



UPSHIFT

BOOT CAMP

About this Toolkit

What is UPSHIFT?

UPSHIFT is a youth social innovation and social entrepreneurship programme, designed to build skills and opportunities for young people who are disadvantaged, due to (for example) poverty, gender, disability or ethnicity. The programme combines social innovation workshops, mentorship, incubation and seed funding, to equip young people with the skills and resources they need to identify problems in their own communities and design solutions for them.

What is this toolkit?

This toolkit is aimed at facilitators. It provides the tools needed to facilitate a Social Innovation bootcamp for participants aged approximately 12-18 years. The social innovation bootcamp forms a crucial part of the broader UPSHIFT programme.

This UPSHIFT bootcamp facilitation manual has around 25 hours of content and is designed to run over 3-4 days. This would ideally be a 2 day workshop; followed by a gap of around a week before a further 2 day workshop. If you are running an UPSHIFT bootcamp using this facilitation manual, it is expected that young people are already organised into teams and have an idea of the social problem that they would like to address. If this is not the case, it is recommended that you consider using the UPSHIFT Phase 1 facilitation manual instead.

This manual does not address all aspects of UPSHIFT. It is important to consider initial outreach to young people to ensure you reach the young people. Access to seed funding and mentorship support to turn the ideas which will be created through the bootcamp into action.

Other UPSHIFT toolkits available include:

UPSHIFT Phase 1: A social innovation facilitation manual with around 50 hours of content, designed for use in non-formal education settings. The extended facilitation guide supports young people through some self-analysis, team building and analysis of challenges in their community.

UPSHIFT Phase 2: A facilitation guide to support the development of social enterprises

Localising the toolkit

We strongly recommend that you localise this toolkit for use with adolescents in different countries and different settings or contexts within a country. This can include language, energiser activities, relevant examples and may also involve changing activities to make them e.g. more culturally relevant. We recommend using a human centred design process to undertake the localisation; working with young people, facilitators and other key stakeholders.

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1

Module 1

Understand & Observe

Module 1 introduces analysis and research tools to better understand social challenges and how they impact communities.

1. Understand & Observe

Step 1 What is the problem?

Activities

Problem Tree
5 Whys

Step 2 Who is involved?

Activities

Stakeholder Mapping
Target Group

Step 3 How to do user research?

Activities

Research Methods

Step 4 How to talk to users?

Activities

User Interview guide

Step 5 How to observe a problem?

Activities

Observation guide

Objectives

1. Participants learn how to analyse a problem, using different tools
2. Participants learn about the roles of different stakeholders within a community
3. Participants learn about different research tools and how to use them
4. Participants are given the opportunity to apply their research skills to gather data around their chosen challenge area
5. Participants develop the ability to understand issues from different perspectives
6. Participants develop their teamwork, interpersonal communication and reflection skills

Skills

- Analytical thinking
- Research skills
- Organisational skills
- Communication
- Active listening
- Empathy
- Interpreting and synthesising information

Step 1 What is the problem?

Introduction:

Sometimes we are too eager to solve a problem before we fully understand it. It happens to the best of us. This module helps us explore the effects and causes of a problem and challenge our assumptions, so we can come up with better solutions.

Activity 1.1 Problem Tree

| DURATION | RESOURCES |
|------------|-------------------------------------|
| 60 minutes | Chart papers, post its, pen markers |

About 'Problem Tree'

To understand 'What the problem is'; first use the 'Problem Tree' tool to map consequences and causes. This will also help us decide where to intervene with our ideas and solutions.

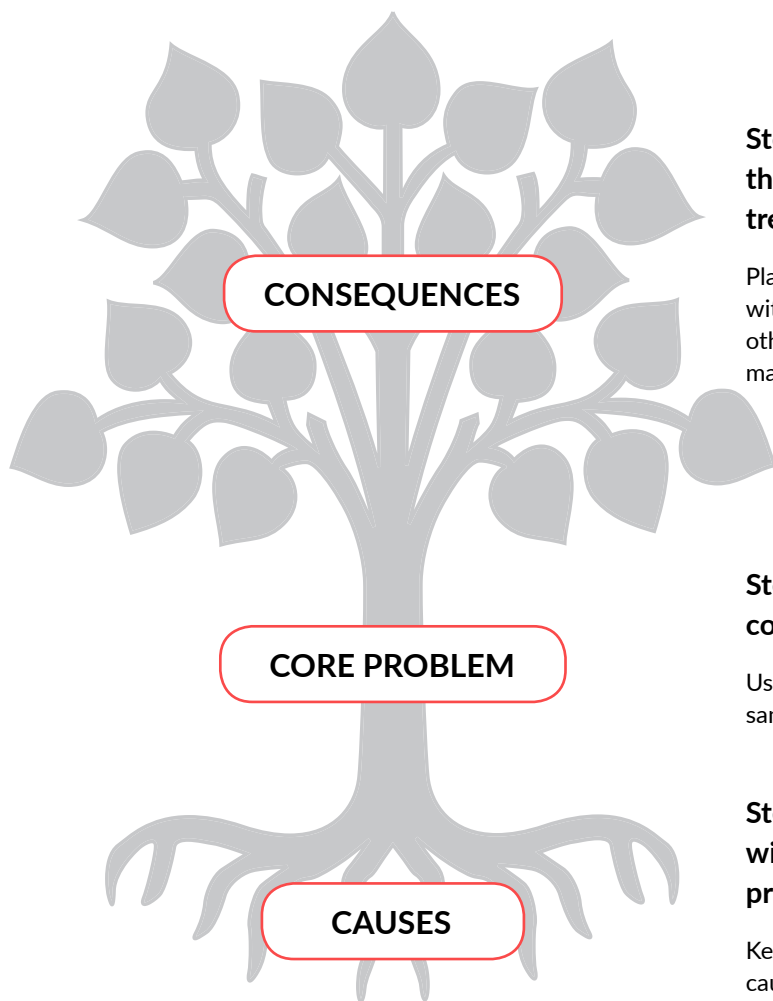
Running the Activity:

→ Introducing the Activity (5 Min)

- Explain that a thorough understanding of the problem, causes, and consequences is key to helping us meet a need and build successful solutions.
- You might use a hypothetical situation to simplify it : *imagine you're a chef in a restaurant, and the waiter brings back an order for "food" with no further details. You make a cheeseburger with a side of fries, only to have the order returned to you because the diner is a toothless vegetarian who is allergic to potatoes!*

→ Demonstration (15 Min)

- Use an example and build a sample problem tree with the adolescents.
- Encourage the group to phrase an ubiquitous problem as a sample, and then place the problem the team has identified in the "trunk".
- Once you have written the sample problem, encourage the group to participate and name as many effects caused as a result of the problem and write them on the branches.
- Next step is to identify the causes and place/ write them at the top of the "roots", nearest to the trunk. Each cause becomes one root



Step 2. Write down all the effects of the problem on the branches of the tree.

Place each effect on a different branch. Come up with as many effects as you can. Also map what other smaller consequences can arise due to the main effects.

Step 1. START HERE! Write down the core problem on the 'trunk' of the tree.

Use an example from their lives and work on a sample problem tree together.

Step 3. Ask adolescents to come up with as many causes that lead to the problem.

Keep prompting them till you have more than 5 causes.

