

In the Spring of 2015, we ran a class called “Design & Me” at Stanford’s d.school. The class helped students intentionally reflect on what they learned about themselves by taking a d.school class, learning about the design thinking process and being part of a team. The class was an hour long and was held once a week for 6 weeks.

The idea for the class arose after empathy work done with students in the d.school about learning styles and personalities. One of our most exciting findings was that students who intentionally reflect throughout their classes feel like they benefit most from their experience.

In this document are the curriculum and worksheets from that class.

Week 1 Curriculum

Objective:

1. Get to know each other
2. Reflect on your strengths

Activities:

1. Build notebooks
⇒ Enter on action
2. Getting to know each other drawings:

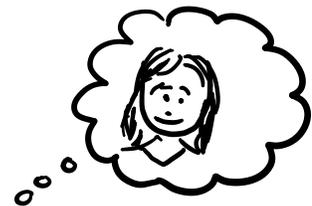
Who am I?



Why am I at
the d.school?



Why am I in
Design & Me?



3. Strengths Cards (see next page)

Challenge for the week:

- Talk to at least 3 people and ask them about what they see as your strengths.



What are you
good at?



What are you
good at?



What are you
good at?



What do you
enjoy doing?



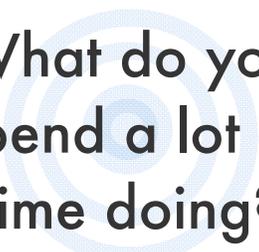
What do you
enjoy doing?



What do you
enjoy doing?



What do you
spend a lot of
time doing?



What do you
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What do you
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Dive deeper



Dive deeper



Dive deeper

What do your friends come asking you for?
What stood out to your employer at a recent internship/job?
What classes or projects come really easy to you?

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What makes you happy?
When do you feel most in your element?
What kind of opportunities do you seek at Stanford (classes or clubs)?
Think about your last internship/job: what tasks did you like the most?

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What do you gravitate towards doing in your free time?
Think about a typical week: what things do you spend the most time on?
What skills have you been working on for a long time?
If you could spend an unlimited amount of time on something, what would that be?

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What personal traits are you most proud of?
What comes naturally to you?
How would a friend describe you?
Do you think what you've written so far accurately represents you? Why or why not? What more would you add?

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Draw something you learned about yourself this week.



When we get together on Thursdays.

Draw or write down your intention for the next week.

Before you head out.

Think of a time you set an intention for yourself: What worked?
What didn't? How would you approach it differently next time?

During the week at home.

Week 2 Curriculum

Objective:

1. Considering your strengths, what might you consider developing?
2. Make an actionable goal for your week to work on!

Activities:

1. Create a map of your intentions to help determine which skill to develop
2. Design project with a partner:
 - ⇒ Empathy work: what does your partner want to develop?
 - ⇒ Ideation: how might your partner work on that still?
 - ⇒ Prototype/test: choose from your partner's suggestions and commit to that challenge for the week

Sample Self-determined Challenge:

- "Have at least 1 challenging conversation with team members I'm frustrated with."

Draw something you learned about yourself this week.



When we get together on Thursdays.

Draw or write down your intention for the next week.

Before you head out.

In designing for someone else, what did you learn about yourself?

During the week at home.

Week 3 Curriculum

Objective:

1. Reflect on elements of challenging groups
2. Help brainstorm solutions to those challenging group scenarios

Activities:

1. On an envelope, write a challenge you have working in groups
2. Pass it to the person to your left » that person brainstorms solutions/suggestions to your challenge » take 3 minutes
3. Continue passing to your left until your envelope returns to you

Group Challenges from Design & Me:

- How Might We... help people let go of their favorite ideas?
- How Might We... deal with different levels of commitment among team members?
- How Might We... help people be more self-aware and reflect on behavior?
- How Might We... communicate expectations for the output of a group project and manage any misalignment of our goals?
- How Might We... ensure all group members are contributing equally?
i.e. help the quiet people share more and the loud people shut up a little?

Draw something you learned about yourself this week.



When we get together on Thursdays.

Draw or write down your intention for the next week.

Before you head out.

Think about tools or exercises you've learned and used in your school classes. Can you think of one that has been particularly helpful for you and why it was helpful?

During the week at home.

Week 4 Curriculum

Objective:

1. Share tools that you've learned in class that have been particularly helpful

Activity:

1. Public share out of the tools that they had thought about from last week's reflection sheet

Sample Tools that were Shared:

- Consider the opposite: consider features of the system/think you're designing around and think about the opposite
 - o eg. Public transportation: Stinky ⇔ Smells like a princess
- Design Principles: After gathering & analyzing data, come up with at least 5 "A solution should..." statements
- Think of empathy work as a set of experiments
- Best ideas/worst ideas: Hand your worst ideas to another group and they have to turn them into worthwhile ideas
- Defining Points of View: Write a Point of View on your board. Rotate around to other groups' boards and write "How might we..." statements for their Points of View

Draw something you learned about yourself this week.



When we get together on Thursdays.

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Before you head out.

How has this quarter been so far? What do you hope to keep the same in the remaining weeks? What do you hope to change?

During the week at home.

Week 5 Curriculum

Objective:

1. Learn new interviewing frameworks
2. Try new synthesis tools

Activity:

- Ask students to share their interviewing techniques
- New interviewing framework:
 - o Icebreaker
 - o Grand Tour
 - o Informational
 - o Hypothetical/magic wand
- Synthesis techniques:
 - o Creating 2x2 axes
 - o Breaking ideas into their original insights

Draw something you learned about yourself this week.



When we get together on Thursdays.

Draw or write down your intention for the next week.

Before you head out.

What's a place in your life where you are feeling challenged or annoyed?

During the week at home.

Week 6 Curriculum

Objective:

1. How can you transfer d.school mindsets?
2. Create and action plan for applying a mindset to a specific challenge

Activities:

- Mindmap: What mindsets/outlooks/perspective have you learned/developed while in your d.school class?
- Consider: What challenge do you want to apply this mindset to?
- Brainstorm: How could you apply this mindset to this challenge?
- Share out and commit: Use the brainpower of the group to help you decide which direction to go and their accountability to make sure you stick to it.