos, were tested with young people and adapted based on their feedback.

Following the initial testing using paper prototypes, low fi prototypes were built using low cost digital tools. Typeform was used to build a sexual health logic survey ready to test with young people and health professionals.

1 → Are you looking for information on *

A Sexually Transmitted Infections

B Contraception

C Pregnancy

A prototype video was created using VideoScribe.

Watch it on the following link: <https://www.youtube.com/watch?v=ajgewMTXe4A>

To be continued on page 22



DO IT

To move onto this phase you will need to have gained successful results from the Develop phase.

During DO IT, you will fully implement and launch your solution. This will likely involve scaling up your idea, moving it beyond a prototype into delivery.

For this to happen you will need to allocate resources and establish a procedure for monitoring and evaluation.

The DO IT phase is an ongoing process.

You will continually learn, develop and make adjustments to your project to ensure it continues to meet the needs of young people.

Case Study: PHASE 4

Read part 3 of this case study on page 19.

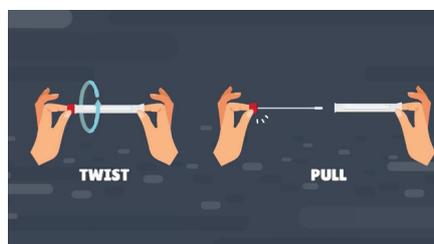
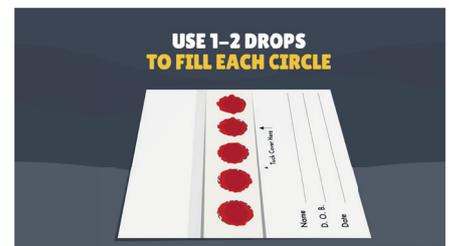
The tool was launched and hosted on the FriskyWales website, the sexual health website for young people by Public Health Wales. To provide information to young people in an accessible format, a bank of animations was commissioned to accompany the tool.

The project has come to an end but following the launch of the prototype, further recommendations were made to develop the tool further to meet the needs of young people. This demonstrates the need to continually improve, develop, adapt and promote solutions.

Future recommendations are:

- The ability to book clinic appointments directly through the tool
- Receiving text message reminders
- Monitoring and capturing analytics on how young people are finding and using the tool
- Effective marketing through online marketing and Google Ad words to increase usefulness and sustainability

Some of these features and functions were not possible due to the constraints of the project and the current digital infrastructure across sexual health services in Wales.





RESOURCES SECTION

A STUDY INTO YOUNG PEOPLE'S INFORMATION NEEDS AND BEHAVIOURS

A piece of research into young people's information needs and behaviours was conducted by ERYICA, the DesYIgn project consortium and Abo Akademi University in 2019. The knowledge extracted from the study can be used in improving the service design and communication activities of youth information and counselling services, ensuring they are user-centred and innovative.

Eight focus group interviews were carried out in four different countries, which were: UK (Wales), Spain (Valencia and Madrid), Malta, and Luxembourg. A total of 37 young people; aged between 15 and 29 and with an average age of 19; participated in the in-depth discussion, where they elaborated on their everyday information-seeking practices, their level of awareness of the services, their challenges in accessing the services, and how they would prefer using such information services.

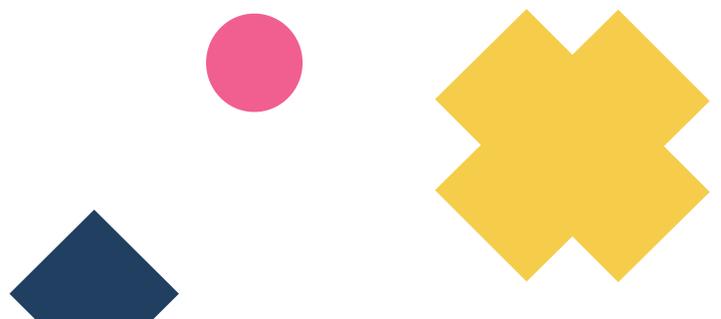
This is an integral and insightful resource to refer to as part of the Discovery phase.

