Design thinking playbook

for students and teachers

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Introduction

Overview

The NRMA design thinking playbook was developed by NRMA Education.

Design thinking is the *process of design* to solve problems and discover new opportunities. It is a toolkit that brings together the needs of people, communities and environment with the possibilities of science and technology. Design thinking allows people of all skills and disciplines to use creative tools and engage in problem solving and design.

Design thinking lends itself perfectly to education by combining mindsets of creative confidence and empathy with the structure of creative tools and processes. In this way, it adds dimensions to project based learning that make for more authentic, engaging and productive student outcomes.

NRMA Future Transport Challenge

The Future Transport Challenge is an educational program for teams of year 9 and 10 students to explore problems, design solutions and learn entrepreneurial skills. They research real world transport issues, the challenges of global cities and new technologies that offer hope. Armed with this knowledge the students develop a new product or service and create a pitch to sell the idea to potential investors.

This design thinking playbook forms part of the resources available to students and teachers to undertake the challenge.

They also have access to a website for research and discussion at **nrmafuturetransport.com.au** and an integrated unit of work linked to the NSW curriculum.

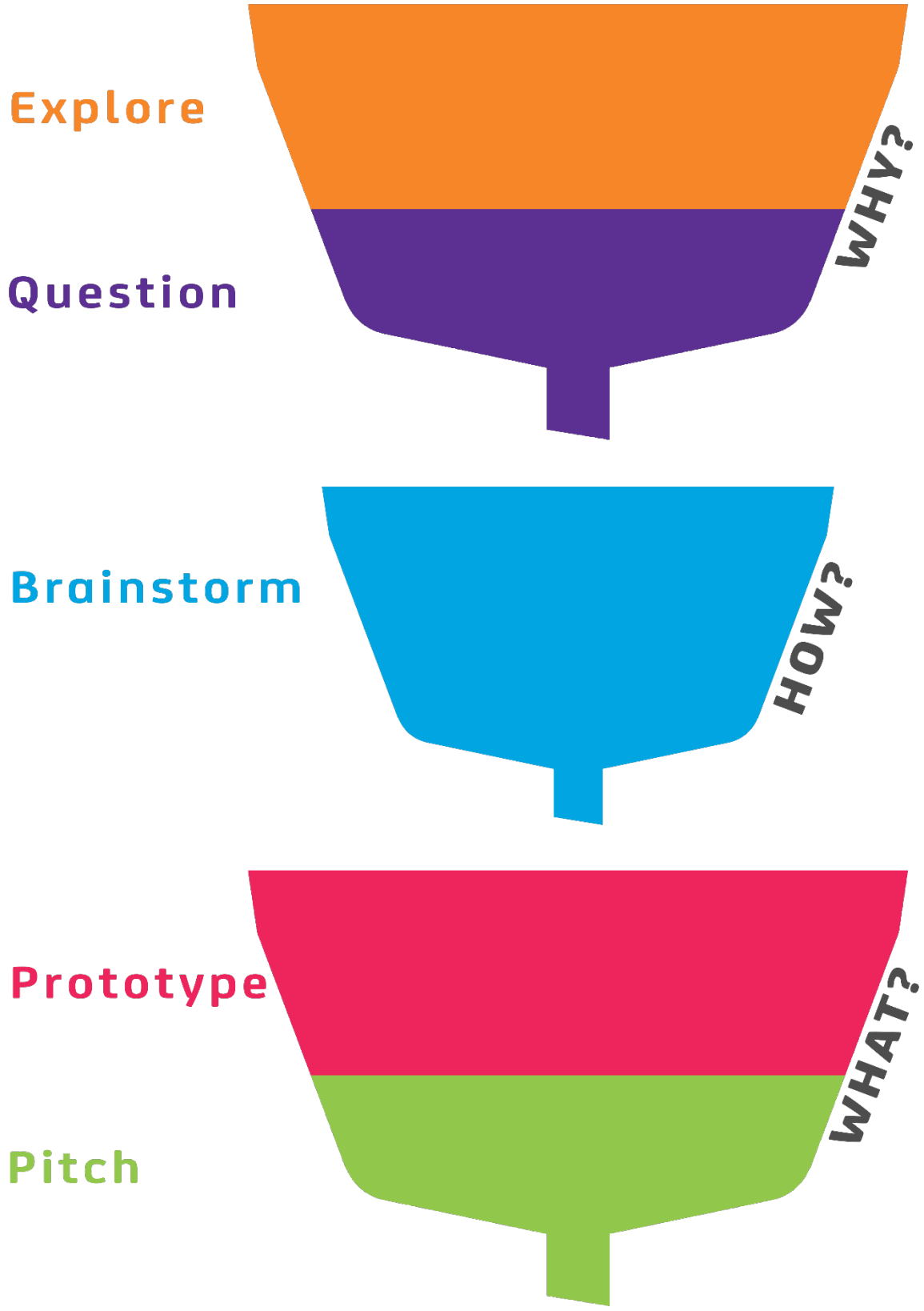
We'd love your feedback

Please get in touch with any comments or feedback. You can contact the education team through the website **nrmafuturetransport.com.au** or by emailing **education@mynrma.com.au**

Acknowledgements

This booklet is a fusion of design thinking and project based learning frameworks. It is a unique work but all works rely on the great efforts of those that came before them. Special recognition needs to go to IDEO and the Hasso Plattner Institute of Design.

The design thinking process



Explore phase

We will learn as much as we can about this topic by researching and talking to people.

We'll try to empathise with people in the context of this topic. This means we'll be "walking in their shoes".

Map the topic

We need to build our field of knowledge and define the limits of our topic.

Interview

We can gain a deeper understanding of people's needs, motivations and behaviours through questions and conversation.

Take notes

Taking notes helps us focus on and understand the most important concepts of our research.

Collect data

Sometimes we need to go out into the world and collect our own data.

Consider this

Suggested Time:

90 minutes

Questions to ask:

Where will we keep our topic map? The class will return and update it often in the Explore phase.

What is the context of our topic? This might be a time and place with all the people and things that happen within it.

What do we already know about the topic? This will include things that are correct and incorrect, assumptions, possible themes and more.

Is it okay to rearrange our topic map as we research and learn more?

Resources:

Sticky notes – a lot of them!

A timer for the class

Markers, textas or pens – one per person

Large sheets of paper (A3 or similar) or plenty of wall space

Map the topic

We need to build our field of knowledge and define the limits of our topic.

A topic is a collection of interrelating concepts. When we map the topic, we build our understanding of what we know about the concepts we are exploring.

We can return to the topic map often to review, rearrange and update what we all know. The map will be a launchpad for further exploring the topic and the themes we decide on.

Steps

1. As a class, prepare for the topic you will explore by viewing a few relevant videos or images. Discuss some related ideas within the topic. Students can share a little of their background knowledge.

2. Shift into teams and set the class timer for five minutes. Think of one fact, issue, problem or piece of information from your topic and write it on a post-it.

3. Write another on a post-it. And another. Keep going and flowing!

4. When the timer goes, read all your team's ideas.

5. Set the class timer for another five minutes.

8. Place your post-it notes on the wall or a large sheet of paper.

9. Find two post-its that you think are related and bring them close together. Now connect other post-its.

10. Discuss each connection or change you make. You can connect post-it as chains, trees, star formations or blobs! Think of your separate collections as “themes”.

