

Speed Dating Ice-breaker	
<b>Main Aim</b>	Allow participants to familiarize and practice teambuilding skills; warm up the group with action and movement.
<b>Duration</b>	00:30 minutes
<b>Used Tools</b>	Speed Dating (ice-breaking exercise)
<b>Materials and Preparation</b> (what is necessary for the trainer/facilitator and participants to carry out the Exercise)	<p>The speed dating method is a relatively simple ice-breaking activity that doesn't require any specialized materials or resources. However, to ensure that the activity runs smoothly, the workshop facilitator may want to consider the following:</p> <ul style="list-style-type: none"> <li>• Timer: The facilitator should have a timer or stopwatch to keep track of the time for each round of speed dating.</li> <li>• Pairing system: The facilitator should have a system for pairing participants. This could be random, or the facilitator may want to consider pairing people with similar backgrounds or interests.</li> </ul>
<b>Session Description</b>	<p>In the workshop, the participants can be engaged in an ice-breaking activity using the speed dating method. Divide them into pairs and give them a set amount of time, typically around 2-3 minutes, to introduce themselves and get to know each other.</p> <p>During this time, the participants share their interests, hobbies, and backgrounds to build a first relationship and get comfortable with each other. After the allotted time, the participants switch partners and repeat the process with a new person.</p> <p>This activity can be carried out throughout the workshop, with the participants engaging in multiple rounds of speed dating to ensure that everyone has a chance to interact with each other. By using this method, the participants are able to quickly get to know each other and break down any barriers that may have existed at the start of the workshop.</p>
<b>Debriefing</b>	The speed dating method is an effective way to create a comfortable and engaging atmosphere, and facilitates better communication and collaboration within the group. By using this activity, the participants are able to build stronger connections and work together more effectively throughout the workshop.

Personal Storytelling	
<b>Main Aim</b>	Help participants share their personal experiences and perspectives related to tradition, arts, and crafts in the context of carnival, and to use these insights to guide the design thinking process.
<b>Duration</b>	00:20 minutes
<b>Used Tools</b>	Personal storytelling (warm-up exercise)
<b>Materials and Preparation</b> (what is necessary for the trainer/facilitator and participants to carry out the Exercise)	<ul style="list-style-type: none"> <li>• A storytelling ball or other object that can be passed around the group</li> <li>• A timer to ensure each participant has an equal amount of time to share their story</li> <li>• Paper and writing utensils for participants to take notes or jot down ideas that emerge from the discussion</li> </ul>

<b>Session Description</b>	Each participant is given a few minutes to share their story with the group while holding a storytelling ball, which can be passed around to each participant in turn. As each participant shares their story, the group can engage in a dialogue and ask questions to deepen their understanding of each other's experiences.
<b>Debriefing</b>	Overall, the "Personal Storytelling" activity is a successful way to kick off the design workshop, helping to create a sense of community and shared understanding among the participants while also providing valuable insights to guide the design thinking process.

Introduction to Design Thinking	
<b>Main Aim</b>	Introduce participants to the basic concepts of design thinking and the main challenge of the workshop
<b>Duration</b>	00:10 minutes
<b>Used Tools</b>	Double Diamond (British Design Council 2005); Design Thinking Process (Stanford d.school)
<b>Materials and Preparation</b> (what is necessary for the trainer/facilitator and participants to carry out the Exercise)	<ul style="list-style-type: none"> <li>• Whiteboards or flip charts: The facilitator may want to have whiteboards or flip charts available for participants to brainstorm and visualize their ideas during the design thinking process.</li> <li>• Sticky notes: Sticky notes are a useful tool for participants to jot down their thoughts and ideas during the brainstorming phase of design thinking.</li> <li>• Design thinking toolkit: The facilitator may want to have a design thinking toolkit, which could include items such as creativity prompts, worksheets, and other resources to help guide participants through the design thinking process.</li> <li>• Papier-mâché materials: Depending on the nature of the workshop, the facilitator may want to have papier-mâché materials available for participants to experiment with and incorporate into their design thinking ideas.</li> <li>• Presentation slides: The facilitator may want to prepare presentation slides that provide an overview of the main challenge and the design thinking methodology, as well as any relevant case studies or examples.</li> <li>• Participant handouts: The facilitator may want to prepare handouts or worksheets for participants that outline the key concepts of design thinking, as well as any specific guidelines or prompts for the workshop.</li> </ul>
<b>Session Description</b>	Participants are introduced to the main challenge of the workshop, that is to enable experienced artisans or established entrepreneurs in the field of papier-mâché to better communicate their work, knowledge and skills to approach and engage young people (potential artisans or people in VET). Subsequently, design thinking is presented as a methodology able to support in devising and developing creative ideas aimed at addressing this challenge, facilitating the entry of young people into the world of papier-mâché, and enhancing traditional methods of knowledge transmission. Basic concepts related to the origins, the functioning and the benefits of design thinking are explained.
<b>Debriefing</b>	/