→ Main Activity (30 Min)

- Get teams to break into their groups and make their own problem tree based on the challenge or problem they chose.
- Mentors should go to different groups and give them pointers if they are unable to use the tool.

→ Closing the Activity (10 Min)

- As the activity ends, urge the group to share what they think of the tool. What did they like about it? What did they learn?
- Explain to teams that they have to come back and add new causes or consequences, or even remove them, as their understanding of the problem progresses.

Step 1 What is the problem?

Introduction:

Go deeper into the cause of the problem, and pick the ones to focus on for the UPSHIFT interventions.

Activity 1.2 5 Whys

| DURATION | RESOURCES | TOOLS |
|------------|--|----------------------|
| 45 minutes | Chart papers, post its, pen markers, Completed problem tree chart | 5 Whys, Problem Tree |

About '5 Whys'

The 5 Whys is an activity which helps us to go deeper into the causes of the problem and truly understand why does it happen.

Example Problem Statement: *Children keep falling sick in rural areas*

| How to use the 5 Why tool | Example |
|---|--|
| Step 1: State Here! Choose one cause written in the problem tree from the activity before, and formulate a "Why" question. | <i>Why do children keep falling sick?</i> One reason is because they do not follow basic hygiene practices (like washing hands) at school. |
| Step 2: Place the responses on sticky notes lower on that root / or write it below the primary cause. | <i>Why do they not follow these practices?*</i> One reason is because of the lack of necessary tools to maintain hygiene (like water or soap) |
| Step 3: Repeat these steps, asking WHY and placing contributing causes lower and lower on the roots. | <i>Why is there a lack of water in schools?</i> Because schools get limited supply and a lot of water gets wasted. |
| Step 4: Instruct the team to try to ask "Why" questions 5 times to go 5 levels deep. Explain that there will likely be times that they can't go any further; don't push it if they feel like they've identified the root cause. | <i>Why does water get wasted?</i> One reason for waste is that people use a lot of water while washing hands or flushing. |
| Step 5: Have the team review their results; ask them to think about which causes they feel are most significant and why. | <i>Why do people use so much water?</i> One reason is because there is currently no way to control the amount of water people use. |
| <i>Note: In this case having healthy children by getting them to wash hands becomes the goal for the problem solver.</i> | |

Running the Activity:

→ Introducing the Activity (5 Min)

- Explain that this technique, despite being incredibly simple, is used by top companies in the private sector (like Toyota and Google) to access root causes of big and small problems.
- Ask the group if they have given a superficial answer to a 'Why question' "E.G. Q - Why are there less opportunities for the youth? A - Because of the government". Such answers don't let us think of creative solutions. Going deeper into the problem by asking why many times breaks it down into simpler, solvable elements.

→ Demonstration (10 Min)

- Using the sample problem tree from the activity before, chose one of the causes identified and placed at the root and use the 5 whys to explore it in depth.
- Encourage participation from the group in building the 'whys'.

→ Main Activity (20 Min)

Have the team apply the technique to the causes identified in their own problem tree.

- Instruct the team to try to ask "Why" questions 5 times to go deeper into the problem. Explain that there will likely be times that they can't go any further; don't push it if they feel like they've identified the root cause.
- Sometimes one might not be able to complete exactly 5 number of Whys, and that is okay. The idea is to not be stuck at a superficial answer, and try asking 'Why' more than one time.

→ Closing the Activity (10 Min)

- As the activity ends, have the team review their results; ask them to think about which causes they feel are the most significant and why.
- They may need help in identifying the causes that are more feasible to tackle (individual / community level issues) vs those that are too technical or systemic.

Step 2 Who is involved?

Introduction:

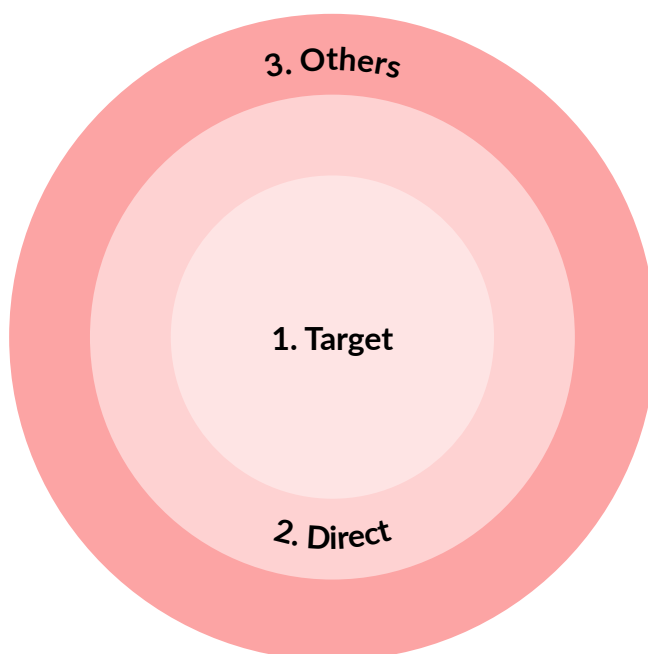
To get a better idea of the problem we are trying to solve, it is always useful to understand whom we are solving the problem for, and the stakeholders involved.

Activity 2 5 Whys

| DURATION | RESOURCES | TOOLS |
|---|---|---|
| 60 minutes - 45 minutes for Stakeholder Mapping and 15 minutes for Target Group | Chart papers, post its, pen markers, Problem Tree and prioritized causes (for references) | Stakeholder Mapping and Target Audience |

About Stakeholder Mapping and Target Group

By mapping the position of the stakeholders involved with the problem, we can understand how they are involved, and their relationship with the ones affected.



HOW TO USE STAKEHOLDER MAP AND TARGET GROUPS?

1. Start from the centre! Start by asking who directly experiences the problem you've identified. Try to be as specific as possible
2. Map the Indirect Stakeholders: Ask who is indirectly impacted by the problem you've identified? These are people who may be motivated to support or otherwise participate in your solution
3. Map Other Stakeholders: Think about other people or groups who are connected to the problem They might be groups that are already trying to solve the problem
4. Reflect on Target Groups These are stakeholders who seem to be more important to the problem and potential solution than others.

Running the Activity:

→ Introducing the Activity (5 Min)

- Explain that the concept of a “stakeholder” has deep roots in business and social sciences. The term means anyone who can significantly impact a decision, or who may be impacted by it.
- A stakeholder map will answer in what way a person or a group is connected to the problem: are they directly impacted? Indirectly impacted? Do they make the problem worse? Are they trying to solve the problem? Understanding these relationships will help you build a successful solution.

→ Main Activity (30 Min)

- Get teams to break into their groups and map the 3 kinds of stakeholders based on the causes they have selected in the problem tree exercise.

→ Closing the Activity (10 Min)

- Reflect on whether some stakeholders seem to be more important to the problem and potential solution than others.
- Ask each team to mark the important stakeholders, and be specific about their target group.

Note: If you have the time, you can use a fun activity to explain the relevance of stakeholder mapping in a playful manner. Please refer to the APPENDIX A for the activity.

Step 3 How to do user research?

Introduction:

User research aids the participants to put aside what they know about the problem, and understand it directly from the point of view of those who are affected by, or involved in it.

Activity 3 Research Methods

| DURATION | RESOURCES | TOOLS |
|------------|-------------------------------------|---|
| 60 minutes | Chart papers, post its, pen markers | Research Methods - Interviews and Observation |

About Research Methods

Before doing research one must understand all the different ways of conducting research, and selecting a method that will give the best result.

