



Redesigning Contextually Appropriate Education Materials for Incarcerated Women

Communication Design Workshop

Spring 2021

Meet the team

WIND



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ID



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Project Brief



About WIND

WIND (Women Initiating New Directions) is a non-profit organization that provides instructional programming for detainees and those seeking reentry. Using a flexible curriculum to fit different stages of their recovery, WIND **provides resources and workshops** to women in the areas of **job training, communication, and life skills**.

The Initial Ask

The **ID team** was challenged to **improve the WIND workshop materials** for female students at *Cook County Department Of Corrections (CCDOC)* and *Grace House Residential Program* by deeply understanding the realities of very different teaching modalities (**Zoom and Correspondence**), and resourcefully design for the requirements amidst changing constraints and opportunities **during the pandemic**.

Agenda

1 Our Process

The methods we used and how they informed our design

2 Program, Class Structures and Journey of Stakeholders

Course Structure, Involvement, Principles

3 The Insights & Components

Highlights and challenges of the stakeholder experiences, Design interventions

4 Concepts

Consolidated concepts and evaluation

5 Next Steps

Field tests, Implementation plans

Our Process

Understanding Problems and Perspectives

Week 1

2

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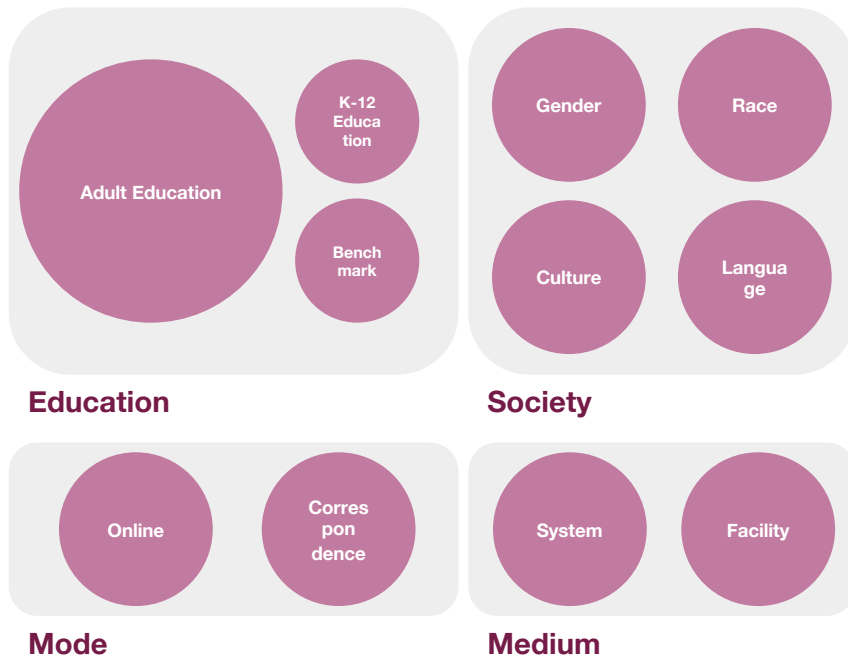
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Topic Onboarding

What should we know?

- Topic immersion
- Knowledge acquisition



Making Sense of Learnings

Week 1

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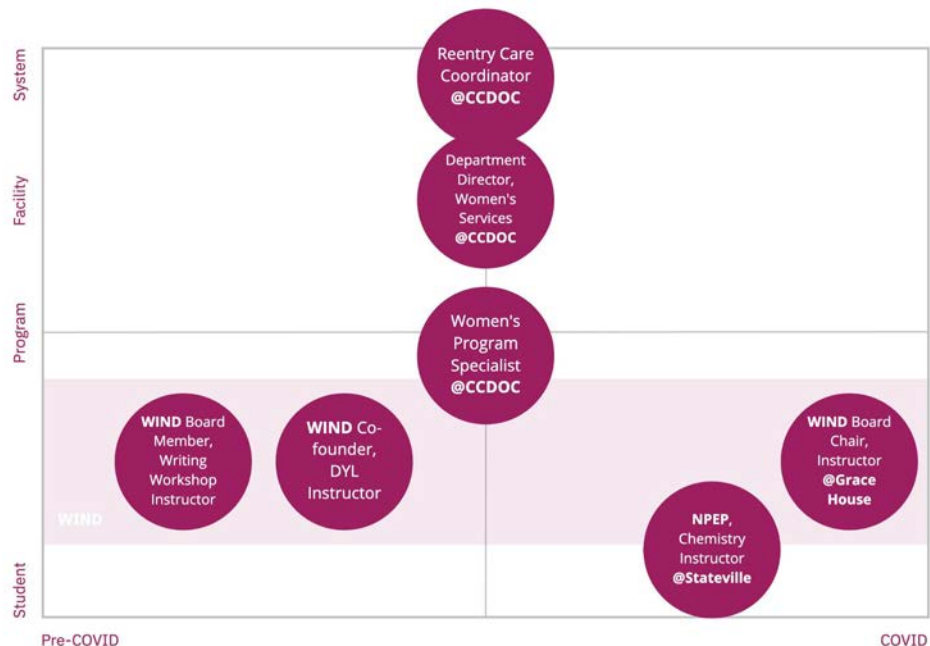
Topic Onboarding

What should we know?

Research Planning and Execution

What can we learn?

- Research plan
- Literature review
- Stakeholder interview
- Zoom class observation
- Analysis
- Insight discovery



Reframing Design Challenge

Week 1

2

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Topic Onboarding

What should we know?

Research Planning and Execution

What can we learn?

Synthesis

What does this mean?

- Integrate research findings
- Inform design directions
- Identify initial opportunity areas

Reframed focus:
Redefining Stakeholder
Experiences for COVID
through Zoom and
Correspondence

Initial focus:
Redesigning
Education
Materials

Designing and Effectuating for Context

Week 1

2

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14

Topic Onboarding

What should we know?

Research Planning and Execution

What can we learn?

Synthesis

What does this mean?

Prototyping

What can it be?

- Co-creation workshop
- Sketch & make
- Critique & test, live feedback, iterate

Iteration

Live Feedback

Final Implementation

What's our story?

- Cost-effective solutions

Program, Class Structures and Journey of Stakeholders

Understanding WIND Program and Class Structures

Program Modules:

The WIND Program has four different modules focusing on the different aspects of life. Each module runs for four weeks with a class scheduled for every week.



Class Structure:

Each class has three phases: pre-class, during class and post class.

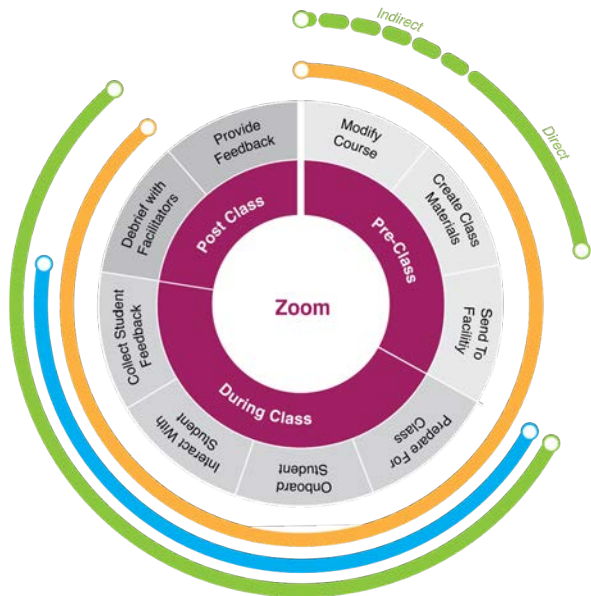
It is a circular process as feedback from one class is used to design materials for the next class.



Instructor, Student, Facilitator Class Involvement

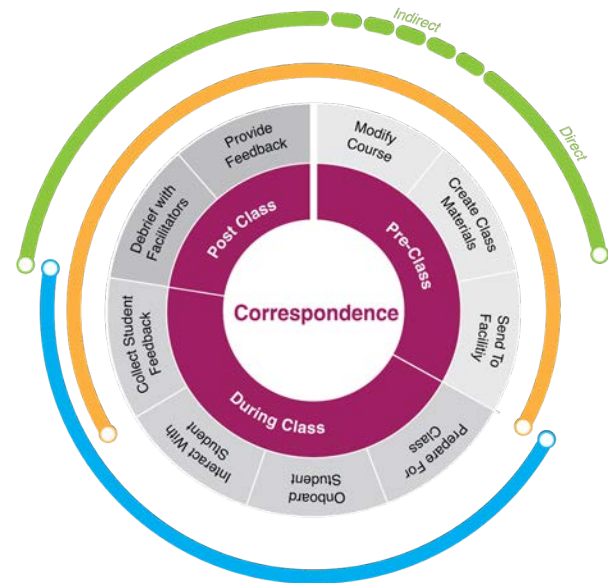
Zoom:

In the Zoom format, facilitators and instructors cannot provide live feedback to the students because they don't have immediate access to materials filled by the students.



