

Day Two

Estimated time: 2h and 25m

Supplies:

Item	Quantity	Purpose
Pencils	n	Notes during 360 lightning talks
Erasers	n	Notes during 360 lightning talks
Notepads	n	Annotations during 360 lightning talks and drawing experimental sketches
76mm x 102mm self-adhesive notepad	$n/2$	Writing how might we, premises, and complementation of the panels with the final outline of the solution
47.5 mm x 47.5 mm self-adhesive notepad	1	Speed critique considerations writing
Tape	1	Post the final sketches on the wall
Blank A4 sheet	$n*3$	Crazy 8's exercise and drawing of the final solution proposal
Dot stickers - color 1	n	Dot voting
Dot stickers - color 2	1	Tagging features that have equal objectives
Cardboard	1	It has the User Journey Map drawn on it
Sharpie Pens	n	Writing How Might We
Data Show	1	360 lightning talks
Chronometer	1	Control the time
Computer	1	Allow presentation with Data Show

** n represents the number of students participating in Design Sprint*

Before class

- Redesign or paste the cardboard with the User Journey map on the board
 - Rewrite the Sprint objective on the board
 - Paste only the HMW self-adhesive notes related to Sprint objective again on the board
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1h05 minutes - Divergence (Solution-seeking)

- *5 min* - Preparation of 360 lightning talks
- *10 min per group* – 360 lightning talks: Each group of the three formed in last class (client viewpoint, how things work, competing solutions) responds to the interview that teacher does based on the script given to students in Class One. Meanwhile, groups that are not presenting make notes and sketches of promising ideas. After it, paste sketches and notes in the board or wall (if space is lacking).
- *30 min* – Three-step sketch: The first step serves to review the information generated so far, the second step serves to warm the creative functions of the brain and the last step to make the final proposal through the sketch. The solutions of this step should address the issues raised in the HMW round, the change in the bad emotional state of the stakeholder, and the future benefit represented by the metric chosen in Class One.
 - *10 min* – 1st step: Everyone walks around the room, observes the solutions on the board, the notes, the Sprint goal, the HMWs self-adhesive notes, the notes with promising ideas and make notes or small experimental sketches in the notepads.
 - *2 min* – 2nd step: Explanation of *Crazy 8's* and MESCRAR (Modify, Delete, Replace, Combine, Rearrange, Adapt, Reverse) to create variations.
 - MESCRAR is a creative technique to generate new ideas based in already existing ones. Participants will take an early idea and try to modify it, delete aspects of it, replace aspects of it for any other that come in mind, combine it with other ideas, adapt some aspects of it or reverse some aspects of it. This process is made into a fixed and small amount of time.
 - *8 min* – 2nd stage: Through the *Crazy 8's* technique and with help of MESCRAR, students draw, in 8 minutes, 8 variations of a solution idea.
 - *10 min* – Based on everything they have done so far and also after they have warmed the creative functions of the brain with *Crazy 8's*, A4 sheets are delivered for drawing the final proposals. The sheet should be divided into 3 parts. One part has the drawing of the beginning of the interaction, another has the drawing of the middle of interaction and another has the drawing of the end of the interaction (goal achievement) of the *stakeholder* with the new solution; Students must design proposals that encompass the entire flow of the User's Journey map, addressing the questions chosen in HMW, changing the bad emotional states found in Class One to good ones, and focusing on the long-term metric that represents user satisfaction.

1h20 minutes - Convergence (Decide)

- *Approx. 24 min* – Speed critique: With the students' sketches fixed on the wall, there will be a structured critique session that should have as its

ceiling the time of 3 minutes per sketch. The critiques work like this: (1) First the students say what they liked and what they did not liked, while the teacher writes these considerations in self-adhesive notes and fixes them near the sketch; (2) The author reveals himself and makes his considerations. There is an opportunity to withdraw sticky notes that have been addressed.

- *6 min* – Decision by *dot voting*: Students vote on the parts of the sketches they liked the most, as many votes as they want.
- *40 min* – The parts with more *dots* must be joined in unique solution and a *storyboard* using the solution with beginning, middle and end considering the best rated features must be designed.
- *10 min* – Assumption storming: Students write in self-adhesive notes what they know or think they know about using the solution they are proposing. After that, the teacher classifies with the students' help the position of these self-adhesive notes on a effort versus importance chart.
- *20 min* – Based on the assumption(s) chosen in *the* assumption storming activity, the following question should try to be answered: *How to test this?* So, based on the answer, a test must be designed.