

The School Design Game

Printing Instructions and Cards

Note: These instructions will create one complete deck of cards. For each group of 4-6 players, you will need to provide one deck.

Printing the different card types

To create your own deck from this document, you will want to print one page each of the following pages found below:

- Conundrum sheets 1 through 3
- Support sheets 1 through 4
- Pathway sheets 1 through 4
- The Start and Finish sheet



Printing the B sides

Next, print the B side sheet on the other side of each sheet type.

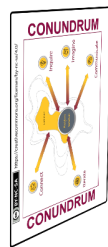
So, for Conundrum sheets 1-3, print the Conundrum side B sheet on the other side of the page.

For the Support cards sheets 1-3, print the other side using the Support side B sheet.

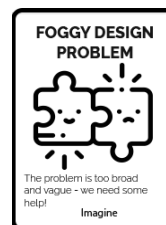
For the Pathway sheets, print the other side with the Pathway side B sheet, etc.

The Start and Finish sheet does not have a B side so these cards will only be one-sided.

The finished cards should look like this:



Conundrum Side B

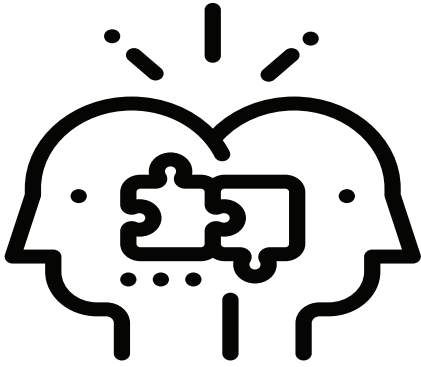


Conundrum Side A

Scroll down to the next page for the sheets of cards



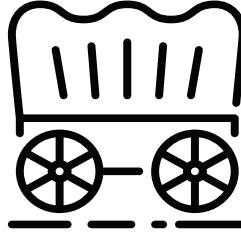
SOLUTION-ITIS!



We're jumping to solutions before understanding the problem.

Inquire

GOING NOWHERE ...FAST



Tangent after tangent after tangent. We're in a deep black hole of very little action. HELP! We don't have all day.

WHO? WHAT? HOW? HUH?



We're supposed to do "research," but we don't know where to start.

Connect

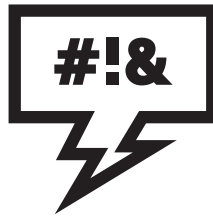
TOO MANY IDEAS, TOO LITTLE TIME



We have competing ideas and don't know how to proceed.

Imagine

DISCUSSION OFF TOPIC



"Have you seen this YouTube video?" The design session has gone off the rails!

S-U-C-C-E-S-S?



Nobody knows what it will look like for this project to "win."

Inquire

LET ME CHECK MY SCHEDULE...



Our project is stalled because no one has time to meet!

NO DATA, NO PROOF



We're testing our prototypes but no one is tracking their success.

Iterate

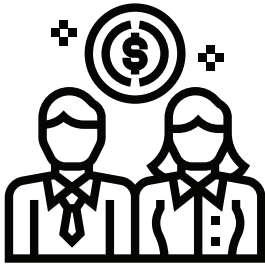
DATA OVERLOAD



We're testing our prototype and drowning in data! How do we know what's important?

Iterate

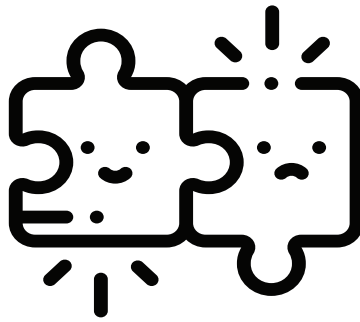
SHOW ME THE MONEY



We are excited to prototype our ideas, but there's no budget for implementation.

Iterate

FOGGY DESIGN PROBLEM



The problem is too broad and vague - we need some help!

Imagine

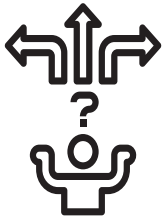
WHO'S THE BOSS?



No one on the design team feels comfortable pushing this journey forward. We need some direction!

Connect

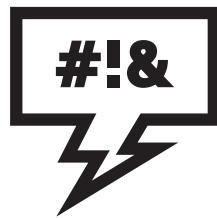
ADMIT IT: WE'RE LOST!



The team has ideas but doesn't know what to do next.

Imagine

NEG-A-HOLIC



"He Who Shall Not Be Named" never shares constructive feedback and is always putting down the ideas of others.

Imagine

WHAT DO YOU MEAN?