Needs, blocks, enablers and desires	
<b>Main Aim</b>	Analyze the challenge from the participants' perspective to define the main needs, blocks, enablers, and desires identified in relation to the challenge.
<b>Duration</b>	00:05 minutes - input session 00:20 minutes - working session 00:40 minutes - sharing session
<b>Used Tools</b>	Needs, blocks, enablers and desires canvas
<b>Materials and Preparation</b> (what is necessary for the trainer/facilitator and participants to carry out the Exercise)	<ul style="list-style-type: none"> <li>• Canvas templates: You can provide participants with printed or digital copies of the canvas template to help them visualize and structure their ideas.</li> <li>• Sticky notes and markers: Provide participants with sticky notes and markers in different colors to allow them to organize and categorize their thoughts.</li> <li>• Guiding questions: Prepare a set of guiding questions to help participants reflect on each dimension of the canvas and prompt them to think deeply about each aspect of their idea.</li> <li>• Whiteboard or flip chart paper: A large whiteboard or flip chart paper can be used to display the canvas templates and sticky notes during the sharing session.</li> <li>• Timer: A timer can be used to ensure that participants stick to the allotted time for each question and the sharing session.</li> <li>• Facilitation guide: A facilitation guide can help the facilitator to stay on track and guide the participants through each step of the activity.</li> </ul>
<b>Session Description</b>	Participants are introduced to the activity with an input session of 5-10 minutes and are encouraged to reflect on the four dimensions of the canvas through some guiding questions. Participants are given five minutes per question, for a total of 20 minutes, to individually write their thoughts on sticky notes. After this phase, participants share their reflections during a 40 minutes sharing session where they are invited to attach their sticky notes on a shared whiteboard.
<b>Debriefing</b>	The activity allows participants to begin a process of sharing their visions and ideas. Everyone is able to share their views by referring to their personal experience. This creates a space for intimacy and exchange, while also breaking the ice.

Ecosystem Mapping	
<b>Main Aim</b>	Explore the context around the target audience or user of the presented challenge, and how that might enable or inhibit their behavior. Analyze stakeholders and dynamics at play around the user. Explore these dynamics to identify the shifts or changes that need to happen, and where design efforts are most needed.
<b>Used Tools</b>	Ecosystem Mapping
<b>Materials and Preparation</b> (what is necessary for the trainer/facilitator and participants to carry out the Exercise)	<ul style="list-style-type: none"> <li>• A canvas or poster board with sections for community, services, and institutions, as well as sticky notes and markers for each participant.</li> <li>• Printed or digital resources on systemic thinking, such as diagrams or explanations of how all parts of a system are interconnected.</li> <li>• Guiding questions for each group to prompt discussion and reflection on user needs from a systemic perspective.</li> <li>• A timer or clock to keep track of the 45-minute reflection period and 30-minute sharing session.</li> <li>• A shared whiteboard or space where participants can attach their sticky</li> </ul>

	notes and see the collective results of both groups' reflections
<b>Session Description</b>	Participants are introduced to the activity with an input session of 5-10 minutes. For this activity participants can be split into two main groups. The two groups have 45 minutes to reflect on the user needs adopting a systemic perspective that makes them consider the community, the services, and the institutions connected to these users. After that, the two groups share their results in a 30-minute sharing session. Participants can be provided with a canvas to conduct the activity. Each group can use sticky notes to write and paste their thoughts on the canvas
<b>Debriefing</b>	The activity engages participants in an analytical process that allows them to gain a systemic perspective on the challenge. Both groups reflect on their users (both experienced and potential artisans), identifying their main needs and obstacles. Both groups emphasize the significant role that family and school play in educating and introducing children to the world of arts and crafts from an early age. The role of policies and bureaucracy is also considered within the discussion.

