HACK THE HALLWAYS DESIGN JOURNAL
According to the results from a Student Wellness Survey, 43% of Roosevelt Middle School students ranked the Hallways as the second most unsafe space at school, the first being on the streets around school. Even though there are expectations for adults to be supervising during passing periods, supervision is not always consistent. Often you’ll observe students standing in the middle of the hallway gossiping and sometimes that gossip will bleed into the classroom, disrupting the culture. The voice level in the hallway could also be improved, sometimes students will use an outside voice inside the building. The staff at Roosevelt wants the hallways to be student friendly, but also need them to be a safe place for all.

Even if there were consistent adult supervision, Roosevelt doesn’t believe their hallway culture would improve by that much. They hope to make great gains with hallway expectations while creating a culture of student voice, ownership and agency.
YOUR CHALLENGE

Your goal is to use a human-centered approach at Roosevelt Middle School in Oakland, California to empower students to take ownership of hallway culture. We will be using the design thinking process to guide our innovation cycle throughout the day.

Through this design experience you will:
- Learn how to use design thinking to solve real-world problems in education
- Engage with real kids and do real work that benefits a real school
- Have the opportunity to think about the intersection of values, space, role, ritual, behavior, and media.
- Build your creative confidence

For this challenge, we ask that you consider prototypes that utilize the levers of media, space, role and ritual. Use these levers to imagine and then make prototypes for how the hallways at Roosevelt Middle School can be manipulated to better serve the needs of your user.
Roosevelt Middle School, located in Oakland’s San Antonio neighborhood, was first established in 1923. As a public middle school in the Oakland Unified School District, we enroll students in grades 6-8.

Currently, our school serves approximately 520 students from multiple racial & ethnic backgrounds:

- 45% Asian/Pacific Islander
- 34% Latino
- 17% African American

Thirty-five percent of our population is classified as English Language Learners, and there are over 20 different home language groups represented within our student body. 96% of our students qualify for the free or reduced-price meal program and 15% of our students have a disability.

Roosevelt’s mission is to empower all students to be creative community leaders by providing them with a strong academic foundation, equipping them with 21st century skills, and instilling a community ethic. We will accomplish these outcomes by creating a vibrant learning experience through engaging personalized instruction, designing solutions to real-world problems, and by supporting the whole child. We believe that our model will provide students with a strong foundation for success in high school, college, career, and global citizenship.
Our Schedule

8:15  Welcome + Notice
8:51  Empathy Observation*
8:55  Intro to Design Thinking
9:30  Empathy Interview
9:43  Observe Passing Period
10:00 Define User Needs and Point of View
10:49 Observe Passing Period
11:05 Ideate & Prototype
11:50 Test Prototypes & Lunch
12:35 Test Prototypes Again
12:45 Notice + Reflect
1:00  Refine Prototype
1:35  Final Prototype Test
1:45  Craft Story & Install
2:30  Prototype Presentations
3:00  Reflect + Take-Aways
3:30  Conclude

*blue text marks experiences out in the field
Map of Roosevelt Middle School 2016-2017
The **notice** phase helps designers develop a self and social-emotional awareness before entering any context or practice of empathy.

This phase focuses on you, the designer, in order to build a practice of self-awareness of your own identity, values, emotions, biases, assumptions and situatedness in order to reveal your authentic self; accept and build from what you don’t know so that you, as designer, can empathize with humility, curiosity and courage.

Noticing what one brings to any person and context allows for authentic human centered design, not “you” centered design.

We will practice **noticing** identity, diversity, beliefs and values using the **Paseo Protocol** *(Adapted from the K12 Lab’s collaboration with the National Equity Project who adapted it from the National School Reform Faculty, nsrfharmony.org).*
**Purpose**

A designer can develop a self-awareness of identity, diversity, beliefs and values and begin to make connections between who they are and how that shapes decisions and behaviors. The *Paseo Protocol* can be a tool for initiating this self-awareness toward authentic empathy interviews and design work. It is essentially a two step process, which begins with individual reflection and then moves in personal storytelling.

**Instructions**

1. Write your name in the center circle
2. In the surrounding circles, write a word or phrase that captures some element of your identity (you can add more circles or use less circles)
   
   *For example, one circle might contain the word “woman”, another circle “Latina”, and a third circle “mother”*
   
   You will be able to choose what you would like to share from this reflection
EMPATHY

As a human-centered designer you need to understand the people for whom you are designing. The problems you are trying to solve are rarely your own—they are those of particular person; in order to design for your users, you must build empathy for who they are and what is important to them.

Empathize to discover people’s expressed and latent needs so that you can meet them through your design solutions. Today you’ll do this in two ways:

1. **Observe**: Actively watch a space, process or person to understand behavior and latent needs. Notice how they occupy the hallway to achieve certain ends, and how the space promotes or inhibits an activity, outcome or experience.

