

# **CO-DESIGNING WITH OLDER PEOPLE**

**CO-DESIGN KIT &  
FACILITATOR'S GUIDE**

**A PROGRAM SUPPORTED BY A GRANT FROM THE SCAN FOUNDATION  
POWERED BY AYSE BIRSEL'S DESIGN THE LIFE YOU LOVE™**

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# 1

# ABOUT CO-DESIGNING WITH OLDER PEOPLE



# 1

**1.1 WELCOME**

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## 1.1. WELCOME

Welcome! We are striving to change the American aging experience, one workshop at a time. Thank you for being a part of this journey.

At The SCAN Foundation and Birsel + Seck Design Studio, we believe the current understanding of and narrative around aging must change—from a focus on decline to a focus on fulfilling experiences — and that the best way to do this is by using a design process and approach.

*Co-Designing with Older People* is a human-centered co-design process developed to better understand the wants and needs of older people by welcoming them into the design process. We want to learn directly from them, while empowering participants to understand their current situation and re-imagine possibilities and opportunities for fulfillment at this time of their lives.

The Facilitator's Guide had been made possible by a grant by The SCAN Foundation, a public charity whose mission is to transform care for older people in ways that preserve dignity and encourage independence. As part of the development of this guide, we have designed and conducted 15 workshops across America, with active participation of American men and women age 65 and older. Our goal was to understand the wants and needs of older Americans who live in diverse communities, from large metropolitan areas to rural towns, with a range of backgrounds and outlooks on life. Through an iterative design process, we've created a repeatable, collaborative and interactive workshop for older people that can be facilitated by anyone who is interested in this topic. It's an opportunity to learn from them, and for them to learn from each other.

## 1.2. WHO CAN BE A FACILITATOR?

Any facilitator who is interested in the topic of aging and learning with people age 65 and older can run a *Co-Designing with Older People* session. You don't need to be a designer or have a creative background to effectively facilitate a workshop.

You might be:

- Looking for an inclusive way to give seniors a voice in designing the services that are available for them through local governmental or non-profit agencies, in a role that supports senior services.
- Looking for fresh ideas to bring to the market aimed at older people, in a product, design or marketing role at a company or startup.
- Looking for new ways to make informed policy decisions with and on behalf of older people, within a policy organization.
- Looking to learn more about the wants, needs and hopes of older Americans for academic, research or personal reasons.

No matter why you are here, we welcome you to this rewarding experience and invite you to shift your perspective about older Americans.

## 1.3. OUR ROLE AS A FACILITATOR

As a Facilitator, we have two roles:

1. Learn about what older people want and need to live the life they love so that we, as local administrators, entrepreneurs, policymakers, designers, researchers, developers, inventors and others, can help them achieve this life through the development of desired products, services, policy and experiences.
2. Create an engaging experience for older people to think about their lives differently using a co-design process. This experience is welcoming, caring, optimistic and based on a design process. We encourage participants to roll up their sleeves and actively participate in the process, where they will learn by doing. This requires empathy for this audience, some experience in guiding groups, and thoughtful preparation.

As Facilitators, we want to be ready to coach people through moments of ambiguity or self-discovery. Additionally, we need to encourage people to actively participate, building on each other's ideas. We do this by creating a positive, exploratory and playful environment where participants can relax and think outside the box about their own lives.

Below are some key responsibilities as a Facilitator for this workshop:

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### 1. PLAN THE SESSION:

Find and select participants, select a location, make food and drink available.

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### 2. PREPARE FOR THE SESSION:

Identify the topic and get ready by reviewing the workshop content.

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### 3. RUN THE SESSION:

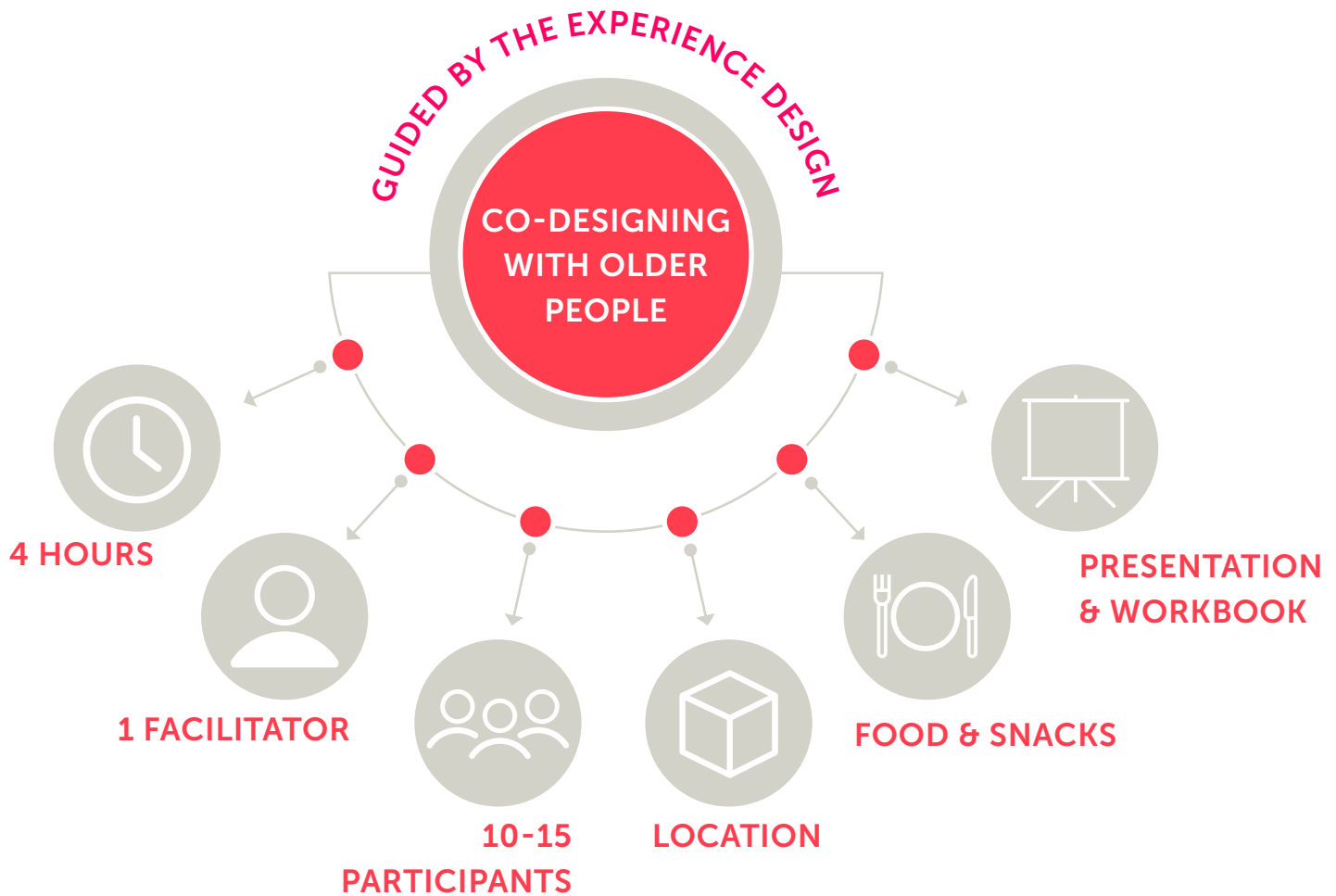
Follow the workshop content guide, facilitate the session, capture notes and be a friendly guide.

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### 4. MAKE SENSE OF WHAT YOU LEARNED:

Pay close attention to patterns, what was not said, and the needs, wants and desires behind participants' comments.

## 1.4. WHAT A CO-DESIGNING WITH OLDER PEOPLE SESSION LOOKS LIKE



- A 4-hour interactive workshop, using a design-based process
- 1 Facilitator who's welcoming and empathetic
- 10-15 older people as participants
- In a well-designed, pleasantly lit and comfortable space
- With food & snacks provided throughout
- Using a digital presentation and a workbook for participants
- Following the experience design
- And learning from this creative interaction

## 1.5. EXPERIENCE DESIGN, PARTICIPANT, TOPIC, LOCATION

There are 4 pillars to facilitating a great *Co-Designing with Older People* session. They are: Experience Design, Participant, Topic and Location.

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### 1. EXPERIENCE DESIGN

We have designed this workshop as a joyful, curious and welcoming experience for people age 65 and older. We will guide you on how to embody the experience principles and facilitate a lively, empathetic, fun and creative workshop where older people can gain a new perspective and think differently about their lives, and you can learn about their wants and needs in a unique way.

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### 3. TOPIC & CONTENT

We have developed 4 themes to explore with people age 65 and older. These are: Love, Friendship, Vitality and Work. You, as the facilitator, can use these topics or any other topic that you are interested in to better understand what older people want out of life. The content for the sessions will change slightly to allow for the change in topics, however the process and tools stay the same. The workshop slide deck and workbook is customizable for your preferred topic.

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### 2. PARTICIPANT

We offer guidance on the characteristics of a great participant, how to find and select good participants, how to work with participant partners and what to pay attention to within the group dynamics in order to have a successful workshop. If you, as the facilitator, do not have direct access to people age and older, you will need to partner with an organization that works with or serves this community.

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### 4. LOCATION

We've run *Co-Designing with Older People* sessions in large metropolitan areas like New York City and Los Angeles, smaller cities and suburbs on the East and West Coasts, as well as rural communities in Mississippi. In this section, we will guide you on how to pick a location and optimum location criteria for a successful session.

