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Intuit

Proud maker of QuickBooks, TurboTax, and Mint: The financial tools that give you the opportunity to prosper.

Intuit Education

Intuit Education is here to help your school develop the next generation of entrepreneurs and accountants with the skills and knowledge they need to succeed.

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Before you start

Lesson Plan

- **PURPOSE:** This slide deck and related materials are intended for use in a teacher-led classroom to introduce 8-12th grade students to Design for Delight in an interactive, problem-based format.
- **TIME:** Flexible. The best format is two 45-minute lessons, or a 1.5 hour workshop. However, you can compress or expand the material 45 minutes to 2 hours -- see speaker notes for tips on how to do so.
- **MATERIALS:**
 - ❑ Projector and screen to show the slide deck
 - ❑ Student worksheets: 1) *Circles Warm-up*, 2) *Customer Interview*, 3) *Brainstorming*, 4) *Sketch Prototype*, 5) *Reflection*
- **CLASSROOM SETUP:** Students should be able to see the projector and work individually and in pairs.



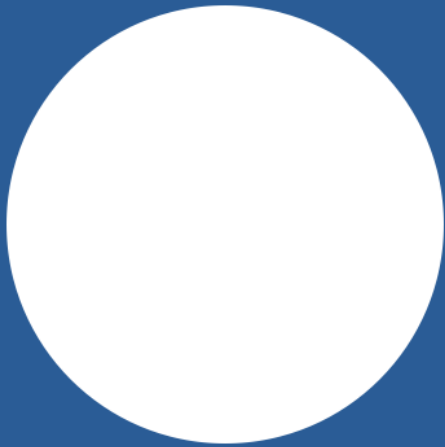
DESIGN FOR DELIGHT

A Design Thinking Workshop by Intuit
FOR EDUCATORS AND STUDENTS

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WARM-UP

Make blank circles into different things!



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Goal: Students get warmed up to be creative and have fun drawing.

Instructions: Each student gets their own worksheet with blank circles. They should draw in, on, or around the circles to make each circle into something different -- examples are shown on the slide. You can give prizes for the students who complete all the circles.

Worksheet: Circles Warm-up

Timing: 3 to 5 minutes (set a timer). This slide can be skipped for a shorter lesson plan.



<https://clubexperience.blog/2018/03/29/30-circles-challenge-creative-icebreaker-activity-with-free-download/>

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Instructions: Ask students to draw one more circle on their worksheet after getting inspiration from this example.

Timing: This slide can be skipped for a shorter lesson plan.

What did you learn from this warm-up?

Speaker note: This slide can be skipped for a shorter lesson plan.

Speaker Notes: Help students understand that their FIRST idea is not their best idea. Probe for insight that often one idea leads to more ideas that are bigger, bolder and more creative. Ask if anyone got stuck. Share that getting stuck is a universal experience and it's important to keep going. Encourage them to believe that they can learn to be more creative (growth mindset).

Introduction to Problem-Solving with Design for Delight (D4D)

This is a common problem...



ID 1850411 © Illreality | Dreamstime.com

Goal: Help students understand WHY we do Design for Delight.

Instructions: Ask students what problem this person is facing and why it's frustrating. Help them see the person as a "customer" -- someone that they could help with a product or service. Ask what solutions exist to help this person (examples: Cars, Uber, Planes, Roller skates).

There are many designed solutions



ID 6167878 © Cordula Kerlikowski | Dreamstime.com



ID 2749156 © Tommy Schultz | Dreamstime.com

Goal: Help students understand that the world is full of solutions that were designed by people, to solve problems.

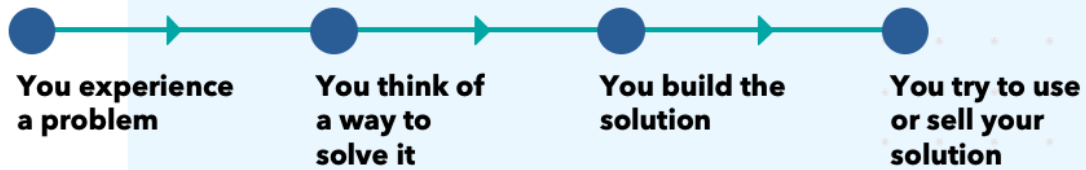
Instructions: Probe for ideas of a solution that doesn't exist yet (Example: a flying car, teleportation machine).

But HOW do we come up with great solutions?

Goal: Students reflect on what problem-solving methods they know.

