



COCREATE

Co-creation guideline booklet

Claire Vos

Prepared for:
Final Bachelor Project

Datum:

Naam:

FIRSTLY

THANK YOU

FOR CONSIDERING

Thank you for taking the time to look or read through this booklet. It has been a great pleasure of mine to contribute this project to my faculty of Industrial Design of Eindhoven University of Technology.

Users are valuable and we as designers should look at what they can do to contribute to our projects and make our projects more valuable to them! That is why I created this co-creation guideline booklet and the related materials.

We should not underestimate the added value users and in this case children can add to our designs. Let's make design inclusive and practice what we preach.

Claire Vos

Final bachelor student

CONTENT

INTRODUCTION	4
.....	
PREPARATION	6
.....	
SHOW AND TELL	7
.....	
REFLECT	10
.....	
CREATE	12
.....	
MATERIAL LIST	15
.....	
TIMELINE	16
.....	
REFERENCES	17
.....	

1

INTRODUCTION

In this booklet, insights and explanations will be given about this particular co-creation setup and design method.

This co-creation is organized and designed to gather insights into what children know about healthy eating behaviors and foods. But also to see what children feel attracted to in the context of a design that will help motivate healthy eating behaviors. This method can also be used for different topics but might need slight altering to fit the desired topic.

The co-creation consists of 3 parts: Show and tell, Reflect and Create. In these 3 phases, different aspects that are considered important will be tackled. Each of these parts will be discussed in more detail in the following sections.

As for safety and privacy, all these things should be taken into consideration. Explicit consent is required from the children (as far as possible), parents and possible testing location. In the context of healthy eating behaviors, all the materials that are used are ordinary materials that can already be found at a regular school or after-school care. These are EU-certified materials, that the children are familiar with, for example, a pen and paper.

It is advised to have trained and experienced supervisors present at the moment of the co-creations, to help monitor the children, setup and materials at all times.



Think creatively

Let's all think creatively. All of us have the capacity to do this. Lets bring in the users, to gather expert insights in to their problems and use their creative capacities to fuel ours.



Understandibility is key

Understandibility is very important. How do we bring design to non-designers? It is all about understanding and clarity.



Do amazing projects

Do something you love and try to give others great time too. You are doing this for yourself and for your users. Have a great time and make amazing projects together.



Do it in time

Nobody has got all the time in the world. Try to work concise, structured and prepared. This will save you time but also your user but use all the valuable time that you have.

2

PREPARATION

Before the co-creation starts it is recommended to prepare all the materials and the location of the co-creation. This will help make sure that the co-creation will run smoothly and without distractions for the children.

Make sure that all the needed materials are all present and ready to be used. The material list for this co-creation setup is given below in the material list section.

Upfront it is nice to make a package of materials for each child that is participating, this way you can easily move to the next step and are able to handle the materials quicker. Children often have a shorter attention span making it even more important to keep them on the topic before the break so that your co-creations stay on time (Batejat, 1999).

Don't lay out all these materials that they are in reach or immediate sight of the children as this will cause distractions. What is beneficial is to already layout the first round of materials needed for the first step of show and tell. This way you will grab the children's attention and are ready to begin.

Do not forget to set up the PowerPoint with explanations and examples. This will help give the children visual guidance and a reminder of what we are doing at that moment. At last, it will be useful to film the co-creation as valuable comments might be made during the task. These can give insights into the analysis. So bringing a camera and a tripod will allow for added value later on. Setting these up during the preparation is advised.

3 *SHOW AND TELL*

In show and tell we will be setting the mindset for the rest of the co-creation session. We will be using some memories the children have from the snacks they ate the last few days to make the process go quicker and smoother. This part will be about gathering info about healthy eating behaviors and foods.

Photovoice and photo-elicitation are methods of participatory action research that enable children and youth to record and reflect on their realities. The methods have been used in previous research about the food habits of children and youth by Findholt et al. (2011) and Martin Romero and Francis (2020).

In our co-creation, the children will use their snack memories as a reference for what kind of snacks they have eaten over the past few days. They will have to find pictures or stickers of some of these snacks to post on a snack blog with a description.