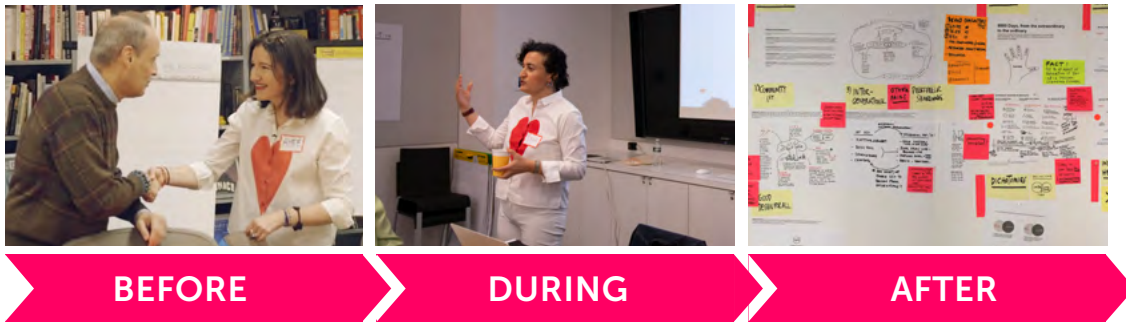


## 1.5. EXPERIENCE DESIGN, PARTICIPANT, TOPIC, LOCATION

### 1. EXPERIENCE DESIGN

The *Co-Designing with Older People* workshop experience is based on designer Ayse Birsel's process and book, *Design the Life You Love™*. This approach applies the same techniques of creative exploration that Ayse learned in designing products and systems to designing our lives.

In addition to using a design approach to explore topics that matter to people age 65 and older, we have developed an experience design that includes older people in the design process to create a welcoming, optimistic, caring and encouraging environment where they can truly share what matters to them without judgement. As a facilitator, embodying this mindset and following the experience design is critical to achieving a successful workshop experience, full of new insights and understanding.



**INVITATION**



**ROOM SETUP**



**MUSIC**



**GREETING**



**FACILITATION**



**EXERCISES**



**LUNCH & SNACKS**



**THANK YOU**

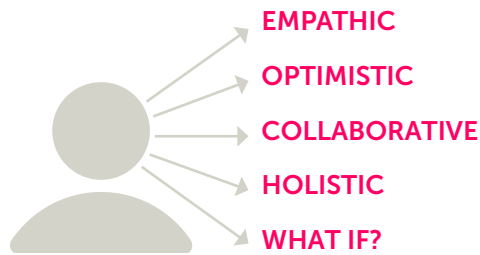


**MAKING SENSE**

## 1.5. EXPERIENCE DESIGN, PARTICIPANT, TOPIC, LOCATION

### 1. EXPERIENCE DESIGN

Six key principles guide this experience and serve the people age 65 and older best. Please see the “Facilitator’s Mindset” in Section 2 for specific details and instructions on how you can put these principles into practice:



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#### 1. DESIGN IS AT OUR CORE

The experience is based on a design framework that is approached with empathy, optimism, collaboration, holistically and by asking “what if?” questions. We create a design experience, teaching others to be a designer for a day, to understand what matters to people age 65 and older in a human-centered way.

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#### 2. WITH OPEN ARMS (AND HEARTS)

People matter to us, and we want them to know it. That’s why we approach all that we do (including preparation before, during and after the session) being welcoming and thoughtful. Our goal is to make this an enjoyable experience for participants, so we take care to ensure easy access to our locations, make the space comfortable and are attentive to their needs.

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#### 3. JUST LIKE A DANCE

There is mastery, practice, and performance at the foundation of our experience design. This results in a well-timed, well-choreographed workshop facilitation, allowing balanced time for creative exercises and open-ended discussion. The sequence moves from breaking the ice and establishing a warm environment to in-depth discussion of the present, then on to designing a new future.

## 1.5. EXPERIENCE DESIGN, PARTICIPANT, TOPIC, LOCATION

### 1. EXPERIENCE DESIGN



#### 4. FUN + INSPIRE:

We want to inspire our audience—people age 65 and older and the facilitators—to think about the topics and their life differently and take action. And we want to make it fun along the way.

#### 5. AN EASY EXPERIENCE:

We aim to create a smooth experience for the participants, the facilitator and others who might be helping the facilitator. Where it's easy for the participants to follow and engage, where it's easy for the facilitator to plan, lead and learn from the workshop.

#### 6. RECIPROCATATION:

At the heart of this experience is giving and receiving and interaction. Participants give their time and wisdom and receive a new way of thinking about their life, meet new friends or deepen existing friendships. Facilitators give their time and attention and receive new inspiration and ideas. Participant or location partners give their resources and they receive valuable insights.

## 1.5. EXPERIENCE DESIGN, PARTICIPANT, TOPIC, LOCATION

### 2. PARTICIPANT

Since *Co-Designing with Older People* is designed specifically to understand the wants and needs of people age 65 and older, we recommend that you encourage the participation of this age group. Senior adults are currently defined as Americans age 65 and older. Depending on your goals for conducting the session, you may use a different age bracket or have other criteria beyond an age limit. For example, if you want to understand the wants and needs of people who are not retired yet, you may adjust the age range so people who are in their 50's or early 60's can attend. The content can be applicable to other age groups as well, such as caregivers or adult children of older people. However, we recommend that you prioritize the participation of older Americans since we designed the experience specifically for them.

#### WHAT MAKES A GREAT PARTICIPANT?

An ideal participant does not need to be an extrovert or have a particularly positive outlook on life, however we are looking for expressiveness, resourcefulness, interest in the topic and a desire to be creative or open to this kind of an experience. As our participants are 65 years and older, groups may cover at least a 20-year age range. In our sessions, it was common to find participants who were older than 85 years of age. This gives us a dynamic and incredibly diverse pool of potential participants with varying levels of physical, intellectual and emotional capability.

Use the following criteria as a guideline only. If you chose an open invitation or no-screening method, you can forgo the criteria below.

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#### EMOTIONAL OPENNESS/DEMEANOR

Are participants open to questions? Kind and patient or rushed? Upbeat or depressed? How do they respond to prompts? Are they free of cynicism, sarcasm and do they have a can-do/can-feel attitude? Do they allow others to express feelings and thoughts, different than their own?

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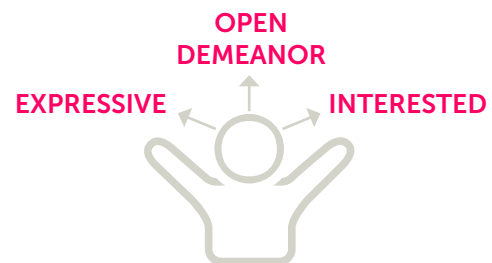
#### COMMUNICATION SKILLS

Do they respond with one-word answers? Do they respond with longer sentences, phrases or vivid stories? Are they talkative or quiet?

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#### INTELLECTUAL CURIOSITY

Are they interested in the topic you've chosen? Do they willingly share their ideas? Are they open to new experiences? When you ask them to reflect on a recent memory, can they find an example easily or do they struggle? When you ask open-ended questions, do they answer readily or is it hard for them to imagine or respond?



## 1.5. EXPERIENCE DESIGN, PARTICIPANT, TOPIC, LOCATION

### 3. TOPIC & CONTENT

Our goal is for more adults age 65 and older to live lives that they love. With that in mind, we have developed four topics to explore life as an older person. These topics are: Love, Friendship, Vitality, Work and Purpose. We arrived at these topics by shifting our perspective from challenges of income insecurity, retirement and disconnection, shift in health and break in family into opportunities of purpose in retirement, finding love and connection, feeling vital and making fresh friends. You, as the facilitator, can pick these topics or other topics that you are interested in to understand what older people want or need, such as:

#### SAMPLE TOPICS

- Co-Designing Love
- Co-Designing Work
- Co-Designing Friendship
- Co-Designing Vitality or Health
- Co-Designing Community
- Co-Designing Living Spaces
- Co-Designing Meals...etc.

We use terms, questions and language that approaches aging not as a burden to deal with, but a phase of life to embrace and be excited about. You'll notice this language and sentiment expressed in the workshop deck and speaker notes.

## 1.5. EXPERIENCE DESIGN, PARTICIPANT, TOPIC, LOCATION

### 4. LOCATION

#### GO TO WHERE PEOPLE AGE 65 AND OLDER ARE.

This is our primary principle: Going where potential participants are vs making them come to us.

This approach facilitates an easier reach and recruitment process (they are already there) and removes obstacles for participants to attend (less travel, familiarity with the location). The places where people age 65 and older often spend time (community centers, libraries, etc.) may have facilities where sessions can take place.

Often, participant partners also have space available for events and workshops, so if you're working with a participant partner, you can utilize their available space. Depending on where you are, here are some key location partners and specific tips for connecting with them.

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#### LARGE METROPOLITANS

[Cities with 500,000 or more residents in their metropolitan areas]

If you are in a large metropolitan area, the recommended locations are senior centers, community centers, adult/ continuing education centers, public libraries, art institutions, gyms like YMCA. If these options are not available to you, you can also rent space from co-working companies, like WeWork, Breather...etc. in neighborhoods that have higher rate of age 65 and older communities.

Out of these options, we highly recommend educational institutions, public libraries and art institutions for having both well-designed and ADA accessible spaces, as well as their potential interest in new ideas and programming, thus allowing you to recruit from their existing older people community.

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#### SMALLER CITIES AND SUBURBAN AREAS

[Cities that have more than 10,000 and fewer than 100,000 people or suburban communities]

In smaller cities and suburban areas, the recommended locations are community/senior centers, libraries and potentially Independent/ Assisted Living centers. Some smaller cities also have colleges and educational institutions as well, which are also a great option.