How to decide what methods to use?

| | Talk to People | Observe People | Do it yourself |
|------------------------------------|--|---|--|
| What is this method? | This involves talking to target groups to understand how they see the problem. | This involves observing people interacting with a situation to see all the different aspects of the problem. | This involves experiencing the situation yourself, to better understand the other person's point of view. |
| When to use it? | When we want to understand the people we are designing for. Who they are, what are their actual needs, motivations and constraints. | When we want to understand and go deeper into people's behaviors. What they do vs what they say they do is usually different. | When we want to experience the issue first hand to be able to empathize with people we observe or talk to. |
| How to go about using this method? | Select a location and people you would like to talk to. Make a list of questions you want to ask them. Think of how this will add benefit to your project. | Select a location and the situations you would like to observe and why. Reflect on what you don't know, and what you need. | Select a location and the situations you would like to experience yourself. Reflect on what you don't know, and what you need. |

Step 4 How to talk to users?

Introduction:

Talk to target users and other stakeholders connected to the problem, and hear their needs, motivations and understand their behaviors first hand.

Activity 4 User interview

| DURATION | RESOURCES |
|--|-----------------------------|
| 30 Minutes (interview planning), 60 Minutes (user interviews) | Notebook, pen, problem tree |

About User interview

User interviews help us focus on understanding the experiences of our target users. Through this tool, adolescents will understand how to recruit users and frame open ended questions to understand their problem better.

How to do user interviews

| Target Stakeholder Group | Group 2 | Group 2 |
|---|--------------------------------|--------------------------------|
| Interviewee 1 Interviewee 2 | Interviewee 1 Interviewee 2 | Interviewee 1 Interviewee 2 |
| 1. Identifying and recruiting interviewees <p>From your stakeholder map, identify which groups are most closely connected to your problem and write a name for each group in boxes. This should certainly include your target group, and may also include indirect beneficiaries or key stakeholders.</p> | | |
| 2. Develop 3-5 interview questions <p>Questions should help us explore our assumptions; consider asking about things you think you already know about the problem (like causes, or even stakeholders) to get a more complete understanding from the user's perspective.</p> <ul style="list-style-type: none">• Try not to ask leading questions. A leading question encourages interviewees to give a certain kind of answer (i.e. don't ask "How angry were you?" Instead ask "How did that make you feel?")• Avoid yes/no questions—they don't go anywhere!• The goal is to have users tell us a story. Every question is a starting point; you will use follow up questions to go deeper.• Questions should start broad and concrete (e.g. "Have you ever had a problem with [your problem]?") and move to specific and abstract (e.g. "What motivated you to make that choice?") | | |

Running the Activity:

→ Introducing the Activity (5 Min)

- Explain to the group that all organisations (including the Unicef UPSHIFT program) has undertaken research to understand what exactly their end user's need.
- Reinforce that asking questions and listening to other people's point of view is an essential part not in only in the beginning but all the phases of design thinking.

→ Demonstration (10 Min)

- Using the sample Stakeholder Map and Problem Tree diagram, show the group how one would go identifying / recruiting people to interview, location to meet them and the questions to ask them.

→ Main Activity - Making Interview Plan (30 Min)

- Adolescents will use stakeholder map, identify the key characteristics that define each stakeholder group, For eg list down with each group name - age, gender, geographic location, occupation, educational status, ethnicity, relationship with the problem.

- With mentors, adolescents will identify and recruit specific people that represent these groups.
- Ask adolescents to look at the problem tree and the causes they have identified to intervene in.
- Ask them to write down the 3-5 key questions that they need to understand and ask their target groups about the reasons to the causes.

→ Main Activity - Interviewing (60 Min)

- Adolescents go into the field to conduct interviews. Tell them to divide themselves in groups of two and define the number of interviews they will conduct
- Ask them to gather and record what they did, said, felt and thought when they went through different steps of
- Ask them to encourage storytelling through follow up questions ("Tell me more about that."; "How did that affect your day?"; "How did that make you feel?" etc)

Note: In case of younger adolescents (<18 yo) mentors may need to accompany them to the field.

Step 5 How to observe a problem?

Introduction:

Observe or personally experience the issue as the target user, by going to the environment or facing a similar situation.

Activity 5

Observation Guide

| DURATION | RESOURCES |
|---|---|
| 30 Minutes (planning), 60 Minutes (going to location, and observing) | Notebook, pen, list of places and situations one wants to experience |

About Observation Guide

The key with observation is to really take the time to look, and make note of what you see. This helps get a real understanding of the world from the perspective of the people you are solving a problem for.

How to do observations:

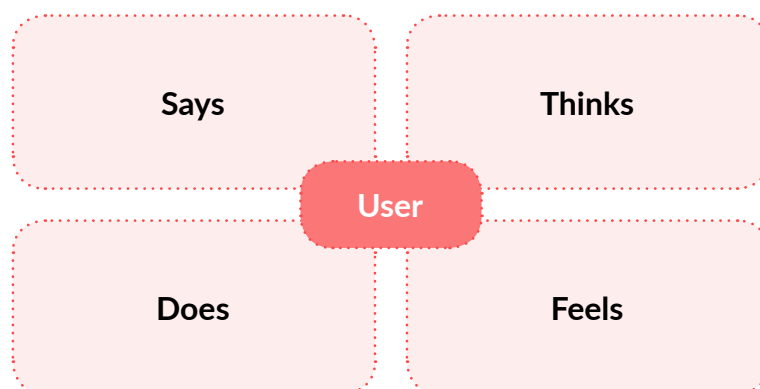
1. Identifying what and who needs to be observed /experienced ?

From your stakeholder map, identify which groups and the locations / time in which they need to be observed.

For eg if the problem area is hand hygiene in schools, a key audience to observe would be students; a key place to observe would be near the bathrooms in the school, or a key time to observe would be before students eat lunch/ or after they use the bathrooms.

2. Do it yourself

Sometimes one might feel shy or weird to to observe others. Personal experience can be one of the most powerful tools in gaining an understanding of an area and uncovering information. This can be achieved through a visit to the environment, or by using a particular object, or stepping through a particular process. For eg in the same situation, students can use the bathroom in a school and experience the process of hand washing and the challenges faced by themselves.



3. Record key observations

Using the template above, ask the upshifters to make a note of what they saw, did, thought or felt when they observed or themselves experienced a situation.

Activity ideas

Appendix A: It takes a village

Play based activity to explain stakeholder mapping and target groups

Running the Activity:

| PEOPLE | RESOURCES |
|--------|---|
| 15 max | 15 cards with roles written on them, ball of string |

- Ask 15 adolescents to volunteer for a small and quick activity.
- Make 5 adolescents stand in the centre and give them a card each saying - 8 yr old child, Elder sister. Mother, father and Grandparent. We will call them Group 1.
- Around group 1 stands in a circle a second group of people with cards that read - Neighbor, Distant uncle, Teacher, Friend and Shopkeeper.
- Circling group 2 stands a third group of people with cards - fireman, police officer, hospital, village leader and news channel .
- Once the adolescents are standing in these three circles give the end of a string to the person holding the card that says '8 yr old child'.
- Tell them they are sleeping in the house, and see a fire coming towards them from the window? What will they do? Why?
- As they answer (for eg i will wake up my elder sister) give the end of the string to them, and ask them how they will respond and why?
- Keep doing this till you reach the members of group 3 or till they have no more people to ask for help.
- At the end of the game reflect on how a small problem like fire, required many people to intervene. Some of them were more useful than others.
- Draw parallels between the stakeholder map and target group using this activity.

