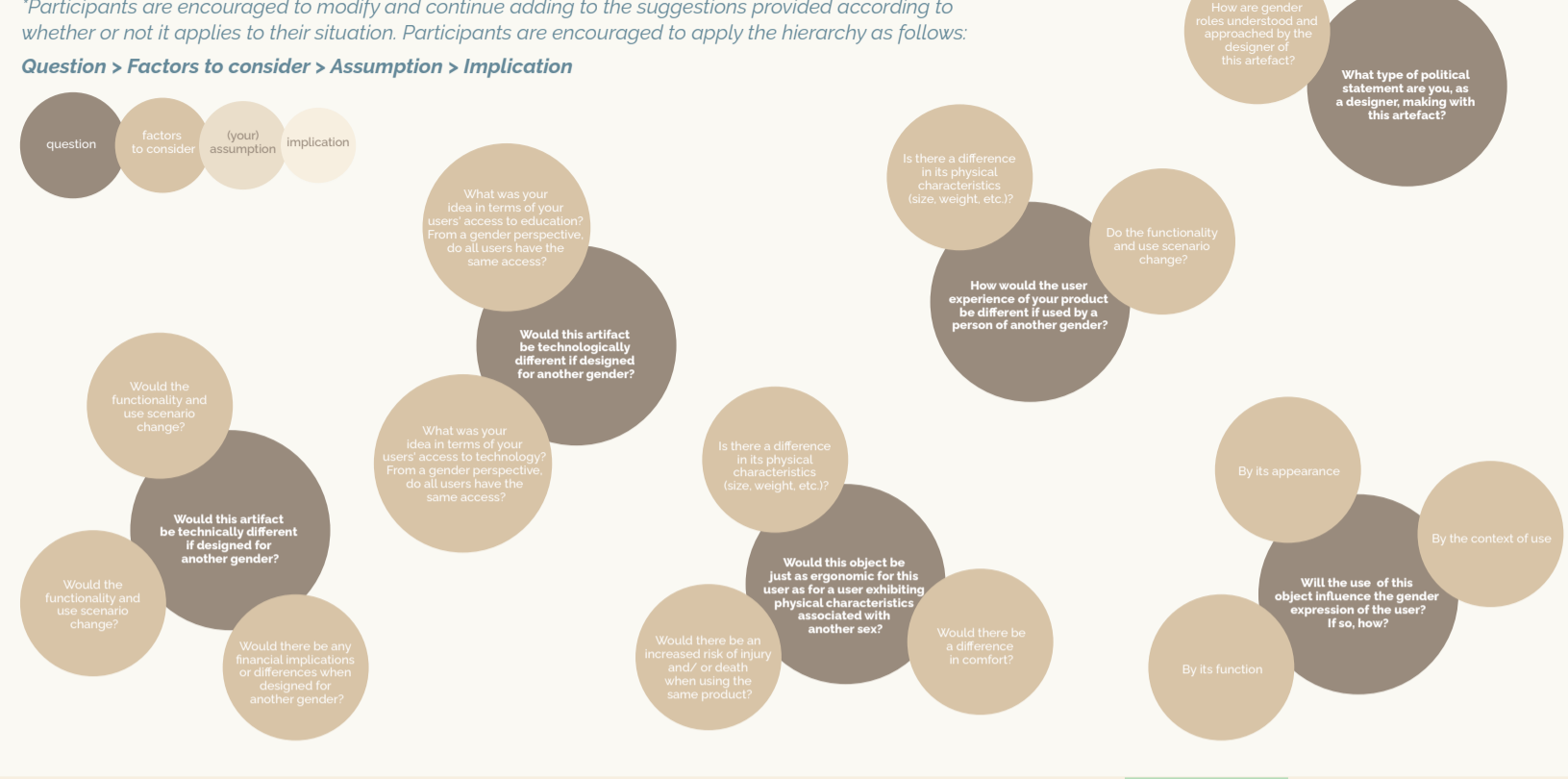


1 Read the personas on the screen. Pick one and re-read it once.

2 Use the space below to design an artefact for this persona using the information you remember from the card. Some artefact suggestions are provided below, but feel free to make up your own. You can use tools on Miro or upload a sketch or images to support your design.

- speaker/electronic
- clothing/accessory
- toy or game
- decorative item
- piece of art
- storage solution
- crafting/hobby tool
- piece of furniture
- sports equipment

6 Use the reflection questions below to help you understand the implications of the assumptions made in the previous steps. Which aspects were overlooked in your design? Add your responses in the bubbles.



3 Reflect on the persona you chose and your design from Step 1. Make two lists: one that lists your **persona's characteristics**, and another that lists the **artefact's characteristics**.