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#### MICRO AND RURAL AREAS

[Less than 10,000 people and not part of a Metropolitan Statistical Area]

In rural areas, the location recommendations are libraries/community centers, religious buildings like churches and other social centers. Colleges and educational institutions with agriculture and rural community focus are also good location partners.

## 2.6. ANTICIPATED COSTS

There are some costs associated with carrying out a *Co-Designing with Older People* workshop, depending on your ability to partner with participants or locations. Often, the location/space rental is the largest cost. If you can partner with an organization and use their space for free, you can allocate this part of your budget to something else. Here are general guidelines on anticipated costs and how you can manage them:

### LOWEST COST (15 PEOPLE)

PROMOTION:	Promotional Materials:	\$50
	Facebook Promotion:	\$0
SESSION:	Location Fee:	\$0
	Food & Drink:	\$100
	Workbook & Handouts:	\$100
	Supplies:	\$50
	Incentive:	\$0
<b>TOTAL:</b>		<b>\$300</b>

### MEDIUM COST (15 PEOPLE)

PROMOTION:	Promotional Materials:	\$50
	Facebook Promotion:	\$200
SESSION:	Location Fee:	\$500
	Food & Drink:	\$200
	Workbook & Handouts:	\$100
	Supplies:	\$100
	Incentive:	\$300
<b>TOTAL:</b>		<b>\$1450</b>

### HIGHEST COST (15 PEOPLE)

PROMOTION:	Promotional Materials:	\$100
	Facebook Promotion:	\$400
SESSION:	Location Fee:	\$1000
	Food & Drink:	\$300
	Workbook & Handouts:	\$100
	Supplies:	\$150
	Incentive:	\$750
<b>TOTAL:</b>		<b>\$2800</b>

### TIPS

- The biggest cost drivers are Location Fee, Incentives and Promotion Expenses.
- For specialized topics where you might be looking for participants with a very specific experience or background, we recommend giving incentives to ensure participation.
- If you're recruiting without a participant partner or a built-in community, consider having a promotion and incentive budget to ensure participation.

# 2

# YOUR CO-DESIGN KIT: WHAT YOU NEED TO PREP & RUN A CO-DESIGN SESSION





# 2

## 2.1 INTRODUCTION & FACILITATOR'S PLANNING TIMELINE

## 2.2 PARTICIPANT

## 2.3 LOCATION

## 2.4 TOPIC & CONTENT

2.4.1 Facilitator's Mindset & Preparation

2.4.2 Workshop Deck and Facilitator Notes

2.4.3 Workbook & Handouts

## 2.5 INDEX OF ALL TOOLS

## 2.1. INTRODUCTION & FACILITATOR'S PLANNING TIMELINE

In the following sections, you will learn what you need to prepare and run a co-design session. As you get a better sense of when and where you'll be running your session, you can use this timeline to keep track of your planning activities based on your specific needs.

A built-in audience means that the selected location has an existing community of people age 65 and older. Having a built-in audience makes recruitment and/or selection much easier, and it directly influences your timeline and effort.



# 2.2

# PARTICIPANT



## 2.2. PARTICIPANT

In this section, you'll learn how to find participants for your session.

### ANYONE AGE 65 AND OLDER CAN BE A PARTICIPANT.

In the previous section, we talked about characteristics of a great participant. These were emotional openness/demeanor, intellectual curiosity and communication skills. Unless you are using an open invitation or no-screening method, these characteristics can be assessed through sign-up and surveying. Using online or paper/phone surveying and in-person discussions, you can evaluate potential participants based on those characteristics as listed above, as well as the content and quality of the responses they've given to survey questions.

#### TIPS FOR GROUP COMPOSITION

- We recommend that the composition of the group reflects the racial, economic and ethnic diversity of the community where you are holding this session.
- We found that having an actor, a poet or a personality who's outgoing and comfortable performing in front of large audiences creates an opportunity for others to open up and share their thoughts, opinions or skills. We had quite a few open-mic moments during the 15 workshops we've conducted to develop this process.
- For built-in communities, where participants may already know each other: Re-iterate the community and openness we are building, emphasize the idea of collaboration and sharing to help your neighbor if you observe clique-like behaviors that might prevent sharing.
- Allow for all participants to hear and be heard, as much as they feel comfortable participating. Keep in mind that sharing is often inversely proportional to the number of people in the workshop.

#### TIPS FOR GROUP SIZE

- Keep size manageable/recruitable if you're personally looking for participants.
- We recommend having 10-15 participants since this is a highly interactive workshop, requiring time for each participant to share thoughts, stories and insights, as they wish. We found that having fewer than 10 people doesn't allow for enough conversation or content for a lively discussion, and with more than 15 people, it becomes challenging for one facilitator to manage the room, unless they're experienced in people and time management.
- Smaller group sizes allow participants to bond more, which produces deeper learning and insights, both for the facilitator and the participants.
- Always invite 10-20% more people than your target group size due to potential drop-outs last minute. If you plan to have 15 people in the group, invite 2-3 more people.

## 2.2. PARTICIPANT

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### WORKING WITH PARTICIPANT PARTNERS

We recommend utilizing participant partners when possible to find workshop candidates. Participant partners are organizations that have direct access to audiences 65 years of age and above. Some examples are:

- Non-profits that provide services and programming for aging communities
- Educational institutions that have geriatric departments and community service programs/connections
- Educational institutions that have specific educational programs such as continuing education for retired professionals
- Community and/or senior centers
- Arts institutions with programming for seniors
- Private companies servicing age 65 and older communities for Independent Living/Assisted Living, or 55+ Community Developments, or others.
- Aging services through local governments at the state or city level

As you're planning your session, check out the link for a list of **[national and regional organizations](#)** that might be a potential partner.

### WHAT MAKES A GOOD PARTICIPANT PARTNER?

- Partners with a programming provider or has its own programming for local 65 age and older population
- Has extensive outreach and strong connections to local aging population and is willing to promote the session for maximum attendance

- Has enthusiastic and engaged staff member(s) who is well connected to the community.
- Open to bringing new and different ideas and services to their communities

### SELECTING PARTICIPANTS

- Screening Method: When working with a participant partner and their community manager, share the criteria listed in page 13 with them. Often, they have an idea who might be interested in such a session since they know their communities well. Share the survey and evaluate the responses together. Extend invitations to those participants screened and selected.
- Open Invitation Method: You can also have an open invitation and a first come, first serve approach when there is an engaged participant partner with direct access to an aging community. This is especially helpful if you have little time or resources to devote to surveying and screening.

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## PARTICIPANT PARTNER TIPS

- Building relationships face-to-face is critical with participant partners. Here are a few resources to help you describe the **Co-Designing with Older People workshop** to potential participant partners.
- When you're working with a company as a participant partner, be aware of how best to explain your relationship to this company, so participants can feel comfortable attending without worrying about getting a sales pitch. Partner with reputable companies that have positive and rewarding outreach programs for communities age 65 and older. People are very cautious about getting scammed or marketed to when they are attending new experiences, so we want to be conscientious about choosing appropriate participant partners.
- Independent and some Assisted Living communities are a better fit than memory-care communities.
- Participant partners are much more valuable than location partners. It's easier to find spaces, harder to connect with communities.
- Often participant partners have space available to hold the workshop session so collaborating with a participant partner helps you to find a location as well.

## FINDING PARTICIPANTS

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## WHEN YOU'RE NOT UTILIZING PARTNERSHIPS

We've been there, done that.

You may be just starting out in this new interest area, new to a city or community and/or do not have a built-in network with older people in your chosen location. In that case, you as the facilitator will be involved in recruiting and selecting participants for your session.

## FINDING PARTICIPANTS

- You will use a combination of recruitment techniques, screening survey and selection methods.
- The Facebook platform is an effective way to recruit, especially if you can offer a small thank you gift/ incentive and have a small budget for Facebook Ads (see page 16 for average session costs). You can create Facebook ads in a very targeted way, including location, age limits, interests, etc. Please see **this link** for a sample Facebook ad template.
- You can also use your own personal and extended network to find suitable age 65 people who might be interested in this creative workshop.
- Giving an overview presentation in community centers is quite effective for on-the-ground recruitment if you don't have existing relationships and want to build relationships this way.

- 
- Make sure the interested people age 65 and older provide their email addresses and phone numbers, whether you do digital or in-person recruitment.
  - Recruit at least 2 weeks in advance of your session date. For a timeline, see page 19 for the Facilitator’s Planning Timeline.

We do not recommend cold calls or on-the-ground recruitment.

### SELECTING PARTICIPANTS

1. Use a Screening Survey and evaluate the responses. See **the sample survey** for a list of questions. You’re looking for participant traits, described in page 13, as well as the overall fit in other quantitative criteria, such as age, health status, and topic related relevancy.
2. Follow up with a phone call or in-person discussion, if you want to be more precise/selective. See **this script** for phone calls
3. Confirm right away, and then send another confirmation reminder one or two days before the workshop. **Sample confirmation and a reminder note.**

### SCREENING SURVEY TIPS

- Pay attention to your communities’ habits. If they are used to digital mediums, use the online survey and email. If this is not the case, phone calls and in- person surveying is best.
- Phone calls can be quite time consuming; be prepared for it.

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- When phoning potential participants, call using a local number; do not use an out-of-state phone number.
  - Open-ended, topic-specific questions provide good insights about the participant. You will get to know their challenges and wants/needs, which will help you prepare for the session.

### PROMOTING AND MARKETING THE SESSION

- It’s best to promote the session through participant partners that offer a built-in age 65 and older community and their liaisons.
- Use promotional materials to share with participant partners and age 65 and older communities. See **the sample promotional materials.**
- In absence of participant partners, Facebook advertising/recruitment is effective, although it does cost more.
- Using previous participants as ambassadors or referrals has also been effective. The typical referral bonus amount is \$20-25, and may go up depending on your location, goals and time-frame.