You can access it here: https://static1.squarespace.com/static/59ab1130ff7c50083fc9736c/t/5e6f80fd7f317b25bef3e59f/1584365830423/brochure_v8_ISBN.pdf

INTERVIEWS AND FOCUS GROUPS

TIPS ON CONDUCTING FOCUS GROUPS AND INTERVIEWS:

- Work as a team to create a set of questions, that will help you to better understand the young people's needs and how they behave.
- Decide on who are the best people to speak to. Who will give you the information you need? Speak to current users of your service, but also speak to young people that you'd like to engage with in the future.
- Avoid asking questions about what young people want.
 - ✗ *How do you want to receive information on sexual health?*
 - ✓ *When you need information on sexual health, where do you go, what do you do?*
- Ask open, non leading questions.
- Listen with curiosity and dig deeper if you are not getting the information you need from initial responses.
- Avoid leading participants by giving verbal or nonverbal clues as to what you like or don't like.
- Consider how to make focus groups engaging by using a variety of methods and different ways for young people to feedback. Try using digital tools such as Kahoot or Mentimeter. Try to hear from everybody in the group.
- Use a combination of focus groups and interviews. Interviews will give you the opportunity to delve deeper.
- Know when to stop. It's more about the quality of information and insights you are getting over the quantity of people you speak to.



EXAMPLE INTERVIEW AND FOCUS GROUP QUESTIONS

- When you need information on local sports activities what do you do?
How do you find out?
- Think of a time when you needed help or information about your mental health. Talk me through the steps you took to get the help you needed.
- Was it easy or challenging to find the help you needed and why?
- What was good about your experience?
- What was not good about your experience?
- How did you find out about your local youth information service?
- What motivated you to use the service the first time?
- What motivated you to keep returning/ to continue to use the service?
- What's good about the youth information service?
- What's not so good about it?
- How do you find out about what's going on in your local youth centre?
Do you feel well informed about the activities and services (or are you often unsure of what's going on and what's available to you)?
- What online platforms do you use and what do you use them for?
- Which platforms feel right for communicating with a youth worker?
(Zoom, whatsapp, facebook, Instagram, other)



TIPS ON CONDUCTING QUESTIONNAIRES

- What information are you trying to collect? Are you looking for numerical, quantifiable data, or are you trying to get in depth descriptions to help form qualitative data?
- Keep the questions as short and concise as possible. You must only ask questions that are relevant to the data you want to collect.
- Make the questions basic. They must be easy to understand for anyone going through your questionnaire.
- Include logic and sequencing. This means that the order your questions are in, follow an order that progressively evolves from general questions to specific ones.
- Consider how long the question is. How long does it take to fill out?
Try to make this as short as possible. A good way to do this is by using multiple - choice questions where possible.
- Avoid leading questions.
- Include continuity in the questionnaire. For example any questions that require ratings should be the same. 1 - 10 (1 also being the lowest & 10 always being the highest)
- Before sending out your questionnaire. Run it by a few people. Was it easy to understand? Was it too lengthy?

Once you have completed these steps you can mass distribute your questionnaire. Make sure to send your questionnaire to the intended target audience, in order to get reliable & trustworthy results.

Example:

On a scale 1 - 10 (1 being the worst & 10 being the best) how was the service today?

1 2 3 4 5 6 7 8 9 10

If you have any complaints with our service, please write them below.

YOUTH PERSONAS

Personas are based on real young people and aim to represent a group of young people in society. They focus on the needs and relevant characteristics of the main target users. For example you may create a persona for a young person who has caring responsibilities as this will significantly affect their availability. It's also important to consider culture, socio economic circumstances, ethnic identity, gender and disability.

This is a great activity to do with young people. Ask young people to create different personas based on their friends and communities. Use it as an opportunity to have discussions around equality and accessibility.