Correspondence:

In the Correspondence format, facilitators and instructors cannot interact with students during most part of the class as they cannot be present at the facility because of COVID.



Principles to Guide Designing Components

1

Accessibility

To be obtainable and usable by the students, instructors, facilitators and coordinators, To be understandable and appreciable by the students

2

Flexibility

To have a direct and flexible structure to cater various situations and requirements

3

Equitability

To be embraceable towards the diversity of students, To be reframe-able based on different learning capacities

4

Relationship Building

To enable approachable channels from student-student, student-instructor/facilitator communication, To create a safe and comfortable environment

5

Engagement

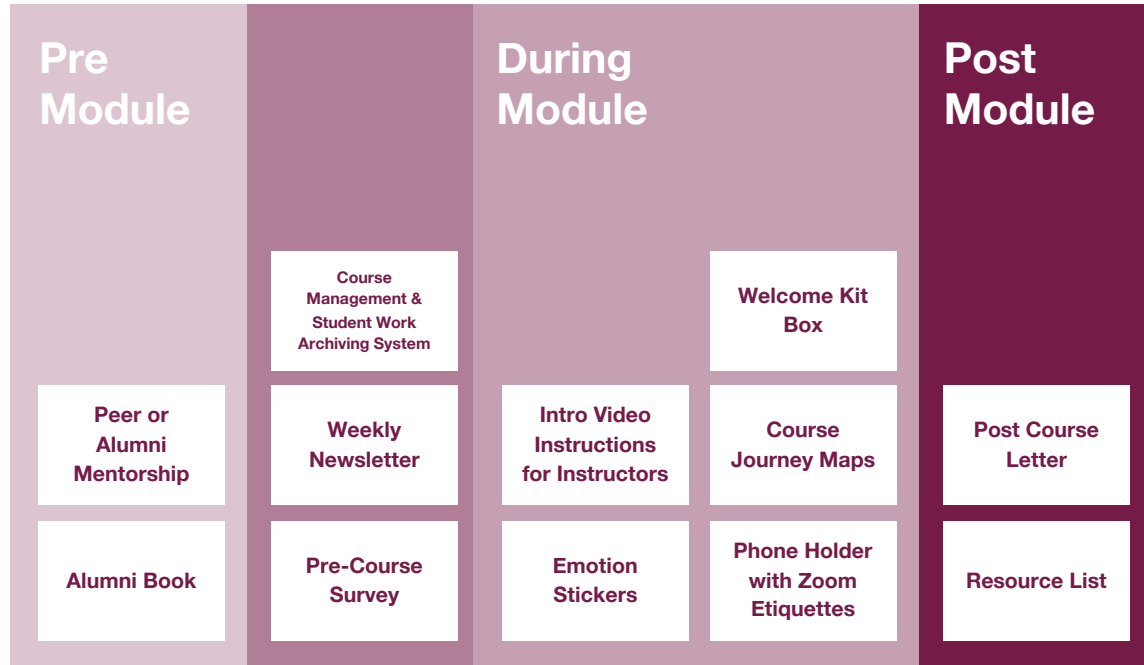
To elevate communication through different modes of expression, To be inclusive towards student involvement and feedback in the course development process

6

Transparency

To emphasize on a growing mindset, To provide clear expectations and real-world purpose that students can relate to

Designing Components for Answering Challenges at Various Stages of a WIND Module

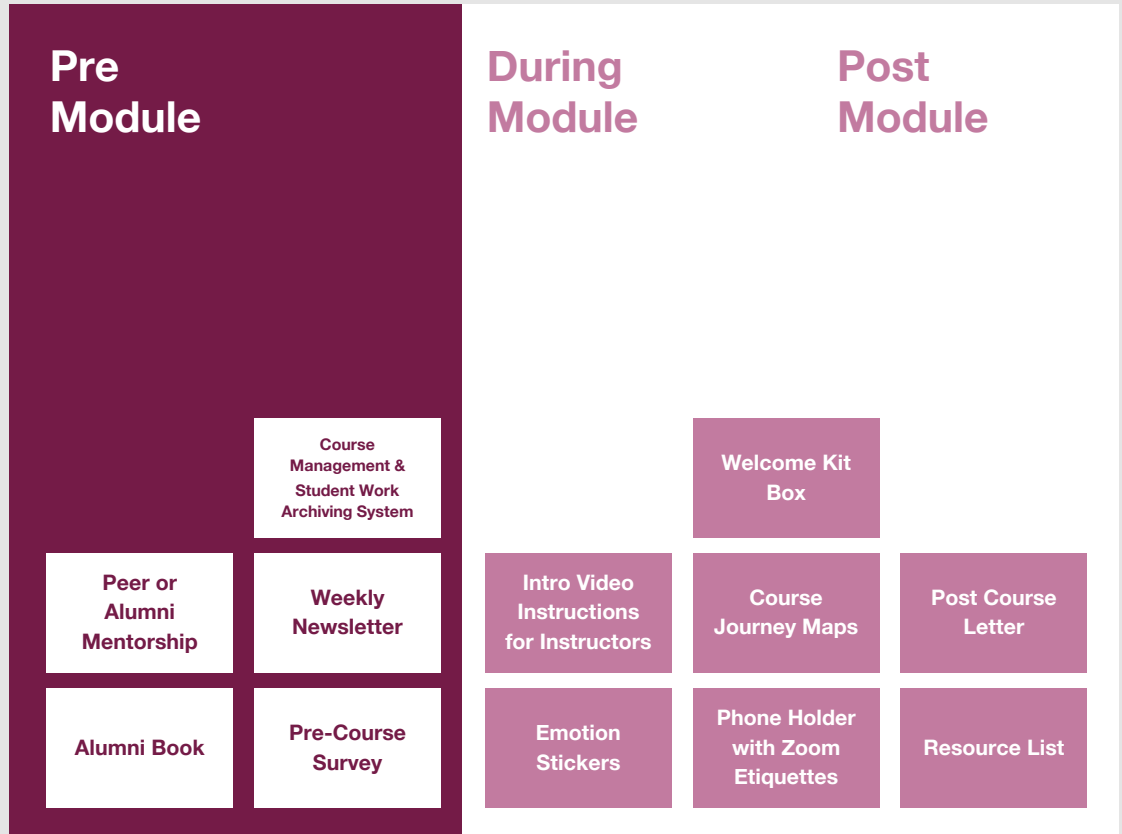


The Insights & Components

Pre-Module Insights

This is a phase where the instructors and facilitators should get everything prepared for the courses.

The more they know about the women upfront, the better they can make adjustments to the course materials and maximum the class engagement and impact during the module and beyond.



Due to the unpredictability of class attendance and the women's diverse backgrounds, it is difficult for the facilitators/instructors to see the subsequent weeks and to know how to blend assignments.

The women come from different education levels and paths.

The women have very diverse learning preferences and priorities.



Some women can't read and write, some women have bachelor's degrees. Some women, one was a nurse for years. Another one had a BS in education. There's one at Grace House right now. That was an English teacher.

- WIND Instructor @Grace House



We don't know who's coming today, so we'll have to prepare for the situation where everyone comes, they can stay in the same room with the person they are familiar with.

- WIND Instructor (from Grace House Zoom class observation)

Challenges

Develop channels and tools to help facilitators know the women better and keep track of their growth.

Pre-course Survey

Tell us about you
Designing Your Future Week 1 April 14, 2021

Words from the Coaches
We are very excited to have you as part of the Designing Your Future program! In an effort to get to know you a little better, we have created this short survey. It should only take a few minutes and will provide us with valuable information to more successfully provide you useful feedback.

About You

- What is your preferred name? Feel free to address me as Kelly. Please provide your full preferred name.

3. In this workshop, we will be reflecting and sharing our stories through talking and writing. The purpose is to share our thoughts and ideas; we're not working on spelling or punctuation - because whatever you write can be edited later. Please let me know in which way you prefer to share in the class.

- I prefer talking through ideas.
- I prefer writing my ideas down.
- I'm OK with either way.

4. Is there any other language you'd prefer to use than English? If yes, what is it?

...an inspiring experience, we'd love to share the work with permission to share your work with the other women. (8) other women.

... appreciate your participation in completing this survey!

[@FRONT] [BACK]

Course Management & Student Work Archiving System

Spring 2021 DYL @ GH Zoom

Students by Peer Group	First name	Last name	Email	Status
Group 1 Court 2				
1	Andrea	Andrea Gerke	Erndrick.Gerke@examole.edu	On track
2	Ray	Ray Lou		Meets requirements
Group 2 Court 3				
3	Fanny	Fanny Janey		Behind
4	Rasheeda	Rasheeda Levier	Rasheeda.Levier@examole.edu	Meets requirements
5	Marline	Marline Scheurer	Marline.Scheurer@examole.edu	On track
Group 3 Court 3				
6	Edra	Edra Song	Edra.Song@examole.edu	On track
7	Adrianna	Adrianna Albritton	Adrianna.Albritton@examole.edu	Meets requirements
8	Luisa	Luisa Coe	Luisa.Coe@examole.edu	Behind

Edra
Record from Workshop 1

STUDENT NAME
Edra

STUDENTS

Edra
12308
Prefer Spanish

Link to a record from Students

FEEDBACK FROM FACILITATOR

STUDENT WORK
Attach file

Edra work 1.pdf

STATUS
Student Work Received

Made with Airtable

There are not enough facilitators who have come from the same experiences as the women, which creates the gap in the communication.