11. As a class, combine your collections of post-its into a class map. Discuss and decide on the main themes. You will now have a visual map of the topic to explore and a shared language to build on.

12. Return to the topic map consistently to update what you know and organise deeper research.

Consider this

Suggested Time:

60-90 minutes for each preparation and interview

Questions to ask:

How will I get out of the classroom and find users where they live and work?

What aspects of their life do we want to better understand?

Are my questions binary (yes/no) or open?

How will I greet the interviewee and build rapport?

How will I close the interview and thank them?

How will I capture notes?

Resources:

Notebook and pen

Voice recording device (optional)

Interview

We can gain a deeper understanding of people's needs, motivations and behaviours through questions and conversation.

The more we can empathise with people, the better we can decide how to design and innovate for them. Interviewing people is a great way to understand their behaviours and the choices they make. It can help us to discern users' needs so we can design for them with these in mind.

Steps

1. Prepare for the interview by brainstorming questions. Order your questions by themes and move from evoking stories to exploring emotions. Ask open, non-binary questions that encourage the interviewee to answer with stories. You can start questions with, "tell me about the last time you..."

2. Have one lead interviewer and one recorder. The lead is most focused on establishing rapport with the interviewee, following threads of conversation and asking questions at the right time. The recorder takes detailed notes including quotes and other details. The recorder may also support the lead with pertinent questions at the right times. As well

as taking written notes, you may wish to use a voice recorder in case you miss something. Ensure to ask the interviewee before doing so.

3. Summarise your learnings with the team. Hopefully, you can better empathise with some of your users thanks to what you have learnt from the interview. Add your summary to the topic map.

Consider this

Suggested Time:

This is dependent on what is being researched. Allow time for recording, summarising and review.

Questions to ask:

What's the significance of this information?

What further questions do they raise?

How do they fit in with what I already know?

Can we make connections between different sets of notes?

Resources:

Pen or pencil

Cornell template

Take notes

Taking notes helps us focus on and understand the most important concepts of our research.

As we explore online content, videos, magazines and newspapers we'll use the Cornell method of note-taking, developed by Dr Walter Pauk of Cornell University. It is a widely used system of taking notes from research, lectures and interviews. The Cornell method helps us organise our notes while becoming actively involved in the creation of knowledge.

Steps

1. Explore recent news and innovations in your topic as well as content on designs, systems and culture.

2. As you read, listen, watch or observe, take notes in the large right-hand section of the page. Whenever you come across what seems like an important point, make note of it. Look out for points that are emphasised or repeated.

3. Keep it simple. Think of your notes as an outline. Focus on getting the key words and points down. Use bullet points, shortcuts and abbreviations. Paraphrase the information. Leave a space or draw a line when you come to a new topic.

4. Pull out the main ideas and key facts and write them in the left column. Include any questions that arise. Questions help to clarify meanings and reveal relationships.

5. Reflect on your main ideas and their significance. Summarise these in the bottom section of the page.

6. Review your notes often. Consider how they fit in with what you already know and now you can apply this knowledge.

Cornell Notes

Topic:	Name: / /

Questions:	Notes:

Summary:

Consider this

Suggested Time:

120 minutes

Questions to ask:

What data are relevant to our research?

How will we ensure our sample is random?

Will the data collected be quantitative (numerical) or qualitative (descriptive)?

How will we collect the data?

Can we generalise our findings to a larger population?

How will we represent our findings? (e.g. graphs, notes)

Resources:

Paper, pens and pencils

Spreadsheet software

Collect data

Sometimes we need to go out into the world and collect our own data.

One of the best ways to get the information we need is to go out and get it ourselves. Rather than finding secondary research in books and online, we can decide what we need to know, collect the data and collate it (primary research).

You can create a sample survey, which is a study that obtains data from a subset of a population (as opposed to a census which is the whole population). You might go on to create an observational study that attempts to find correlations between two sets of data.

Steps

1. Decide what you want to measure. How will you collect the data? Will it be a survey, questionnaire or observation?

2. Prepare a table or simple method of tallying quantitative data. Or create a set of survey questions. Go out into the world and collect your results. Consider where you might find a random selection of relevant people.

3. Collate your results. Create a graph using spreadsheet software.

4. See if you can generalise your results to a larger population (generalisability). This requires that your participants were randomly selected.

5. Look for patterns in your results. Are there correlations between two variables? Do they need further investigation? Don't assume a cause-and-effect from your correlation (this is one of the biggest mistakes in research).

6. Summarise your most interesting findings. Include questions raised that need further research.

Question Phase

The right question is key to arriving at a great solution. If we're going to design for our users something that is of value to their needs and aspirations, we need to ask questions that allow us to consider the best way to solve their problems.

Download what we know

We can share what we know as a team by "downloading" it onto paper.

Find the question

Finding the right question is often more important than the answer.

Consider this

Suggested Time:

30 minutes

Questions to ask:

What themes and concepts have we found the most interesting and engaging?

What themes and concepts have we collected the most research on?

Where in our research did we find problems and issues for people?

Resources:

Sticky notes – a lot of them!

Hexagonal sticky notes templates

A timer for the class

Markers, textas or pens – one per person

Large sheets of paper (A3 or similar) or plenty of wall space

Download what you know

We can share what we know as a team by "downloading" it onto paper.

We're going to use a hexagon for each thought or problem that we download. Hexagons are great for showing themes and concepts because they can connect in so many different ways. Just as thoughts connect in our heads, we can physically connect our thoughts with hexagons.

Steps

1. Before you begin, prepare sticky hexagons using the Hexagonal sticky note template. Set the class timer for 5 minutes.

2. Think of one fact, issue, problem or piece of information from your context. Write it on a hexagon.

3. Write another on a hexagon. Keep going and flowing!

4. When the timer goes, read your whole teams hexagons.

5. Set the class timer for another 5 minutes.

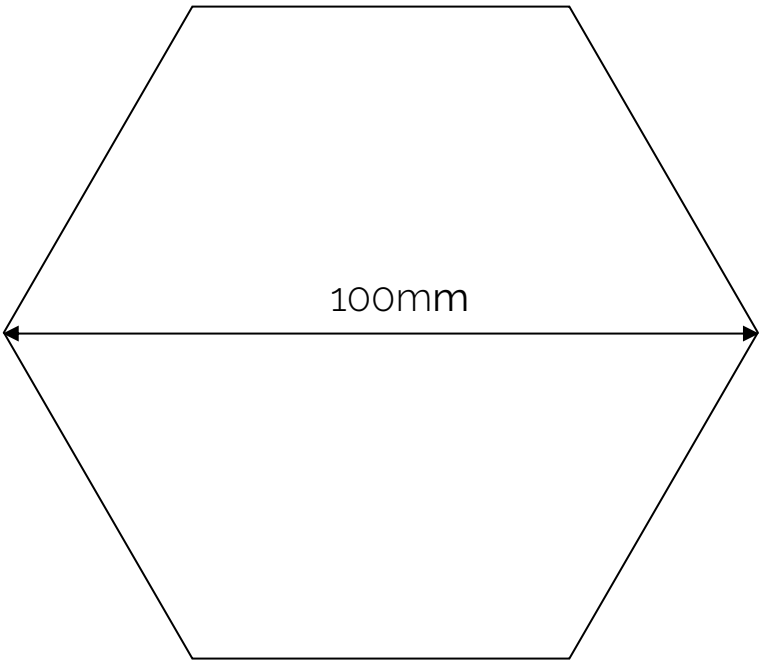
6. Place your hexagons on the large sheet of paper.