Name: _____

Age: _____

Gender identity _____

Work/Education/ Current life circumstances _____

Relevant characteristics:

Describe their everyday life:

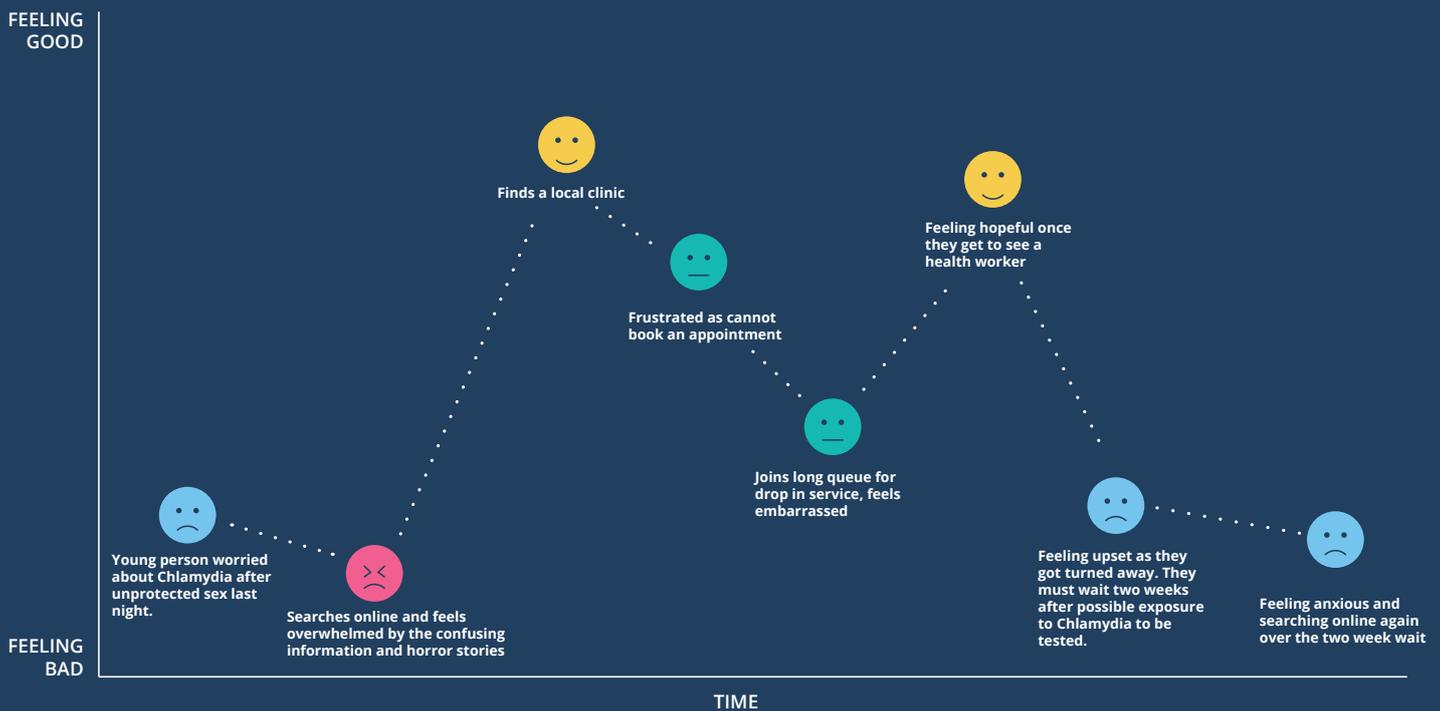
Needs and priorities:
(What do they need from the service? What are their priorities?)