We talked about how it can actually be a little bit risky to have alumni be able to keep in touch with each other. Because if someone relapses, for example, they would have contact information for people that might be at risk of relapse.

- Re-entry Care Coordinator @CCDOC

The social aspects between the women is underutilized.



A lot of women actually know each other before they even are in Thrive (A re-entry program offered at CCDOC) together and they are friends.

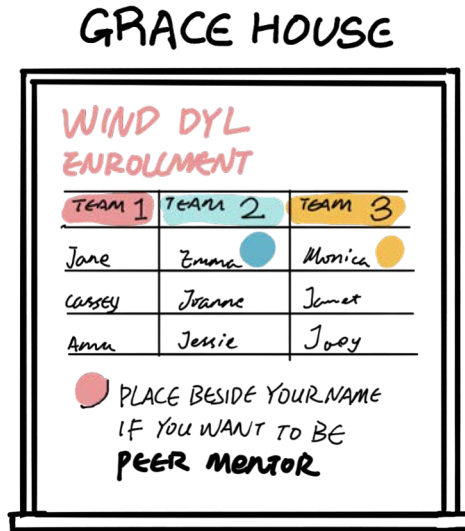
- Re-entry Care Coordinator @CCDOC

Being remote makes it harder for the facilitators to build empathy.

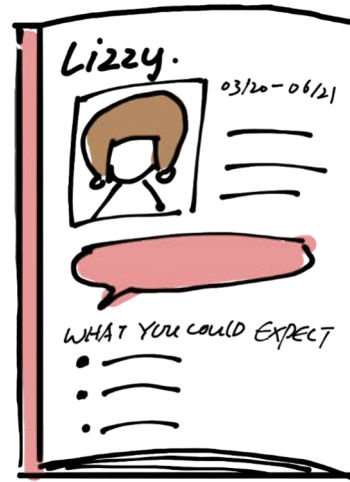
Challenges

Build a community among the women and empower them to support each other.

Peer or Alumni Mentorship



Alumni Book



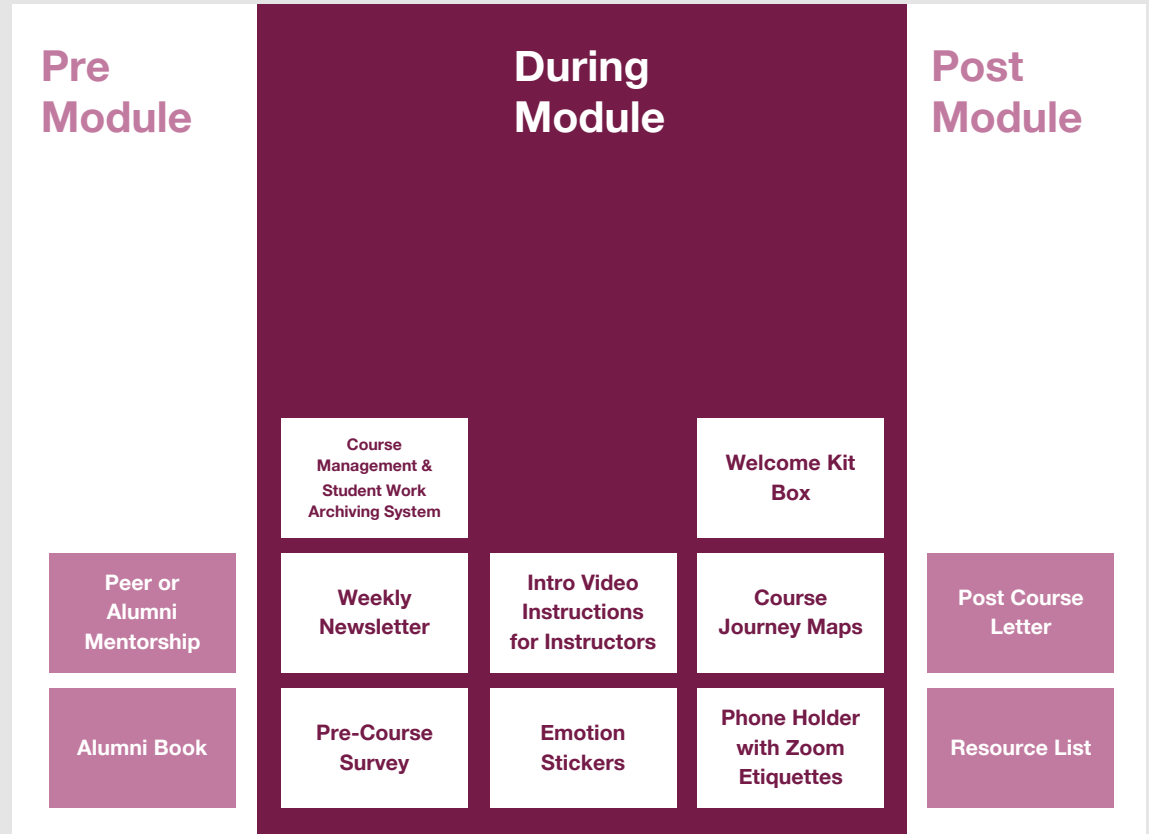
Weekly Newsletter



During Module Insights

This is a phase where the women go through the 4-to-6-week classes and a few cycles of learning, doing assignments, and get feedback.

The instructors want to make sure as the course goes, they are responsive to various needs of the women and the engagement is good so that they are actually benefiting from the classes.



Classes in the remote format lack the in-person communication. Facilitators found it's harder to connect to women in Zoom or Correspondence mode.

Women wear masks in Zoom classes, so it's hard to tell the emotion or reaction from each of them.

The response and feedback is delayed in correspondence mode (10-day interval for each session).



That was at a time, though, when they could just go to the chapel and, you know, sit and be together and participate and get in their circles and do their acting things and read out loud and but that's not possible right now.

- Women Program's Specialist @CCDOC



The monitoring of correspondence is something that's really hard. But I do think that like, there are ways to build relationships with students, as an instructor and as a TA, and as a tutor.

- NPEP STEM Program Mentor @Northwestern University

Challenges

Humanize the instructors and facilitators before, during and after course.

Intro Video instruction for Instructor

WIND Instructor Intro Video Instructions

Video Outline (the length of the video may vary based on the device availability at each facility):

- **About you** (try to get personal)
 - Your name
 - Where you are from
 - A fun fact about yourself
- **About the course**
 - Your professional experience and why you love teaching
 - What course you teach and why it is important for the students
- **In conclusion**
 - What to expect (i.e. when to pick up class materials, ways to engage etc.)
 - Closing remarks (i.e. an inspiring quote, call to action etc.)

Formats of the video:

- **Recording of you talking directly to a web camera**
(Zoom - record meeting) (Phone - selfie video recording)



for CCDOC - 3 min



for Grace House - 1 min

- **Recording of you narrating a slide deck**
(Zoom - record meeting)



for CCDOC - 3 min

**BE PERSONAL!
BE LIGHTEARTED!
BE INSPIRING!**

Course Management & Student Work Archiving system

	Student Name	Feedback from Facilitator	Student Work	Status	Advisors
1	Edra			Student Work Received	Lisa M.
2	Fanny	good work		Feedback Provided	Lisa M.
3	Rasheeda			No work from Student	Lisa M.

Facilitator: Lisa M.

Made with Airtable

Joining the classes and listening to others is also a way to participate, but there's no existing moment/interaction to honor the women who only listen in the classes.

Women in one cohort come with different levels of expectations and some of them choose to enroll in the program whereas others are required to take it.

On Zoom, it's impossible to check how everyone is feeling one-by-one.



So it all gets down to how can you motivate them on Zoom so hard if you don't care about this stuff, and you kind of have bad attitude. You can just sit there, watch everybody else's faces move. And try not to say anything. So we've had to work really hard to try to motivate them.

- Women Program's Specialist @CCDOC



It is very important to make sure students get the clear goal of the writing class. It is all about exploring feelings, sharing ideas with each other and expressing appreciation to someone they admire. Getting this message out is critical to keep students engaged and motivated.

- WIND Instructor

Create channels for the students to express themselves and feel they are being heard.

Pre-course Survey

Writing
Words
We are
know y
provide
About
1.

Tell us about you

Writing for Empowerment Week 1 April 14, 2021

5. People have different learning styles and preferences. What is yours?
Do you like reading or listening? Do you like expressing thoughts through visuals or words?