Appendix B: Animal, insect and bird

Play based activity to explain observation (and empathy during research)

Running the Activity:

Animal, Insect, Bird Stories - Participants create a story from the perspective of an animal, bird or insect and role play the story.

- Mentor says - "Empathy is putting ourselves in another person's place and trying to understand a feeling or situation from their perspective. This is probably something you have done before, without even realizing it.
- Let a few adolescents respond and share examples of them thinking from another person's perspective.
- Mentor says - "Today we are going to practice some empathy exercises by thinking from the perspective not of another person, but of an animal, bird or insect. Close your eyes and imagine that you are one of the three - How big or small are you? Where are you sitting or standing?
- Adolescents will get into small groups of 3-4 participants. Each adolescent should stay in the character of the same insect, animal or bird. Their task is to create/improvise a small role play about what happens when their characters interact.
- Invite each group of participants to perform their role play.
- After the roleplay discuss - What did it feel like to think about the perspective of a bird, animal or insect? How did you see the other characters in your story? How did you see the world differently?
- After the activity, tell adolescents we will be gathering stories from the point of view of human characters now. Start by imagining people from the target group with different characteristics, and go out and observe them to be able to see things from their point of view.

2

Module 2

Design

Module 2 introduces tools to understand your user(s) and to start to design solutions for and with them.

2. Design

Step 1 Who are you solving for?

Activities

Personas

Step 3 What is the challenge?

Activities

“How Might We?” Challenge Statement

Step 5 What is the solution?

Activities

Solution Summary

Step 2 What is the goal?

Activities

Solution Goal

Step 4 Brainstorming ideas

Activities

Brainstorming Tools

Step 6 Co-create with target audience

Activities

User Feedback, Interviews

Objectives

1. Participants identify their users and build empathy with them
2. Participants develop their critical thinking and problem solving skills
3. Participants develop their creativity and creative confidence
4. Participants learn how to work together with others to build and improve ideas
5. Participants learn how to give and receive feedback
6. Participants learn how to consider other people's perspectives
7. Participants develop their teamwork, interpersonal communication and reflection skills

Skills

- Creativity
- Self-confidence and self-esteem
- Critical thinking
- Problem solving
- Articulating ideas
- Analysing and synthesizing ideas
- Collaboratively building ideas
- Empathy
- Active listening
- Giving and receiving feedback
- Articulating a vision

Step 1 Who are you solving for?

Introduction:

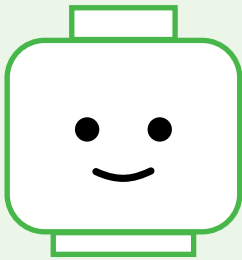
To better understand the people who will be affected by the solution, it is useful to create their profiles, which we can refer to when coming up with solutions or prototyping.

Activity 1 Personas

| DURATION | RESOURCES | TOOLS |
|------------|-------------------------------------|---|
| 60 minutes | Chart papers, post its, pen markers | Personas, Stakeholder Map & Target Audience |

About Personas

Personas are fictional “characters” we create to represent a group of stakeholders—we assign that persona the characteristics, needs, and behaviours of that group.



Demographics (name, age, gender)

About (Background, Do, Like/Dislike)

Goals (What do they want in life)

Motivations (What/Who motivate them to achieve their goals)

Frustrations (What difficulty do they have in achieving what they want)

Quote (Imagine something they

How to build a persona

1. Identify important target audiences, who will be the most affected by your solution, and the ones who will influence your solution.
2. Start creating persona profiles that reflect the characteristics or behaviours of the group. You can also add a picture if you like! If not, then sketch instead.
3. Try and include smaller details of the groups you are trying to represent. The more detailed the persona is, the more accurately you will be able to create your solutions.
4. Refer to interviews from the research when filling in details for the personas.

Running the Activity:

→ Introducing the Activity (5 Min)

- Explain that we have a much easier time relating to, understanding, and designing a solution for one specific, well-defined person than we do a large, collective group.

- Explain that professionals in fields from advertising to software design agree that it's easier to build for one person than a group, and have developed a method to help us do just that—called personas.

→ **Demonstration (10 Min)**

- Take the participants through examples from the presentation and use the flipcharts to do an example with them.

→ **Main Activity Time (40 Min)**

- Ask the teams to create Personas for their Target Audiences.
- Suggest that teams could try and develop 1 Persona each for their Target Audiences. .
- Go around the room and help teams with the framing of their challenges.

→ **Closing the Activity (5 Min)**

- Close with observations you may have from helping the teams.
- You may ask 1-2 teams to share their 'Personas'.

Step 2 What is the goal?

Introduction:

To keep the problem solver focused on the most important causes and on the target audience while solving the problem. To move forward from an understanding of the problem to the creation of a solution.

Activity 2 Solution Goal

| DURATION | RESOURCES | TOOLS |
|------------|-------------------------------------|---|
| 30 minutes | Chart papers, post its, pen markers | 'Solution Goal' Statement, Problem Tree, 5 Whys |

About Personas

The 'Solution Goal' is a statement that defines the overall strategy adopted by the problem solvers. It connects the overall problem, the cause of the problem, the target audience in a solution focused manner.

Tip: How to frame a 'Solution Goal'?

Solve (problem for target audience) by (addressing chosen cause)

Example Problem Statement

Children keep falling sick in rural areas.

| | |
|---|---|
| 1. Start with the roots of the 'Problem Tree' and the causes identified using the '5 Whys' activity. Go through all the causes. | Why do children keep falling sick? <i>One reason is because they do not follow basic hygiene practices like washing hands at school.</i> |
| | Why do they not follow these practices? <i>One reason is because there is no water available in the toilets or in the classrooms to wash hands.</i> |
| | Why is there no water available? <i>One reason is because there is limited supply and when there is water available, a lot of it gets wasted.</i> |
| 2. Start with the roots of the 'Problem Tree' and the causes identified using the '5 Whys' activity. Go through all the causes. | Why does water get wasted? <i>One reason is that children overuse water while washing hands or flushing in the toilets.</i> |
| | Why do children overuse water? <i>One reason is because there is no one to control the amount of water they use.</i> |
| 3. Frame your 'Solution Goals' | SOLUTION GOAL Prevent school students from falling sick by getting them to wash their hands while conserving water. |

Note: Your 'Solution Goal' is based on your choice of the cause you want to address as a problem solver. Choose your causes carefully after due consideration.

Running the Activity:

→ Introducing the Activity (10 Min)

- Explain the objective of doing the exercise.
- Explain how a 'Solution Goal' can be framed.
- Take the participants through examples from the presentation or use the flipcharts to do an example with them.

→ Closing the Activity (5 Min)

- Close with observations you may have from helping the teams.
- You may ask 1-2 teams to share their 'Solution Goals'.

→ Main Activity Time (15 Min)

- Ask the teams to review the causes they have identified from the 'Problem Tree' and '5 Why' Exercise.
- Ask the teams to choose the most important problem causes to address (based on what they learnt from research).
- Suggest that teams should try and develop 2-3 versions of their 'Solution Goals' and choose one from them.
- Go around the room and help teams with the framing of their challenges.