USER JOURNEY MAPPING

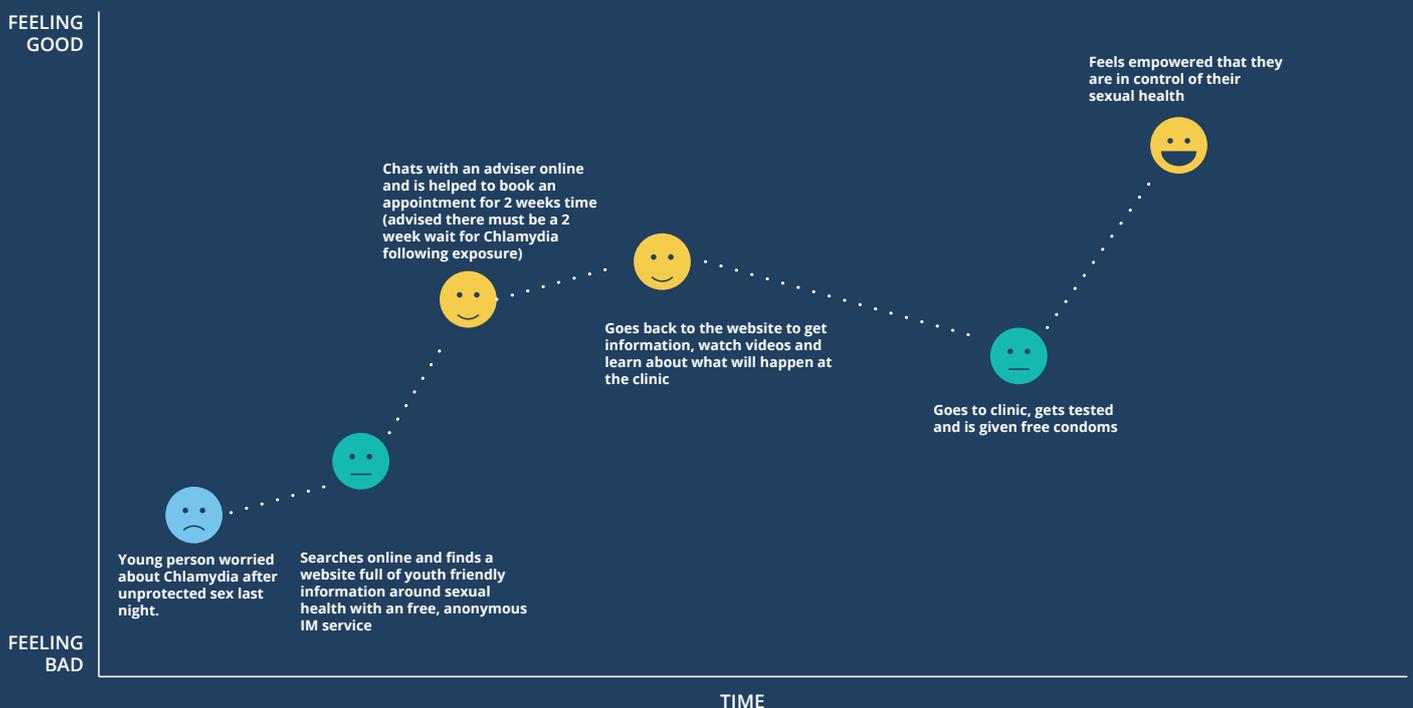
User journey mapping can be used in the discovery and define phases, as well as in the develop phase.

Once you've created your personas, use journey mapping to show how that person currently moves through the service. In the later phases it is used to show the ideal user pathway through your new or improved service.

Work with young people to map out their current journeys through your service or create a journey based on the data you have gathered in the discovery phase. **Example:**



Once in the develop stage. Map out what the ideal service will look like:



CREATING USER NEEDS STATEMENTS

You can create user needs statements at the beginning of your project. These statements set the direction of your challenge. You may need to do some initial research before you are ready to create a user needs statement.

AN EXAMPLE USER NEEDS STATEMENT:

"As a young person who cares for their Mum, when I need to do my homework I need a quiet space and dedicated time so that I can complete my schoolwork to the best of my ability."