HMW Question	
<b>Main Aim</b>	Articulate the problem to be solved in relation to the insights gathered during the previous activity, and define a scope that is neither too narrow nor too broad.
<b>Duration</b>	00:05 minutes - input session 00:40 minutes - working session 00:15 minutes - sharing session
<b>Used Tools</b>	How Might We Question; Guiding questions
<b>Materials and Preparation</b> (what is necessary for the trainer/facilitator and participants to carry out the Exercise)	<ul style="list-style-type: none"> <li>• Canvas or whiteboard</li> <li>• Sticky notes</li> <li>• Prompts for framing a challenge (e.g., What is the problem that we are trying to solve?; state the key outcome you're trying to achieve; Write down important aspects of the context or constraints that you need to consider)</li> <li>• Timer or clock to keep track of time</li> </ul>
<b>Session Description</b>	<p>Participants are introduced to the activity with an input session of 5-10 minutes. Participants continue working in two separate groups. Each group is encouraged to frame a specific challenge in the form of a question concerning the insights that emerged in the previous activities. Some prompts can guide them in this process (e.g., What is the problem that we are trying to solve?; state the key outcome you're trying to achieve; Write down important aspects of the context or constraints that you need to consider).</p> <p>To further refine and prioritize their challenge statements, the facilitator can introduce the "How Might We" method from design thinking. Participants have the opportunity to review their challenge statements and reframe them as "How might we" questions that are more open-ended and solution-focused. For example, instead of framing a challenge as "How can we increase sales of our product?", the group might reframe it as "How might we create a product that meets the needs and desires of our target audience?".</p> <p>Both groups have 30 minutes to frame their challenge using the "How Might We" method. After that, the groups share their result in a 15-minute sharing session, discussing the challenge statements they developed and the potential solutions that could be explored based on the questions they posed. This activity helps participants to think creatively and collaboratively, generating new ideas and solutions that they could then apply to their work.</p>

<b>Debriefing</b>	Each group elaborates a challenge in the form of a "How May We question". Both questions revolve on the possibility to make art more accessible to youngsters through educational initiatives.
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Validating assumptions	
<b>Main Aim</b>	Validate the assumptions and insights gathered through primary and/or secondary research methods. Get inspired by already existing solutions and best practices.
<b>Duration</b>	01h 30 minutes
<b>Used Tools</b>	<ul style="list-style-type: none"> <li>• A list of research methods and their definitions, to help participants choose the most appropriate method for their research question</li> <li>• Access to relevant databases, websites, and other sources of information for secondary research</li> <li>• Writing materials such as pens, pencils, paper, and sticky notes for note-taking during primary research activities</li> <li>• Access to recording devices such as cameras or audio recorders if participants will be conducting interviews or observations</li> <li>• A timer or clock to help participants stay on track and ensure that they have enough time to complete their research within the allotted hour and a half</li> </ul>
<b>Materials and Preparation</b> (what is necessary for the trainer/facilitator and participants to carry out the Exercise)	Slides or other supporting material for the trainers to introduce the activity. Sticky notes or paper to facilitate participants in taking notes. Smartphones and/or computers to conduct the research
<b>Session Description</b>	Participants have a total of one hour and a half to conduct their research by following primary and/or secondary research methods. Participants are encouraged to immerse themselves in the topic, engage with potential users, and gather relevant data and insights through a hands-on approach. This allows them to gain a deeper understanding of the problem they are trying to solve and to generate more informed and effective ideas. The facilitator provides guidance and support throughout the research process, helping participants to refine their research questions and select appropriate methods.
<b>Debriefing</b>	Participants can engage in this activity by conducting a series of interviews with friends and acquaintances close to the worlds of arts and crafts. This activity allows both groups to validate and gather additional insights related to their challenge. Issues such as affordability, the absence of dedicated art pathways within mainstream education pathways, and the lack of family awareness emerged once again.