Tip: *How to Choose a 'Cause' to address problem*

- Base the choice of a cause on what was learnt from research. Avoid assumptions.
- A good cause is one that you can develop a solution for with limited resources.
- Choose a cause you are excited to solve!
- You may choose more than one cause but prioritise the most important one.
- Choose a cause that you feel if addressed will create real change.
- Do not only focus on high level causes, but choose from deeper causes.

Step 3 What is the challenge?

Introduction:

To approach problem solving in an actionable, solution oriented, and open manner. A well defined 'Challenge' is crucial for problem solving to be relevant and exciting.

Activity 3 'How Might We?'

| DURATION | RESOURCES | TOOLS |
|------------|-------------------------------------|--|
| 45 minutes | Chart papers, post its, pen markers | 'How Might We?', Solution Goal, Problem Tree, 5 Whys |

About 'How Might We?'

'How Might We?' questions are a simple way for problem solvers to look at their 'Solution Goal' in a manner that can generate ideas. 'How Might We?' questions can be framed in different ways to generate different kinds of ideas and solutions.

Tip: Framing 'Challenge Statements': How might we (address chosen causes) through (potential actions)?

Example of a Problem Statement:

Children keep falling sick in rural areas

Step 1. Refer to your 'Solution Goal'

Eg. Prevent school students from falling sick by getting them to wash their hands while conserving water.

Step 2. Outline 'Challenge Statements' based on the Solution Goal

While you may arrive at an immediate/obvious '**How Might We**' challenge from the goal, you may also want to experiment with other versions of 'How Might We' statements. You can then choose a statement that seems exciting and still focused on the Design Goal.

Eg 1. **How Might We** get students to wash or clean hands without using water?

Eg 2. **How Might We** get students to wash hands using lesser amount of water?

Eg 3. **How Might We** get students to carry extra water from home to wash hands before eating?

Tip: 'How Might We' statements should not be too broad or too narrow

Running the Activity:

→ Introducing the Activity (5 Min)

- Explain the objective of doing the exercise.
- Explain how a challenge statement can be framed.

→ Demonstration (10 Min)

- Take the participants through examples from the presentation and use the flipcharts to do an example with them.

→ Main Activity Time (20 Min)

- Ask the teams to place their 'Solution Goal' before them and also refer to the 'Problem Tree' and '5 Whys'.
- Ask the teams to try and frame a number of 'Challenge Statements'.
- Let teams develop their 'Challenge Statements'.
- Go around the room and help teams with the framing of their challenges.
- Ask the team to choose their most promising challenge statements.

→ Wrapping Up Activity (5 Min)

- Close with observations you may have from helping the teams.

Step 4 Brainstorming ideas

Introduction:

To generate as many creative ideas as possible. The more number of ideas there are - better the chance that great ideas and solutions will be found.

Activity 4 Brainstorming Tools

| DURATION | RESOURCES | TOOLS |
|------------|-------------------------------------|---|
| 90 minutes | Chart papers, post its, pen markers | Brainstorming Tools - First Idea + Crazy Idea, Open Brainstorming, What If, Brainstorm as Your Target Audience , Combine Ideas. Also, 'How Might We' Challenge. |

About Brainstorming Tools

Brainstorming tools help problem solvers come up with ideas. Using different kinds of tools helps problem solvers come up with different kinds of ideas. Similar ideas can be brought together as a last step of brainstorming.

NOTE: The 'How Might We' statements are what the ideas should be generated for.

→ Brainstorming Tools

| | |
|-------------------------|---|
| First Idea + Crazy Idea | What is the first idea that comes to mind? What is a crazy idea that comes to mind? |
| Open Brainstorming | Any and every idea that comes to mind. |
| What If? | <p>Example: How Might We get students to clean hands properly while using lesser amount of water?</p> <p>What if the solution...</p> <ul style="list-style-type: none">• Is an object or thing (Ex: A water meter)• A service or process (Ex: Only 200 ml water)• A person (Ex: A helper keeping check)• An Interaction (Ex: Automatic on/off water)• A communication (Ex: A Campaign Poster) |

| | |
|---|---|
| Brainstorm as Your Target Audience | What are ideas that helpful target audiences could come up with? (For Example: What kind of ideas would children come up with? What idea would parents come up with?) |
| Combine Ideas | Which ideas are similar? Which ideas can be combined into one bigger, better idea? |

Note: DO NOT introduce all the tools together. They are supposed to be used as rounds of brainstorming. All together will be difficult for the teams to understand.

Running the Activity:

→ Introducing the Activity (10 Min)

- Explain the objective of doing the exercise.
- Introduce the participants to the 'Brainstorming Principles'

→ Main Activity Time (5 Min)

- Share that there will be 5 rapid rounds of brainstorming.
- Suggest to the participants that they may want to first come up with ideas individually and then discuss as a group.
- Remind teams to have their 'How Might We Challenge' in front of them and they have to come up with relevant ideas.
- Run the brainstorm rounds -
 - First Idea + Crazy Idea | 5 Min
 - Open Brainstorming | 15 Min
 - What If | 15 Min
 - Ideas from Stakeholders | 15 Min
 - Combine Ideas | 15 Min

→ Wrapping Up Activity (5 Min)

- Close with observations you may have from helping the teams.

Brainstorming Principles

- Encourage **wild ideas** and **don't judge** if they will work yet.
- Come up with as many ideas as possible – **go for quantity!**

- **Record everything!** Don't miss out on important thoughts and discussions.
- **Build on the ideas of others** and **stay focused** on the topic while discussing.
- Encourage **one conversation at a time** so each idea gets full attention.
- **Iterate!** Most times solutions are not obvious.

Note: As a facilitator, you will need to help the team with ideas if you feel they are out of ideas or stuck on the same set of ideas. While brainstorming is enjoyable, it can also be potentially stressful for the problem solvers.

Step 5 What is the solution?

Introduction:

To take the first step in moving from an idea to something that can be implemented. Adding detail to ideas helps others understand them and provide better feedback.

Activity 5 Solution Summary

| DURATION | RESOURCES | TOOLS |
|------------|--------------------------------------|--|
| 60 minutes | Chart papers, post its, pen markers. | Solution Summary, Brainstorm Ideas, Challenge Statement, Solution Goal |

About Solution Summary

The 'Solution Summary' is a tool that helps build detail into an idea so that it is not just a thought but something that can be understood by people. It focuses on identifying actions, objects, people and places involved in the idea.

Example of a Solution Summary

Challenge statement: *How Might We get students to clean hands properly while using lesser amount of water?*

| Questions to Consider | Example |
|--|---|
| What is the solution? | Germ Killer: Little bit of Water + Disinfectant. No need for soap. Saves water, cleans hands! |
| What are different activities involved? | Children are given a small amount of germ killer water before eating. Clean and wipe hands. |
| What are the different objects involved? | Germ killer water for which we need clean water and some disinfectant (not too strong smell) |

| | |
|------------------------------|--|
| Who are the people involved? | Some to make the product, someone to give to schools, and someone to see if kids use |
| Where is this happening? | Making is happening at our (team's) homes and use is happening at school |
| Can you draw the solution | Yes |

Running the Activity:

→ Introducing the Activity (10 Min)

- Explain the objective of doing the exercise.
- Explain how a 'Solution Summary' can be filled out.
- Take the participants through examples from the presentation or use the flipcharts to do an example with them.