HOW TO CREATE A USER NEEDS STATEMENT:

Ask each member of your team to have a go at writing a statement using this formula:

As a _____ [young person affected by the problem]
When I _____ [the situation in which problem occurs]
I need _____
So that _____ [outcome I need]

GOOD EXAMPLE:

"As a young person who cares for their Mum, when I need to do my homework, I need a quiet space and dedicated time so that I can complete my schoolwork to the best of my ability."

What's good about this statement is that it is very specific and does not present any solutions. It focuses on the young person's needs.

POOR EXAMPLE:

"As a young person who cares for their Mum, when I need to do my homework, I need an afterschool homework club so that I can complete my schoolwork to the best of my ability."

The issue with this statement is that the solution has already been decided.

Thank you to CAST, Centre for Accelerated Social Technology for this exercise.



STORYBOARD

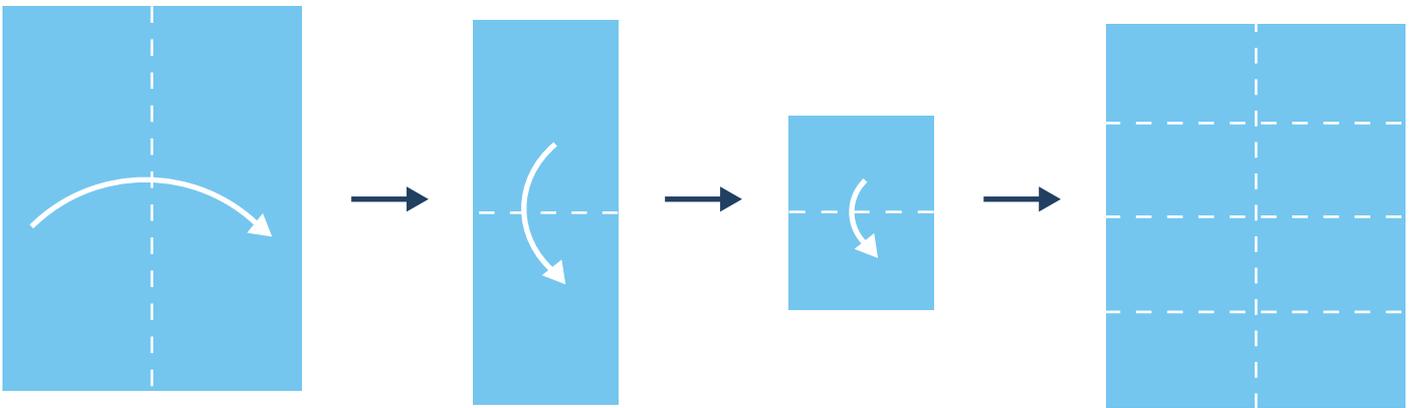
This template can be used to ask a young person to draw the steps they would take in a given scenario. You can also use a storyboard to draft the content of a video.

RAPID EIGHTS

Rapid eights is a quick way to come up with a whole range of ideas and it's a fun activity to use with young people. The aim is to encourage creativity by looking beyond the obvious solutions.

All you need is A3 or A4 sheets of paper and pens.

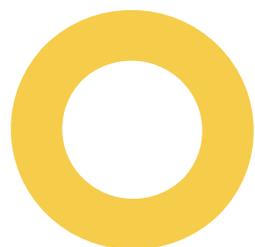
1 Ask everyone to fold their paper in half and then in half again.



2 Open out the paper and you should have eight equal size boxes.

3 Set a short timer of six minutes and ask everyone to sketch eight ideas.

4 Once everyone has finished, ask each person to feedback their best ideas to the group and have a discussion around the most promising ideas.



THEMES, INSIGHTS AND HOW MIGHT WE STATEMENTS

Not every team member will have attended every user interview, but it's really important that every team member understands the key learning from all of the user research. A good way to do this is to arrange a number of sensemaking workshops. These are best held as you go along, while the user research is still fresh.