After conducting interviews with stakeholders, the team is still unclear about what we are doing.

Imagine

CYNICISM AT ITS BEST (WORST?)



We can almost hear "She Who Shall Not Be Named" rolling her eyes as we suggest ways to move forward.

THEY'RE NOT INVITED



We want to have more community members involved, but others disagree.

Connect

WE CAN'T "JUST DO IT"



Your team wants to spend a year testing out your ideas and review the data at the end.

Iterate

NO STUDENT INPUT



Oh no! We are forging ahead with a project that doesn't have any student voices!

Connect

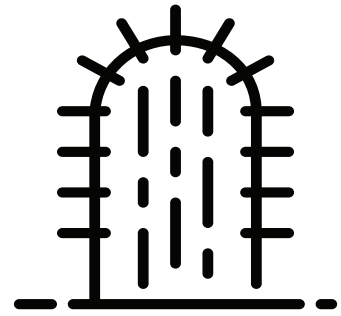
NOW WHAT?



Our team has tested several awesome change ideas that are making a big impact at our school. What's next?

Iterate

PRICKLY RELATIONSHIPS



At a community forum, several community members express frustration with the project. .

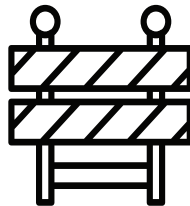
NO COMMUNITY INPUT



Oh no! We are forging ahead with a project that doesn't have any input from parents, families or other community members who might be affected!

Connect

AVERSION TO RISK



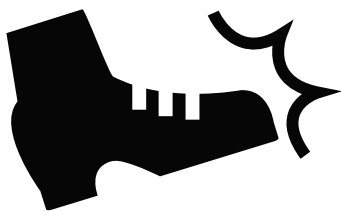
We want to try new ideas, but the potential for failure is creating resistance from team members and administrators.

FEAR OF COMMITMENT



The design team wants to continue brainstorming, but when are we actually going to "do" something?

RELATIONSHIP STATUS: SINGLE



A team member wants to go it alone without any input from the rest of the design team.

CULTURAL CHALLENGES



Our team has gotten resistance or little interest from students and their families in our ideas for improvement. How do we engage them?