Guided Brainstorming	
<b>Main Aim</b>	Generate new possible solutions through the technique of brainstorming. Generate as many ideas as possible, by focusing on quantity rather than quality.
<b>Duration</b>	00:10 minutes - inputs session 00:20 minutes - working session 00:30 minutes - sharing sessions
<b>Used Tools</b>	Guided Brainstorming

<b>Materials and Preparation</b> (what is necessary for the trainer/facilitator and participants to carry out the Exercise)	<ul style="list-style-type: none"> <li>• Character profiles: The facilitator should prepare profiles of different characters, including their background, personality, and interests. These profiles should be distributed among the participants before the activity begins.</li> <li>• Pictures and visual aids: The use of pictures and other visual aids can help participants to better imagine the characters and their environment. The facilitator could prepare a collection of images that are relevant to the characters and their challenges.</li> <li>• Sticky notes and markers: Participants will need sticky notes and markers to write down their ideas and solutions.</li> <li>• Flipchart or whiteboard: The facilitator should provide a flipchart or whiteboard for participants to share their ideas and collaborate in selecting the top three ideas.</li> <li>• Timer: A timer can help keep the activity on schedule and ensure that each participant has enough time to brainstorm ideas for each character.</li> </ul>
<b>Session Description</b>	During this activity, the use of pictures and characters plays a crucial role in encouraging participants to step into the shoes of others and imagine potential solutions. By imagining themselves as different characters, such as Frida Kahlo, Greta Thunberg or others participants are able to see the problem from a new perspective and generate unique ideas that they may not have thought of before. The pictures provide a visual representation of the character and their environment, allowing the participants to better imagine and empathize with them. This approach helps participants to broaden their thinking and consider a wider range of solutions that they may not have thought of otherwise. Overall, the use of pictures and characters enables the participants to take a more empathetic and human-centered approach to the problem-solving process.
<b>Debriefing</b>	Participants propose a range of solutions from activism initiatives, to educational art spaces for children, to technology platforms to support artisans' work and knowledge transmission. The groups discuss these ideas with each other within a lively exchange of views.

SWOT Analysis	
<b>Main Aim</b>	Compare and evaluate the three ideas selected through a SWOT analysis, identifying the idea's strengths, weaknesses, its potential opportunities, and threats.
<b>Duration</b>	00:05 minutes - inputs session 00:30 minutes - working session
<b>Used Tools</b>	SWOT Analysis
<b>Materials and Preparation</b> (what is necessary for the trainer/facilitator and participants to carry out the Exercise)	<ul style="list-style-type: none"> <li>• Sticky notes or index cards</li> <li>• Markers or pens</li> <li>• Whiteboard or flipchart paper</li> <li>• SWOT matrix templates (either pre-printed or drawn on the whiteboard/flipchart paper)</li> <li>• Timer or clock</li> </ul>
<b>Session Description</b>	Participants are introduced to the activity with a 5-10 minute input session. Participants are asked to analyze the three selected ideas, identifying for each of these proposals the main strengths, weaknesses, possible opportunities, and threats. Each group is asked to draw three SWOT matrixes and to fill them with sticky notes to collect their insights. Participants are encouraged to use different colors or symbols to distinguish between the different aspects of the SWOT analysis. At the end of the activity, each group presented their SWOT matrixes to the others using a visual display.