Instructions: Ask students how they think people came up with bicycles, cars, and other solutions for transportation. Emphasize that it wasn't a single person with a great idea, a sudden "genius" inspiration, or other "magical" problem-solving method. Ask what other products they really love that took a lot of work to design.

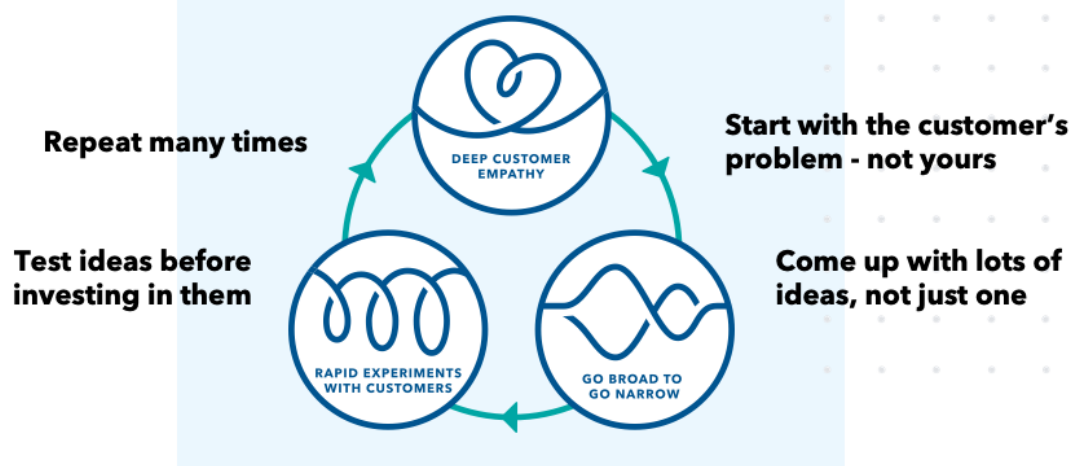
The “Traditional” Way to Solve Problems



Goal: Contrast traditional problem solving with Design for Delight so that students understand the differences.

Instructions: Describe a traditional way to solve problems. Ask for examples in their own lives of how they solved a problem by creating a thing (product) or a process (service).

How is Design for Delight (D4D) different?



Goal: Contrast traditional problem solving with Design for Delight so that students understand the differences.

Instructions: Describe Design for Delight so they understand the key principles. 1. It's a type of "Design Thinking", used at Intuit to create and improve products and services. 2. It's a set of three principles for solving problems. 3. Each principle has many methods.



Deep Customer Empathy

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Speaker notes: Deep Customer Empathy is the first principle of Design for Delight.

What is “Deep Customer Empathy”?

- 1 All solutions have **customers**-- the people who will benefit from what you make or do (*even if they don't have to pay for it*).
- 2 **Everyone is different**, so we can't assume we know what they want and need.

Deep Customer Empathy is when you learn about the people you're trying to help through observing and listening.

by Angelina Litvin on Unsplash



by Brandless on Unsplash



by Audi Nissen on Unsplash



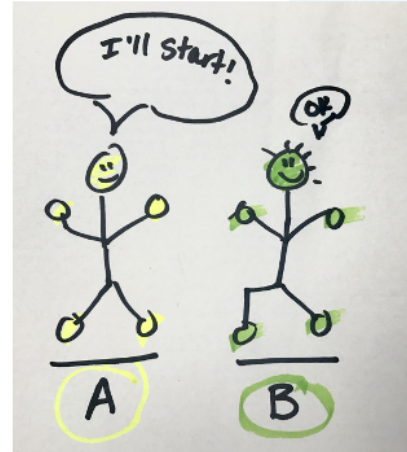
by Nicola Fioravanti on Unsplash

Goal: Students understand that the “customer” when they solve a problem is NOT necessarily like them, and in fact is usually very different from them.

Instructions: Explain Deep Customer Empathy using text on slide. Ask students how the people in the photos might be different, both in ways that can be seen (race, age, physical ability, hair), and in ways that cannot be seen (language, culture, personality). Check for understanding on why it's important to understand your customer before you try to solve any problem.

Let's try a Customer Interview

1. Find a partner to be your "customer"
2. Person on the **left** will be **A** and will **ask** questions first.
3. Person on the **right** will be **B** and will **answer** questions first.
4. Don't switch until we tell you to.



Goal: Set up the Customer Interview Activity.

Instructions: Help students form a pair and get out their Customer Interview worksheets and a pen/ pencil.

Customer Interview Goal

Understand the biggest problems your customer faces **at school**, so that you can help them with a new product or service.