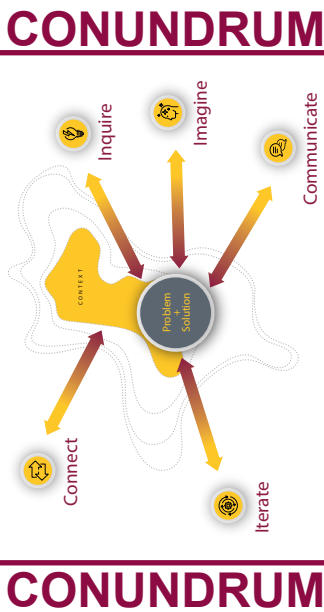
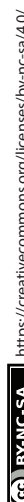
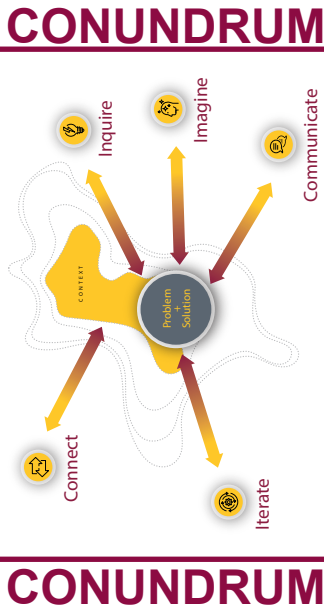
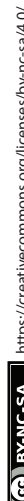
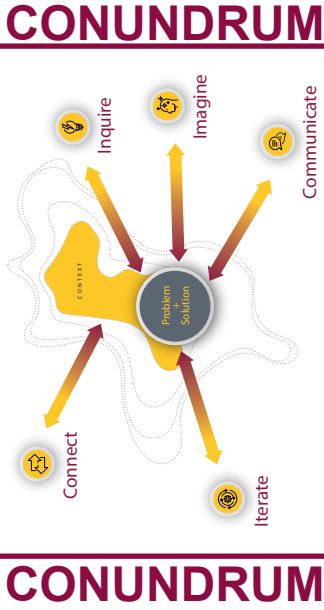
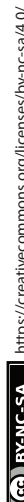
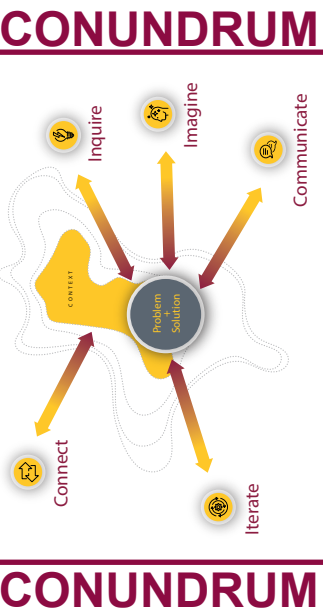
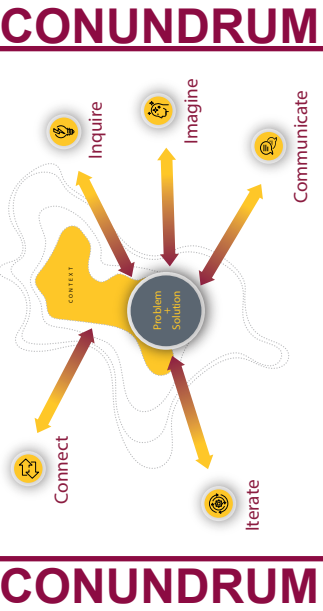
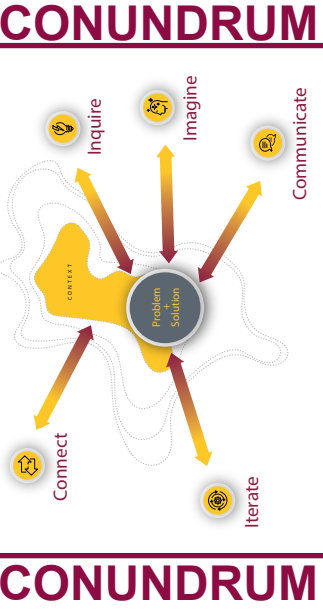
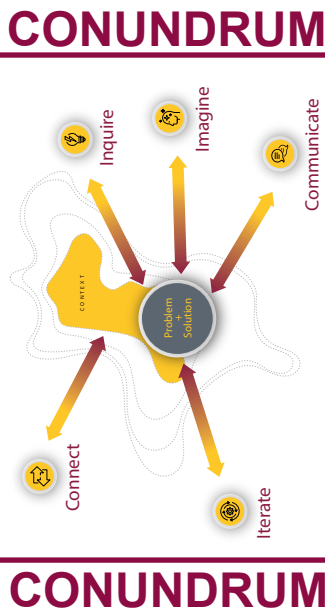
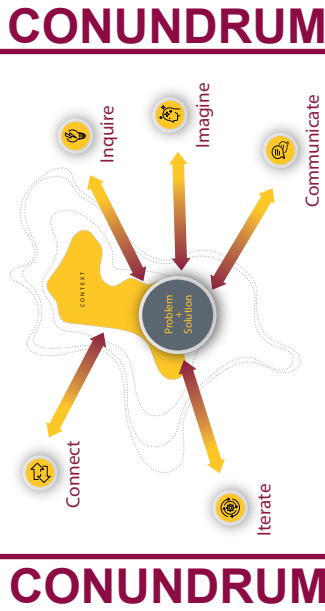
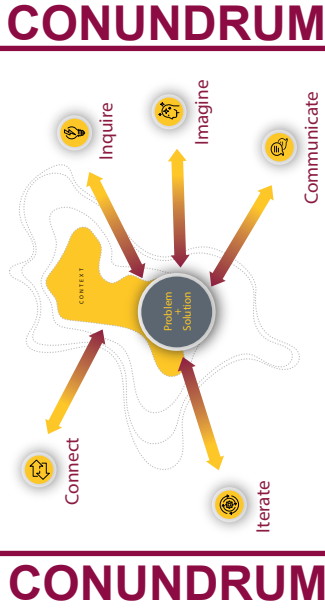
Connect

TEAM GOING NOWHERE



After doing some initial design research, the team feels stuck and they're worried this will just be another failed "thing."

Imagine

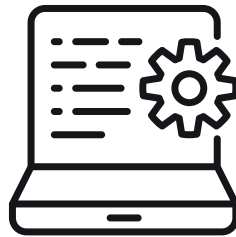


UNDERSTAND THE PROBLEM



Interview users to better understand their experience and perspectives.

PROJECT MANAGEMENT



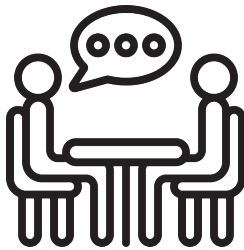
Backwards plan, and create a timeline with specific meeting dates and action-items. Create an accountability structure.