3a Persona Characteristics	3b Artefact Characteristics
A	1
B	2
C	3
D	4
E	5

5a Go back to step 3. In the beige boxes (middle column), apply your reflections from step 4 and write any assumptions you made of the persona's gender expression.

5b In the columns below, write the expected behaviour of the persona based on these assumptions. Consider: "You designed the object this way because you expect _____ of the persona."

7 How would you re-design the artefact based on your renewed understanding of the persona and on your recent reflections on gender? Redesign your artefact here by changing **one characteristic** from your initial design.

4 Choose one of the three gender expression spectrums below. Move it to the box below and make it bigger. Or create your own graphic! Go through both lists you created in step 3. Move the numbered circles beside each item in step 3 to the spectrum below. Place them in the area of the spectrum where you perceive them to belong. Consider these as individual characteristics independent from your design.

Take some time to reflect. What inspired your decision to use the visualization tool you chose in step 4?

Consider the following:
What approach to gender are you using? Were you attracted to the simplicity or complexity of the diagram?

When changing this characteristic, how would this affect the final product? Consider the aspects explored in step 6.

8 Place this sticky note on the characteristic you re-designed in step 7. Explain why you chose to change that characteristic. Consider the highly-gendered characteristics embedded in the artefact and how they are perceived by the general population. How does your redesign change their perception? What are the other implications of this change?

9 How do YOU design?

9a Reflect on your design process. Use the timeline below or create your own diagram to map out and list key steps from your personal design process. Consider the process used in this workshop as well as steps you may apply in other situations and projects (for example, research, scenarios, user testing, etc.).



9b Use blue sticky notes to point out where you gender throughout your design process (and write where you were aware you were doing it, previously to this activity). Pay attention to where, why, and when this is done and whether this is done consciously or intentionally. Note these reflections on the sticky notes.

Reflect on what you understood in steps 3 and 5 regarding how gender plays a role in design. **How would change the design process to minimize the effects of your personal biases?** Move the orange sticky notes below to the areas in your personal design process (9a) where you could implement meaningful change and add notes that could help you avoid perpetuating harmful stereotypes in your future design work.

Key Terms & Concepts

Sex: refers to a set of biological attributes in humans and animals. It is primarily associated with physical and physiological features including chromosomes, gene expression, hormone levels and function, and reproductive/sexual anatomy.
Definition from the Canadian Institutes of Health Research: <https://cihr-irsc.gc.ca/e/48642.html>

Gender: refers to the socially constructed roles, behaviours, expressions and identities of girls, women, boys, men, and gender diverse people. It influences how people perceive themselves and each other, how they act and interact, and the distribution of power and resources in society. Gender identity is not confined to a binary (girl/woman, boy/man) nor is it static; it exists along a continuum and can change over time. There is considerable diversity in how individuals and groups understand, experience and express gender throughout the roles they take on, the expectations placed on them, relations with others and the complex ways that gender is institutionalized in society.
Definition from the Canadian Institutes of Health Research: <https://cihr-irsc.gc.ca/e/48642.html>

Gender identity: One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.
Definition from the Human Rights Campaign: <https://www.hrc.org/resources/sexual-orientation-and-gender-identity-terminology-and-definitions>

Gender expression (gender presentation): External appearance of one's gender identity, usually expressed through behavior, clothing, haircut or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.
Definition from the Human Rights Campaign: <https://www.hrc.org/resources/sexual-orientation-and-gender-identity-terminology-and-definitions>

Cognitive bias: Cognitive bias is an umbrella term that refers to the systematic ways in which the context and framing of information influence individuals' judgment and decision-making. There are many kinds of cognitive biases that influence individuals differently, but their common characteristic is that—in step with human individuality—they lead to judgment and decision-making that deviates from rational objectivity.
Definition from the Interaction Design Foundation: <https://www.interaction-design.org/literature/topics/cognitive-bias>

Inclusive design: design that considers the full range of human diversity with respect to ability, language, culture, gender, age and other forms of human difference.
Definition from OCAD's Inclusive Design Research Centre: <https://legacy.idrc.ocadu.ca/about-the-idrc/49-resources/online-resources/articles-and-papers/443-what-inclusivedesign>

User-centered design: an iterative design process in which designers focus on the users and their needs in each phase of the design process. In UCD, design teams involve users throughout the design process via a variety of research and design techniques, to create highly usable and accessible products for them.
Definition from the Interaction Design Foundation: <https://www.interaction-design.org/literature/topics/user-centered-design>

my gender assumptions
exploring and undoing unaware gender violence by design