→ Main Activity Time (45 Min)

- Ask the teams to choose their top 2-3 ideas to develop the summaries for.
- Tell the teams that while they may have selected 2-3 ideas, they may also use other ideas (that have been left out) which as a part of the solution.
- Let teams develop their 'Solution Summaries'.
- Go around the room and help teams in filling their summaries.

→ Wrapping Up Activity (5 Min)

- Close with observations you may have from helping the teams.

Step 6 Co-create with target audience

Introduction:

To collect feedback from target audience and co-create better solutions with them. Feedback at this stage allows problem solvers to improve their ideas before they commit to prototyping.

Activity 6

Feedback & Co-creation

| DURATION | RESOURCES | TOOLS |
|------------|--------------------------------------|--|
| 60 minutes | Chart papers, post its, pen markers. | Feedback Questionnaire, Solution Summary |

About Feedback & Co-creation

Co-creation means working with others to create a better solution for something. Interviews are often used to collect feedback and to co-create.

Collecting Feedback & Co-creation

1. Teams to share their solution summaries with target audience
2. Teams to ask questions to gather feedback and improve solution.
 - Does the solution address the cause and problem?
 - Is the solution easy to understand? Would it be easy to use?
 - Which parts of the solution work well and Why? Which don't work well and Why?
 - Do you have suggestions for us to improve the solution?

Running the Activity:

→ Introducing the Activity (10 Min)

- Explain the objective of doing the exercise.
- Explain what 'Feedback collection and Co-creation' means.
- If there is no time to meet actual users, tell the participants that members of other teams will be playing the role of 'Target Audience' and providing them with feedback.
- Ask the teams to nominate 1-2 members to present their ideas to others. The other members can play the role of 'Target Audience' and provide feedback to other teams.

→ **Main Activity Time (45 Min)**

- Remind the teams to ask relevant questions.
- Ensure there are feedback takers (at least 1) and feedback givers (at least 2) for all teams.
- Tell the participants that the activity will be run in two rounds of 20 minutes each.
- Conduct the activity in two rounds -
 - Round One | 20 Min
 - Round Two | 20 Min
- Go around the room observing teams present and give your inputs as a 'Target Audience'.

→ **Wrapping Up Activity (5 Min)**

- Close with observations you may have from helping the teams.
- As this activity is the close of Day 2, let teams know that they have time outside of the workshop to work on their ideas to improve them.

NOTE: *While Running the activity if 5 Days break in between two UPSHIFT Weekends*

- Teams can still go through the 60 Min activity as explained above to start with.
- Encourage participants to take their solution summaries to actual users.
- Encourage teams to visually represent solutions for easier feedback collection
- Let teams know that they can develop new ideas and solutions to test.
- Direct teams to record the feedback they receive and also who provided it.

3

Module 3

Build & Test

Module 3 ensures you are solving real problems for real people by testing key elements of the solutions and reworking ideas based on user feedback.

3. Build & Test

Step 1 What is the best solution?

Activities

Choosing Solution

Step 3 Rapid prototyping

Activities

Rapid prototyping

Step 2 How do I build my solution?

Activities

Prototyping Methods

Step 4 Test with target audience

Activities

User Testing & Feedback

Objectives

1. Participants will develop an understanding of prototyping methods
2. Participants will learn to consider their idea from the perspective of the user
3. Participants will build a prototype of their idea
4. Participants will develop the ability to incorporate feedback/data/evidence to improve their idea
5. Participants develop their teamwork, inter-personal communication and reflection skills

Skills

- Analytical thinking
- Problem solving
- Teamwork to achieve a goal
- Empathy
- Articulating an idea
- Collaborative learning and teamwork
- Perseverance
- Giving and receiving feedback

Step 1 What is the best solution?

Introduction:

Choose the best solution based on learnings from testing of your ideas with users.

Activity 1

Solution Summary

| DURATION | RESOURCES | TOOLS |
|------------|--------------------------------------|--|
| 60 minutes | Chart papers, post its, pen markers. | 'Choose Solution', Solution Summary, Challenge Statement |

About Choosing Solution

Identifying the enablers (what works) and disablers (What doesn't) in relation to your idea will help you plan for possible setbacks in building and testing your solutions

How to choose the Best Solution:

1. List your solutions on one side.
2. Based on the feedback write down what works well for the solutions.
3. Then, as a last step write down what doesn't work well for the solutions.
4. Choose the solution that has more positives than negatives.

Example: Choose the Best Solution

Challenge statement: *How Might We get students to clean hands properly while using lesser amount of water?*

| | WHAT WORKS? | WHAT DOESN'T? |
|---|---|---|
| SOLUTION 1 <i>Germ Killer Water</i> | <i>Building the right tools to dispense the germ killer water</i> | <i>Lack of clean water supply</i> |
| SOLUTION 2 <i>Campaign about hygienic practices</i> | <i>Local organization helping the children build materials for the campaign</i> | <i>Lack of support from schools Campaign not enough</i> |
| SOLUTION 3 <i>Better use of limited water</i> | <i>Support from school faculty and staff to regulate water use</i> | <i>No one to control</i> |

Running the Activity:

→ Introducing the Activity (10 Min)

- Explain the objective of doing the exercise.
- Explain how the 'Choose Solution' exercise works.
- Take the participants through examples from the presentation or use flipcharts to do an example with them.

→ Main Activity Time (45 Min)

- Ask the teams to have all the feedback they have received with them as they do this activity.
- Tell the teams that for each of their solutions, they need to write down what works well and what doesn't work well - they can themselves add to what users have said so that the analysis is comprehensive.
- Let teams go through their 'Choosing Solution' process.
- Go around the room and help teams in choosing their best solution.

→ Wrapping Up Activity (5 Min)

- Close with observations you may have from helping the teams.

Note: As a facilitator and mentor, you will need to help the team identify learnings for their ideas if they are unable to consider all aspects of their ideas. Critically examining their idea will help them consider different factors they need to consider to make their idea come to life.

Step 2 How do I build my solution?

Introduction:

Build tangible version of the whole solution or part of it to test with users and capture learnings. But before building a decision on what can and should be prototyped (so that users can provide meaningful feedback) is to be made.

Activity 2

Prototyping Methods

| DURATION | RESOURCES | TOOLS |
|------------|--------------------------------------|--|
| 60 minutes | Chart papers, post its, pen markers. | Prototyping methods - Role play, storyboard, paper prototype, and physical model |

About Prototyping Methods

There are many different techniques/methods to prototype a solution, but some methods fit certain kinds of ideas better than others. Using the right methods could get you the right feedback.

Prototyping Methods

| | |
|---|--|
| ROLE PLAYS The best method to show how people interact with each other. | PHYSICAL MODELS The right method for prototyping objects that are part of the solution.. |
| STORYBOARDS Great method to show anything happening from start to end. | PAPER PROTOTYPES The best method for things such as websites, apps, posters, forms, menus. |

Running the Activity:

→ Introducing the Activity (10 Min)

- Explain the objective of doing this activity.
- Explain how the different ‘Prototyping Methods’ work.
- Take the participants through examples while explaining the methods.