## 2.2. PARTICIPANT

### PARTICIPANT CHECKLIST

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#### WITH PARTICIPANT PARTNER

- Find participant partners
- Build relationships with participant partners
- Prepare promotional materials
- Prepare screening survey
- Promote the session
- Evaluate survey responses
- Select 10-15 participants
- Extend invitations to selected participants
- Send workshop reminder

#### WITHOUT PARTICIPANT PARTNERS

- Prepare promotional materials
- Prepare screening survey
- Promote the session
- Evaluate survey responses
- Follow up with a phone call or in-person discussion
- Select 10-15 participants
- Send confirmation to selected participants
- Send workshop reminder

### RESOURCES FOR THIS SECTION

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1. [List of National and Regional Participant Partners](#)
2. [Brief Summary of the Project and Its Co-design Sessions](#)
3. [Pre-Workshop Invitation Email](#)
4. [Sample Confirmation and a Reminder Note](#)
5. [Workshop Invitation Card](#)
6. [Sample Facebook Ad Template](#)
7. [Phone Call Script](#)
8. [Sample Screening Surveys](#)
9. [Sample Promotional Materials](#)



# 2.3

# LOCATION



## 2.3. LOCATION

In this section, you'll discover what makes a good location and learn tips to ensure a smooth workshop. Also, you'll learn how to set up the session room and all the materials you need to run the session.

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### WHAT MAKES A GOOD LOCATION?

#### MUST HAVE

- Large enough room for a 10-15 person workshop
- Recommended size: 24' x 16'
- ADA accessible
- Bathrooms on the same floor
- Moveable long tables and ergonomic chairs
- Well lit
- AV Requirements: A good beamer + sound system
- Adequate heating/air conditioning

#### NICE TO HAVE

- Access to the room 60-90 minutes in advance
- Natural light

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### LOCATION TIPS

As part of developing this guide, we've conducted sessions in all of the archetype locations and found an overwhelming interest in the topics among communities of people age 65 and older. Here are some tips to ensure a smooth workshop:

- Travel reimbursement might be important for some participants if the workshop is not close to where they live. Factor this into your planning.
- Participants often arrive early. Make sure your room set-up is done at least 30 min before the session starts. We recommend you have access to the room 60 minutes before your session begins, and anticipate that your participants may come early and not late.
- For suburban areas, it's important to ensure there is enough parking and that parking is not far from the workshop location.

## 2.3. LOCATION

### SUGGESTED LOCATION TYPES:



Higher Education Spaces/University Campuses

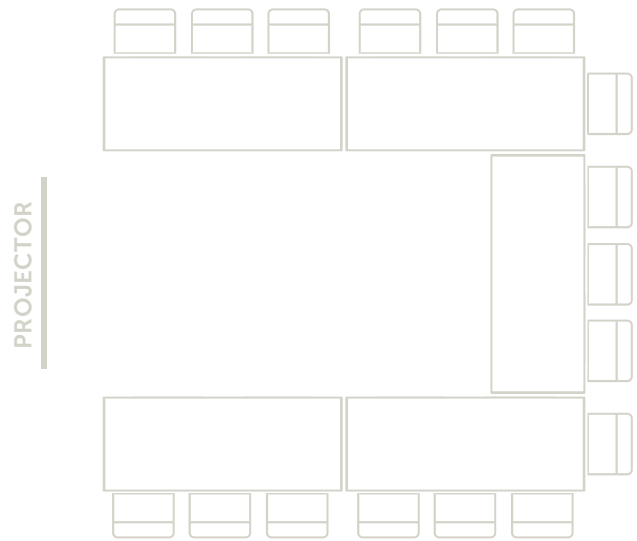


Independent Living Communities - Social Rooms



Public Libraries or Community Centers

### RECOMMENDED ROOM LAYOUTS:



U-shaped



Rectangle

## 2.3. LOCATION

### ROOM SET-UP GUIDELINES:

- Arrange the room in an engaging way: U shaped or rectangle
- TIP: U shaped table arrangement works better than lecture style.
- Cover the tables with craft paper to give a sense of playful creativity.
- Prepare name tags.
- Have a registration table outside the workshop space for check-in and distributing name tags.
- Place a workbook and handouts for each participant on tables.
- Have plenty of pens (black/blue and colorful), Post-its, markers.
- Always leave one or two spots open for participants using wheelchairs or walkers.
- Set up coffee, tea, water and snacks/lunch or dinner for participants.
- Prepare signs to ease way-finding.



### FOOD TIPS:

- Check with the location staff member to see if there are any specific preferences or allergies that you need to know about.
- Be cognizant of health issues like diabetes, low sodium requirements etc.
- Check with the participants if they have any food allergies
- Offer decaffeinated drink options
- Offer vegan options
- Label the food to make it easy for the participants to select
- When possible, have the food delivered so you have time for setup and prep for the session

## 2.3. LOCATION

### LOCATION CHECKLIST

---

- Reservation
- Large enough room for a 10-15 person workshop
- Projector and Screen
- Room Setup (Tables, chairs & room layout)
- ADA accessible
- Bathrooms on the same floor
- Adequate heating/air conditioning
- Access to the room 60 minutes in advance

### MATERIAL CHECKLIST

---

#### MUST HAVE

- Name Tags
- Pen and Blank Paper
- Timekeeping Device i.e. Gong
- Door Prize

#### NICE TO HAVE

- Way-finding Signs
- Craft Paper (to cover tables)
- Scissor and Tape
- A Small Incentive Gift (i.e. tote bag)
- Heart T-shirt as a uniform for team members

### FOOD CHECKLIST

---

#### MUST HAVE

- Water
- Tea and Coffee (including decaf options)
- Snacks (including vegan options)
- Napkins, Plates, Cutlery, and Cups

#### NICE TO HAVE

- Sandwich Platter (including vegan options)
- Salad Tray
- Fruit Platter
- Cookie Platter
- Soft Drinks (juice)

# 2.4

## TOPIC AND CONTENT

- 2.4.1** Facilitator's Mindset & Preparation
- 2.4.2** Workshop Deck and Facilitator's Notes
- 2.4.3** Workbook & Handouts



## 2.4. TOPIC & CONTENT

In this section, you will learn how to facilitate your session and apply experience principles during the session. The content for the sessions changes slightly to allow for a change in topics, however the process and tools stay the same. The workshop deck and workbook are customizable for your chosen topics (see Section 2.4.2). Use the detailed speaker notes to practice how to facilitate the session. Feel free to stay close to the speaker notes we provide here. As you get more experience, you'll develop your own voice.

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### TIPS FOR TOPIC:

- Consult with the community liaison for advice on the best topic(s) to explore with the participants in your workshop. Often, we find that they are tuned-in to the wants and needs of people age 65 and over.

---

### TIPS FOR SESSION TIMING:

For maximum attendance:

- Don't schedule workshops right before or after a holiday.
- Sessions held mid-morning and afternoon are well attended. Avoid scheduling evening sessions as some participants might not want to travel or drive after dark.
- Weekend sessions are preferred by participants who continue to work.

## 2.4.1. FACILITATOR'S MINDSET AND PREPARATION

# SETTING THE TABLE & THE MIND: FACILITATOR'S MINDSET & PREPARATION

In *Co-Designing With Older People*, we are creating a specific experience for people age 65 and older.

Here are some practical ways to apply these experience principles during the sessions:

- 1. PRACTICING ENCOURAGEMENT, OPTIMISM, AND COLLABORATION**
- 2. CREATING A CARING ENVIRONMENT**
- 3. KEEPING THE PACE**
- 4. ACTIVE LISTENING & NOTE TAKING**
- 5. WHAT TO EXPECT THE DAY OF THE SESSION**



## 2.4.1. FACILITATOR'S MINDSET & PREPARATION

### 1. PRACTICING ENCOURAGEMENT, OPTIMISM, AND COLLABORATION

---

#### ENCOURAGEMENT

We encourage our participants to participate in this creative and inclusive process.

For encouragement, you can say:

- "That's a fabulous example."
- "Beautiful. Thank you for sharing."

---

#### OPTIMISM

We practice optimism and believe that we can come up with better solutions. We encourage participants to have a positive attitude, no matter how difficult the topic is, while acknowledging the reality and the difficulty.

For optimism, you can say:

- "Let's look at this from this [more optimistic] perspective...."
- "Let's say Yes, and and build on each other's ideas, rather than But, no..."

---

#### COLLABORATION

We practice collaboration and building on each other's ideas as a way to create an open and creative environment where big topics of life are discussed with ease and comfort. We always keep in mind that these sessions serve a dual purpose: 1. For us to learn from participants 2. For people age 65 and older to develop new connections, learn from and inspire each other.

For collaboration, you can:

- Pair up the participants during exercises.
- Offer a small token gift to encourage participation and collaboration.
- Build a natural flowing conversation by building on the participant ideas, saying "Let me add to that."
- Say, "Sometimes an idea doesn't come to us. That's why we're sharing. Because you might hear somebody else say something and you can be inspired."
- Ask your audience and have them be a part of the process: "Are you game? Does this sound good? Shall we try? Let's do it."

## 2.4.1. FACILITATOR'S MINDSET & PREPARATION

### 2. CREATING A CARING ENVIRONMENT

#### TIPS

- Always consider the event space: Is it easy to find or well-labeled? If not, prepare signs to ease way-finding or have another team member meet and greet.
- Always have a few spaces open for wheelchairs and walkers.
- Always greet your audience, offer them coffee/tea to make them feel at home and relaxed.
- Be attentive to participants' needs during the session: Get a cup of tea or coffee, hand out a snack or clear the table. Anticipate needs.
- Always give space for people who seem more quiet so they are heard as much as people who love talking. You can re-direct the conversation by saying "Let's hear from someone who hasn't spoken yet."
- Follow-up soon after the session with session notes, photographs or useful resources/ information shared during the session that might help everyone.