<b>Debriefing</b>	Each group analyzes the three best ideas that emerged from the brainstorming, checking their feasibility. Ideas that were not economically viable or those that were too vague were discarded. The use of visual aids and hands-on exercises helped participants to better engage with the activity and to gain a deeper understanding of the SWOT analysis method.
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Idea Canvas	
<b>Main Aim</b>	Synthesize and implement a single solution, focusing on how it works and the needs it solves. Converge on a single solution from the previous three ideas.
<b>Duration</b>	00:05 minutes - input session 00:45 minutes - working session 00:25 minutes - sharing session
<b>Used Tools</b>	Idea Canvas
<b>Materials and Preparation</b> (what is necessary for the trainer/facilitator and participants to carry out the Exercise)	<ul style="list-style-type: none"> <li>• An "idea canvas" template for participants to use in creating their posters.</li> <li>• A whiteboard or flipchart to record the key points participants define for their final solutions.</li> <li>• Markers and sticky notes for participants to use in brainstorming and developing their ideas.</li> <li>• Drawing materials, such as pens, pencils, and paper, for participants to use in creating their storyboards.</li> </ul>
<b>Session Description</b>	<p>In this practical and visually-oriented activity, participants are given a 5-10 minute input session before diving into developing a single solution to their challenge. Drawing upon the three ideas previously analyzed, participants build a final idea that could be derived from either combining the other ideas or selecting the most successful one.</p> <p>To bring their ideas to life, define several key points that would shape their final solutions, including the idea's title, the needs it addresses, its main stages, the target audience, and the impact it would generate across various domains such as social, cultural, environmental, and economic. They also have to consider how and when their idea would take place.</p> <p>To further solidify their ideas and make them more tangible, participants are instructed to create a poster using an "idea canvas" template and to draw a storyboard to illustrate how their idea would function. This approach allows them to leverage visual thinking methods to more effectively communicate their concepts and ideas.</p>
<b>Debriefing</b>	Participants propose two different ideas. The first group works on an art academy for the over-15s that puts the idea of environmental sustainability at its center and educates the younger generation about recycling and upcycling through art. The second group, on the other hand, works on developing the concept of "Art for All," envisioning a school for children aged 5 to 13 that offers art and craft classes throughout the school year, promoting exchange and cross-pollination among kids of different ages and ensuring affordability and accessibility.

Mission, vision, values	
<b>Main Aim</b>	Understand and define the core elements underpinning the idea developed, starting from the definition of its main values.
<b>Duration</b>	00:05 minutes - input session 00:15 minutes - working session 00:10 minutes - sharing session

<b>Used Tools</b>	Mission, Vision, Values
<b>Materials and Preparation</b> (what is necessary for the trainer/facilitator and participants to carry out the Exercise)	Slides or other supporting material for the trainers to introduce the activity. Sticky notes or paper to facilitate participants in taking notes
<b>Session Description</b>	Participants are introduced to the activity with a 5-10 minute input session. Participants are then asked to visually represent the core values, mission, and vision of their solution using images, symbols, and keywords. This approach can help participants to think more creatively and deeply about their ideas, and can also facilitate better communication and collaboration within the group. After a 15-minute working session, each group shares its results..
<b>Debriefing</b>	Each group defines its values, mission and vision based on the idea developed before.  By incorporating visual thinking activities into the activity, participants are able to approach the problem in a more holistic and creative way, resulting in more innovative and effective solutions. Additionally, by working collaboratively and sharing their ideas with each other, participants are able to leverage each other's strengths and perspectives, leading to a more comprehensive and well-rounded outcome.

Living Futures	
<b>Main Aim</b>	Challenge participants' understanding of how things work in the present and what they expect from the future. Look back at the present from different future perspectives to get an idea of how the developed ideas might take certain aspects of the future for granted. It might flourish in some scenarios and struggle in others.
<b>Duration</b>	00:10 minutes - input session 02:00 hours - working session
<b>Used Tools</b>	Living Futures: Scenario Kit (Danish Design Center)
<b>Materials and Preparation</b> (what is necessary for the trainer/facilitator and participants to carry out the Exercise)	<ul style="list-style-type: none"> <li>• Slides or other supporting material for the trainers to introduce the activity.</li> <li>• Sticky notes or paper to facilitate participants in taking notes</li> <li>• Living Futures: Scenario Kit - website</li> </ul>
<b>Session Description</b>	Participants are engaged in a reflective activity that encourages them to immerse themselves in different future scenarios. Using the Living Futures Scenario kit designed by the Danish Design Center, participants are introduced to four speculative future scenarios, each with multimedia and interactive content to aid in their immersion.  To facilitate the activity, participants are encouraged to write reflections as if they were living in the scenarios, in the form of a diary. This approach allows participants to take on different perspectives and explore the potential implications of their ideas in a more meaningful and personal way.  Over the course of an hour and a half, participants are actively engaged in reflecting on and exploring the different scenarios. They are encouraged to use the multimedia and interactive content provided in the toolkit to deepen their understanding and gain new insights.