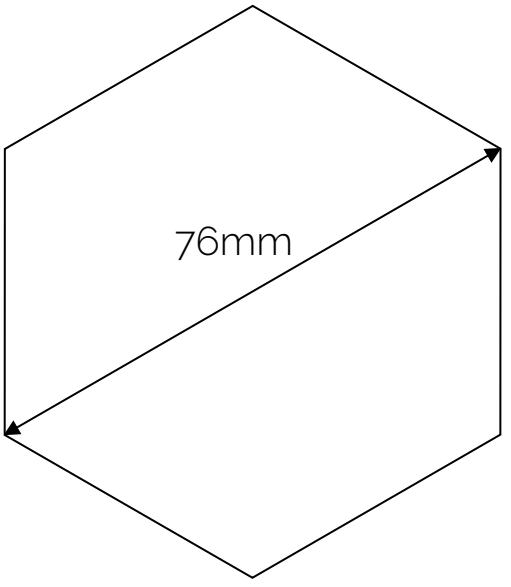
7. As a team, connect two hexagons that you think are related. Now connect other hexagons.

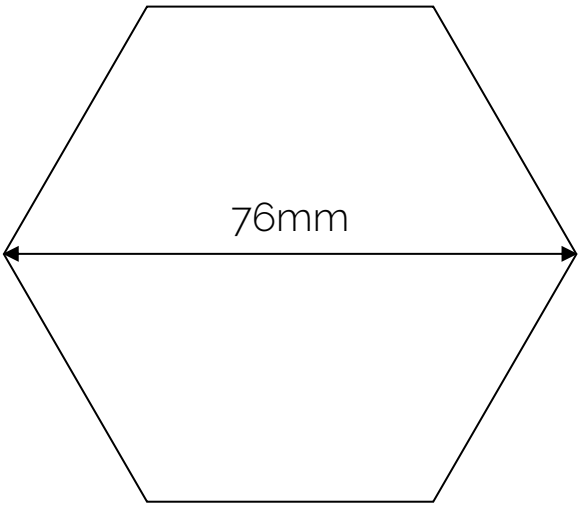
8. Discuss each connection or change you make. You can connect hexagons as chains, trees, star formations or blobs! Think of your separate collections as “themes”.

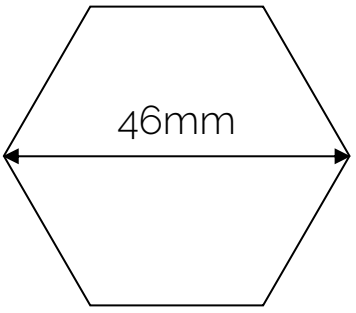
Hexagonal Sticky Notes Templates

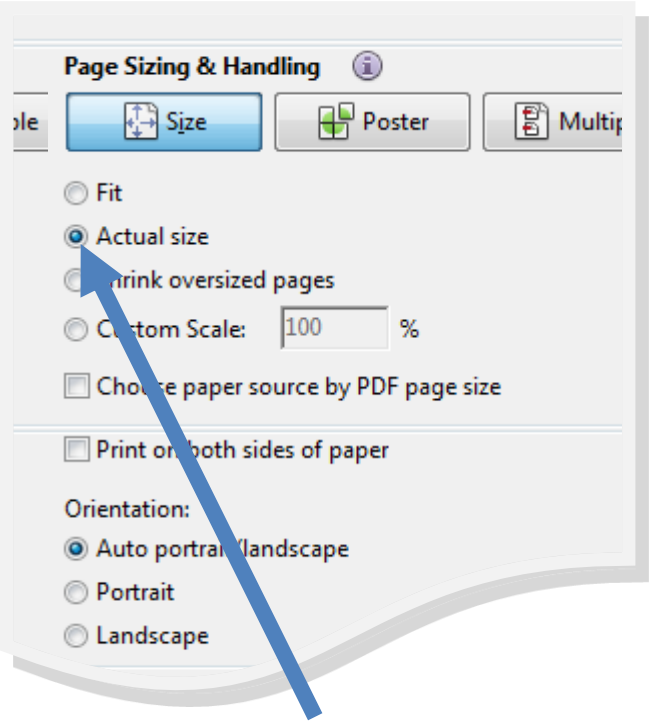
Cutting out individuals hexagons is madness! These hexagons are standard sticky notes sizes. Cut out the correct size and place it over a stack of sticky notes. Use a guillotine to cut them to size. If you'd like them to stick, line up a flat edge of the hexagon with the sticky edge of the notes.











Ensure you print this PDF page at actual size!

Consider this

Suggested Time:

45 minutes

Questions to ask:

Does this question concern a worthwhile problem?

Is this question too broad or narrow?

Can we combine multiple questions?

Resources:

Challenge question worksheet

Pencil and eraser

Find the question

Finding the right question is often more important than the answer.

If we're going to create a great solution we first need to ask the right question. The right question will challenge us to think up big ideas. The words "How might we..." challenge us to think big with open minds and to consider many possibilities.

Steps

1. Discuss the themes from your hexagonal download. What were your teams most important thoughts? They're probably the most connected hexagons.

2. Write three possible challenge questions on the worksheet. Include the most important thoughts from your hexagons. A good challenge question won't be too broad or too narrow.

3. Decide on the best challenge question or combine elements of each and write it down. Your challenge question will guide your design and development from now on. Your team will keep on coming back to it to remind you of why you're designing what you are!

Brainstorm phase

Ideate

We're going to brainstorm lots of ideas to answer our challenge question.

Combine

Some of the best ideas are a few smaller ideas blended together.

Sniff test

The sniff test helps us decide which of our ideas to proceed with.

Consider this

Suggested Time:

30 minutes

Questions to ask:

Am I letting every idea through onto the paper or am I judging some ideas?

Are we thinking big enough?

Are we encouraging each other?

Resources:

Sticky notes – about 30 per group might be enough

A timer for the class

Markers, textas or pens – one per person

Large sheet of paper (A3 or similar)

Ideate

We're going to brainstorm lots of ideas to answer our challenge question.

Now that we have a challenge questions as our goal, we need to come up with a solution to answer it. In fact, many alternative solutions.

We are going to brainstorm as many different ideas as possible.

Big, wild, far-out ideas!

Steps

1. Write your challenge question in the middle of a big sheet of paper. Set the timer for 10 minutes.

2. Think of an idea that might answer the challenge question. Write it on a sticky note. Slap it on the big sheet of paper. Don't judge it. Don't talk about it.

3. Do it again. Don't question your ideas. Just write them!

4. No idea is too outrageous or useless. It's okay to build your idea on a team member's idea but don't discuss anything just yet. Just write!

5. Once the timer stops, put your textas down. Read all of your team's ideas.

Consider this

Suggested Time:

30 minutes

Questions to ask:

Does combining these ideas make for a better idea (or not)?

Have we tried to include too many functions in one idea?

