

Feedback and discussion

Presenting back (approx 15 to 30 minutes)

Instructions for pupils:

- Nominate a spokesperson for your group
- The spokesperson summarises the evidence gleaned from the photos and the conclusions drawn. They could also give feedback on how easy, or difficult, it was to reach consensus
- The spokesperson describes the person in the group's user profile.

Wrap-up discussion (5 to 10 minutes)

Discuss with the pupils what they have learnt about:

- Discovering people's behaviour through their objects and how they are organised
- What these discoveries tell you about your own assumptions and ideas
- The benefits of having different points of view contributing to solving the same problem
- The value of building a mental picture of a person, compared to using statistics.

Also...

- Try to suggest ways in which the people they now have in mind have changed the way they think about what they're going to design
- What other techniques might help them understand what users need?

Next steps

- Use the user profiles to identify needs and design opportunities, which could then lead to the pupils writing their own briefs and design specifications
- To develop this further, create a storyboard, perhaps in the form of 'a day in the life' or an account of how a user might behave in a given situation or interact with a product or service. This is a great way of revealing even more design needs and opportunities
- When pupils are all designing the same thing, such as a domestic appliance, a promotional campaign or a piece of clothing, use the profiles to envisage target audiences and work out, for instance, what functions a product will need in order to satisfy the user, what aesthetics would appeal to them or what messages and media they might respond to. This could be worked in reverse for a final session in which pupils try to establish the target audience for each others' finished designs before going on to judge the likely success of the solutions in meeting users' needs.



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