<b>Debriefing</b>	<p>Participants discuss how their ideas can change under the different scenarios while maintaining their original values. The exercise helps participants understand the deep values behind their idea and re-contextualize it in the present through a range of possible futures.</p> <p>By using this activity, participants are able to develop a deeper understanding of the potential impact of their ideas in different contexts, and to explore these scenarios in a more immersive and personal way. Additionally, this approach enables better communication and collaboration within the group, as participants can share their reflections and insights with each other.</p>

Idea as an archetype	
<b>Main Aim</b>	Use metaphors and personification to better understand what the idea looks like. Define the language and the aesthetics of the idea. Develop and reinforce the narrative and communication style of the idea.
<b>Duration</b>	00:05 minutes – input session 02:30 hours – working session 00:20 minutes – sharing session
<b>Used Tools</b>	12 Brands Archetypes (Jungian archetypes)
<b>Materials and Preparation</b> (what is necessary for the trainer/facilitator and participants to carry out the Exercise)	<ul style="list-style-type: none"> <li>• Slides or other supporting material for the trainers to introduce the activity.</li> <li>• Sticky notes or paper to facilitate participants in taking notes</li> <li>• Paper, glue and other materials useful for the technique of paper-mache</li> </ul>
<b>Session Description</b>	<p>Participants are introduced to the Jungian 12 archetypes model to reflect on the narrative, aesthetics, and language of their idea. Each of the two groups is asked to select a pair of archetypes to work on. A set of guiding questions can support the groups during the activity.</p> <p>Once the archetypes are defined, the two groups try their hand at drawing and making their own mascot through the paper-mache technique.</p>
<b>Debriefing</b>	Starting from their idea, the groups develop their archetypes. The presence of experienced artisans between the two allows knowledge exchange throughout the session. The artisans have the opportunity to share their skills with paper-mache.

Manifesto	
<b>Main Aim</b>	Express and translate the main values of the final idea into a manifesto and a set of shared principles. Develop a powerful communicative message,
<b>Duration</b>	00:05 minutes – input session 02:00 hours – working session
<b>Used Tools</b>	Manifesto
<b>Materials and Preparation</b> (what is necessary for the trainer/facilitator and participants to)	<ul style="list-style-type: none"> <li>• Slides or other supporting material for the trainers to introduce the activity.</li> <li>• Sticky notes or paper to facilitate participants in taking notes</li> <li>• Magazines, colored cards, glue, scissors.</li> </ul>

carry out the Exercise)	
<b>Session Description</b>	After creating their own mascot, the two groups are asked to develop their own manifesto. Participants are introduced to the concept of poster with a series of historical references from the art world. Both groups work with the collage technique to create their own poster. Each poster contains a resonant slogan/message that powerfully summarize and convey the ideas developed during the workshop.
<b>Debriefing</b>	The groups work on their manifestos using the collage technique; the activity proves engaging and fun.

Live exhibition	
<b>Main Aim</b>	Present the results of the workshop by showcasing the different output produced during the whole process. Reconstruct the work done starting from the context analysis, to the idea generation and development.
<b>Duration</b>	01 hours 15 minutes – working session 00:25 minutes – sharing session
<b>Used Tools</b>	Live exhibition
<b>Materials and Preparation</b> (what is necessary for the trainer/facilitator and participants to carry out the Exercise)	<ul style="list-style-type: none"> <li>Materials and outputs produced during the entire workshop.</li> </ul>
<b>Session Description</b>	To conclude the workshop, participants are asked to prepare a small exhibition to present their work throughout the training. Each group chooses a representative to present their work.
<b>Debriefing</b>	The activity allows participants to look back over the work done in the previous days and make sense of it. The exhibition is a moment of conclusion and celebration of the project.