→ Main Activity Time (30 Min)

- Ask the teams to go through their solution and identify how they can use the different prototyping methods.
- Tell the teams that they should consider all the different parts of their solution and identify how each part can be prototyped.
- Also, instruct the teams to choose what they think are the most important things (at least 3) to prototype and why.
- Go around the room and help teams in deciding what they should be prototyping and how.

→ Wrapping Up Activity (20 Min)

- Ask teams to share which 3 parts of the solution they have chosen as the most important to prototype and why.
- Close with observations you may have from helping the teams.

→ Some Prototyping Tips:

- Storyboards are always a good way to show how something will be used.
- Always keep the target audience in mind - what would they like to test?
- Prototypes have to represent meaningful and important parts of the solution.
- Prototypes should be simple to understand and give feedback for.
- Prototypes are not supposed to be perfect and beautiful, it is ok to be rough.

Step 3 Rapid prototyping

Introduction:

Build multiple versions of the solution as quickly as possible to test with target audiences. Having multiple prototypes helps users provide better feedback.

Activity 3 Rapid prototyping

| DURATION | RESOURCES | TOOLS |
|----------------------------|--|---|
| 165 Minutes (~ 3 Hours) | Chart papers, post its, pen markers, cardboard, tape, colored sheets, scissors, plastic sheets, net, wooden sticks, playdough or clay, rope, woolen strings, cloth, and a number of other stationery and building material that are used for model making. | Prototyping methods - Role play, storyboard, paper prototype, and physical models |

About Rapid prototyping

Rapid prototyping is done so that problem solvers do not spend too much time trying to perfect a prototype and instead focus on testing different parts of the solution to learn from mistake.

Prototyping Methods:

→ STEP 1. Let teams choose how and what they wish to prototype :

- Role plays: The best method to show how people interact with each other.
- Physical models: The right method for prototyping objects that are part of the solution..
- Storyboards: Great method to show anything happening from start to end.
- Paper prototypes: The best method for things such as websites, apps, posters, forms, menus.

→ **STEP 2. Teams to create at least 3 Prototypes which can be :**

- a. Choice 1: 3 Prototypes of the same part of the solution
- b. Choice 2: 3 Prototypes of 3 different parts of the solution

Running the Activity:

→ **Introducing the Activity (10 Min)**

- Explain the objective of doing this activity.
- Explain the concept of 'User Testing'.
- If there is no time to meet actual users, tell the participants that members of other teams will be playing the role of 'Target Audience' and providing them with feedback.
- Ask the teams to nominate 1-2 members to present their ideas to others. The other members can play the role of 'Target Audience' and provide feedback to other teams.

→ **Main Activity Time (50 Min)**

- Remind the teams to ask relevant questions to the testers.
- Ensure there are feedback takers (at least 1) and feedback givers (at least 2) for all teams.
- Tell the participants that the activity will be run in three rounds of 15 minutes each.
- Conduct the activity in three rounds -
 - Round One | 15 Min
 - Round Two | 15 Min
 - Round Three | 15 Min
- Go around the room observing teams present their prototypes and give your inputs as a 'Target Audience'.

→ **Wrapping Up Activity (30 Min)**

- Ask the teams to share their prototypes and the feedback they received from the testers.
- Close with observations you may have from helping the teams.

Note: if it is feasible, then encourage the teams to go and test their prototypes with actual users. Ask them to record the feedback they receive in the form of video shot on their phones.

Step 4 Test with target audience

Introduction:

To collect feedback from target audience to refine the prototype and design a better solution. Feedback at this stage allows problem solvers to improve their ideas before they finalise their solution.

Activity 3

User Testing & Feedback

| DURATION | RESOURCES | TOOLS |
|------------|---------------------------------------|--------------------------------------|
| 90 Minutes | Chart papers, post its, pens, markers | Feedback Questionnaire, User Testing |

About User Testing & Feedback

User testing means letting the target audience interact with the prototype and provide feedback. Once there is a prototype a user does not need to imagine the solution - it becomes more obvious to them and they are able to provide better feedback. A feedback questionnaire is used to record feedback given by testers.

Collecting Feedback & Co-creation

- **Step 1.** Teams to share their solution summaries with target audience
- **Step 2.** Teams to ask questions to gather feedback to improve solutions;

| | |
|--|---|
| Does the prototype help the user understand the solution proposed? | Do you have suggestions for us to improve the prototype? |
| Does the prototype help you decide if you want to use this solution? | Do you have suggestions for us to improve the overall solution? |

Running the Activity:

→ Introducing the Activity (10 Min)

- Explain the objective of doing this activity.
- Explain the concept of 'User Testing'.
- If there is no time to meet actual users, tell the participants that members of other teams will be playing the role of 'Target Audience' and providing them with feedback.

- Ask the teams to nominate 1-2 members to present their ideas to others. The other members can play the role of 'Target Audience' and provide feedback to other teams.

→ **Main Activity Time (50 Min)**

- Remind the teams to ask relevant questions to the testers.
- Ensure there are feedback takers (at least 1) and feedback givers (at least 2) for all teams.
- Tell the participants that the *activity will be run in three rounds of 15 minutes each.*
- Conduct the activity in three rounds -
 - Round One | 15 Min
 - Round Two | 15 Min
 - Round Three | 15 Min
- Go around the room observing teams present their prototypes and give your inputs as a 'Target Audience'.

→ **Wrapping Up Activity (30 Min)**

- Ask the teams to share their prototypes and the feedback they received from the testers.
- Close with observations you may have from helping the teams.

Note: *if it is feasible, then encourage the teams to go and test their prototypes with actual users. Ask them to record the feedback they receive in the form of video shot on their phones.*

4

Module 4

Make It Real

Module 4 starts to identify whether there is a viable business model for the proposed solution.

4. Make It Real

Step 1 How can i plan my resources?

Activities

Capability and Inputs

Step 3 What is the final solution?

Activities

Prototyping methods, Capabilities and Inputs, Sustainability and Revenue, and User Testing, Solution Summary.

Step 2 How do i raise finances?

Activities

Sustainability and Revenue

Step 4 How can i sell my idea?

Activities

Pitching

Objectives

1. Participants will develop an understanding of prototyping methods
2. Participants will learn to consider their idea from the perspective of the user
3. Participants will build a prototype of their idea
4. Participants will develop the ability to incorporate feedback/data/evidence to improve their idea
5. Participants develop their teamwork, inter-personal communication and reflection skills

Skills

- Analytical thinking
- Problem solving
- Teamwork to achieve a goal
- Empathy
- Articulating an idea
- Collaborative learning and teamwork
- Perseverance
- Giving and receiving feedback

Step 1 How can I plan my resources?

Introduction:

Identify the different kinds of resources that are needed to turn the solution into reality. Also, identify which resources are already available and which ones need to be brought from outside.

Activity 1 Capability and Inputs

| DURATION | RESOURCES | TOOLS |
|------------|---------------------------------------|---|
| 60 Minutes | Chart papers, post its, pens, markers | Capabilities and Inputs, Prototypes, Solution Summary |

About Capability and Inputs

The 'Capability and Inputs' Chart helps identify the different kinds of resources that are needed. 'Capabilities' are resources the team already has and 'Inputs' are new resources to be sourced from outside. Through this tool, problem solvers can realise whether their solution is feasible or not. If not, then they can try and simplify their solution so that it can be feasible.