2. **Engage**: Have a conversation to get into the motivations and emotions that drive student behavior at Roosevelt. Come to understand a student or teacher’s experience in their own words.

**EmPATHY EXPERIENCE #1**: Observe during Passing Period 1
You will have from 8:51-8:55am to observe. Be sure to take notes using the AEIOU tool on the next page on what you see, hear, and feel. Pay special attention to what you feel and notice in your self.
Using the AEIOU Tool, look for an intriguing student or group of students and observe their behavior. Think about:

How do they occupy the hallway they’re in? How do students behave? What causes distraction? What engenders focus? Notice how the space promotes or inhibits an activity, outcome or experience.

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**Empathy Experience #2:** Engage with a Roosevelt student on your team. You have 10 minutes to interview 1-2 students about their experiences walking the hallways at Roosevelt and get their thoughts on the hallway culture in their school.

How to interview:

1. Remember to **Notice** your sense of self and potential impact on your student prior to interviewing so that you can build authentic trust.

2. Have a conversation. Start by introducing yourself, build rapport, ease into the conversation. Be sure to ask them about themselves - what grade are they in, what’s their favorite subject in school, what do they like to do on the weekends, etc.

3. Seek stories. Use stories to learn about what your interviewee does and--more importantly--thinks and feels.
   - “tell me about the time ___”
   - “walk me through how you ___”
   - “how do you feel about ___”
   - “Why is that? Why do you say that? Tell me more”

4. Elicit emotions. Notice when they show emotions when answering and dig deeper “how does that make you feel?” “why do you think that’s happening?”

In your notebook capture these conversations with notes and sketches.
Empathy Experience #3: Observe during Passing Period 2

Head back into the hallway for observation #3. Come with a curious mind - what are you still not sure about? Find a different space and try to gain a new understanding about the hallway culture.

You will have from 9:43-9:47am to observe. Be sure to take notes about what you see, hear, and feel.
Define

Now that you’ve gathered empathy data, you’ll need to unpack and synthesize your empathy findings into compelling needs and insights so you can scope a specific and meaningful challenge for your user and for Roosevelt. Although this marks a new phase in our design process, hold empathy close as you channel your understanding of your users in the work ahead.

The define mode of the design process is all about bringing clarity and focus to the design space. It is your chance, and responsibility, as a design thinker to define the challenge you are taking on based on what you have learned about your user and about the context. This stage is about making sense of the widespread information you have gathered.

For our work today, we’ll collaborate on the define phase in our groups in two phases:

A. Synthesize empathy work into insights. For fun, we’ll call these empathy nuggets

B. Draft a Point of View (POV)
Define A: Empathy Nuggets

During your empathy work, you will have uncovered surprising, unexpected or interesting tidbits. There may be a tension between what a student is trying to do and what the hallway design and culture of Roosevelt allows them to do. Maybe during your interviews or observation sessions you discovered that what students said and what they did is contradictory. Capture these nuggets in your notebook.

**EXAMPLE: Empathy Nuggets**

- **Nugget #1. Engage:** “I was just helping my friends resolve a fight during lunch. Geeze!”
- **Nugget #2. Observe:** 8th grader walking to office with referral looking bummed.
- **Nugget #3. Engage:** “I love helping my friends feel awesome and get along. Sometimes, that gets me into trouble with my teachers.”
- **Nugget #4. Engage:** “Passing periods are the only time I can hang out with my friends during the school day, but teachers get mad when we linger in the hallway”
- **Nugget #5 Immerse:** I felt really out of control in the hallway. A kid ran into me!
- **Nugget #6. Observe:** Teachers calling out boys more than girls, even if girls were also running.

Write your 3 most compelling nuggets here and on the next page.
As a team, use the madlib on the next page to build a Point of View. Generate many unique values for each field until you arrive at one POV that might read like the example above.
Point of View

We met...
[your user/user group and their context]

We were amazed to realize...
[your key insight, what did you learn that was new/surprising]

We wonder if this means...
[your inferences into potential needs]

It would be game-changing to...
[your new challenge. don’t dictate a solution]

SHARE

Capture a picture of your POV and tweet it with the hashtag #DTK12OAK.
Empathy Experience #4: Observe during Passing Period 3

Head back into the hallway for observation #4. As an act of empathy, have one of your teammates assume the role of the user you’ve identified in your POV and practice the experience of this person. How would this person walk through the hallway? Lean into this work with an improvisational mind - you might not know exactly how to embody this person’s experience, but try to imagine a way you can take on some characteristics of this person as you move through the hallway. Assign roles in your team; who will embody the person, who will take notes and observe, etc.