How else might we make our ideas better?

Resources:

Resources from the ideate activity

Combine

Some of the best ideas are a few smaller ideas blended together.

We have lots of different ideas. Let's see if there are any connections. Sometimes, two okay ideas can combine together to make one great idea!

Steps

1. Read all of your team's ideas.

2. Move ideas together in different ways. Mix and match them. You may find that many of your ideas have similarities. Bring your individual ideas into a combined solution.

3. Discuss each move that a group member makes to an idea. Why do certain ideas go together or apart?

4. Make a copy of an idea if you would like to see it in two places. Stop when your team is happy with the result and you have a few good ideas to take forward.

Consider this

Suggested Time:

30 minutes

Questions to ask:

is it realistic that it can be developed in time by your team with available resources?

Has it been done before or is it something new that “breaks new ground”?

How will your idea be different to what’s already available?

Resources:

Your most promising ideas on sticky notes

Sniff Test Proforma

Pencil and eraser

Sniff Test

The sniff test helps us decide which of our ideas to proceed with.

It’s time to engage in some critical and forward thinking. Up until now, we’ve been coming up with big ideas without considering how possible it will be to develop them. The aim now is to consider our time and resources and decide what idea to take forward while leaving the rest on the drawing board.

Steps

1. Choose your 3 most promising ideas or idea combinations. If you prefer, choose your top 6 and use two pages.

2. Place the sticky notes of your team’s top ideas in the idea column or write them out.

3. Discuss how useful, achievable and innovative each idea is in solving the challenge question.

4. Score each idea out of 5 for each of the three criteria. Tally each idea’s score. The highest scoring idea is probably the one to take forward!

5. Decide on the one idea to take forward. You’re going to leave the rest on the drawing board! We’re going to move forward now with our innovative yet plausible idea.

Sniff test

Write or stick your team's best 3 ideas below. Score and tally them.

Idea	Useful	Achievable	Innovative	Total

Prototype phase

Plan

Getting your team organised is one of the best ways to engineer your project's success.

Learn

We'll need to learn a lot of new skills if we're going to design a great product or service.

Rapid build

We can build a quick and simple prototype to evaluate an idea. Fail fast, learn and repeat.

Storyboard

Storyboards are like comics that describe a narrative of how your project works.

Wireframe

Wireframing is sketching the layout of a user interface design.

Test

Getting feedback from real users is the best way to improve our product or service.

Consider this

Suggested Time:

30 minutes

Questions to ask:

What are the requirements of the design challenge?

How do these requirements affect us and have we planned for them?

Is our plan realistic?

Do we always need to meet as a whole group or should we meet in smaller teams sometimes?

Resources:

Pen and paper

Pencil

Plan

Getting your team organised is one of the best ways to engineer your project's success.

We're going to create a plan to define each team member's roles and work out the resources we'll be needing to complete our project. We'll record important dates, work out times to meet and follow the progress of our development.

Steps

1. Discuss the roles of each team member. This isn't necessary but you may like to give each person a scope such as graphic design or coding or more managerial roles such as timekeeper, resource manager, etc.

2. Decide on every resource that is required. Check that they will be available when you need them. Do what you need to do to source them.

3. Complete all sections of the plan template as a team. This will ensure you're all "on the same page".

4. Record any dates that items or tasks are due. These are the main dates we will be working towards.

5. Record dates you will meet to work and when you will discuss your progress.

6. Discuss what milestones will help your team account for progress (e.g. “We want to have all of our graphics finished by 31st March”). Record these milestones.

7. Discuss your progress during each progress meeting using your plan. If you need to make changes, discuss why.

Consider this

Suggested Time:

30 minutes

Questions to ask:

What skills would mean we could design the best possible solution?

What skills do we already have that could be useful?

What skills do we all need?

What skills do only one or some of us need?

What resources can we use to learn these skills?

What amount of time can we set aside for learning?

Resources:

Pen and pencil

Paper

Learn

We'll need to learn a lot of new skills if we're going to design a great product or service.

It doesn't matter how old you are or how much experience you have, there's always more to learn! It's time to decide what the team needs to learn to be able to develop this project.

Steps

1. Discuss what your team needs to learn to be able to complete your project. Consider technology platforms and skills.

2. Decide on who will learn what by splitting these skills up across your group. Consider each person's interests and skills.

3. Record what each person will learn and what they will use to learn it (e.g. books, websites, courses, tutorials). Be specific and make sure these resources are available. Ask people who know and consult the internet..

Consider this

Suggested Time:

60 minutes

Questions to ask:

How can we simplify our idea?

What features and functions are the most important?

What features or functions can we remove?

What different ways do we have to prototype our product or service?

Resources:

Whatever bits and pieces are available: pens, pencils, paper, cardboard, straws, tape, etc.

Rapid build

We can build a quick and simple prototype to evaluate an idea. Fail fast, learn and repeat.

Create a model of your product or service. It doesn't have to "work" but to allow someone to roleplay the steps of using it. This is a great activity to do if your innovation is something tactile or "hands-on".

Steps

1. Start building! Use whatever you have to build a quick model of your project.

2. Consider what features and functions your product or service will include. Decide on the top five and forget the rest.

3. Ask other people to engage with your model. Make improvements or start again. Fail fast, learn and repeat.

Consider this

Suggested Time:

45 minutes

Questions to ask:

What is the user doing at each step?

How is the user impacted by each step of the process?

How can we make the user experience better at each step?

Resources:

Storyboard template

Pencils and eraser

Storyboard

Storyboards are like comics that describe a narrative of how your project works.

Create a storyboard of what your innovation will do. Show how people will interact with it or how it will interact with the environment.

Steps

1. Discuss how a user will interact with your project. What are the main things that they will do to use it? For each action, how will your project respond?

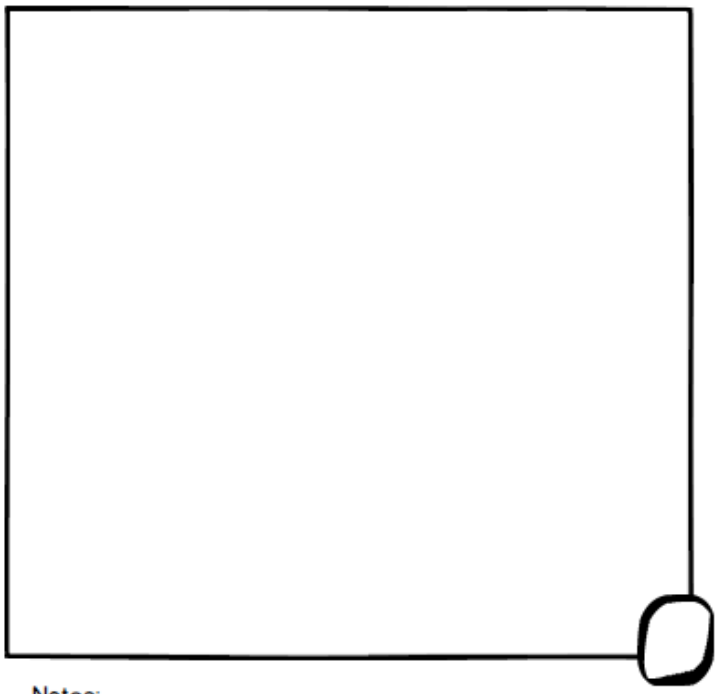
2. Draw a quick sketch of each action. Storyboards work best when they are a sequence of events. Try to show a story of how someone would use your innovation. Focus on the user's experience by including the actions they take and how your project responds to a need.

