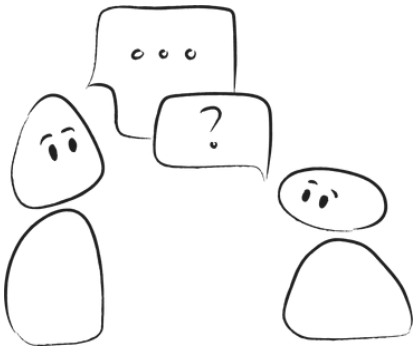
# UNDERSTAND

## USER EXPERIENCE



**FACILITATOR GUIDE**
**GRADES:** 6-12
**TIME:** 30 minutes
**MATERIALS:** pencil, paper, journey maps

Designers work to **understand** the world around them. They ask thoughtful questions, listen, and notice what people need. Before jumping to a solution, designers take time to learn more about the situation.

## PROCESS

### 1. QUICK BRAINSTORM

Ask students to quickly jot down or sketch a few ideas for helping their neighbors on an extremely hot day. This can be anything from a shade structure to a special water bottle, etc.

### 2. WHAT MAKES A GOOD INTERVIEWER?

Let students know they are going to practice listening and interviewing to become better designers. Ask students if they've ever conducted or been a part of an interview.

Create an anchor chart or model it together: what makes a good interviewer?

"Interviewers help their interviewee feel comfortable"
"Interviewers prompt their interviewee about what happened first, next, and finally--like a story"
"Interviewers might ask follow up questions like asking how something felt or what it sounded like"

Some designers conduct interviews, sometimes known as user research, before getting started on a design. This makes their design work better for everyone.

### 3. INTERVIEW/JOURNEY MAP

Pair students up for interviews. Ask them to interview one another a memory of an extremely hot day. For this activity, students can develop their own interview questions or utilize the journey map.

### 4. REFLECT AND DISCUSS

Come back together as a group. Ask students:

- What surprised you about your interviewee (or user's) experience?
- Return to your brainstorm ideas. Would you change them now? Why?
- How can listening help us become better designers?

# SCAFFOLDING

- **Gradual Release**: Model and complete an interview cycle all together before having students pair off.
- **Think Aloud:** Model your thought process as you're interviewing and taking notes.
- **Voice Memo:** Students may record their interviews instead of writing.
- **Sketch:** Students may add sketches to their journey maps, almost like a comic strip.

# EXTENSIONS

- Students can conduct interviews and journey maps outside of their classroom (for example, with school staff, community members, etc.)

# LEARNING STANDARDS

## ELA (CCSS)

- SL.6.4, SL.7.4, SL.8.4, SL.9-10.4, SL.11-12.4: Present claims and findings clearly.
- WHST.6-8.8, WHST.9-10.8, WHST.11-12.8: Gather and evaluate information from multiple sources.
- WHST.6-8.9, WHST.9-10.9, WHST.11-12.9: Draw evidence from sources for analysis, reflection, and research.

## Science & Engineering (NGSS)

- MS-ETS1-1: Define criteria and constraints of a design problem.
- HS-ETS1-1: Analyze a complex challenge to identify criteria and constraints for potential solutions.

## Visual Arts (National Core Arts Standards)

- VA:Cr1.2.6.a; VA:Re.7.1.6.a; VA:Cn10.1.6.a
- VA:Cr1.2.7.a; VA:Re.7.1.7.a; VA:Cn10.1.7.a
- VA:Cr1.2.8.a; VA:Re.7.1.8.a; VA:Cn10.1.8.a
- VA:Cr1.2.HSI.a; VA:Re.7.1.HSI.a; VA:Cn10.1.HSI.a
- VA:Re.7.1.HSII.a; VA:Cn10.1.HSII.a
- VA:Cr1.1.HSIII.a; VA:Re.7.1.HSIII.a; VA:Cn10.1.HSIII.a
- Students investigate the world through observation, questioning, inquiry, and connections to personal experience, context, and broader ideas.