PRINCIPLED ANALYSIS



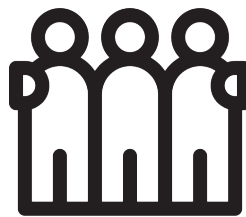
Using root cause analysis, determine what data would show an improvement while avoiding unintended consequences of focusing too much on data.

STAKEHOLDER INTERVIEWS



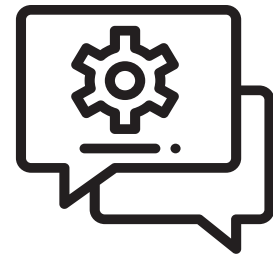
Identify a "hunch" you have about the problem. Conduct interviews with users to learn more.

BUILD RELATIONSHIPS



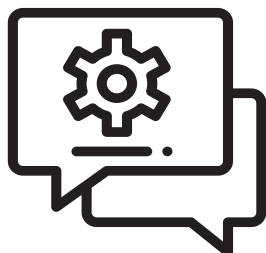
Connect to with stakeholders by building relationships and identifying common goals.

REGULAR COMMUNICATION



Establish a weekly standing video conference meeting with a team of key people for the rest of the year. Revisit team norms.

EVALUATE IDEAS



Identify how feasible, impactful, and exciting each idea is for the team to guide your decision-making.

ESTABLISH SUCCESS CRITERIA



Identify key metrics by which your organization wants to measure growth / success. Describe what your end goals are.

DOCUMENT & MEASURE



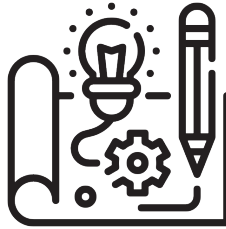
Create a plan for gathering data and feedback. Assign responsibility for documenting and tracking.

EVALUATE AND PRIORITIZE



Map the system and explore root causes. Find a more specific, high-leverage, actionable problem.

PROTOTYPE



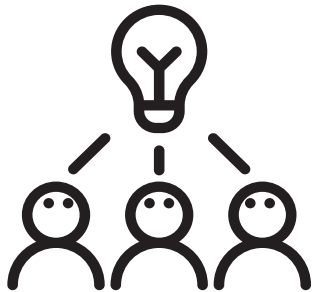
Push the team to select a high-leverage idea and try it out, even in a small way, to encourage momentum.

BE A SYSTEMS THINKER



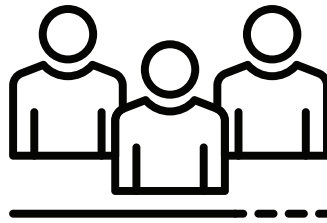
Recognize how individual parts are influenced by their environment and interact to form a complex whole.

STUDENT INPUT



Interview students to better understand their experiences and perspectives.

CREATE A NETWORK



Find like-minded people who would be interested in launching a network around this issue and sharing ideas.

EMBRACE A GROWTH MINDSET



Identify fixed mindset triggers such as criticism that create defensiveness or negative feelings and talk through them to overcome

PLAN & MEASURE



Create a baseline measurement of the metrics that are important and measure changes as you test ideas.

BIAS TOWARD ACTION



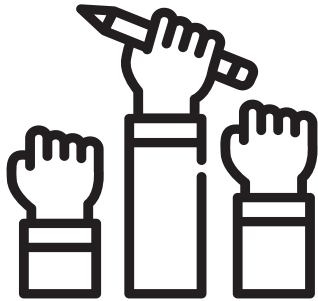
Create a decision-making framework that encourages a focus on actions that our team can take.

UNDERSTAND CULTURE AND CONTEXT



Use empathy and asset-based appreciative inquiry to fully understand the lived experiences of communities and individuals

**WILD CARD:
DESIGN YOUR OWN
STRATEGY!**



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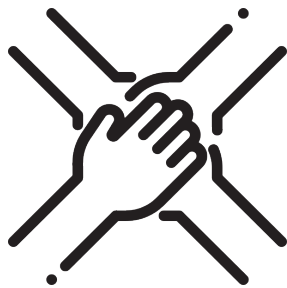
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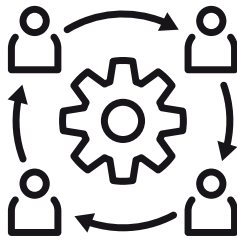


COLLABORATION



Engage all team members in the discussion to collaborate and push forward.

TEAMWORK



As a team, create guiding principles that will push the work forward. Refer to these guiding principles throughout the journey to make sure the team is on track.

TEAM BUILDING



Refer back to the agenda / goals / objectives. Take time to build personal relationships with the team.