3. Describe each sketch using the lines provided.

4. Remember, your drawings don't have to be a visual masterpiece!

5. Act out the storyboard with your team and other people. Ask them for feedback and make changes if you need to.

Storyboard



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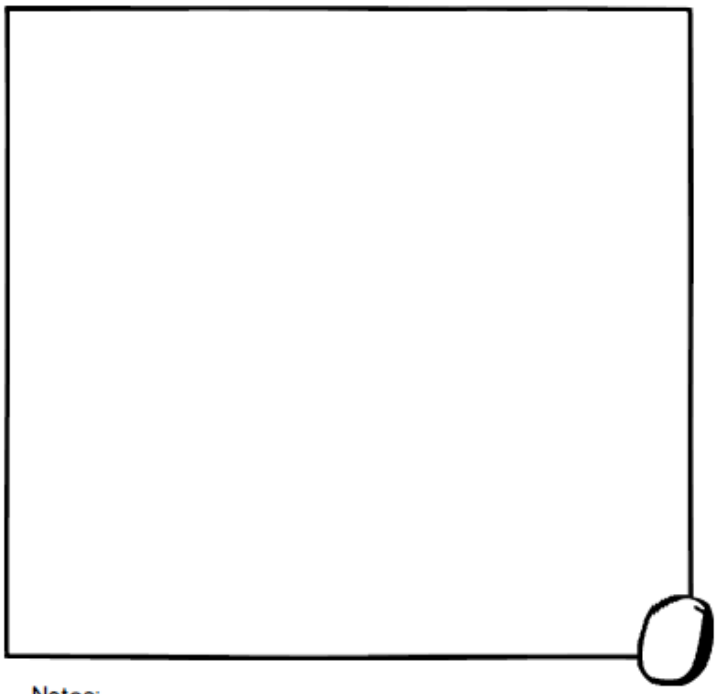

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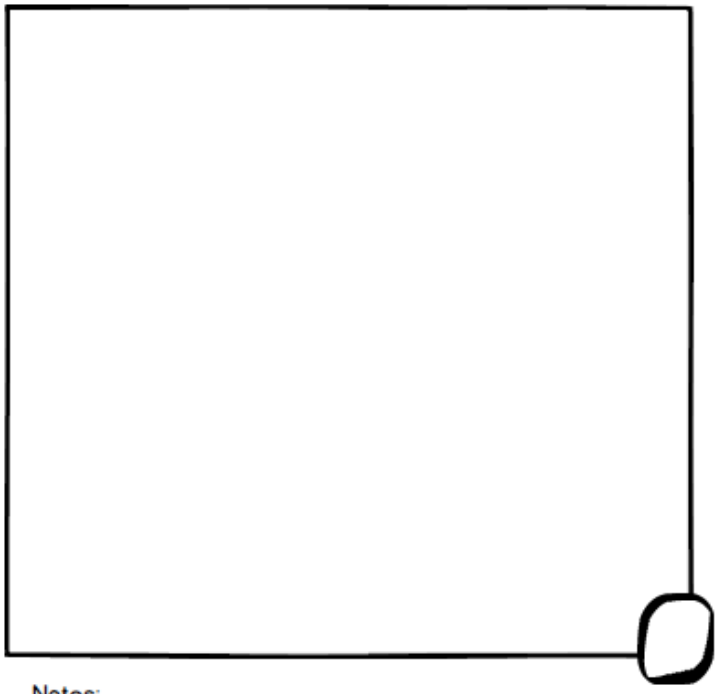

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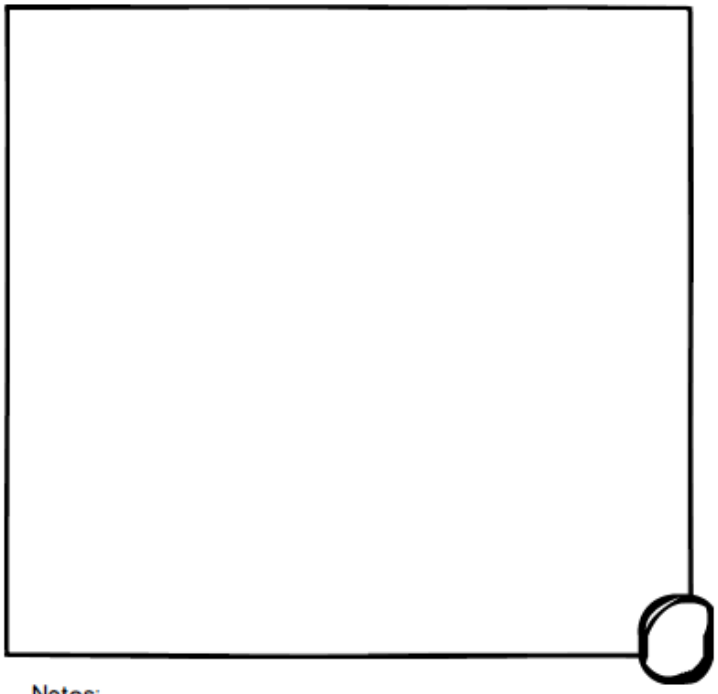


Notes:

Consider this

Suggested Time:

60 minutes

Questions to ask:

Is my UI design consistent?

Is it easy and intuitive to navigate?

Resources:

Wireframe templates

Pencil and eraser

Wireframing software (optional)

Wireframe

Wireframing is sketching the layout of a user interface design.

Your design might have a user interface (UI) on a screen, such as a website or mobile app. When we wireframe, we draw sketches of the pages that will be shown to other designers and testers. Our wireframe is a prototype, so we want to be able to make changes quickly and easily based on feedback. This is no Picasso!