This snack blog can be found on the first paper template. The template already contains one example, this will help show the children what needs to be filled in were. The following steps are important in this part of the co-creation:

1. Let the children find the pictures of their snacks first. This is mainly because the children need more space with the magazines and stickers all over the table. They need the time to find the correct pictures and cut them out.

GUIDELINES

2. Once they have all collected four pictures of snacks they want to post on their blog they can start gluing.
3. After all the pictures are glued the children can look at the example on the PowerPoint and the example of the apple on the template and recreate this for their own snacks. Make sure that all the parts of the template are filled in, so the header of the snack, the picture and the small description. This will help your analysis in the end.

After this step the snack blog should be finished, don't worry if the children approach things a little differently than described here. It is important to be flexible and see what the needs of the children are at that moment.

Then we will play a guessing game, where each child has to describe one of their snacks on their food blog without saying its name. It is up to the group to figure out which snack is to be guessed. In this part, you can ask each child to stand in front of the others one by one. They then describe the snack that others have to guess, making sure that the child who is describing holds their template away from the group so the others don't see it. The children that are guessing should write down their guess and they can show it to see if it is correct after the child in front is done describing.

After all this is done collect all the materials and clean the room or table. The children can now go for a 10 minute break.

Naam:

Datum:

Mijn snackblog

Home

Over mij

Snacks

Contact



Home

Hey! Welkom op jouw snackblog, hier mag jij laten zien welke snacks jij de afgelopen week hebt gegeten. Plaats in elk van de vakjes een plaatje van jouw snack en zet er een korte beschrijving onder.

Appel



Ik had een rode appel die best zoet was. Hij was erg lekker en ook gezond. Ik eet graag appels als snack tussen lunch en avond eten

[Lees meer..](#)

[Lees meer..](#)

[Lees meer..](#)

[Lees meer..](#)

SHOW AND TELL TEMPLATE

4 REFLECT

In reflect the children will look back at the choices they made in show and tell. They will be sorting the snacks they have noted on their snack blog in show and tell. The sorting will be based on two subjects: healthiness and preference.

Projective sorting or mapping is a frequently used method in sensory and consumer science to learn about the perception of consumers (Ares and Varela, 2018). Consumers structure images or other stimuli based on perceived similarity and optionally describe their groups.

This will help them make sense of what they like and what they think is healthier. The sorting will help create insight into what the children already know about healthy eating behaviors and foods. The following steps are important:

1. Give each of the children a set of tiles with cards. Make sure that that each set contains 5 healthiness tiles, 5 preference tiles, 5 healthiness cards and 5 preference cards.
2. Now the children can write down or draw the snacks they have chosen for their snack blog, they should do that on both set of cards. Meaning that for the example of the apple you get one time apple on a healthiness card and one time on the preference card.
3. Once everything is written down or drawn the children can that pin each card to the corresponding tile. So healthiness cards on healthiness tiles and the same goes for preference.

Sorting tiles example with cards



4. Now everything is set to start sorting. The children can now sort the tiles from high to low (high healthiness on top and to low healthiness on the bottom, the same goes for preference). The tiles allow for draws, so if a child thinks a snack is a healthy or as preferred as a other one the can put them next to each other.

Now that all the sorting is done a classical discussion will take place. The group will go by each of the sorted tiles and have a conversation about healthiness of food and how snacks are sorted. This will give insights into the knowledge of healthy snacking and allow for 'mistakes' to be corrected. Healthy eating behaviors will be discussed to make sure that all the children have access to the same information about healthy eating at the start of create. This will help to make sure that all the children will be able to design for healthy eating as after this they will have gotten more information about the subject.

5

CREATE

In create, we will use all the knowledge we have gathered from the previous steps. These steps have helped create an understanding of healthy eating and arose some thoughts about what they think and know about the subject.

This information will then be used and translated into something creative. This will give the designer insight into what attracts children and what they think will help.