## 2.4.1. FACILITATOR'S MINDSET & PREPARATION

### 3. KEEPING THE PACE:

#### TIPS

We are mindful of time. We encourage allotting extra time before and after the 4-hour session to ensure settling in, getting comfortable as well as some time for socializing.

Our observation is that most older participants may arrive 30 minutes early to the session and nearly half of them linger and have conversations 20-30 minutes after the session.



#### FOR KEEPING THE PACE, YOU CAN:

- Use a gong or a timekeeping device.
- Inform the participants that you will keep the pace and as much as you want to hear from each person, you might cut them off and move onto the next exercise.
- Balance those who talk often and longer with people who are quieter.
- Say and enforce, "No side talk, please."
- Ask participants who know each other to sit apart and meet new people. This may help prevent side talk and clique-like behavior, especially if the session is taking place at a location where participants might know each other well.

## 2.4.1. FACILITATOR'S MINDSET & PREPARATION

### 4. ACTIVE LISTENING & NOTE TAKING:

#### TIPS

As a facilitator, you have two roles: running the session and actively listening and note-taking so you can make sense of what you learned from the participants after the session.

#### FOR ACTIVE LISTENING:

- Face the speaker and make eye contact. Repeat what you heard; this often benefits others who may not have heard.
- Do not interrupt.
- Do not start planning what you're going to say next. Become familiar with the workshop content well before the day of the workshop so you can feel comfortable. Use this guideline and speaker notes.

#### FOR NOTE-TAKING OR TRANSCRIPTION:

- We recommend having a two-person team if you have a large participant group and/or won't be able to note-take. One person can facilitate the conversation and the other person can take notes in a notebook or on the easel/board.
- Use your notebook or easels/boards to take notes. You can also use a transcription device or apps to capture the discussions.



## 2.4.1. FACILITATOR'S MINDSET & PREPARATION

### 5. WHAT TO EXPECT THE DAY OF THE SESSION

#### WHAT IF THE SESSION IS RUNNING LATE OR BEHIND?

It happens to the best of us. In case you are running late, you can reduce the time allotted for the exercises. If needed, you can skip the inspiration/heroes section and give that as homework. Keep the warm-up and help-needed exercises intact as these two exercises are important bookends to the desired workshop experience: In the beginning, the warm-up exercise helps break the ice that helps group dynamics and help-needed exercise allows participants ask for help and develop social bonds at the end.

#### WHAT IF THE GROUP TALKS TOO MUCH OR TOO LITTLE?

We often observe that groups that already know each other or have established social ties, cliques and a level of comfort lead to overtalking. Emphasize your role as a facilitator to keep time and that you want everyone to have a chance to contribute. Give space for those participants who haven't spoken much and skip ones who've already contributed. Feel empowered to cut over discussions, since you will set some ground rules before you begin related to this.

If a group is quiet and not contributing much, you can do a few things: 1. Give examples from your experience and life. Start the exercises by answering the question first. 2. Ask for help. 3.

Observe the group before the session and spot a few people who might become volunteers or "A students" as we often jokingly refer to. Ask them that you might ask for help during the session to liven up the discussion. People appreciate to be chosen to help run the session smoothly.

#### WHAT TO EXPECT AS A GENERAL FLOW AND PARTICIPANT ENERGY:

It's normal to have a slow start to the session, breaking the ice with the warm-up exercise and some contribution in the breaking apart exercise. The group warms up to the approach and the exercises after the journey mapping. By the help-needed exercise, you will need to manage timing and overtalking.

#### WHAT IF YOU RUN INTO TECHNOLOGY PROBLEMS I.E. THE PROJECTOR OR PRESENTATION DON'T WORK?

It's not ideal but you can run the session with confidence. Use the facilitator speaker notes print out to help guide you. Follow the workbook flow and allow for more discussion.

# WORKSHOP FLOW

*Co-Designing with Older People* workshops are 4-hour long events, divided into 5 parts. Each part is approximately 40 minutes. Pre-workshop setup of the location and content is necessary to create the desired experience.



### I. SETUP

40-60 MIN



### II. INTRODUCTION + WARM-UP

25 MIN



### 1. TAKE APART + SHORT BREAK

40 MIN + 10 MIN BREAK



### 2. BRAINSTORM + LUNCH

40 MIN + 20 MIN LUNCH



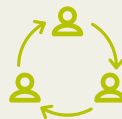
### 3. MAP OUT + SHORT BREAK

40 MIN + 10 MIN BREAK



### 4. INSPIRATION

20 MIN



### 5. SHARE AND LEARN

40 MIN

## 2.4.2. WORKSHOP CONTENT

We created this presentation to help you learn about the wants and needs of people age 65 and older through a 4-hour workshop. The content and recommended pace of the materials are meant for non-experts with no creative experience – anyone who is interested in learning about the wants and needs of older people can facilitate these sessions. The presentation content should be edited for your topic, and use of this presentation follows Creative Commons Attribution-NonCommercial 4.0 International license (CC BY-NC 4.0). To become familiar with how to present and engage participants using these materials, download and review the accompanying Facilitator’s Notes.



### DOWNLOAD THE PRESENTATION



DOWNLOAD THE FACILITATOR NOTES



DOWNLOAD THE WORKBOOK

## 2.4.2. WORKSHOP CONTENT

### PRE-WORKSHOP SET-UP

#### BEFORE PARTICIPANTS ARRIVE, SET UP THE ROOM. KEEP IN MIND THE FOLLOWING:

1. Read Section 3.1 Facilitator's Mindset to prepare for the session to prepare and for room setup suggestions.
2. Turn on fun, energizing music for when people arrive.

If you have a team of helpers, have a moment of gratitude and sing a warm-up song together. "There's No Business Like Show Business" has been our favorite go-to song.

#### 1 : TEAM WARM UP SONG

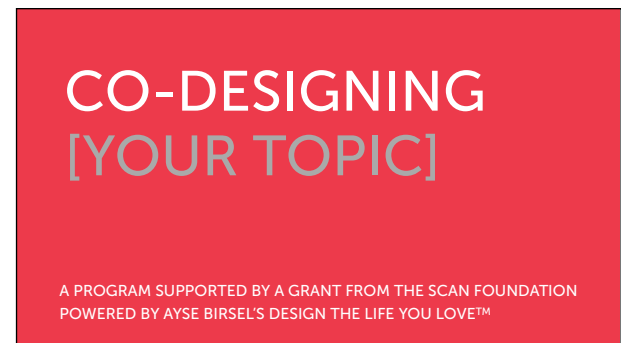
If you're happy, your participants will be happy. Greet participants as they arrive. Ask them to sign in, grab a name tag, and then get comfortable as they enjoy refreshments.

#### SAY:

"Welcome —I'm/we're so glad you could join us today! Please pick a seat, anywhere you like. Put your name tag on and relax. Enjoy tea or coffee and snacks. Please chat with others while we're waiting for the rest of the group to arrive." *[Go around the table, introduce yourself and shake hands before the workshop begins.]*

#### 2 : WELCOME RITUAL

#### SHOW THE FOLLOWING SLIDE AS PARTICIPANTS ARRIVE:



#### SLIDE 1



#### EXAMPLE ONLY: VITALITY



## 2.4.2. WORKSHOP CONTENT

### SLIDES 1-11. INTRODUCTION + WARM UP 25 MINUTES

#### WHAT TO SAY:

##### SLIDE 1

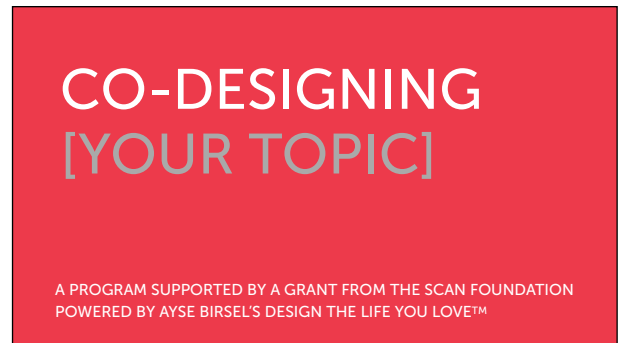
Welcome, everyone. I'm so happy to be here with you. My name is [your name] from [your organization and role]. We are going to spend some time together today co-designing around [your topic]. We will explore what that means for each of us and share how we help ourselves to have a better experience about [your topic]. All of us face challenges at times and we'll hear about those and try to generate some positive, exciting ways that we can feel more [your topic – Love, Friendship, etc.] in our lives.

##### SLIDE 2

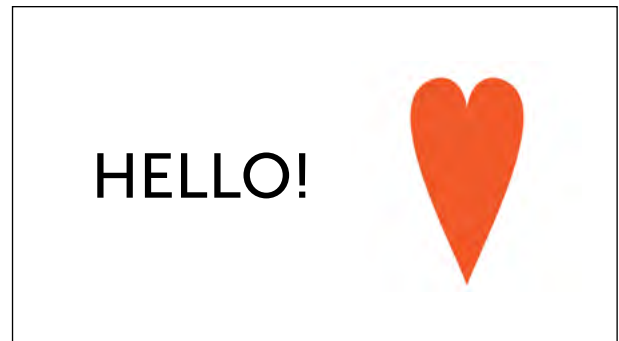
Hello! This is our hearts beating with happiness for being with you here today. Thank you so much for making time for us and for coming. It's really our pleasure to spend this time with you today. And this is my team *[If you have Co-Facilitators, introduce your team]*.