Steps

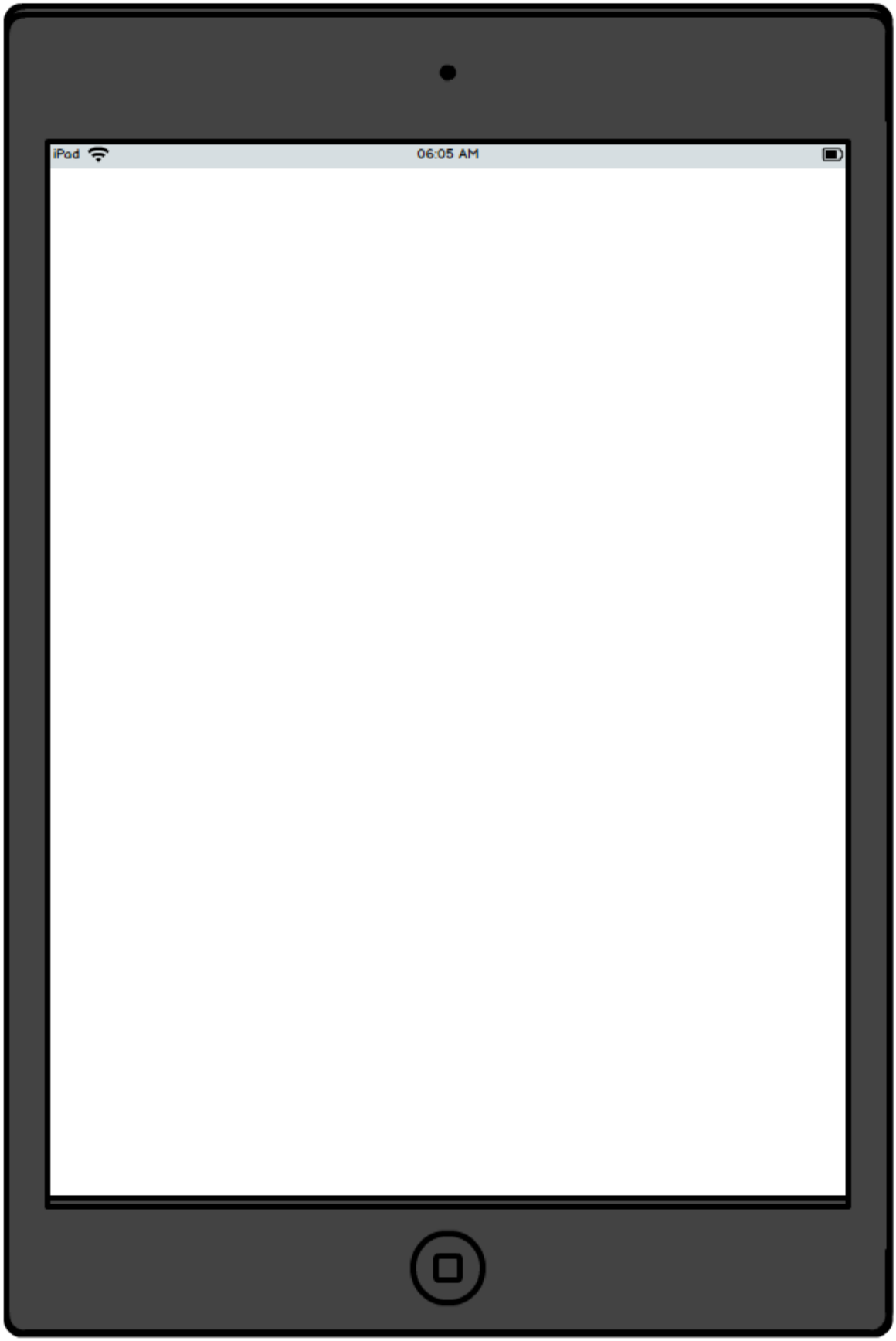
1. Decide what device(s) you will be developing for. There are three available wireframe templates based on your decision. For instance, you might decide your app will look very different on a larger tablet screen versus a smaller smartphone.

2. Sketch each main screen of your design. Consider where you place each menu item and interactive objects. Try to make your design consistent across different screens so that it is user-friendly.

3. Sketch menu items, buttons, images and other sections of the screens.

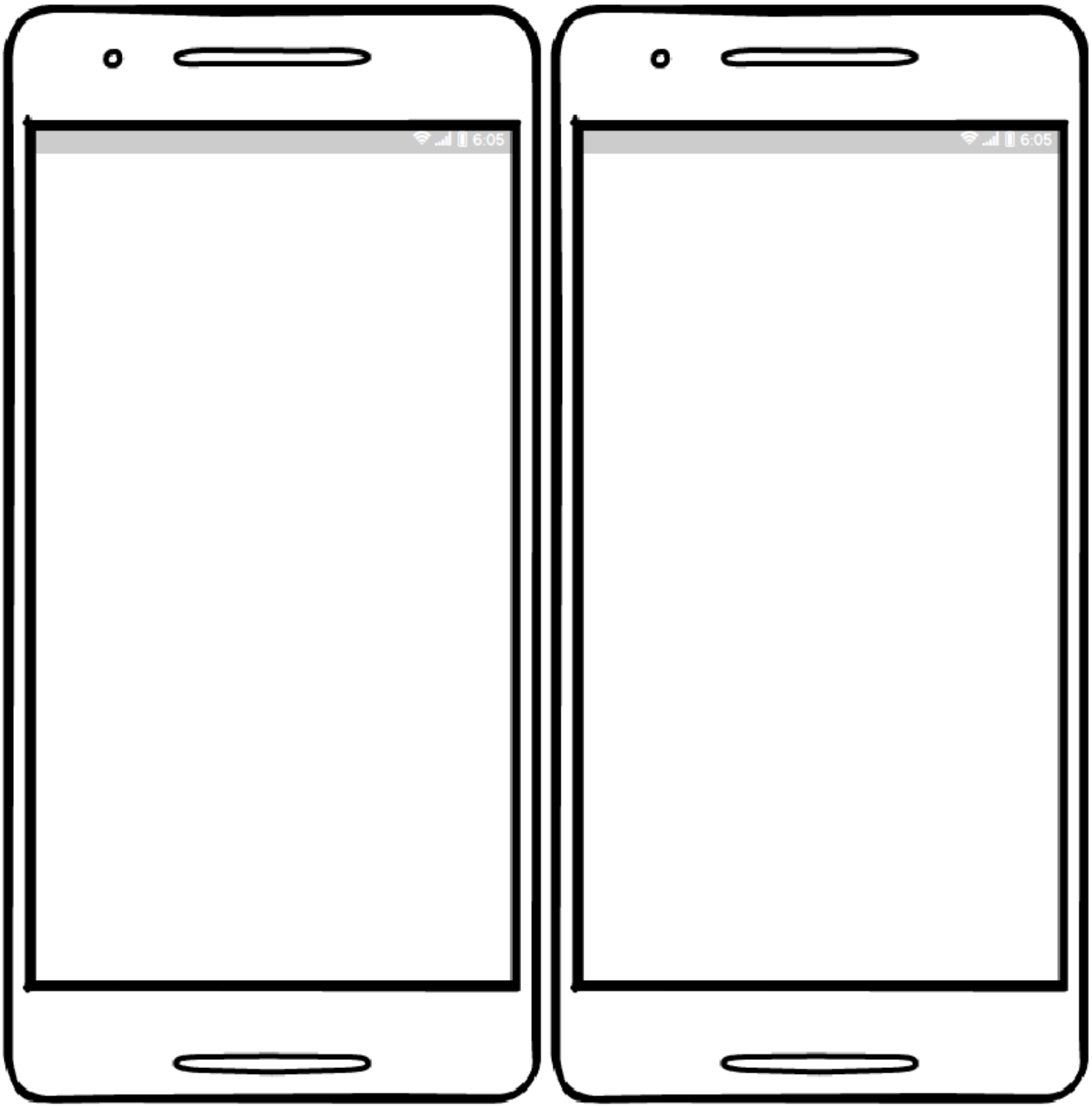
4. Describe what it is and the main features in the lined area next to each screen.