We start off with a small brainstorming game to set a sort of a design/creative mindset. We do this by giving a design problem like: How do we make sure that our classmates sport more? This simple question will allow the children to brainstorm together with you as a designer. Try to ask question to help them along in a design thinking mindset. Can we make a product out of this? How would it look? Etc. This will help give the children insight into what kind of things can be and start their creative flow. This will be done in a group and discussed classically.

Then we will give a storyline to explain what exact case the children are designed for. This helps them and gives them direction, which will hopefully create an outcome that is valuable for the designers to gather insights. This will be done via video in this example. Here they are told they design for a big studio. The problem is introduced and the person's storyline is shown so they have an idea of what to do.

Then we will give a storyline to explain what exact case the children are designed for. This helps them and gives them direction, which will hopefully create an outcome that is valuable for the designers to gather insights.

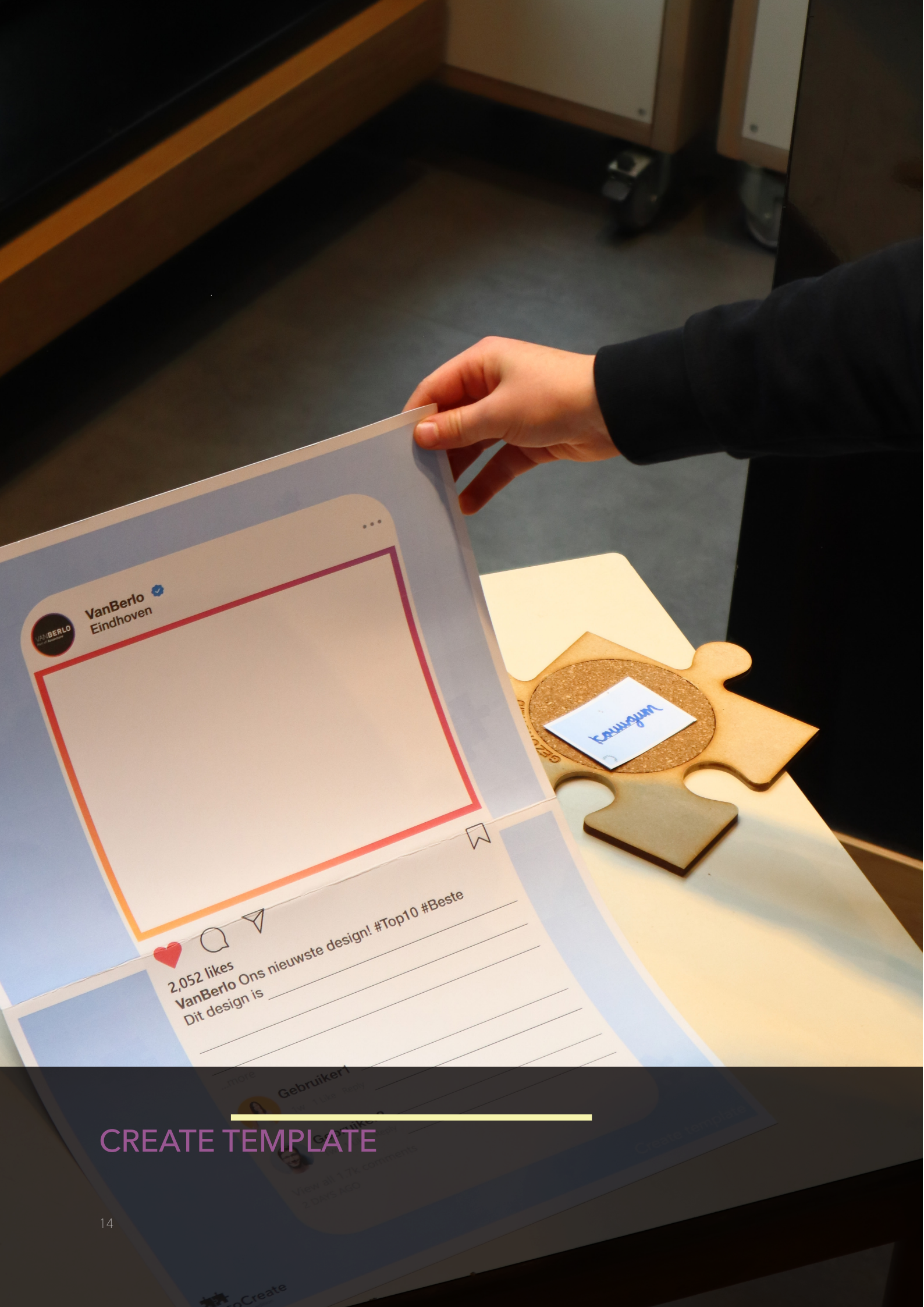
This will be done via video in this example. Here they are told they design for a big studio. The problem is introduced and the person's storyline is shown so they have an idea of what to do.