6. Is there any additional information that you'd like me to know about you? (For example, do you like doing any sports? What's your favorite food, color, city etc.?)
Feel free to draw them out if you'd like to. 😊

7. In a spirit of creating a community and inspiring experience, we'd love to share the work with each other. Please select if you give us permission to share your story with the other women.

Yes, I agree to share my writing/story with other women.
 No, I prefer not to share.

Thanks, we truly appreciate your participation in completing this survey!

(BACK)

Emotion Sticker

Week 1 | Describing where you are Name _____

DASHBOARD

Work Full
Play Full
Love Love functional emotional capacity
Health Change physical posture

you are how you can break life down in areas: work, play, love, health

This includes all of the work you do—paid unpaid, chores, tasks
What do you include in work?
Please describe below:

Play is any activity that brings joy to your life
What do you do for play? If it play important to you? Tell us why you do it!

It's important to love, what to loved, when does love in your life come back?

Health means health in body, mind & soul
How do you feel about your health?

🤔 😄 😭 🦋 🤩 🙄 🐼 🙊 🤖 🧐 🤗 🤡 🤨 🤩 🤪 🤫 🤭 🤮 🤯 🤰 🤱 🤲 🤳 🤴 🤵 🤶 🤷 🤸 🤹 🤺 🇯🇲 🇰🇲 🇱🇰 🇻🇰 🇸🇲 🇰🇷 🇮🇳 🇮🇩 🇮🇸 🇮🇹 🇮🇰 🇮🇪 🇮🇨 🇮🇦 🇮🇲 🇮🇱 🇮🇻 🇮🇳 🇮🇩 🇮🇸 🇮🇹 🇮🇰 🇮🇪 🇮🇨 🇮🇦 🇮🇲 🇮🇱 🇮🇻

Weekly Newsletter

Weekly Newsletter

Design Your Future Week 2 April 14, 2021

Redesigning you in uncertain times with a designer's mindset:
Be curious. Be collaborative. Try stuff. Know it's a process.

What we've accomplished from last week

Last week was the first week of our program, it was such a pleasure to meet everyone. Together, we took the first step of designing our futures through:

1. A brief introduction of design and how a design mindset can change our lives;
2. In small groups, we did a reflection on our dysfunctional beliefs and reframed them;
3. Together, we talked about our learnings through writing down dysfunctional beliefs.

Gallery of work from last week - Reframing Dysfunctional Beliefs

- By Sharone**
Dysfunctional Belief: I should know where I'm going!
Reframe: I won't always know where I'm going – but I can always know whether I'm going in the right direction.
- By Letitia**
Dysfunctional Belief: I believe I don't deserve safe and honest people in my life.
Reframe: I haven't always chosen to be around people who care and protect me, but I deserve to have these people in my life.
- By Ellice**
Dysfunctional Belief: Nobody in my family has gone to college, so I can't go to college.
Reframe: If I choose to, I can work hard and get my GED, then I can go to college.
- By Sharone**
Dysfunctional Belief: I should know where I'm going!
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Dysfunctional Belief: Nobody in my family has gone to college, so I can't go to college.
Reframe: If I choose to, I can work hard and get my GED, then I can go to college.

With the current situation, WIND lost the thread of how a design mindset can be useful as the women plan their lives and navigate throughout the modules or each course.

Women don't know what to expect from the course.

It's hard for them to store learning materials as they are still dealing with a lot of struggles both physically and mentally.



If they've been doing their therapy all day, or whatever they're doing all day. It's like, oh, what do I have next? Oh, I have wind. Oh, I got to go. We're lucky they pick up the handouts. Because not everybody does. It's just the planning skills are very weak.

- WIND Instructor @Grace House



There's not much like teaching you how to learn in a challenging environment or helping you reflect on how you learn, and why you learn that way, and how maybe you can adapt your learning to fit different contexts.

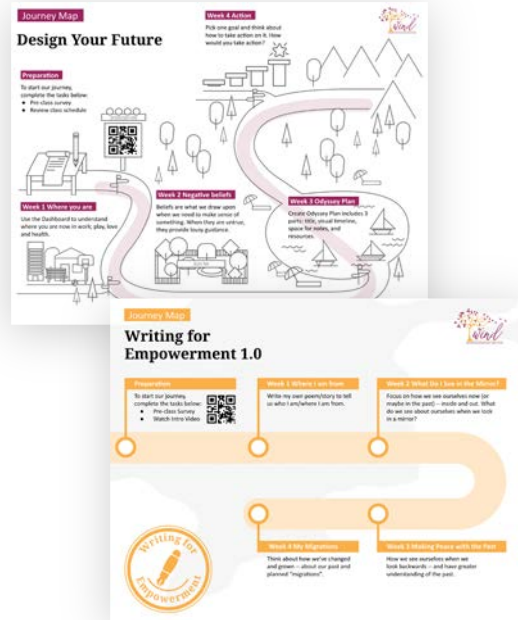
*- NPEP STEM Program Mentor
@Northwestern University*

Express care and guidance at multiple touch points.

Welcome Kit Box



Course Journey Maps



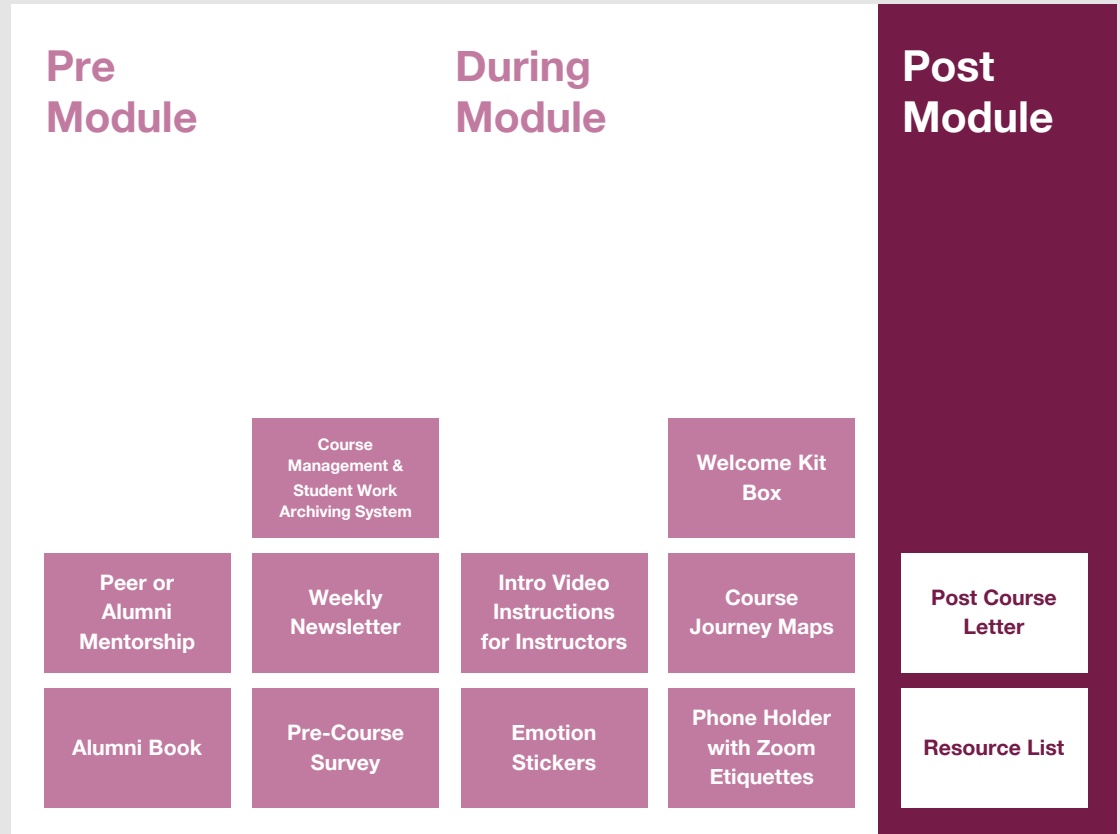
Phone holder with Zoom Etiquette



Post Module Insights

This is a phase where the module is going to end, and the women would like to know what they've gained from this module.

Instructors could establish further connections with the women beyond the course and provide further helps.



The facilitator's role is not only about helping the women to learn, but more about showing them that there are various options and possibilities in life.



Would you like to be my mentor? I will be doing my bachelors', you've got your masters and you can definitely help me out!

- Student @Grace House (Captured from Class Observation)

Challenges

Women crave for a one-on-one mentorship but they are hesitant to reach out to an outside agency for help.

Facilitators and instructors aspire to have a warm and meaningful handoff when the program ends.