Wireframe for tablets



Notes:

Wireframe for smartphones



Notes:

Wireframe components

Alert

Alert text goes here

No | Yes

Home › Products › Xyz › Features

Button

MAY 2017

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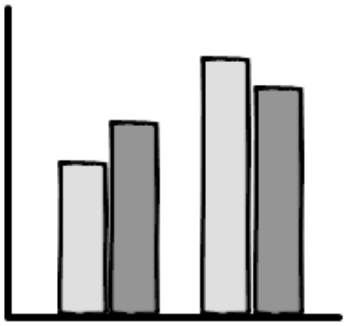

Item One

Item Two

Item Three

Item Four

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Icon Name

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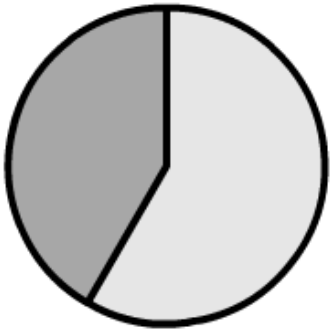
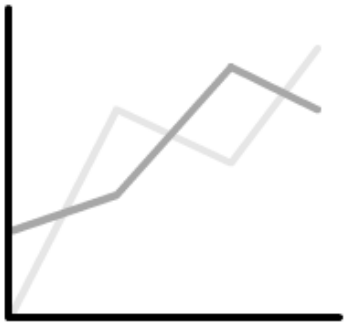




A Web Page

http://

Group Name

7 59
8 00
9 01 AM
10 02 PM
11 03
12 04
1 05

A paragraph of text.
A second row of text.

Q W E R T Y U I O P
A S D F G H J K L
Z X C V B N M
123 space return

Wireframe components

Some text a link

File Edit View Help

Button

Item One
Item Two
Item Three

A Simple Label
Add and sub-menu
Delete (Cancel)
Two Labels, and a comma yup
A Checkmark
A Bullet
Space for an icon
Space for a big icon
On button
Off button
An empty row (above)

Home | Products | Company | Blog

Multiline Button
Second line of text

3

Open CTRL+O
Open Recent
Option One
Option Two
Toggle Item
Disabled Item
Exit CTRL+Q

Radio Button

option 1 (selected)
option 2
option 3 (indeterminate)
option 4 (disabled)
option 5 (disabled and selected)
option 6 (disabled indeterminate)
A row without a radio button

search

A Subtitle

One Two Three Four

Text Area

A Big Title

a tooltip

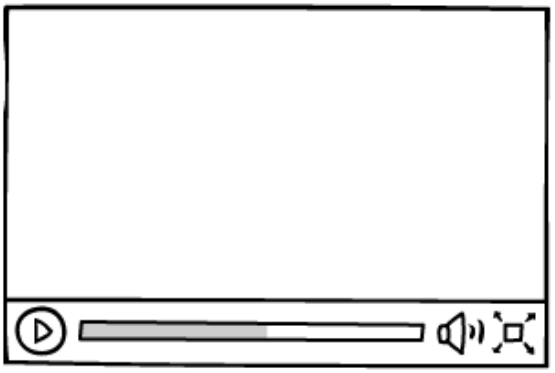
B I U S style

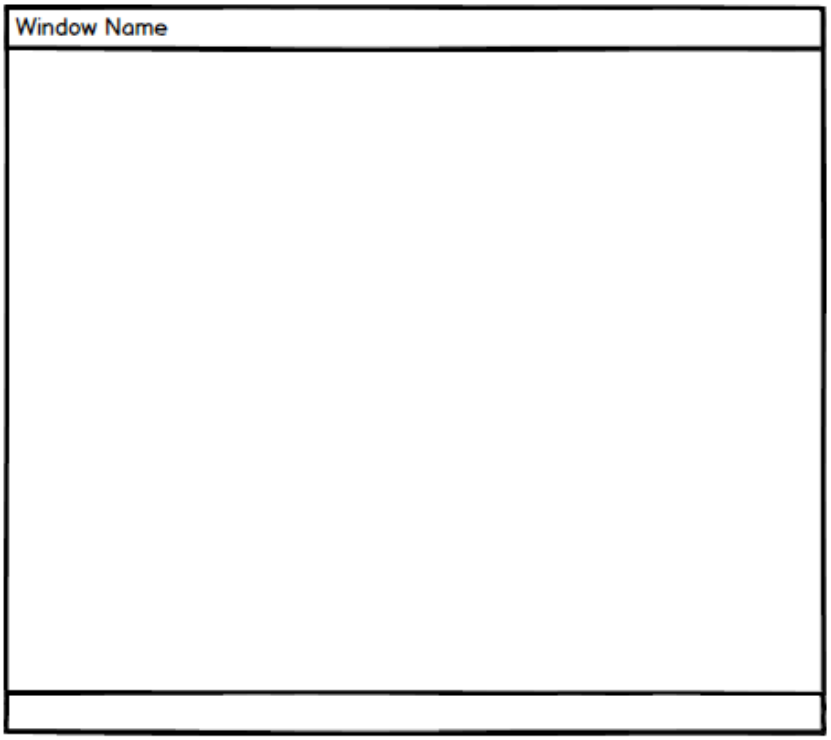
First Tab
Second Tab
Third Tab
Fourth Tab

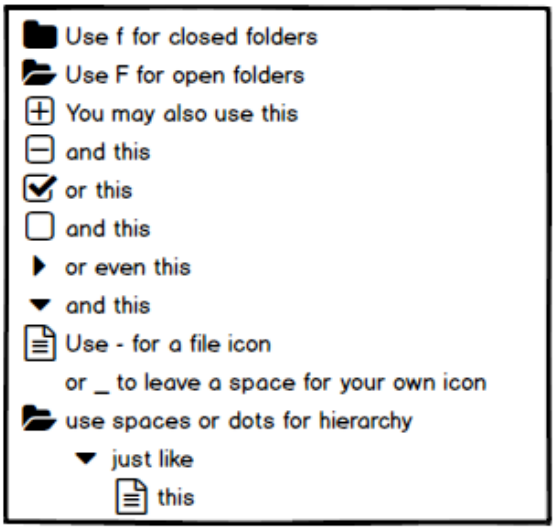
A **paragraph** of text with an unassigned link.
A *second* row of ~~text~~ with a web link

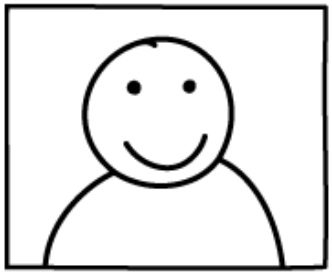
software statistics teaching technology tips tool tools toread travel tutorial tutorials tv twitter typography ubuntu usability video videos visualization web web 2.0 web design webdev wiki windows