CELEBRATE SMALL WINS



Reflect on how far you've come since the beginning! Recognize the small steps you're taking toward improvement.

ACKNOWLEDGE FUNDAMENTAL VALUES



values important to individuals, community, and learning environment and ensure that the process, structures, and solutions honor those values

FOCUS ON EMPATHY



Reflect on why others believe or feel as they do, even when expressing negative feelings. Communicate openly to address those feelings.

IMAGINE AND EXPLORE



Imagine what could be, generate uncommon solutions, consider consequences and test ideas.

DESIGN CREATIVE SOLUTIONS


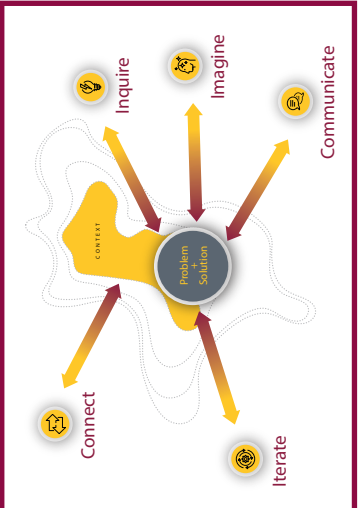

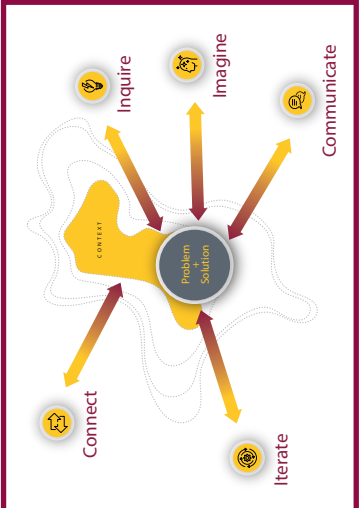

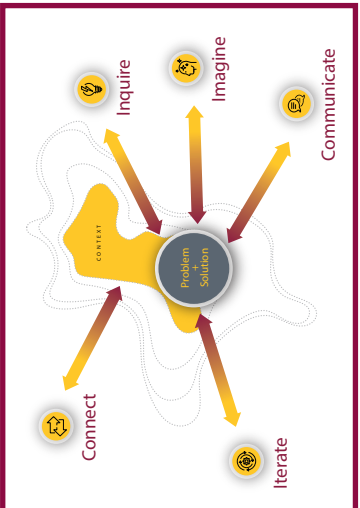

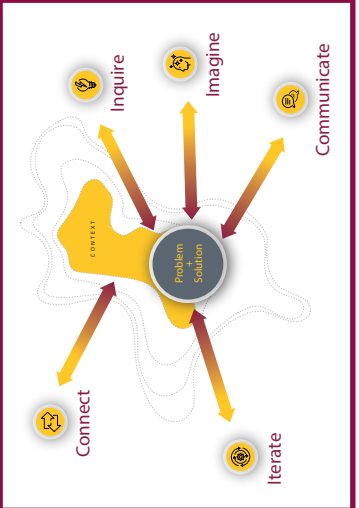

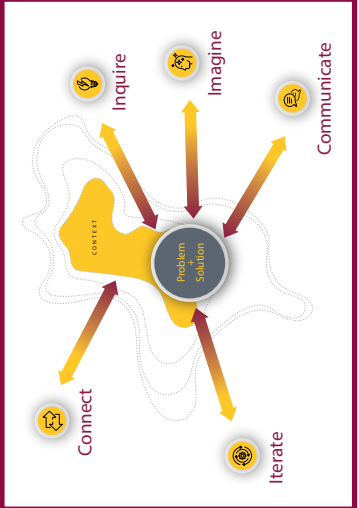

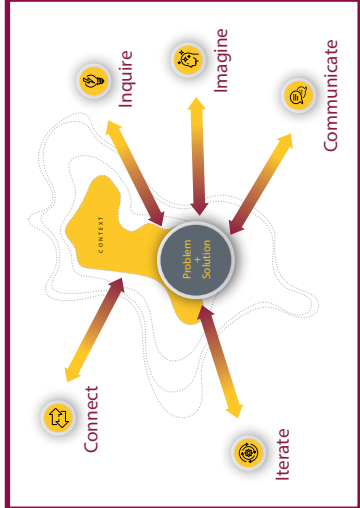

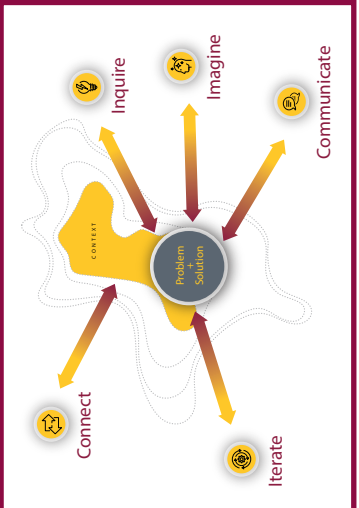

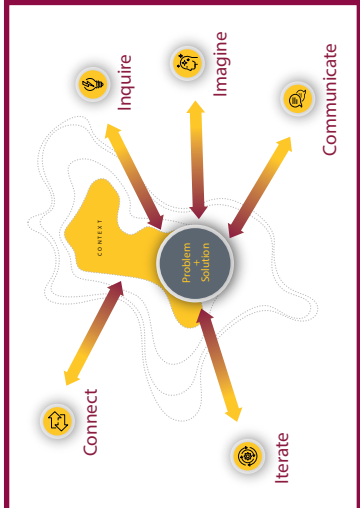


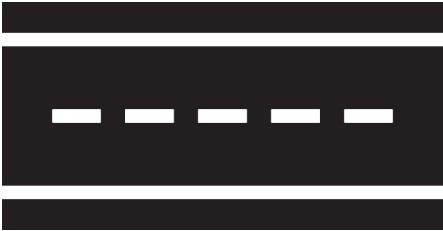
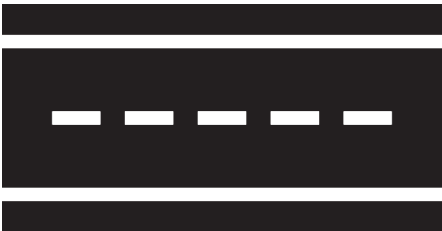
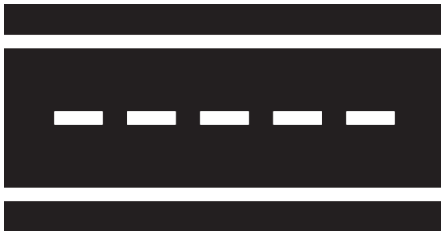
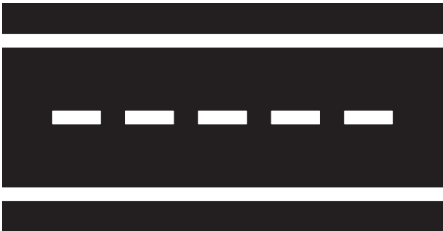





Work collaboratively with the community to generate innovative ideas to achieve the desired outcomes.

ASK PROBING QUESTIONS



Ask probing questions and listen without judgement to uncover key insights into a problem or challenge.

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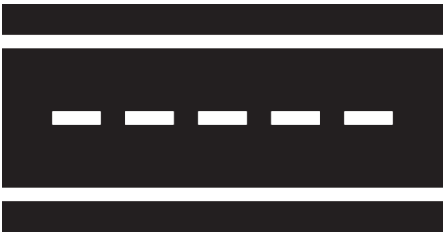
		Pathway Sheet 1		