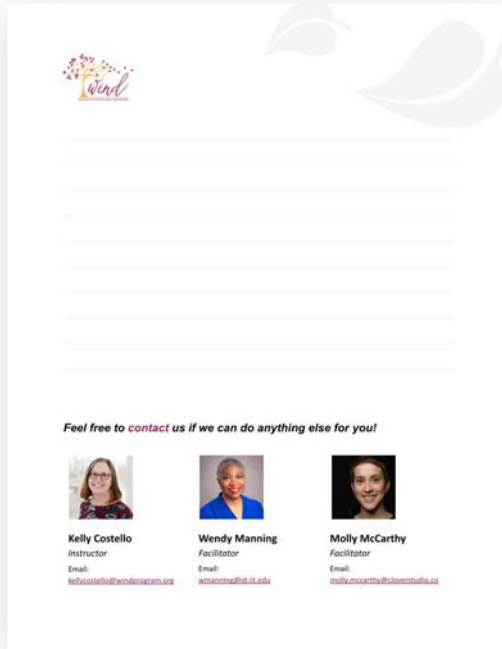


Even when they transition from Grace House, because I do feel it takes a certain amount of courage and self actualization to reach out to a complete stranger and ask them for help.

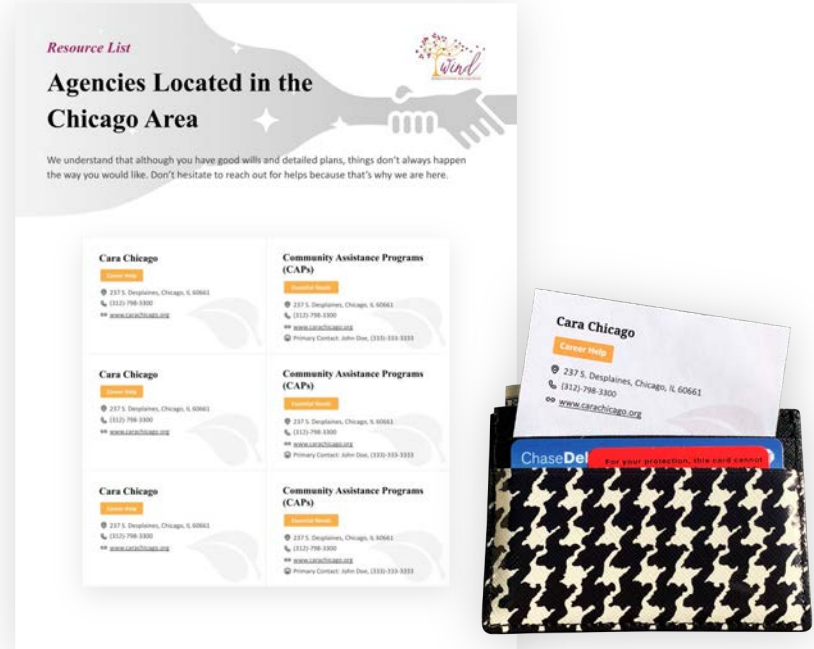
- WIND Instructor

Be a point of connection for the women during the class and beyond.

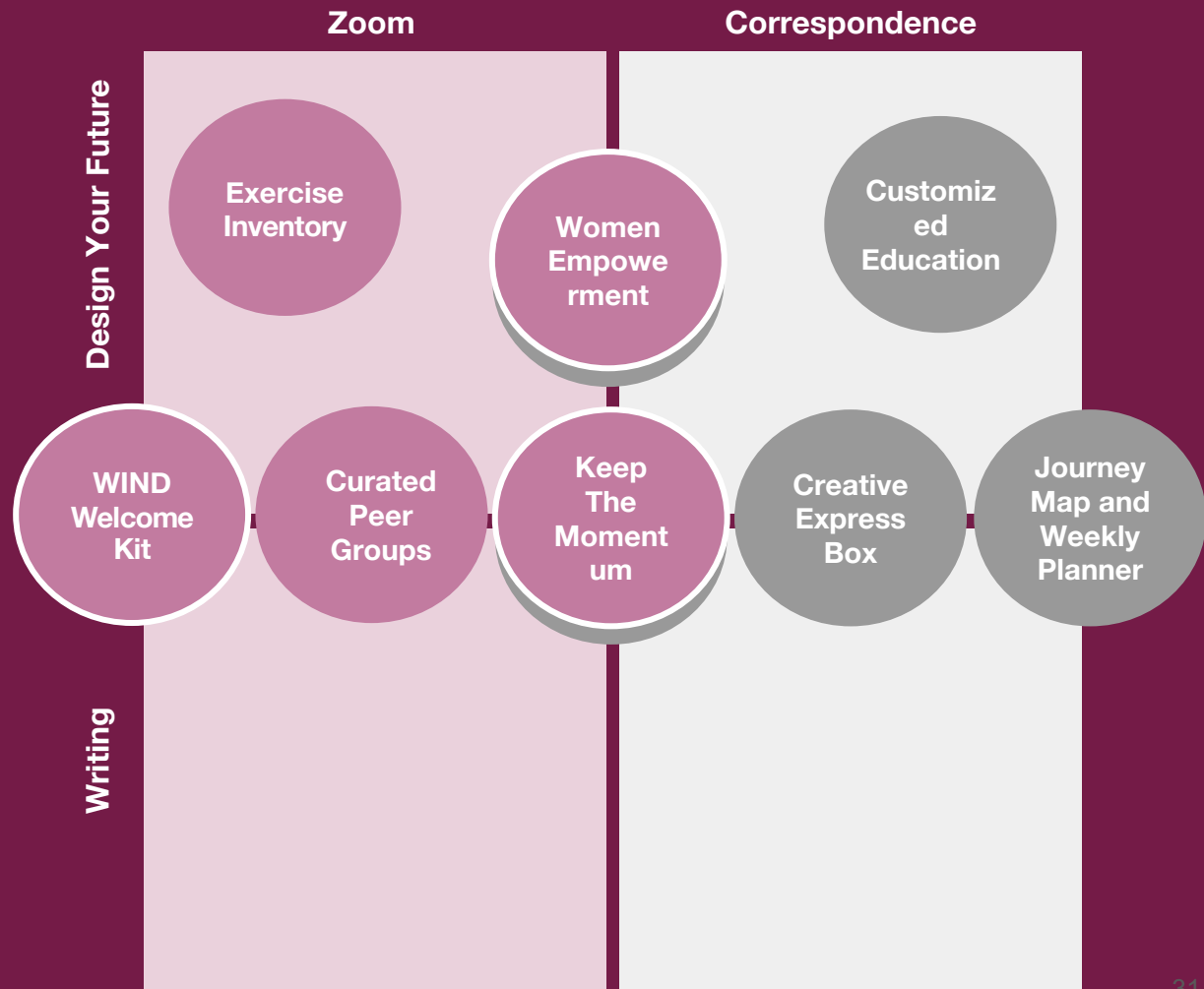
Post-course Letter



Resource List



Concepts



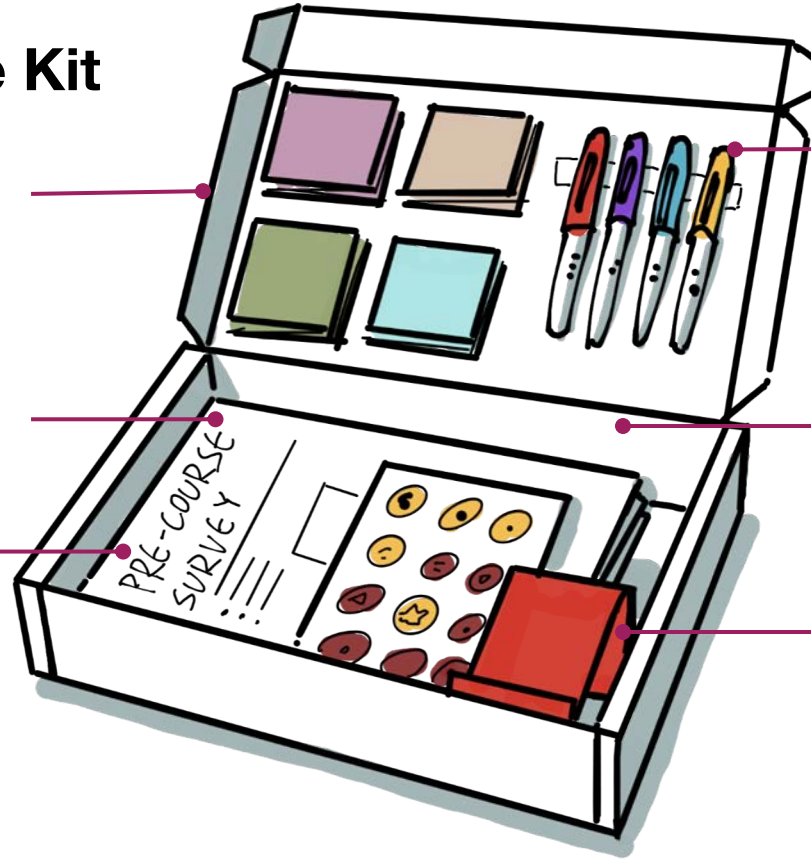
Pre-Module

WIND Welcome Kit

WIND World Map & Sticker
visualize the entire program to
monitor progress

Pre-course Survey
collects individual
expectations, needs and
concerns

Course Journey Map
gives clear expectations of
what's coming next and
how the themes connect
with one another