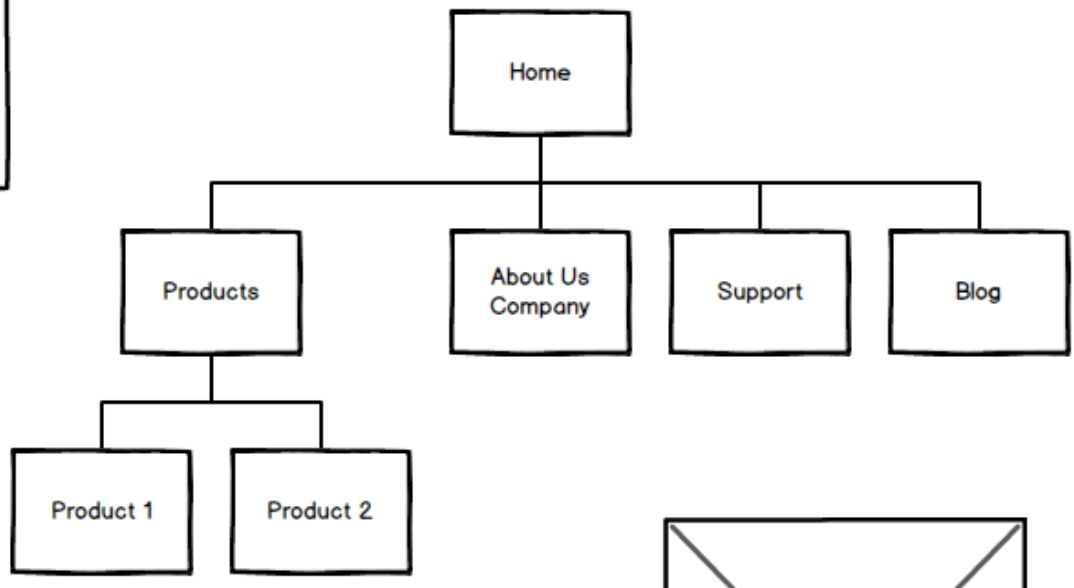
Wireframe components







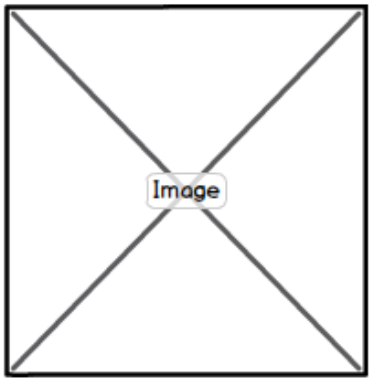




A paragraph of text.
A second row of text.

You can draw any elements. It doesn't have to be great art. In fact, quick sketches are best for getting your point across and making quick changes.

Check out other apps and projects for inspiration.



Consider this

Suggested Time:

90 minutes

Questions to ask:

What aspects of your project will the test focus on?

How will you give the tester an authentic experience with only your prototype?

How did they respond to each feature?

Did they interact with it as you expected or differently?

Resources:

Test questions sheet

Pen or pencil

Test

Getting feedback from real users is the best way to improve our product or service.

Who are the users of our innovation? These are the people who can best test our device and give us feedback. We're going to get them to use our prototype while we observe them and ask them questions. This feedback will become very useful in improving our innovative design.

Steps

1. Discuss what you would most like to know from your testers. Try to be specific, e.g. Do you want to see if they can easily use your menu system or if they can get the speech recogniser to work properly?

2. Decide which questions you will ask your testers. Write them down.

3. Decide on how your tester will interact with your prototype. How will you give them the fullest possible experience of what your design will be? (e.g. by "voicing" what your robot would answer with). Write these down.

4. Observe each tester as they use your prototype. Write down each observation.

5. Ask your testers the prepared questions. Write down their answers or record them with a voice or video recorder.

Pitch phase

Elevator pitch

We can craft the right thing to say when someone asks us about our innovation.

Executive summary

A good summary can grab someone's attention so they might read further.

Make a pitch deck

A pitch deck gives a brief but powerful overview of our product or service to an audience.

Consider this

Suggested Time:

60 minutes

Questions to ask:

Does our elevator pitch sound compelling to a potential investor?

Does it sound natural in conversation or forced like an aggressive sales pitch?

Do we have something to give the person to remember us such as a business card?

Resources:

Pen and paper

Elevator pitch proforma

Elevator pitch

We can craft the right thing to say when someone asks us about our innovation.

What if we only have a few moments to spark someone's interest in our product or service, say the time it takes to ride with them in an elevator? Having a brief, persuasive speech ready to go can make sure what we share is memorable and tells what is unique about our product. A good elevator pitch should last no longer than 15 to 40 seconds.

Steps

1. Explain what your product or service does. Focus on the problems it solves and how it helps people.

2. Add a small fact or statistic from your research if it helps here.

3. Identify what makes your product or service unique.

4. Prepare an open question to engage your audience to involve them in the conversation. A good question will have them consider your idea as a possible solution for them.

5. Practice your pitch in front of the mirror and to other people. Make sure it excites you. They might not remember the content but they'll remember your passion.

Consider this

Suggested Time:

120 minutes

Questions to ask:

What's unique and exciting about our product or service?

What can I leave out?

Why are we qualified to succeed?

Resources:

Pen and pencils

Desktop publishing software

Executive Summary template

Executive Summary

A good summary can grab someone's attention so they might read further.

An executive summary is a one or two-page document that summaries the key information in your pitch deck. Potential investors don't have time to read every long-winded business plan they're given and want to know what your product or service does and what makes it worth their time or money.

Find the Executive Summary template in Resources.

Steps

1. Describe the problem you have identified for your users.
2. Write a description of your product or service. Explain how it solves the problem identified. What is unique and exciting about it?
3. Highlight the returns that the investor in terms of costs and/or benefits across one of more of the following: financial, social and environmental.
4. Specify what Technology you are using in your prototype and the method you will

use to make it a scalable and ready for the end-user.

5. Tell the investor what you want from them, eg. money, space in their labs to refine your prototype or government to change legislation.
6. Briefly introduce your team and why you're uniquely qualified to succeed with your idea.
7. Keep the language simple and non-technical. Use images and include user feedback if you have it.
8. Leave the reader with a sense of urgency. Why is the time now for your idea to succeed?
9. Use bullet points and concise language.
10. Create a brand for your company, with a logo and design elements that that shows the investor you know how to capture your target market's attention.

Consider this

Suggested Time:

120 minutes

Questions to ask:

What can we remove?

How much time do we have to pitch?

What are the most important pieces of information that we can provide?

Resources:

Presentation software (e.g. Google Slides or Microsoft PowerPoint)

Pitch deck template

Make a pitch deck

A pitch deck gives a brief but powerful overview of our product or service to an audience.

The pitch deck is a fundraising tool for startup companies. It aims to persuade someone to invest in our idea, product or service. They consist of a small collection of presentation slides (think PowerPoint) that provide more depth than our elevator pitch and are more visual than our executive summary.

The best way to understand how to put a pitch deck together is to see some examples (as well as in action!). Notice the best pitch decks are not cluttered, have few words and large impactful images.

Find the Pitch Deck template in Resources.

Steps

1. Use a pitch deck template to begin. Begin with a problem, your challenge question and how your product or service answers it. Make sure you make clear the pain that you're alleviating or what new thing you're making possible.

2. Introduce your branding and make it easy to understand your impact. Make it easy to relate to and understand.

3. Describe the technology behind your solution and show that it is technically viable. The less text, and the more diagrams, images or charts, the better. If you have a working prototype, transition to it now. If a picture is worth a thousand words, a prototype is worth a thousand slides.

4. Show your business model in terms of how your product or service will be sustainable. Explain how it will make money and its impact on society and the environment.

5. For each slide, reduce the amount of text. You want your audience to be focused on you and what you have to say. Contain each slide to just one idea. Consider a 5/4/30 rule: approximately 5 slides, 4 minutes to speak and at least size-30 font so it's readable.

And yes, you read that right. You have 4 minutes to deliver all of that! Reduce, reduce, reduce and keep only what gets the message across and has the greatest impact.