	<div>SMOOTH PATH</div> <div></div> <div><p>"We need to think about the purpose of the work we do and how we serve to create a more restorative life." - Alan Moore</p></div>	<div>SMOOTH PATH</div> <div></div> <div><p>"The wise person is optimistic, prepared for the reality they will not get to the Utopian shore, but keeping its possibility in their sights." - Alan Moore</p></div>	<div>SMOOTH PATH</div> <div></div> <div><p>"Openness is a design tool offering new organizational, social and commercial capability. Openness is cultural - being open to new ideas." - Alan Moore</p></div>	
	<div>SMOOTH PATH</div> <div></div> <div><p>"Design is the occupation of straining our ears and eyes to discover new questions from the midst of everyday life." - Kenya Hara</p></div>	<div>SMOOTH PATH</div> <div></div> <div><p>"The best design processes are those that adapt to the problem you want to solve - and not the other way around." - <i>This is Service Design Doing</i></p></div>	<div>SMOOTH PATH</div> <div></div> <div><p>"Always ask yourself: What worked? What didn't? Why didn't it work? How might we do it better in the next project?" - <i>This is Service Design Doing</i></p></div>	
	<div>SMOOTH PATH</div> <div></div> <div><p>"The design process aims to find out what works and what does not as early in the process as possible." - <i>This is Service Design Doing</i></p></div>	<div>SMOOTH PATH</div> <div></div> <div><p>"If you don't have enough data to critically reflect on an assumption, collect more data. Design research is iterative!" - <i>This is Service Design Doing</i></p></div>	<div>SMOOTH PATH</div> <div></div> <div><p>"Designing and discovering are closely coupled forms of inquiry. Learning is essential to designing. There is a great potential for learning through designing." - Donald Schon</p></div>	