You will have from 10:49-11:03am to observe. Be sure to take notes about what you see, hear, and feel.
Now comes the phase of the design process in which you aim to generate radical design alternatives. The goal of ideation is to explore a wide solution space – both in terms of quantity and diversity of ideas (this is why it is important to seek out and create diverse radical collaborators). From this vast array, you can explore prototypes to test with users. To diversify and broaden your ideas, we recommend these tips:

1. Turn off your inner critic
2. Go for volume
3. Build on the ideas of others (a.k.a. Yes, and)

Some ways to start your brainstorm.

A. Generate ideas using your Point of View statement.

Specifically:

It Would Be Game-Changing to/if __________________________

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*In your team, cover your large Post-It with wild ideas. 10 MINUTES*
B. With your **empathy** and **POV** in mind, brainstorm with some of the levers of design:

**How might we use RITUAL to hack the hallways?**

**What new ways could adult ROLES build positive hallway culture?**

[Use these levers to brainstorm.]

**Not here!**

In the real world, and with your group.]

**How might we use student ROLES to build positive hallway culture?**
How might we alter SPACE to achieve our hallway hopes?

“The best way to have a good idea is to have a lot of ideas.”

- Linus Pauling

How might MEDIA build positive hallway behavior?

SHARE
Take a picture of your brainstorm and tweet it with the hashtag #DTK12OAK.
It’s time to take your ideas into the hallways! A prototype can be anything that takes a physical form, be it a doodle on a post-it, a space or a storyboard. In early rounds, keep your prototypes rough and rapid so you can learn quickly and investigate many possibilities.

Prototypes are most successful when people (the design team, the user, and others) can experience and interact with them. What you learn from those interactions can help drive deeper empathy, as well as shape successful solutions.

**ROUND 1:** Improvise your idea to life! In your team, move from a post-it idea to a testable prototype, take a moment improvise scenes, props, roles to make your idea manifest.
5 minutes

**ROUND 2:** With your team, build a physical prototype or scenario so someone can try your idea in the next passing period.
10 minutes
Test

**Testing** is your chance to get feedback on your solutions, refine solutions to make them better, and continue to learn about your users. The test mode is an opportunity to place your low-resolution prototypes into the context of the student experience at d.tech. Go back to the people with whom you spoke (or others like them), let them experience your prototype, and get feedback.

As you test, resist the urge to explain as much possible. Let your prototype be experienced and let your user do the talking.

Assign roles amongst your team for the test. *Who will take notes? Who will ask questions of testers? Do you need team members to role play any aspects of the solution?*

While you observe, capture feedback on the grid in your notebook.

**SHARE**

Snap a picture of your feedback grid (next page) and tweet it with hashtag #DTK12OAK.
Iterate

What valuable insights have you gained? What did you learn about the user and possible future designs through your project?

What’s the next prototype you want to build and test? Sketch out the next iteration of your solution below.
Storytell: Why?

It seems stories are hard-wired into our psyche. People have been passing information along via storytelling for as long as humans have had a rich language to draw from. Stories are a great way to connect people with ideas, at a human level. A well-told story – focused on pertinent details that express surprising meaning and underlying emotions - affects the listeners feelings and intellect simultaneously.

HOW to design a story

As you design your story, consider the following suggestions:

**What’s the point?** Know what you intend to convey both narratively and emotionally. You should be able to describe the essence of the transformation of your character in one sentence and the emotional tone in a couple of words.

**Be Authentic:** Stories are more powerful when they include a little bit of you. Honest expression is stronger and more resonant than cliché.

**Character-Driven:** Characters are a great vehicle to express deep human needs and generate empathy and interest from your audience. Focus on character.

**Details:** “Behind all behavior lies emotion.” What details can you share about your character and their situation that will suggest the emotions that lie beneath?

**Design Process is a Built-in Story:** Use what you’ve learned during the design process. Empathy nuggets map well to your character. Needs map to Conflict, Insights + Solutions map to Transformation.

**Format:** Use dynamic and creative formats to create novelty, interactivity and engagement. Skits, role plays and dances are all fair game.

Use the template on the next page to design your story.
3 MINUTE PRESENTATION

We Met...

We Discovered...

We Created...

We Learned...

What recommendations do you have?

Tell us about your user.

What insight drove your work?

Your solution!

Insights from prototyping and testing.
The **reflect** phase is ongoing and transparent throughout the design thinking process. It allows you and your team the time to notice, focus and reflect on your actions, emotions, insights and impact as designer(s) and human(s) on/with your users/context. It is what is called an Equity Pause by EquityXDesign. During this pause questions to consider are:

1. What evidence do I have that I am becoming more self aware and self correcting as an equity-centered designer?
2. What would my users say?

The **reflect** phase is also a time to share our learning across the process and see what we can do better* next time.

*More inclusive, equitable and aesthetic.
Reflect

I Like

I Wonder

I Will

What are you going to try to take back and try at your work?

SHARE

If you are comfortable, take a picture of your reflection and tweet it with the hashtag #DTK12OAK.
THANK YOU!

David Clifford, Susie Wise and Ariel Raz

and please stay in touch:

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