Supplies (markers, post-it)
assembled to make it easy to
bring to weekly class

The WIND Box
stores and documents
organization tool

**Phone Holder & Zoom
Etiquette**
help students get used to the
new mode of learning online

Principles

Accessibility

Equitability

Relationship Building

Engagement

Flexibility

Transparency

During Module

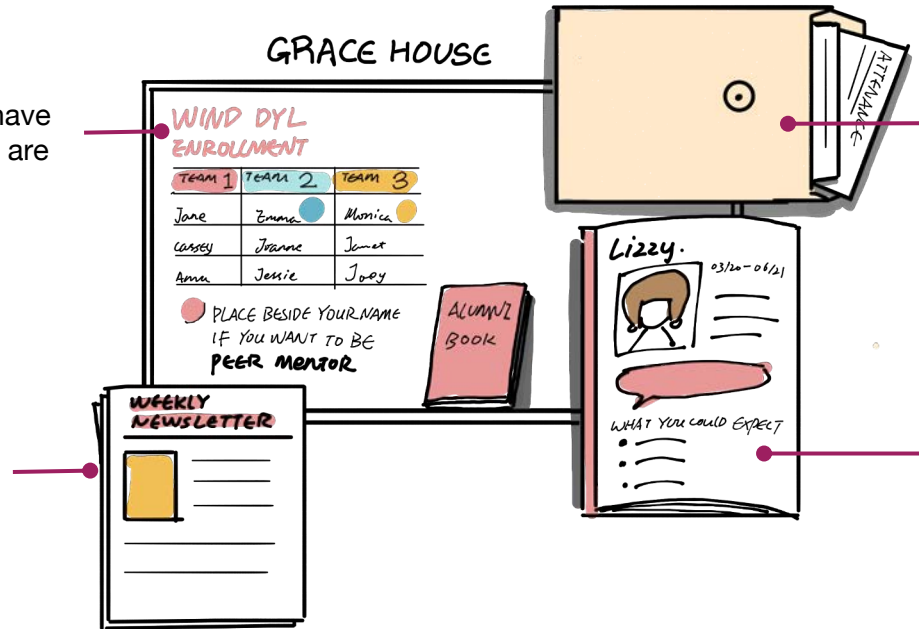
Women Empowerment

Peer Mentorship

recruit peers or alumni who have done great in the course and are willing to help other women

Weekly Newsletter

capture key concept and share students work to show appreciation



Archiving and Searching System

match students with a dedicated facilitator throughout the entire course period and archive their work and performance

Alumni Book

share alumni stories and work anonymously for empowerment

Principles

Accessibility

Equitability

Relationship Building

Engagement

Flexibility

Transparency

Post-Module

Keep the Momentum

Copy of Student's Class Work
Collects their class achievements and offers them a sense of pride

Resource Card
creates a curated list of resource with a point person to contact based on the student's needs and goals



Post-course Letter
shares personal contact and ways to support in a handwritten letter

Principles

Accessibility

Equitability

Relationship Building

Engagement

Flexibility

Transparency

Design for Sustainability

We very much value flexibility. To make sure the design concepts could evolve in the future, we are not providing the fixed design solution but the **digital infrastructure** that is actionable for WIND.

WIND Welcome Kit:

- Box printing file editable with
- Land sticker editable with
- WIND World Map editable with
- Course Journey Map editable with
- Zoom Etiquette Sticker editable with
- Pre-course Survey editable with



Women Empowerment:

- Weekly Newsletter editable with
- Archiving & Searching System with



Keep the Momentum:

- Post-course Letter editable with
- Resource Card editable with



Next Steps



1. Hand off digital infrastructures to WIND



1. Field test the prototypes
2. Continue to iterate the prototypes based on the emerging needs

Thank You!

Q&A

Appendix

Context Characteristics

Device/Tech accessibility

Accessibility to electronic devices

No electronics

Students can't access to any electronic devices.



Phone/personal device

Students have unlimited use of electronic devices.

Communication censorship

Censorship around instructor-student and student-student communication.

No censorship

The facilities won't monitor the communication.



High Censorship

The communication is highly censored by the facilities.

Course Material Media

Accessible media to deliver course materials.

Limited

Only basic media is accessible to deliver course materials.



Unlimited

A variety of medias are accessible to deliver course materials.

Course Material Content

The degree of restriction of the course content from the facilities.

Censored

All course content need the approval from the facility.



Unrestricted

The facility has no restriction on the course content.

Student Study Supplies

The allowed study supplies that students can access in the facility.

Limited

Students have to share study supplies or there are very strict regulations on what to use and what not.



Unlimited

Students have free access to study supplies without regulation.

Facility Coordination

The degree of engagement and/or support on the program provided by the facility.

No Engagement

The program receives no or little support from the facilities.



High Engagement

The program is highly dependent on the support from the facilities.

Program Enrollment

The criteria of selecting students to enroll in the program.

Mandated

Students are required to take the classes.



Voluntary

Students choose to enroll in the program.

Learning Capability

Student pre-program educational background and mindset.

Similar

Students have the same educational background.



Diverse

Students have different education backgrounds and learning capabilities.

Interaction with Others

In-class and outside of class interaction between students.

No interaction

Students rarely interact with peers.



Frequent Interaction

Students have frequent interactions with peers.

Storage Space

Personal storage space in the facilities.

No personal storage

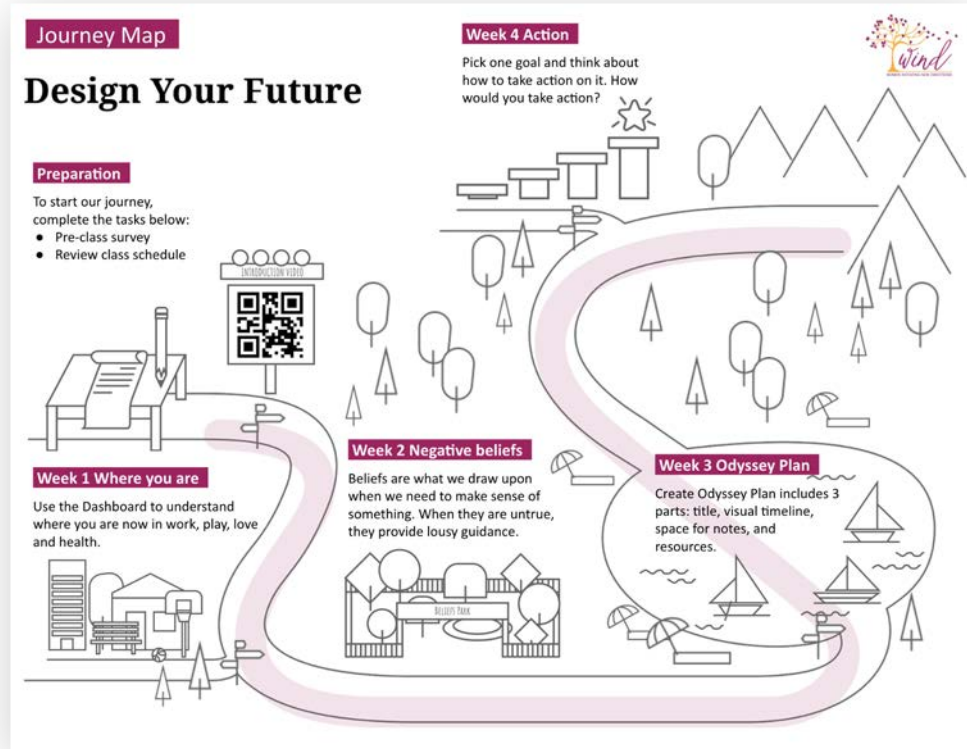
Students have no personal storage space in the facilities.