##### SLIDE 3

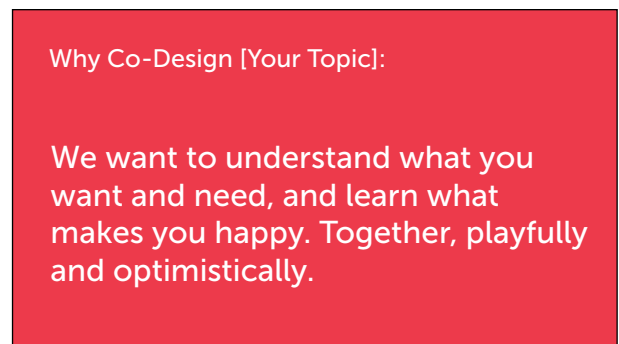
We are here today to understand and learn about what you want and need, what brings you alive and what makes you happy. Co-design gives us a framework to do this, playfully and with optimism, to figure out more about the things that we like and the things that we wish were true in our lives. We're here to learn from you, so we all can create the things that help us come alive.



##### SLIDE 1



##### SLIDE 2



##### SLIDE 3

## 2.4.2. WORKSHOP CONTENT

### SLIDES 1-11. INTRODUCTION + WARM UP 25 MINUTES

#### WHAT TO SAY:

##### SLIDE 4

Today, we will draw on a design process, based on designer Ayse Birsel's *Design the Life You Love* book. She took methods that she learned designing products and systems and found a way to apply them to our lives. We will apply the same techniques of creativity to designing our lives. There are 5 steps and I will walk us through them. We will have time for exercises and time for discussion. First, we will take apart [your topic] and see what it's made up of. Then we will brainstorm and map out a new way to think about [your topic]. Then we will get inspiration, and throughout this experience, we will share and learn from each other.

##### SLIDE 5

In the time we have together, we will discuss what matters to you, and hear from each other. We will collaborate and generate positive and exciting ideas about [your topic]. In a way, we will think like designers for a day and design [your topic] we love. Are you game? *[Wait for the audience to respond]. So, let's get started.*

*[Show the workbook]* Now, everyone has a workbook. These are yours to keep. Please go ahead and write in your name and today's date.

 3 : [WHAT WE WILL DO TODAY](#)

**Our Process:**

Our framework for the session is based on a creative design process by designer Ayse Birsel's Design the Life You Love method.

1.	2.	3.	4.	5.
TAKE APART	BRAINSTORM	MAP OUT	INSPIRATION	SHARE & LEARN
What [your topic] is made up of	Ingredients for [your topic]	Your future map for [your topic]	Heroes of [your topic]	From each other

##### SLIDE 4

**What We Will Do Today:**

01. DISCUSS WHAT MATTERS TO YOU
02. HEAR EACH OTHER AND BE HEARD
03. GENERATE POSITIVE AND EXCITING IDEAS
04. THINK LIKE DESIGNERS & DESIGN [YOUR TOPIC] WE LOVE

##### SLIDE 5

## 2.4.2. WORKSHOP CONTENT

### SLIDES 1-11. INTRODUCTION + WARM UP 25 MINUTES

#### WHAT TO SAY:

##### SLIDE 6

As we have 4 hours to spend together, I will keep us on track. I am going to move us through the process I showed you. We will have time for exercises and time for discussion. And sometimes, I won't be able to give everyone time to speak and share their ideas, and I might just stop you. This is my signal [pointing to the gong] for when we need to move on. *[Use the gong]*. And if I can't make my voice heard, then I'll just bang on this louder and louder. You're good with that? So the clock and the gong go together.

▶ 4 : [GONG](#)

##### SLIDE 7

Here are some ground rules: All your ideas are welcome here. There are no rights or wrongs. We're trying this for the first time together, so no judgments. Second rule, we're going to build on each other's ideas and we're going to say "yes and" instead of "no, but" just like in improvisation, where you want to make your partner look good by building on his or her comments, rather than questioning them. The next rule is to trust me and trust the process. There will be moments where you might feel a little bit confused or surprised. That's part of the creative process, especially in the middle when we're generating ideas. And then we'll move along, and towards the end we'll pull our ideas together.

And last, we're going to do the apple method.



##### SLIDE 6

#### Ground Rules for Today:

01. NO RIGHT OR WRONG
02. YES, AND!
03. TRUST THE PROCESS
04. APPLE -> RED

##### SLIDE 7

▶ 5: [GROUND RULES](#)

## 2.4.2. WORKSHOP CONTENT

### SLIDES 1-11. INTRODUCTION + WARM UP 25 MINUTES

#### WHAT TO SAY:

##### SLIDE 8

How does the apple method work? When I say apple, what comes to your mind? Just shout your ideas. *[Have the participants respond with the first idea that come to their mind.]* (Examples: Apple fruit. Red. New York City. Apple pie, etc.)

See how we did that? I said apple. And you just shouted the first thing that came to your mind. You didn't think too much about that. You went with your gut feeling. That's how we're going to work today. So I'm going to give you some exercises. We're going to do them together. No judgment. Just like the apple.

All right. Let's get started.

▶ 6 : [APPLE METHOD](#)



SLIDE 8

## 2.4.2. WORKSHOP CONTENT

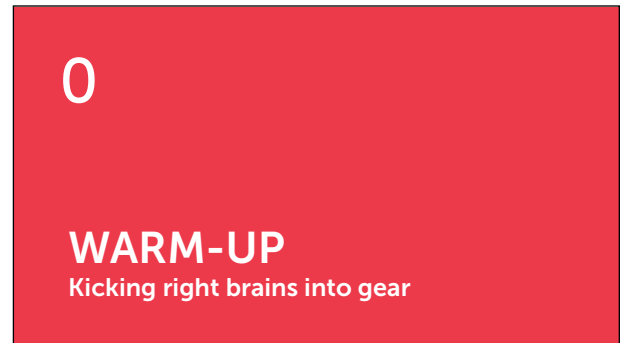
### SLIDES 1-11. INTRODUCTION + WARM UP 25 MINUTES

---

#### WHAT TO SAY:

##### SLIDE 9

We're going to warm up our right brains because today is a creative workshop. And to be able to do that, we need to wake up our right brains and remind ourselves that we're thinking creatively.



SLIDE 9

## 2.4.2. WORKSHOP CONTENT

### SLIDES 1-11. INTRODUCTION + WARM UP 25 MINUTES

#### WHAT TO SAY:

##### SLIDE 10

So, we all have this little template *[use and show the face card template]* and we're going to turn to our neighbors and draw each other. *[There will be laughter and gasps.]* The point of the exercise is to look at each other and put some eyes and some hair and a nose on this paper. The only tip is that this rectangle is our face and in the middle horizontal line, you put the eyes. The rest can go wherever you like. It doesn't have to be beautiful. You have 3 minutes. *[Pair up the participants with one another, going through the room. Walk around the room, giving encouragement to each person, i.e. I love it, that's great, wow so interesting...]*

Now, sign your masterpieces and give the portrait you drew to your neighbor and exchange. *[Wait for the participants to exchange their portrait drawings.]*

I think you're all warmed up now. Could everybody hold their portraits in front of their faces for a second? The one that you were gifted. And then we'll take a picture. *[Take a panoramic picture of the group holding their own portraits, drawn by their neighbor.]*

Thank you. So now the good news is this was the hardest exercise of the day and we're done. Now you can relax.

 [7 : WARM UP EXERCISE](#)

#### Warm-up:



##### SLIDE 10

#### PRO-TIPS

You can remind the participants to just draw like a kid. Say, "Remember when you were five years old? Because it's only a wake-up exercise, a warm-up for your brain, an opportunity to look your neighbor deep in the eyes and say hello."

#### QUESTIONS FROM PARTICIPANTS:

How detailed should it be?

As much as you want. Maybe draw a necklace or glasses.

Which part of the paper should I use?

Use the whole page, make sure you use the center line for the eyes.

## 2.4.2. WORKSHOP CONTENT

### SLIDES 1-11. INTRODUCTION + WARM UP 25 MINUTES

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#### WHAT TO SAY:

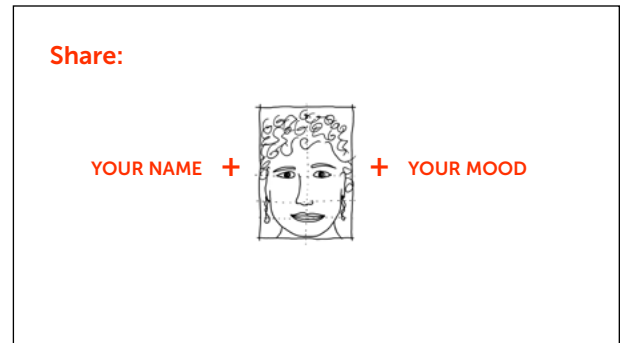
##### SLIDE 11

Let's do a lightning round of introductions. Tell us your name and how you feel right now with one word. Also, show us your portrait. *[Start with yourself. Say your name again and how you feel.]*

---

#### PRO-TIPS

You can encourage the participants about their portraits - "I see some nice portraits around the table. Really good job." As each person introduces themselves, say "Thank you" or "Welcome" or "Glad that you're with us," addressing them by their name, before moving on to the next person.



SLIDE 11

## 2.4.2. WORKSHOP CONTENT

### SLIDES 12-18. TAKE APART 40 MINUTES

#### WHAT TO SAY:

##### SLIDE 12

So now let's move into our first step. We are going to take apart [your topic] so we can see its parts, and what it's made up of.