EXAMPLE TOPICS:

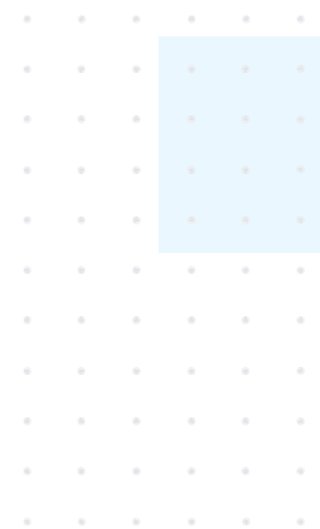
- Buildings and classrooms
- Food
- Activities
- Classes
- Anything else!



Free photo 13315144 © Grafvision - Dreamstime.com

Goal: Set up the Customer Interview Activity.

Instructions: Explain the goal of the customer interview and let students ask questions.



Practice

Person A, interview your partner

ASK: "Tell me about a normal day at school for you."

- LISTEN, ask questions, take notes
- What was their biggest problem?
- What did they love and hate about the experience?

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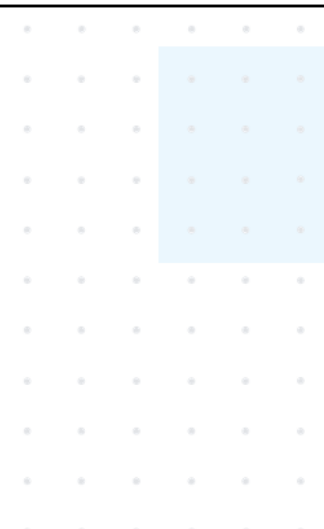
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Goal: Start the Customer Interview Activity.

Instructions: Tell students to use their Worksheet to interview their partner. Remember, what they write on their worksheet should be about their partner, NOT themselves.

Worksheet: Customer Interview

Timing: 3 to 5 minutes (set a timer).



Practice

Person B, interview your partner

ASK: "Tell me about a normal day at school for you."

- LISTEN, ask questions, take notes
- What was their biggest problem?
- What did they love and hate about the experience?

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Goal: Complete the Customer Interview Activity.

Instructions: Tell students to use their Worksheet to interview their partner. Remember, what they write on their worksheet should be about their partner, NOT themselves.

Worksheet: Customer Interview

Timing: 3 to 5 minutes (set a timer).

Discussion

What did you learn about your "Customer"?

- What surprised you?
- What does your customer care about?
- What's another way you could get even better understanding of your customer?

Goal: Discuss the customer interview activity so students can reflect and learn together.

Instructions: Ask students to share what they learned using the questions on the slide as prompts. Encourage them to realize that you can learn even more about your customer by observing them in real life, because people aren't always good at telling you about themselves.

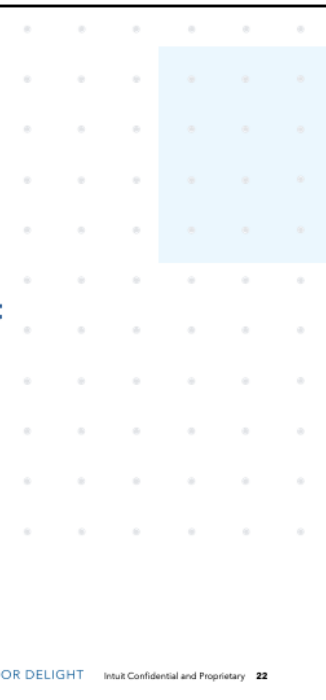
Timing: 3-5 minutes. This slide can be skipped for a shorter lesson plan.



Go Broad to Go Narrow

Speaker notes: Go Broad to Go Narrow is the second principle of Design for Delight.

A collection of hand-drawn doodles arranged in a grid-like fashion. The doodles include various faces, wheels, clocks, and abstract shapes, many with handwritten labels like "FACE", "WHEEL", "CLOCK", "HANDS", etc.



Practice


BY YOURSELF

Pick one problem your customer told you about.

Brainstorm as many potential solutions as you can (a product or service), based on what they told you in the interview.

DON'T SHOW YOUR PARTNER YOUR IDEAS YET!

- There are no bad ideas!
- Go for quantity over quality – can you break 10 ideas?
- Remember what your partner said
- Try to come up with NEW ideas, not just things that already exist

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Goal: Students practice brainstorming on their own

Instructions: Use the Brainstorming Worksheet to come up with lots of ideas that **could solve a problem for your partner (not you!)**. Remember, they don't have to be good ideas! Emphasize quantity over quality. Offer prizes for students with the most ideas, as well as the "craziest" ideas. Do this by yourself - no talking.