SMOOTH PATH



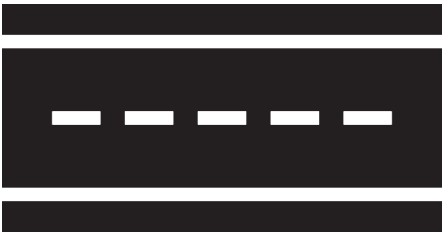
"Rely on experiments more than plans."
- Cheryl Heller

SMOOTH PATH



"Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world."
- Albert Einstein

SMOOTH PATH



"If you want to truly understand something, try to change it."
- Kurt Lewin

SMOOTH PATH



"Most people do not listen with the intent to understand; they listen with the intent to reply."
- Stephen R. Covey

SMOOTH PATH



"Fail often so you can succeed sooner!"
- Tom Kelley

SMOOTH PATH



"Failing to appreciate fully the significance of context has often led good reform ideas to fail."
- *Learning to Improve*

SMOOTH PATH



"The actual must always be seen in light of the possible."
- Ann Pendleton-Jullian & John Seely Brown

SMOOTH PATH



"In the statement of the problem lies the solution."
- Charles Eames

SMOOTH PATH



"Organizational empathy is... demonstrated by the ability of its people to relate to and experience the emotion of others."
- Thomas Lockwood

SMOOTH PATH



Design is more than a process for this Kyrene-ASU partnership. We have tried to embrace a mindset of human-centeredness that values stakeholders' lived experiences.

SMOOTH PATH



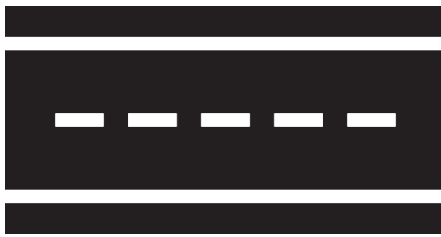
Design principle: **Student-Centered Learning Experiences**, where students and educators work together to design their learning and make meaning of the world.

SMOOTH PATH



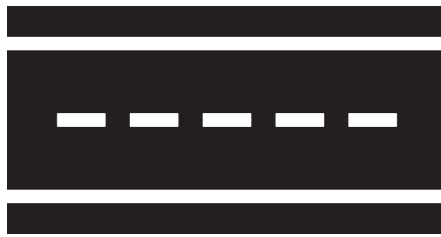
Design principle: **Educators as Designers & Facilitators**. Educators collaboratively design curriculum and interdisciplinary projects, acting as guides who empower students as researchers and problem-solvers.

SMOOTH PATH



Design principle: **Culture of Community, Care & Collaboration**. Our school community fosters positive relationships and social interactions. We value caring, trust and mutual respect among students and adults.

SMOOTH PATH



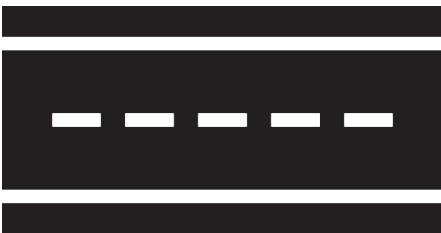
Design principle: **Equity & Inclusion**. Educators recognize the value of having students from different backgrounds working together and employ a variety of approaches to accommodate diverse learners.

SMOOTH PATH



Design principle: **Transformative Learning Spaces**. We embrace innovative time structures and physical spaces that facilitate student movement, engagement and collaboration.

SMOOTH PATH



Kyrene-ASU insight: In July 2018 we held a community design charrette bringing different stakeholders to the table to reimagine what school could be.

SMOOTH PATH

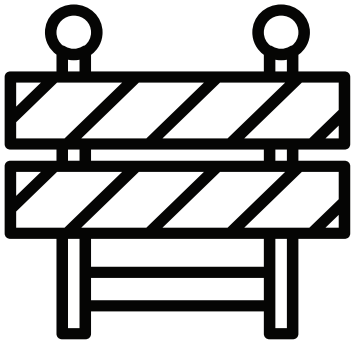


Kyrene-ASU insight: In November 2017 we held a design day with the KSD community to see who might be interested in doing this work with us.