You'll need pens, post-it notes and a clear wall space or digital whiteboard

- 1** Get the full team together and allocate a facilitator
- 2** Ask each person who has been involved in the user research to refer back to their data and share what they've learnt with the rest of the group. Who did they meet, what did they learn, what were the main insights? Capture these points using post-it-notes
- 3** Once everyone has had an opportunity to feed back the learning, you can start to re-order the post-it notes into themes. Consider, what recurring themes are there? What information stands out as being significant and relevant to your design challenge?

HOW MIGHT WE STATEMENTS:

Once you have a summary of the main themes and insights, you can reframe these into 'How might We Statements (HMW).

For example:

- 1** Many young Mums expressed a feeling of isolation.

HWM:

How might we help young Mum's to feel less isolated?

- 2** Young Mums really valued the opportunity to speak to other young mothers and share experiences

HWM:

How might we create opportunities for young Mums to network and communicate with each other that's safe and accessible?

You'll likely have 5-8 HMW Statements. These statements are used during the Develop phase to inspire solutions.

PROTOTYPING

Prototyping is used to bring your ideas to life. The method helps make your ideas more tangible so that they can be tested with young people. It will bring out positives and negatives in your design.

STEP 1: LOW FI PROTOTYPING

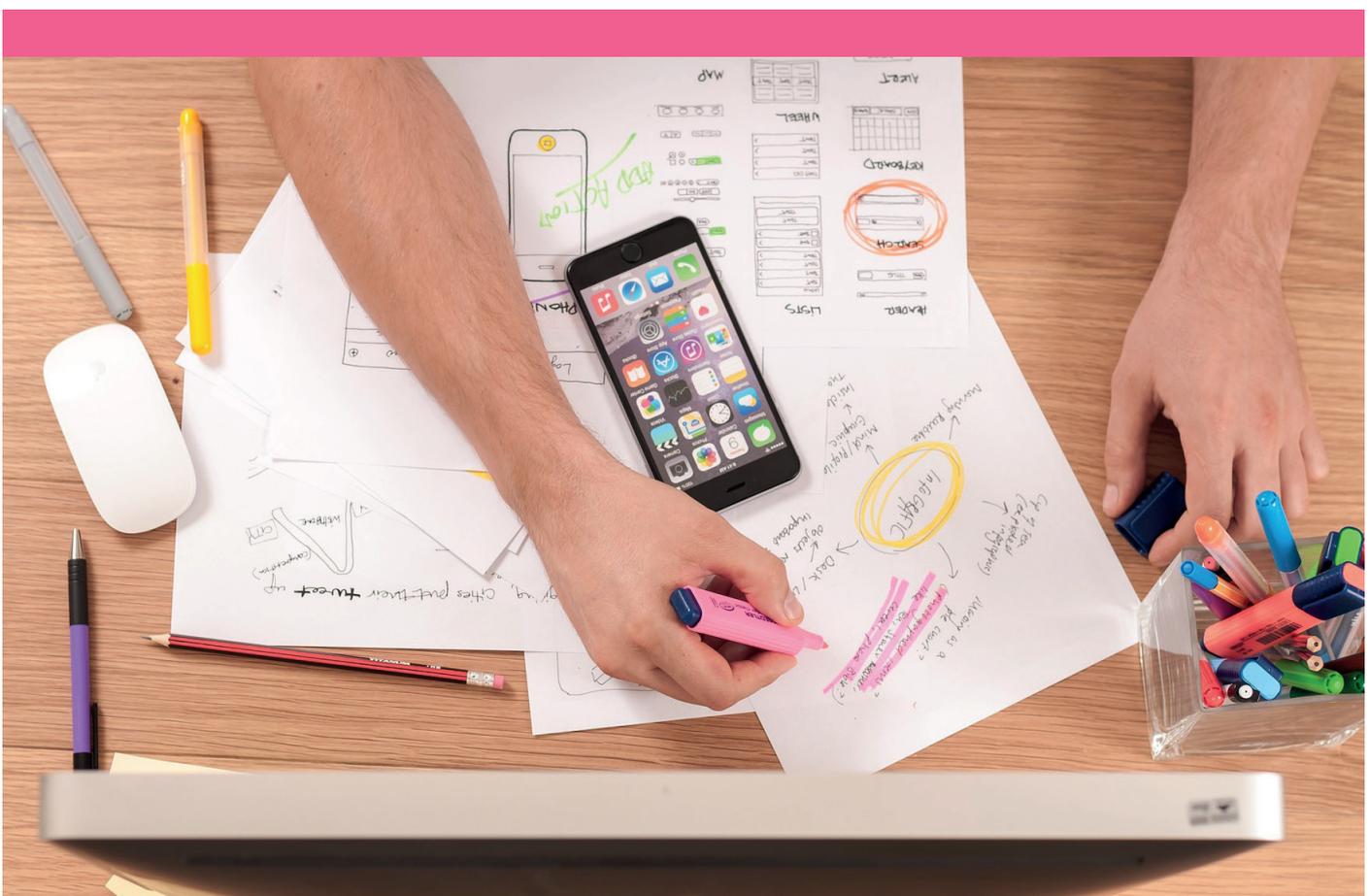
Your initial prototypes should be low fi, meaning rough & ready. They can be drawn onto paper to create mock ups of the design. For example, to test a video, you can use a storyboard and script to show the content of the video. For an app you can draw each screen of the app and the user journey through the app.