Once this is done we will move on to the creation. For this, a template will be given which can be found below. This template is based on a newspaper article brainstorming technique described in Gray et al. (2010) which takes away the fear of failure as it pretends that the fantastic idea has already been created and is worth being reported by a newspaper.

In our study, the template will not be a newspaper since that is a medium that does not speak to children as much as it did in the past. To make the medium more relevant for this age group we made use of an Instagram format. In this format, the children can invent a new design that will help their peers to eat more healthy snacks.

This idea will then be brought to paper in the form of an Instagram post. The template for the post was composed of a headline with the product name. A text field where the product was described, an image field for a drawing of the prototype as well as two comment bubbles for comments on what imaginary consumers would say about the product.

In this round, the children are free to follow any order and design the way they want to. Try to make sure that they fill in all the areas as this will help with the analysis.



CREATE TEMPLATE

6 MATERIAL LIST

List (for 5 children)

<i>Food magazines</i>	Plenty
<i>Food sticker</i>	Plenty
<i>Scissors</i>	5
<i>Pen</i>	5
<i>Markers</i>	Plenty (different colors)
<i>Pencils</i>	Plenty (different colors)
<i>Templates Show and tell</i>	5
<i>Templates Create</i>	5
<i>Sorting tiles healthiness</i>	25
<i>Sorting tiles preference</i>	25
<i>Cards healthiness</i>	25
<i>Cards preference</i>	25
<i>Pins</i>	50
<i>White paper (back up)</i>	Plenty
<i>Camera</i>	1
<i>Tripod</i>	1

7 *TIMELINE*

Fase	Activity	Duration (min)	Location
<i>Introduction</i>		5	Korein
<i>Show and tell</i>	Snack blog	20	Korein
	Guessing game	15	Korein
BREAK		10	
<i>Reflect</i>	Sorting	20	Korein
	Group discussion	15	Korein
BREAK		10	
<i>Create</i>	Brainstorm game	10	Korein
	Storytelling video	2	Korein
	Designing	30	Korein
TOTAL		137	

8

REFERENCES

Ares, G. and Varela, P. (2018), *Methods in Consumer Research*, vol. 1, Cambridge: Woodhead Publishing.

Batejat, D., Lagarde, D., Navelet, Y., & Binder, M. (1999). Évaluation de la capacité d'attention chez 10000 enfants scolarisés âgés de 8 à 11 ans. *Archives de Pédiatrie*, 6(4), 406-415. [https://doi.org/10.1016/s0929-693x\(99\)80222-x](https://doi.org/10.1016/s0929-693x(99)80222-x)

Findholt, N. E., Michael, Y. L. and Davis, M. M. (2011), 'Photovoice engages rural youth in childhood obesity prevention', *Public Health Nurs*, 28:2, pp. 186-92. Forestell, C. A.

Gray, D., Brown, S. and Macanuso, J. (2010), *Gamestorming: A Playbook for Innovators, Rulebreakers, and Changemakers*, Sebastopol, CA: O'Reilly Media, Inc.

Martin Romero, M. Y. and Francis, L. A. (2020), 'Youth involvement in food preparation practices at home: A multi-method exploration of Latinx youth experiences and perspectives', *Appetite*, 144:104439, p. 104439.

Pickhardt, C. E. (2009). *Rebel with a cause: Rebellion in adolescence*. Psychology Today. Retrieved from <https://www.psychologytoday.com/us/blog/surviving-your-childsadolescence/200912/rebel-cause-rebellion-in-adolescence>.