##### SLIDE 13

To get us into [your topic], we found this inspirational film. Let's watch the film and then we'll talk about it. As we watch the film, if there is something that jumps out to you, like "This is really interesting," just make a note of that. What are things that you find interesting about this film? Let's have a watch. *[Watch the film together]*

So, what did the film make you think? What came to your mind as you were watching it that you found interesting? *[Take 4-5 answers from the participants]*

*Example:*

*Topic: Retirement Gigs.*

***Inspirational Film:*** *60 second documentary of a woman's story of becoming a dog hair knitter.*

*Why: Her retirement gig is making beautiful and memorable objects from beloved dogs, combining what she loves - knitting and dogs -and making money at the same time.*

1

## TAKE APART

What [your topic] is made up of

#### SLIDE 12

We recommend:

INSPIRATIONAL VIDEO  
RELATED TO THE TOPIC

#### SLIDE 13



#### SLIDE 14



## 2.4.2. WORKSHOP CONTENT

### SLIDES 12-18. TAKE APART 40 MINUTES

---

#### WHAT TO SAY:

#### ACTIVITY!

[FOR THE NEXT 4 SLIDES, YOU WILL PROMPT THESE QUESTIONS, AND HAVE A DISCUSSION WITH PARTICIPANTS. 5-6 MINUTES ON EACH]

#### SLIDE 14

Now let's discuss what does [your topic] mean to you? What comes to your mind when I say, [your topic]?

*[Go around the room, allow each participant to respond, take notes. If there's hesitancy to start, give examples.]*

#### SLIDE 15

How does [your topic] make you feel? All feelings are okay. *[Go around the room, allow each participant to respond, take notes.]*

#### SLIDE 16

We all face some challenges at times. So let's talk about those now. What is difficult about [your topic]? What are some challenges you see? *[Go around the room, allow each participant to respond, take notes.]*

#### Let's Discuss

5-6 minutes.

What does [your topic] mean to you?

#### SLIDE 14

#### Let's Discuss

5-6 minutes.

How does [your topic] make you feel?

#### SLIDE 15

#### Let's Discuss

5-6 minutes.

What is difficult about [your topic]?

#### SLIDE 16

## 2.4.2. WORKSHOP CONTENT

### SLIDES 12-18. TAKE APART 40 MINUTES

---

#### WHAT TO SAY:

#### SLIDE 17

So now let's talk about what's exciting about [your topic]. What are some opportunities? What excites you about it? *[Go around the room, allow each participant to respond, take notes.]*

#### OPTIONAL:

*If you want to have a deeper conversation, you can add a few more questions. Here are some sample follow-up questions:*

*Topic: Vitality*

- *How do you have a "good day"?*
- *Who is with you? What are you surrounded by?*

*Topic: Friendship*

- *When was the last time you made a new friend?*
- *What kinds of friendships do you have or seek?*

---

#### PRO-TIPS

Respond to and encourage participants about their answers, and build on their answers. Capture the answers on the board or your notebook for making sense of what you learned after the session.

#### Let's Discuss

5-6 minutes.

**What is exciting about [your topic]?**

#### SLIDE 17

## 2.4.2. WORKSHOP CONTENT

### SLIDES 12-18. TAKE APART 40 MINUTES

#### WHAT TO SAY:

#### SLIDE 18

*[Show the workbook and the template.]* Now, take a moment to think about these questions and then write your responses. These are the same questions we just talked about. Just write the things that come to your mind and then we'll also hear from each other, so you'll have a chance to add what you hear into your workbook

*[Give participants 3-4 minutes]*

*See the side panel for examples of these workbook templates using two different topics.*

Now, let's hear from you. Is there anything else that came to your mind when you were thinking about these questions and writing down your ideas? Let's share.

*[Take 4-5 answers from the participants]*

Thank you so much. That was lovely. Let's give ourselves a big round of applause.

#### BREAK:

This is a good spot for taking a 10-minute break.

WHAT DOES [YOUR TOPIC] MEAN TO YOU?	HOW DOES [YOUR TOPIC] MAKE YOU FEEL?	WHAT IS DIFFICULT ABOUT [YOUR TOPIC]?	WHAT IS EXCITING ABOUT [YOUR TOPIC]?

#### SLIDE 18

Example: Co-Designing Vitality With Older Adults

WHAT IS SAME ABOUT HAVING "A GOOD DAY" NOW?	WHAT IS DIFFERENT ABOUT HAVING "A GOOD DAY" NOW?	WHAT ARE THE CHALLENGES OF HAVING "A GOOD DAY"?	WHAT ARE THE OPPORTUNITIES OF HAVING "A GOOD DAY"?
SUNNY MORNINGS, I'VE ALWAYS LIKED THEM	SOMETIMES I HAVE A LOT OF PAIN WHEN I WAKE UP, SO I DON'T ALWAYS KNOW IF I AM GOING TO HAVE A GOOD DAY	HEALTH PROBLEMS	MEETING NEW PEOPLE

#### EXAMPLE ONLY: VITALITY

Example: Co-Designing Second Act With Older Adults

WHAT FEELS THE SAME ABOUT SECOND ACTS, IN COMPARISON TO YOUR PREVIOUS WORK?	WHAT FEELS DIFFERENT?	WHAT IS DIFFICULT ABOUT SECOND ACTS?	WHAT IS EXCITING ABOUT SECOND ACTS?
SENSE OF ACCOUNTABILITY  OTHERS DEPENDING ON YOU	IT'S SOMETHING I WANT TO DO, WHETHER I AM PAID OR NOT  I DON'T HAVE TO DO IT	STICKING TO A SCHEDULE  STARTING SOMETHING NEW	MEETING NEW PEOPLE  ADDITIONAL INCOME

#### EXAMPLE ONLY: SECOND ACTS/ WORK IN RETIREMENT

## 2.4.2. WORKSHOP CONTENT

### SLIDES 19-24. BRAINSTORM 40 MINUTES

#### WHAT TO SAY:

##### SLIDE 19

Welcome back! Next, we will brainstorm and generate some new ideas about [your topic]. We will build on each other's ideas and also hear from each other.

##### SLIDE 20

Picture a cookie jar. Your cookie jar may have chocolate chip cookies in it, or oatmeal raisin, or gingersnaps. Or all three. There are as many skills and experiences in this room as there are varieties of cookies. We can use the idea of a cookie jar to help us think about all the good things we can offer to the world. Remember, everyone one of us has cookies in our jar, but sometimes we forget that we have them. So, let's each open our cookie jar and recognize our skills and our values, our experiences and the things we want to do. Then we can imagine how our "cookies" help us work on [your topic].

 [8 : COOKIE JAR EXPLANATION](#)

#### OPTIONAL

*Here, we recommend having 3-4 inspirational images, depending on your topic. This often helps the participants to get started with generating ideas.*

*Example: Retirement Gig.*

- Show a view of forest or desert. Say: Some people are good at biology
- Show a person who's reading books to children. Say: Some people love reading aloud. Who's good at that?

#### FACILITATOR'S GUIDE

2

### BRAINSTORM

Ingredients for [your topic]

#### SLIDE 19

Let's tap into our "cookie jar" to reimagine [your topic].



#### SLIDE 20

We recommend:

### INSPIRATIONAL IMAGES RELATED TO THE EXERCISE

#### OPTIONAL

1

2

3

## 2.4.2. WORKSHOP CONTENT

### SLIDES 19-24. BRAINSTORM 40 MINUTES

#### WHAT TO SAY:

[FOR THE NEXT 3 SLIDES, YOU WILL ASK THESE QUESTIONS, AND HAVE A DISCUSSION WITH PARTICIPANTS. 6-7 MINUTES ON EACH]

#### SLIDE 21

*If your topic is more of a personal topic, such as Vitality, Love, Friendship, Health, then use the “What are you good at?” prompt.*

*If your topic is less personal, use the “What makes a good [your topic]” prompt to ask about the desired experience around your topic.*

Now let’s discuss what you are good at or at ease with when it comes to [your topic]. *[Go around the room, allow each participant to respond, take notes. If there’s hesitancy to start, offer examples.]*

#### SLIDE 22

*If your topic is more of a personal topic, such as Vitality, Love, Friendship, Health, then use the “What is your secret passion?” prompt. If your topic is less personal, use the “What is your secret wish?” prompt to describe the desired experience regarding your topic.*

What is your secret passion about [your topic]? *[Go around the room, allow each participant to respond, take notes]*

#### SLIDE 23

We all face some obstacles at times. Let’s talk about those now. What is an obstacle you face on this topic? What stands in your way? *[Go around the room, allow each participant to respond, take notes]*

#### FACILITATOR’S GUIDE

#### Let’s Discuss

6-7 minutes.

What are you good at?

or

What makes a good — ?

#### SLIDE 21

#### Let’s Discuss

6-7 minutes.

What is your secret passion?

or

What is your secret wish?

#### SLIDE 22

#### Let’s Discuss

6-7 minutes.

What’s an obstacle?

#### SLIDE 23

## 2.4.2. WORKSHOP CONTENT

### SLIDES 19-24. BRAINSTORM 40 MINUTES

#### WHAT TO SAY:

#### SLIDE 24

*[Show the workbook and the template.]* Now, take a moment to think about what we discussed and write your responses. These are the same questions we just talked about. First is your cookie - what you're good at or what makes a good [your topic]. Second is your secret passion or wish. Something you really want to do or wish was true. And last is an obstacle or something that might stand in the way. Write down the things that come to your mind, and then we'll also hear from each other so you'll have a chance to add what you hear from the group. *[Give participants 3-4 minutes to fill out the workbook.]*

*See the side panel for two examples of the Ingredients exercise from Co-Designing Vitality and Co-Designing Second Acts workshops.*

Now, let's hear from you. Is there anything else that came to your mind on these questions as you were writing down ideas? Let's share.