You then test out these low-fi prototypes with young people and iterate the designs based on their feedback.

STEP 2: MAKE A 'HIGHER' FI PROTOTYPE

The next phase is to create a more elaborate prototype. These can be created using low cost digital tools. You can build example websites and databases using Notion, you can create online groups and forums using Facebook and Google Groups, you can SMS young people using Twilio, the possibilities are endless.

Make sure to take photos of each concept iteration so you are able to document the successful ideas later on.



LOW COST OR FREE DIGITAL TOOLS

There are a whole range of digital tools that can be used to deliver your service design project with young people.

Here are a few we recommend:

GOOGLE JAMBOARD

Digital white board. Can be used for focus groups and workshops.

TWILIO

Allows you to send and receive text messages such as appointment reminders to service users.

TYPEFORM

Create engaging, interactive forms as well as logic surveys.

SLACK

Set up an online community, have discussions and conversations.

VIDEOASK (by typeform)

Allows you to have video conversations. It can be used as an innovative way to engage with young people and provide them with information.

CANVA

Create engaging content for social media posts or posters and flyers.

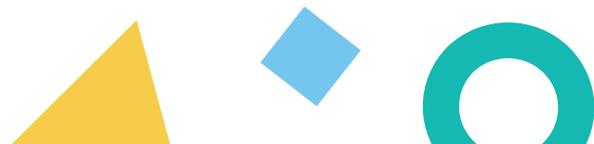
NOTION

Notion is an incredibly versatile tool. It can be used as a database, a website and can be used for project management. There are free versions for nonprofits.

LOOM

Easily create explainer videos. With Loom, you can record your camera, microphone, and desktop simultaneously.

You can find a digital tool or resource that's right for you in the Charity Catalogue:
<https://charitycatalogue.com/>



REFERENCES AND FURTHER RESOURCES



REFERENCES

This toolkit has been inspired by:

Design Council's Framework for innovation (double diamond):

<https://www.designcouncil.org.uk/news-opinion/what-framework-innovation-design-councils-evolved-double-diamond>

CAST Design Hops:

<https://www.wearecast.org.uk/programmes/design-hops>

IDEO Design Kit:

<https://www.designkit.org/>

Service Design Toolkit

<https://servicedesigntoolkit.org/>

FURTHER RESOURCES

Charity Catalogue

<https://charitycatalogue.com/>

The Catalyst Resources and recipes for digital working:

<https://www.thecatalyst.org.uk/resources#>