Ample storage space

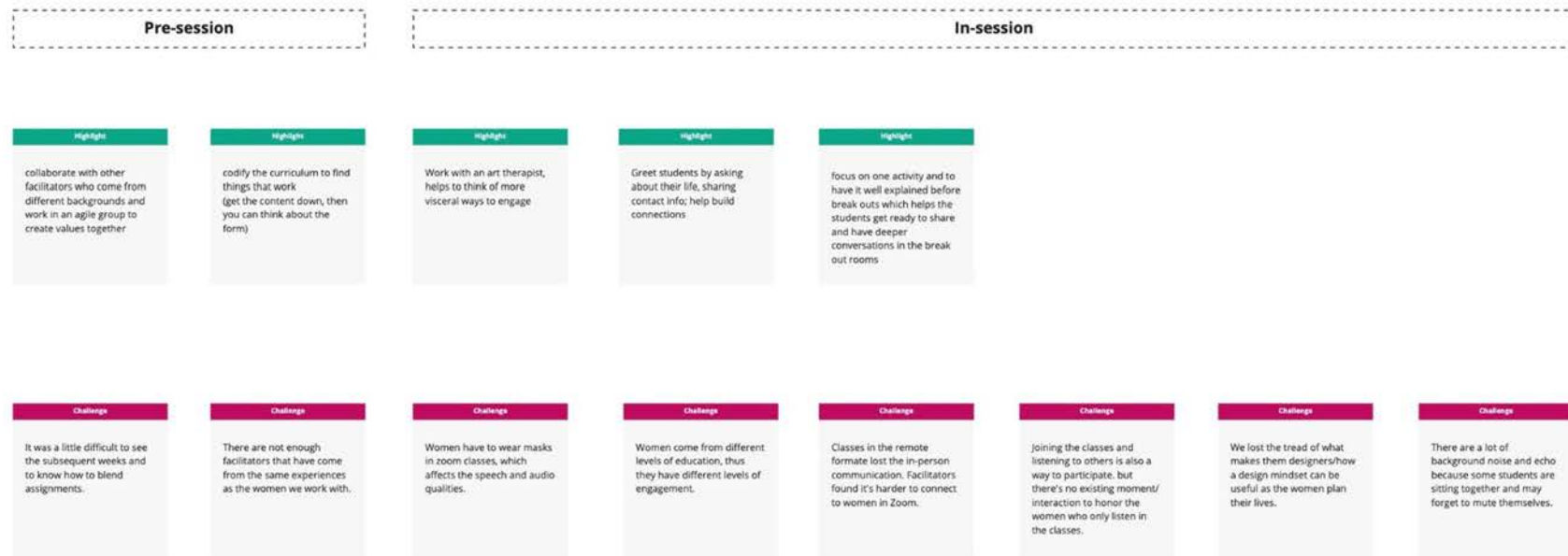
Students have unlimited personal storage space in the facilities.

Seed Ideas



Experience Bank

Mapping out the various highlights and challenges in the facilitation experience over Zoom.



Introducing Seed Card

Seed Idea Name — **"I am here."**

The experience this seed idea is based on from the experience bank.

Experience

Highlight
codify the curriculum to find things that work (get the content down, then you can think about the form)

Seed Idea Description

Add an organizing principles overall -- to connect weeks and identify skill set we are working towards.

Clearly map out four weeks (visually!) before we begin the session.

Make first week just an easy, introductory exercise.

YOU ARE HERE

Notes

Does sharing screen work? Test this on phone.

Whether this seed idea is selected to go into the prototyping phase or not.

The applicable status of this seed idea in the two course modules and the two different course formats.

zoom
DYL
Writing
correspondence

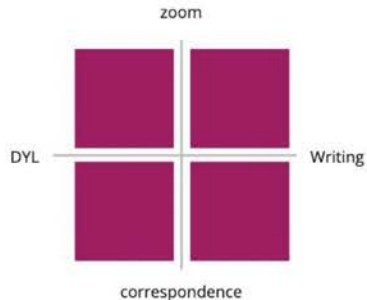
"I am here."

SELECTED

Experience

Highlight

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Seed Idea Description

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Notes

Does sharing screen work? Test this on phone.

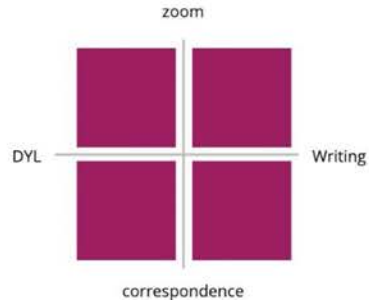
Amazon the Content - focus on inventory

SELECTED

Experience

Highlight

codify the curriculum to find things that work (get the content down, then you can think about the form)



Seed Idea Description

Identify multiple options for exercises to illustrate a topic.

Create a box of worksheets and materials for the session.

Create content bridges: what did last week, what doing this week.

Understand other programs the women are doing, thus other classes/plans that could be integrated into content.

Notes

What methods work best to jog people's memories?

Design Your Life Like An Artist

ARCHIVED

Experience

Highlight

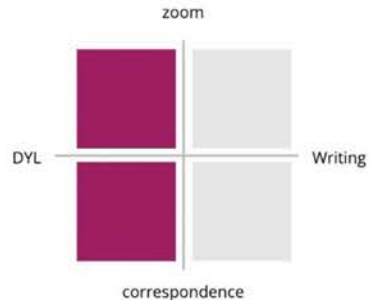
Working with an art therapist, helps to think of more visceral ways to engage

Seed Idea Description

Redesign the curriculum with more visual prompts.

Add a section of each class for the art therapist to lead a workshop

Collect students' art work and put up a gallery (either digital or physical at Grace House)



Notes

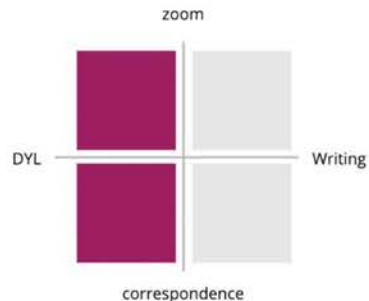
Modularized Content

ARCHIVED

Experience

Highlight

codify the curriculum to find things that work (get the content down, then you can think about the form)



Seed Idea Description

Modularize and prioritize the contents.

Provide a set of examples for different student groups.

Leave the example open.

Notes

Simple, repetitive actions

SELECTED

Experience

Highlight

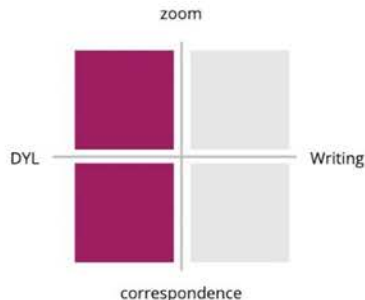
Working with an art therapist, helps to think of more visceral ways to engage

Seed Idea Description

Art therapy brought in a new lens on designing in trauma situations. Incredibly valuable given (note above) about facilitators.

Start to codify the "so what" of each session that gives them a tool to use -- over and over again. Reinforce the value of repetition.

Write the intended benefit into each session.



Notes

Build bridges across GH programming

SELECTED

Experience

Challenge

Not enough facilitators that have come from the same experiences as the women we work with

Seed Idea Description

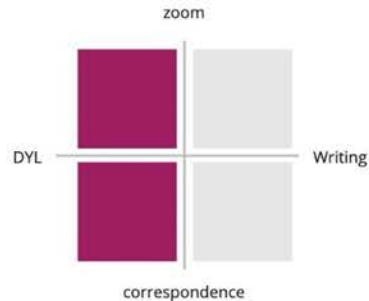
Share facilitator background/stories

Train facilitators from other GH programming in design thinking so all programming guses this approach to planning
Write the intended benefit into each session.

Write welcome letter in a very human voice, includes benefits of participating

Notes

Alumni group



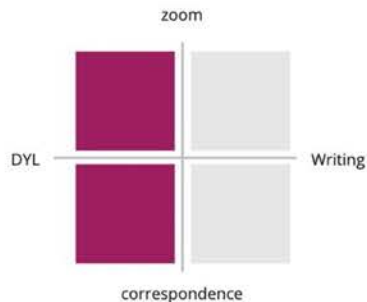
Transform: Women Empowering Each Other

SELECTED

Experience

Challenge

Not enough facilitators that have come from the same experiences as the women we work with



Seed Idea Description

Pre-course: students sign up to be "trained" as a peer mentor

Pre-course: recruit alumni

Prepare on boarding materials, guides

Notes

Mentoring potential facilitators

Rules of the game (i.e., "Portlandia rules")

SELECTED

Experience

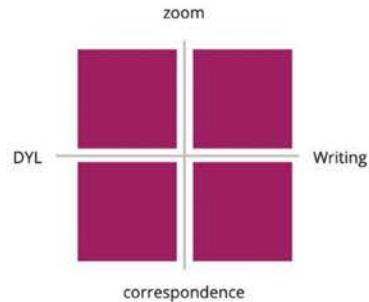
Challenge

Different levels of education, engagement

Seed Idea Description

Clear expectations for "readiness" -- paper, pen, do-don't-think

What do we call these "rules"? Engagement, readiness, willingness.