Worksheet: Brainstorming

Timing: 3 to 5 minutes (set a timer).

**NOTE: Stop here for the
2-day lesson format**



Rapid Experiments with Customers

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Speaker notes: Rapid Experiments with Customers is the third principle of Design for Delight.

Why do Rapid Experiments?



Avoid making a product that customers don't want



ID102707712 © Publicdomainphotos - Dreamstime.com

Avoid building something really expensive until you test the design!

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Goal: Help students understand what is an experiment and why we do it.

Instructions: Ask students what an experiment is (a test of an idea, product, service to see how it works), and why we do them (because we want to find out something that we don't already know). How could Nabisco (the company that makes Oreos) done an experiment to see if customers wanted a Watermelon flavored Oreo? How could a car company do an experiment to test the design of their car before building a lot of expensive cars?

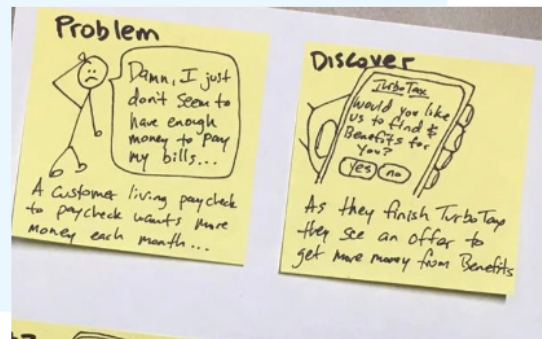
Timing: This slide can be skipped for a shorter lesson plan.

Practice Making a Prototype

BY YOURSELF

Create a "picture prototype" to test your idea!

- Pick ONE idea from your Brainstorm list
- Draw your idea on the worksheet
- Try to show why your idea is awesome
- Don't worry, it doesn't have to be perfect!
- Don't show your partner, yet!



Goal: Students practice sketching as a way of elaborating on their ideas.

Instructions: Each student draws their favorite or best idea from their Brainstorming list. You can give prizes for the students who have the best or most interesting drawings. Do not let them show their partner yet.

Worksheet: Sketch Prototype

Timing: 3 to 5 minutes (set a timer).

Practice a Mini-Experiment

Person A, show your picture to your partner and ask them for feedback

- Explain the idea in 2-3 sentences
- Let your partner look at your picture and ask questions.
- LISTEN to your customer's feedback with an open mind.
- DON'T defend your idea!

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Goal: Students practice showing a sketch prototype as a mini experiment and way to get customer feedback

Instructions: Use the instructions on the slide to have one student show and explain their idea to their partner.

Worksheet: Sketch Prototype

Timing: 3 to 5 minutes (set a timer).

Practice a Mini-Experiment

Person B, show your picture to your partner and ask them for feedback

- Explain the idea in 2-3 sentences
- Let your partner look at your picture and ask questions.
- LISTEN to your customer's feedback with an open mind.
- DON'T defend your idea!

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Goal: Students practice showing a sketch prototype as a mini experiment and way to get customer feedback

Instructions: Use the instructions on the slide to have one student show and explain their idea to their partner.

Worksheet: Sketch Prototype

Timing: 3 to 5 minutes (set a timer).

Discussion

Based on what you learned from your customer's feedback:

- What surprised you?
- What did you learn?
- What would you do next?



Goal: Students reflect and share about what they learned from their mini experiment using a sketch prototype.

Instructions: Ask students to share using the questions on the slide as a prompt. Share that this isn't the end of the design thinking approach in a "real world" situation. You would take what you learned to continue doing prototypes and tests, and you'd continue learning more about your customers. Emphasize that Design for Delight is iterative, not "one and done".

Timing: 3 to 5 minutes (set a timer). This slide can be skipped for a shorter lesson plan. If you have extra time, you can have students do a second round of their picture prototype, either with a new idea, or improving on their first idea based on their customer's feedback.

Reflect on Your Learning

You practiced the three principles of Design For Delight!

BY YOURSELF

Please do the
Reflection Worksheet



Goal: Students reflect about what they learned from the entire lesson on Design for Delight.

Instructions: Ask students to complete the worksheet on their own and turn it in.

Worksheet: Reflection

Timing: 3 to 5 minutes (set a timer). Alternatively, the Reflection worksheet can be assigned as homework.

Thank You!