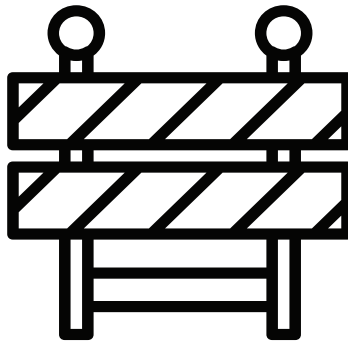
SMOOTH PATH



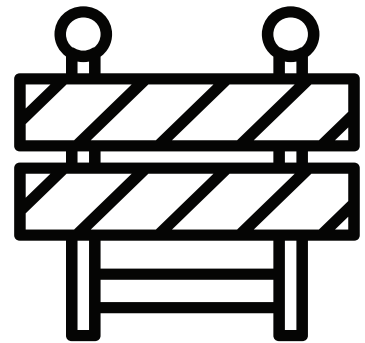
Kyrene-ASU insight: In January 2019 we presented the prototype model to the school board, which they approved at a public vote in February 2019.

CANCELLATION

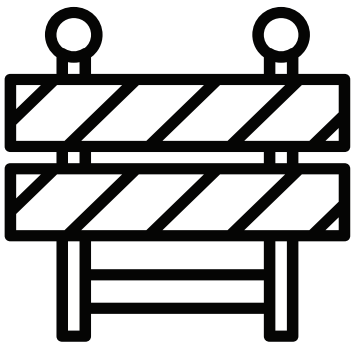
You and your partners just have too many fires to put out, and can't meet this week. You have been set back one card.

LOST MOMENTUM

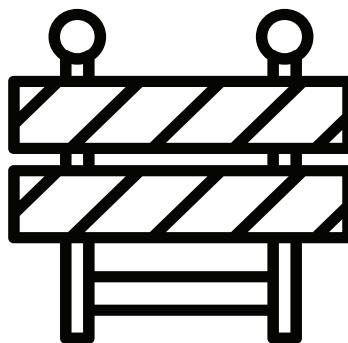
Team members from the last meeting didn't show up, making progress slow today. You have been set back one card.

CONSTRUCTION!

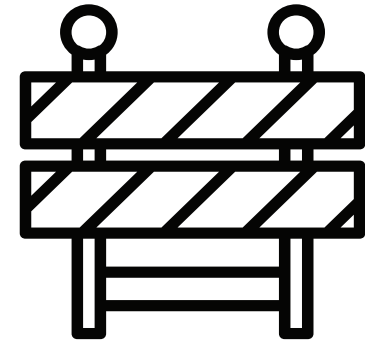
Traffic quagmire! You're 30 minutes late for an hour-long design meeting. You have been set back one card.

SNOW DAY

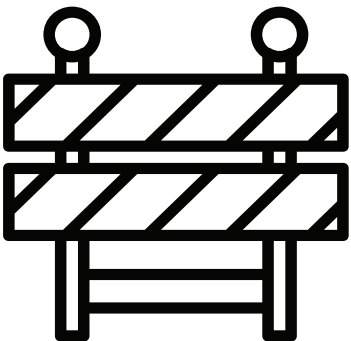
Everyone is homebound, and meetings are cancelled! You have been set back one card.

"HI, I'M NEW!"

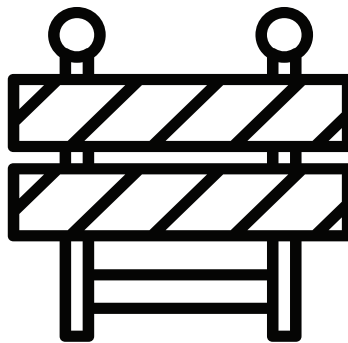
Someone joined the design team late and you need to catch them up. You have been set back one card.

DESIGN TEAM DROPOUT

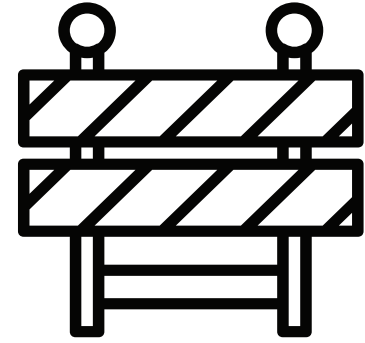
Several key design team members have dropped out. You have been set back one card.

SPOTTY INTERNET RUINS MEETING

The video conference won't work because the internet is out. You have been set back one card.

CANCELLATION

You and your partners just have too many fires to put out, and can't meet this week. You have been set back one card.

TEACHER STRIKE!

Teachers in your city are on strike with no clear end date. You have been set back one card.

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Start and Finish sheet