Notes

Maybe call them rules/guidelines

Color My World

SELECTED

Experience

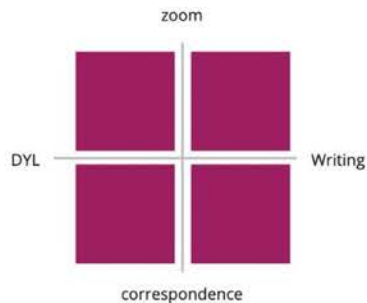
Highlight

Working with an art therapist, helps to think of more visceral ways to engage

Seed Idea Description

Each woman gets a box of creative material at the start of program

Use more draw/sketch/color for assignments



Notes

Curated peer groups

SELECTED

Experience

Challenge

Different levels of education, engagement

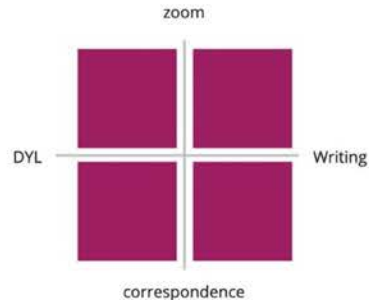
Seed Idea Description

Pre-course survey to get an understanding of students educational level

Create breakout rooms based on similar level of education

Can select/self-volunteer to be the head of your cohort

Notes



"Superpower You"

SELECTED

Experience

Highlight

Greet students by asking about their life, sharing contact info; help build connections

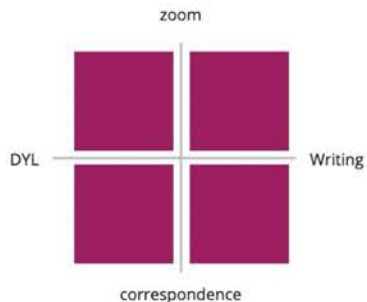
Seed Idea Description

Create personal bios and stories - facilitators and participants

Build a personal persona - superpower version of you



Notes



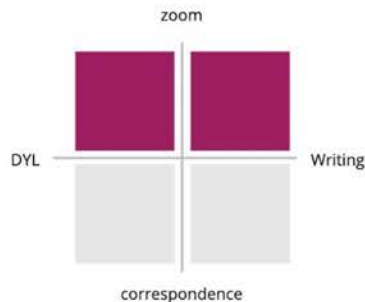
"Meaningful titles/acronyms/metaphors"

ARCHIVED

Experience

Highlight

focus on one activity and to have it well explained before break outs which helps the students get ready to share and have deeper conversations in the break out rooms



Seed Idea Description

Find short memorable titles/words or pictures for each activity that allows for focus in the breakout rooms.

eg. ship at sea for the Odyssey exercise



Notes

"Connection Postcards"



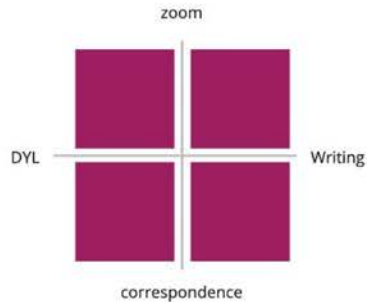
Experience

Highlight

Greet students by asking about their life, sharing contact info; help build connections

Seed Idea Description

After the program, instructors and facilitators can send post cards to the facilities with contact information and personalized suggestions for further steps for the women to achieve their goals and targets



Notes

"Emoji Stickers"

SELECTED

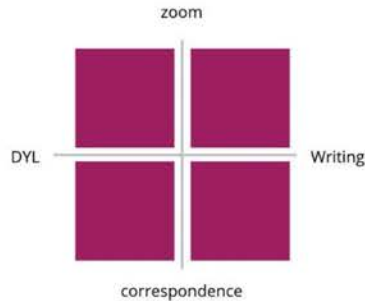
Experience

Challenge

Classes in the remote formate lost the in-person communication. Facilitators found it's harder to connect to women in Zoom.

Seed Idea Description

Emoji stickers allow them to express their feeling, just stick on their clothes/ assignments sheets.



Notes

I love this idea.

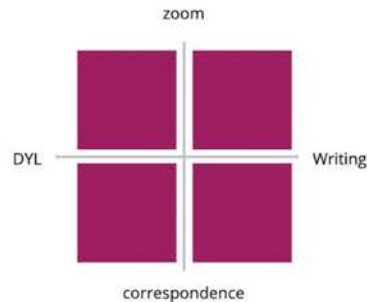
"WIND program playbook"

SELECTED

Experience

Challenge

It was a little difficult to see the subsequent weeks and to know how to blend assignments.



Seed Idea Description

Create a module playbook -
high level overview of what is in the modules

Would be fun to add photos, list skills that they learn (from Tomoko)

Notes

"Flow / Spreadsheet"

SELECTED

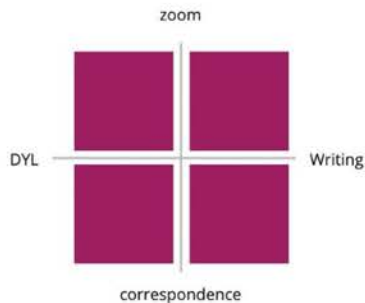
Experience

Challenge

It was a little difficult to see the subsequent weeks and to know how to blend assignments.

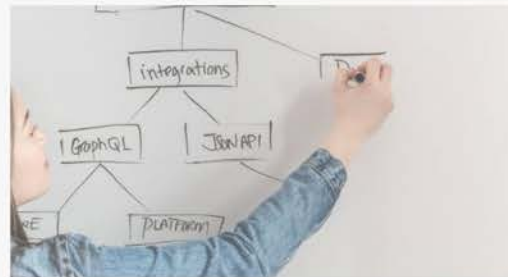
Challenge

We lost the tread of what makes them designers/how a design mindset can be useful as the women plan their lives.



Seed Idea Description

Shared flow chart from week to week with input, activities, expectations, outputs from one to the next.



Notes

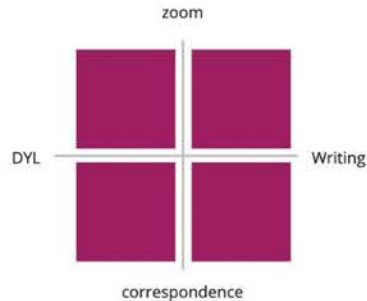
"Instructor Co-creation"

ARCHIVED

Experience

Highlight

collaborate with other facilitators who come from different backgrounds and work in an agile group to create values together



Seed Idea Description

Co-creation workshop with co-facilitators to build up course structure and material



Notes

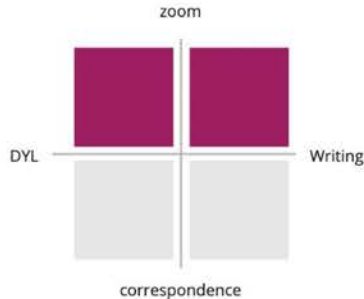
"DIY Phone Holder"

SELECTED

Experience

Challenge

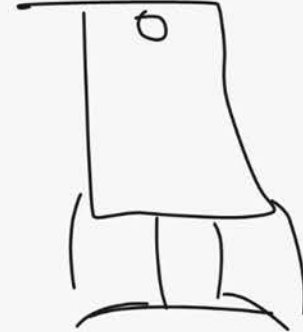
There are a lot of background noise and echo because some students are sitting together and may forget to mute themselves.



Seed Idea Description

send a phone holder made from cardboard to each student before the zoom course starts

student assemble it together as another way of engagement to the course



Notes

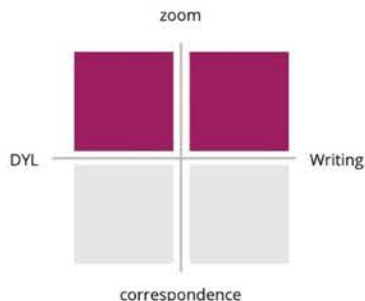
"Weekly Roundup"

ARCHIVED

Experience

Challenge

Joining the classes and listening to others is also a way to participate. but there's no existing moment/ interaction to honor the women who only listen in the classes.



Seed Idea Description

Ask them to write a summary of what they got from the session, just a line or two

Tell everyone they have to turn on the camera at the beginning for the intro and icebreaker

Add incentives for those who participate: prizes, acknowledgement

Create an attendance board - Zoom snapshot?



Notes

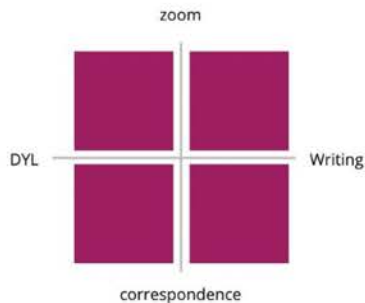
"Identity and Life Symbols"

SELECTED

Experience

Highlight

Greet students by asking about their life, sharing contact info; help build connections



Seed Idea Description

Create a yearbook or student passport to document and share their journeys



Choose an avatar/symbol to represent themselves, make into digital badge or pin



Notes

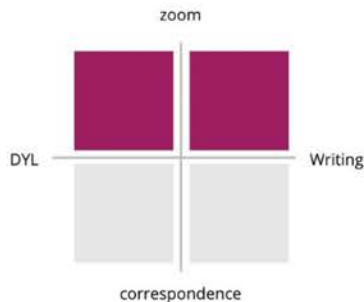
"Vent It Out"

ARCHIVED

Experience

Challenge

Classes in the remote formate lost the in-person communication. Facilitators found it's harder to connect to women in Zoom.



Seed Idea Description

Keeping a short 15-20 min session for the women to vent out their emotions and instructors can do the same!

From observations, women like to vent it out.



Notes