Capabilities and Inputs Chart

| | |
|---|---|
| Materials Raw materials needed to build the final solution. | Equipment Any machines or instruments needed. |
| People Skills and expertise needed by the team. | Other Support Any other help such as space or permissions needed. |

1. Choose post-its of two different colours.
2. Make a list of the resources required.
3. Write each resource on the correct post-it (Capabilities or Inputs) and put them in the relevant section

TIP: Think of resources that you need to get started. What does the team need in the first 3 months? What will it need in 6 months, 1 year? What are the most essential resources?

Running the Activity:

→ Introducing the Activity (15 Min)

- Explain the objective of doing this activity.
- Explain the 'Capabilities and Inputs' chart.
- Take the participants through examples from the presentation or use the flipcharts to do an example with them.

→ Main Activity Time (40 Min)

- Ask the teams to consider their prototypes, and solution summaries. Ask the teams to also consider the feedback they have received.
- Ask the teams to look at the four parts (Materials, Equipment, People and Other Support) and list all the things they think they will need under and place them in the relevant category.
- Tell them that they should mark what they have (Capabilities) and the things they do not have but need (Inputs) differently.
- Let the teams attempt at filling the chart paper.
- Go around the room and help teams in thinking about their resource requirements.

→ Wrapping Up Activity (5 Min)

- Close with observations you may have from helping the teams.

Note: *The more 'Inputs' needed, the more difficult it may be to implement a solution. As a facilitator, try and help teams identify the right and appropriate amount of resources to get their solution implemented. Remember that it is important that the solution is kept simple and focused on solving the problem for target audiences. Thinking small is important to begin with.*

Step 2 How do I raise finances?

Introduction:

Identify how budgets can be raised and managed for making the solution sustainable. Making a solution sustainable means making sure that it does not shut down because of a lack of funds and resources.

Activity 2 Sustainability and Revenue

| DURATION | RESOURCES | TOOLS |
|------------|---------------------------------------|---|
| 60 Minutes | Chart papers, post its, pens, markers | 'Sustainability and Revenue' Chart, 'Capabilities and Inputs' Chart, Prototypes, Solution Summary |

About Sustainability and Revenue

There are many different ways funds can be raised for projects. You can charge users, someone can provide a donation, and there may be ways to reduce costs. This tool helps you think of the different ways and identify what works best for the solution proposed.

'Sustainability and Revenue' Chart

Step 1. Check what kind of resources are needed. How much funds will you need?

Step 2. Think about the different ways one can raise funds for the resources.

| | |
|---|--|
| What can we charge for? Regular Fees or One Time Charge | Can someone give us a donation? Organisations and people who may want to help. |
| Can we reduce costs? Discounts or subsidies on the resources. | Other ways to raise funds? Any other way you can think of raising finances. |

TIP: Think of funds in two ways - what do you need to get started? How will your solution continue to operate?

Running the Activity:

→ Introducing the Activity (15 Min)

- Explain the objective of doing this activity.
- Explain the 'Sustainability and Revenue' chart.

- Take the participants through examples from the presentation or use the flipcharts to do an example with them.

→ Main Activity Time (40 Min)

- Ask the teams to consider their capabilities and inputs, prototypes, and solution summaries. Ask the teams to also consider the feedback they have received.
- Ask the teams to look at the four options to raise funds (Charging people, getting a donation, reducing costs, or other options) and list all the ways they can think of raising funds.
- Tell the teams that they need to be realistic and not only optimistic or hopeful - do not assume that the money will come automatically.
- Let the teams attempt at filling the chart paper.
- Go around the room and help teams in understanding their financial needs.

→ Wrapping Up Activity (5 Min)

- Close with observations you may have from helping the teams.

Note: *The UNICEF UPSHIFT funding is a donation or grant. There may be NGOs, government agencies, community organisations, and even individuals who may be interested in donating money to solve a social problem.*

Step 3 What is the final solution?

Introduction:

Take prototype and solution to its final version based on learnings from feedback, and resource as well as financial planning.

Activity 3 Solution Summary

| DURATION | RESOURCES | TOOLS |
|-------------|---------------------------------------|---|
| 120 Minutes | Chart papers, post its, pens, markers | Prototyping methods – Role play, storyboard, paper prototype, and physical models. Capabilities and Inputs, Sustainability and Revenue, and User Testing, Solution Summary. |

About Solution Summary

In this activity the teams have to build the final prototypes of their solution by using methods

described in the Rapid Prototyping activity - Role Play, Physical Models, Paper Prototypes and Storyboards.

Here's how you can arrive at the final solution:

Step 1. Take learnings from User Testing of Rapid Prototypes

Step 2. Take into account the Resource and Financial estimation you have done in previous steps

Step 3. Arrive at your final prototype and solution

Running the Activity:

→ Introducing the Activity (5 Min)

- Explain the objective of doing this activity.

→ Main Activity Time (90 Min)

- Ask the teams to think about the feedback they received on prototypes and solution summaries.
- Ask the teams to think about what they have learnt about their solution by doing the activities - 'Capabilities and Inputs', and 'Sustainability and Revenue'.
- Tell the teams that this activity is their last chance to work on their solution during the workshop. They have about two hours to make a refined final prototype for their solution.
- Tell the teams that they have to improve on the prototypes they made - add more detail, or improve based on what they heard.
- Go around the room and help teams in creating their final prototype.

→ Wrapping Up Activity (25 Min)

- Ask the teams to do a quick presentation on their final prototypes and share how they have changed in this last round and why?
- Close with observations you may have from helping the teams.

Step 4 How can I sell my idea?

Introduction:

Create a short impactful presentation to share solution with judges. Summarise and convey important information about your solution.

Activity 4

Pitch

| DURATION | RESOURCES | TOOLS |
|------------|---|--|
| 60 Minutes | Chart papers, post its, pen markers, PPT, Laptop etc. | Pitch Points, and all other previous tools used. |

About 'Pitch'

The pitch points broadly cover the things the judges are looking at while judging the idea. These points are also important to pitch any idea. A pitch is usually a short presentation that is not more than 5-10 Min.

Points to cover in a 'Pitch'

| The Problem | What was the larger problem? |
|--|--|
| The Goal for Solution & Challenge Chosen | What was the ultimate goal of the solution? How did the team try to solve the problem? |
| The Solution + Target Audience | What is the final solution? Who is the target audience? |
| Advantage | How is the solution unique? |
| Resources + Finance | What resources and finances will be needed to execute? |
| Show Prototype | Team to show the final prototype. |

Running the Activity:

→ Introducing the Activity (10 Min)

- Explain the objective of doing this activity.
- Explain the different points that comprise a 'Pitch'.
- Take the participants through an example from the presentation or use the flipcharts to do an example with them.

→ **Main Activity Time (45 Min)**

- Tell the teams that their pitches have to cover all the different points - problem, goal, challenge, solution, target audience, prototype, user feedback, advantage, resource and financial planning.
- Tell the teams they will have a maximum of 5-7 minutes to make their pitch, and another 3-5 minutes will be the judges asking them questions.
- Ask the teams to create their pitches - they can be as creative as they want to be while making the pitch.
- Go around the room and help teams in creating their pitches..

→ **Wrapping Up Activity (5 Min)**

- Close with observations you may have from helping the teams.

Note: *The teams will have some time during lunch and before the start of judging to practice their pitches. Encourage them to practice so that they are concise. Encourage the teams to include all members in the pitch rather than just one person presenting.*

