Life Design
Post 16

To be used alongside the Life Design 2020 – Post 16 video. Please do not skip ahead as this will spoil some of the activities and games.

Name

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Task (Slide 2)

In four minutes, how many uses can you come up with for a paper clip?

- Have a think…
- How did you do?
- Did you find this task easy or hard?

You will find out the purpose of this later!
Aims (Slide 3)

- During this workshop you are going to learn about the process of Life Design and the theory behind it.

- You are doing this because it adds another skill to your toolkit when thinking about your future. You can then apply this skill across other areas of your life.

- It will help you to plan the steps that you will need to take, including A Level/BTEC choices, volunteer work, university courses and future careers.

- You will end this workshop with one ‘killer idea’ you are going to try out in the real world. This will hopefully take you a step closer to your dream life!
What is Life Design? (Slide 4)

Definition: An approach which applies the principles of product design or design thinking to personal and professional development.

Five Steps of Design Thinking (Slides 6-7)

Write notes for the five steps of design thinking:

Empathy:
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Definition:
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Ideation:
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Prototype:
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Test:
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Life Design Mind-sets (Slide 11)

Match the life design mind-set to the correct definition:

1. **Radical Collaboration**
   - You have to be aware of where you are now and the steps needed to go forward.

2. **Bias Toward Action**
   - Working with and learning from people who are different from you. Several minds solving a problem is always better than one!

3. **Human Centered**
   - Rather than keeping everything in your head, this approach allows you to gain information by taking action (doing).

4. **Mindful of Process**
   - To get the best ideas you have to start with human beings. Learning to listen to yourself and others.
Planning a Party (Slide 12)

Working in pairs, you need to plan a party.

Round 1 – start each sentence of your conversation with ‘Yes, BUT’.

How did the conversation go? How was the party you planned?

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Round 2 – start each sentence of your conversation with ‘Yes, AND’.

How did this conversation go? Were there any differences?

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Life Design Task (Slides 13-21)

This part of the workshop will require you to speak to a partner. See if a family member, parent or guardian can help you complete the task or video call a friend from your school! You will need to decide who is person A and who is person B.

For each Life Design step you will have a list of questions that you need to ask each other. Start with person A being the interviewer and then swap. Remember to make notes about their answers in the space provided.

Empathy

- What part of your daily routine do you really enjoy?
- What part of your daily routine do you **not** enjoy?
- What are your proudest achievements?
- What does worthwhile work mean to you?
- What values are important to you?

Empathy example:

I really enjoy my lessons where I can work in a group and present information to others. I also really like my geography lessons where I can research a project on my own. I don’t enjoy getting up early! I am really proud of when I did some fundraising for our local Hospice. It made me feel really good knowing I was helping others. I also think it is really important in life to help others when you can.
Life Design Task (Slides 13-21)

Definition

- What do you think is important to your partner?
- What are they good at?
- What do they enjoy?
- What stood out to you?

Definition example:

I understand that I am currently looking for a career that involves working with people. I am good at talking in front of people and I enjoy researching information. It is important to me that I listen to people and help them when I can.
Life Design Task (Slides 13-21)

Ideation

- Imagine your partner’s life is a blank slate!
- They could do anything they wanted without constraint
- Write down fantasy future careers that you think would match your partner

Ideation example:

Nurse, doctor, solicitor, lawyer, vet, primary school teacher, secondary school teacher, carer, police officer, researcher, dog walker, hotel receptionist, life coach
Life Design Task (Slides 13-21)

Empathy/Definition

- Each of you must describe to your partner the fantasy future careers you have generated for them
- Listen to their responses
- Do any particularly appeal to them?
- Do they dismiss any?

Once you have listened to each other you need to decide on a favourite future career.

Definition/Ideation/Prototype

- What are all of things that you could do to test or prototype this future?
- Write a list of as many as possible
- Share with the group if possible, add any more ideas that are suggested

Prototype Example:

Talk to someone who is currently studying a Law degree; attend a Law taster session at university; interview someone who is a lawyer; go to a courthouse and observe a trial; shadow a lawyer for a day/do work experience in a law firm; do research into Law courses at university and find out entry requirements
Life Design Task (Slides 13-21)

- Select one idea from your list to take forward and prototype in the real world
- Each person to tell their group which idea they have chosen and what action they are going to take.

**Test Example:**

I have decided to attend a Law taster session at university and will find out how to book my place either through my school or researching on the internet.

**Write your killer idea here:**

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In Conclusion (Slide 22)

- Design Thinking allows you to think about problems in a different way.
- Applying this way of thinking to Life Design allows you to consider and explore lots of different options.
- It gives you more control over your life and the direction that you want it to take.
- It is a great way of working out what is important to you.
- It allows you to make informed choices about A Levels, voluntary work, university courses and future careers.

If you have any questions please send them to our email outreach@essex.ac.uk
My questions/notes

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