*[Take 4-5 answers from the participants]*

Thank you so much. That was great.

#### LONG BREAK:

This is a good spot for a longer/social break, lunch or dinner. 20 minutes. It can be a working lunch/dinner, where we eat and work at the same time.

#### SLIDE 24

Example: Co-Designing Vitality With Older Adults

#### EXAMPLE ONLY: TOPIC: VITALITY

Example: Co-Designing Second Act With Older Adults

#### EXAMPLE ONLY: TOPIC: SECOND ACTS/ WORK IN RETIREMENT

## 2.4.2. WORKSHOP CONTENT

### SLIDES 25-30. MAP OUT 40 MINUTES

#### WHAT TO SAY:

#### SLIDE 25

Welcome back! How was lunch/dinner?  
Ok, let's move on to the next exercise. Now, we want to build on the ideas we generated before and map them out to design the [your topic] we love. Imagine that it's like building on an idea such as [pick a participant's idea] and mapping out a journey to get there. Are you game?

#### SLIDE 26

[Show the workbook and the template.] Now, take a moment to think about these questions and write your responses. First, we are going to think of what you want to do related to [your topic], based on all the ideas you generated before. Second, how are you going to do this? Third, who will be there to support you or your community? Last, what are some ways to remove the obstacles that you identified? Just go with the things that come to your mind and then we'll discuss with each other so you'll have a chance to add what you hear from your friends here.

[Give participants 4-5 minutes. Walk around the room, looking at each participants' work and help as needed.]

Now, let's hear from you.

#### SLIDE 27

Let's start with the first question. What is your new approach/idea? Who wants to go first? [Go around the room and give each participant a chance to share.]

3

### MAP OUT

Your Future Map for [Your Topic]

#### SLIDE 25



#### SLIDE 26

### Let's Discuss

5-6 minutes.

What is your new idea about [your topic]?

#### SLIDE 27

## 2.4.2. WORKSHOP CONTENT

### SLIDES 25-30. MAP OUT 40 MINUTES

---

#### WHAT TO SAY:

##### SLIDE 28

Now let's discuss how we are going to do this, and some steps we'll need to take to implement our new idea. *[Go around the room and give each participant a chance to share.]*

##### SLIDE 29

So now, who are you with in this journey? Who is helping you or who is part of your community? *[Go around the room and give each participant a chance to share.]*

##### SLIDE 30

And finish our mapping journey, what are some things that you need to do less of or stop doing? What are some ways to remove the obstacles that you identified earlier? *[Go around the room and give each participant a chance to share.]*

Wonderful. How does this journey feel? *[Give 4-5 participants the chance to share their feelings.]*

Thank you. Well done!

#### **BREAK:**

This is a good spot for taking a 10-minute break.

#### Let's Discuss

5-6 minutes.

**How will you implement your idea?**

#### SLIDE 28

#### Let's Discuss

5-6 minutes.

**Who are you with? Who is your community?**

#### SLIDE 29

#### Let's Discuss

5-6 minutes.

**What are some things you need to do less of or stop doing?**

#### SLIDE 30



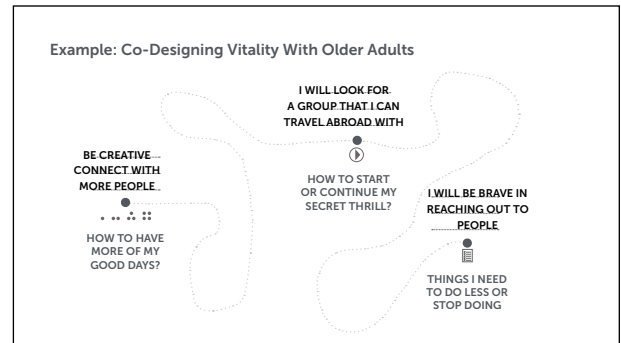
## 2.4.2. WORKSHOP CONTENT

### SLIDES 25-30. MAP OUT 40 MINUTES

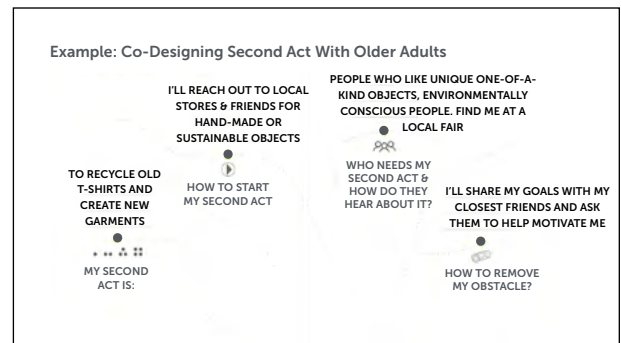
See the side panel for two examples of the Mapping Out exercise from Co-Designing Vitality and Co-Designing Second Acts workshops.

#### PRO-TIPS

Remind the participants to build on their great-at skills or secret talents/passions by adding another skill or place/interest.



EXAMPLE ONLY: VITALITY



EXAMPLE ONLY: SECOND ACTS/ WORK IN RETIREMENT

## 2.4.2. WORKSHOP CONTENT

### SLIDES 31-33. INSPIRATION 20 MINUTES

#### WHAT TO SAY:

##### SLIDE 31

How was your break? *[Listen to the answers.]*  
Great, let's get started again. Now we are going to get some inspiration to design [your topic].

##### SLIDE 32

In life, we get inspired by people we know, like our family, friends, neighbors or people we know of, like someone you respect and admire but you don't personally know. So, who do you know that is great at [your topic]? If you can't think of an example, listen to others and, that might inspire you.

##### SLIDE 33

*[Show the workbook and the template.]* Write down the name of the person that is your hero when it comes to this topic. Describe this person and then write 2 or 3 specific things that inspire you about them. *[Give 5 minutes to participants to complete the exercise. Walk around the room, looking at each participant's work and help as needed.]*

Now let's share. *[Go around the room and allow each participant to share their heroes, his/her qualities and what inspires them.]*

4

## INSPIRATION

Heroes of [Your Topic]

#### SLIDE 31

#### Inspiration

Who do you know that is great at [your topic]?



#### SLIDE 32



Name:

Describe your hero:

What Inspires Me About Them:

#### SLIDE 33

## 2.4.2. WORKSHOP CONTENT

### SLIDES 31-33. INSPIRATION 20 MINUTES

---

#### WHAT TO SAY:

Often, our heroes tell us something about our values and the life we aspire to. The greatness you recognize in others may also be your deepest values. What do you think about that? *[Get a few answers.]*

Thank you, everyone.

*See the side panel for an example of the inspiration exercise for Co-Designing Second Acts/Work in Retirement.*

#### Example: Co-Designing Second Act With Older Adults

Name: **WAYNE**

Describe your hero:

**HIS IS GREAT AT DE-CLUTTERING  
AND ORGANIZING**

What inspires Me About Them:

**HELPING OTHERS. HELP THEM TO DO  
SOMETHING THAT IS EMOTIONALLY  
HARD. GREAT SMILE. NOT SITTING AT  
HOME. HOW HE DOES IT FOR HIS  
NEIGHBORS/ SENSE OF COMMUNITY**

#### EXAMPLE ONLY: SECOND ACTS/ WORK IN RETIREMENT

## 2.4.2. WORKSHOP CONTENT

### SLIDES 34-39. SHARE AND LEARN 40 MIN

#### WHAT TO SAY:

##### SLIDE 34

Now I'm going to move us to the conclusion of our workshop. We've been talking about [your topic] and maybe you have a new approach about this or an idea in your mind, or maybe not yet, but you might eventually get an idea.

##### SLIDE 35

Now we are going to pull together everything we have talked about. In this next exercise, I want you to think about one thing that you need help with. This is an exercise that Marshall Goldsmith, an executive coach, developed to encourage feedforward, rather than feedback.

##### SLIDE 36

Here's how we will do this: After you think of one thing that you need help with, write it down as a question. Here's an example: say I need help making new friends. So my question is: "How do I make new friends?"

Once you have your question written down, we're going to just talk to each other. We'll take turns asking our question and writing down our neighbor's answers. Then get up and move around the room. See how many answers you can get, as people give you suggestions. The best part is, whoever gets the most answers will win a small prize! *[Show the door prize item]*

 9 : [FEED FORWARD EXERCISE](#)

5

## SHARE AND LEARN

From Each Other

#### SLIDE 34

5.1

## I NEED.....

#### SLIDE 35

##### Feed Forward

15 minutes.

- 01.** Think about **one question** that you need help with. Write the question down.
- 02.** And then **talk to each other and take turns**. Get up and move around the room, asking this question and getting answers.
- 03.** The person who **gets the most answers** will win a prize!

#### SLIDE 36

## 2.4.2. WORKSHOP CONTENT

### SLIDES 34-39. SHARE AND LEARN 40 MIN

#### WHAT TO SAY:

One important note: When your neighbor gives you a suggestion, you will say "Thank You!," write down their idea, and move on to next person. Don't say, "Oh no, that's not a good idea" or "I tried that and it didn't work...etc." "Okay? Are you game?"

#### SLIDE 37

*[Show the workbook and the template.]* Let's start by having everyone write down what they need help with. Please fill out the "I need help with" section. Once you've done that, you can turn to your neighbor and start talking.

*[Give 15-20 minutes for participants to complete the exercise. Walk around the room, encourage them to talk to each other and write down their answers. You can also participate in giving responses.]*

Let's do a quick lightning round. Tell me what you asked. And tell me one of the best answers you got.  
*[Go around the room to get responses from each participant.]*

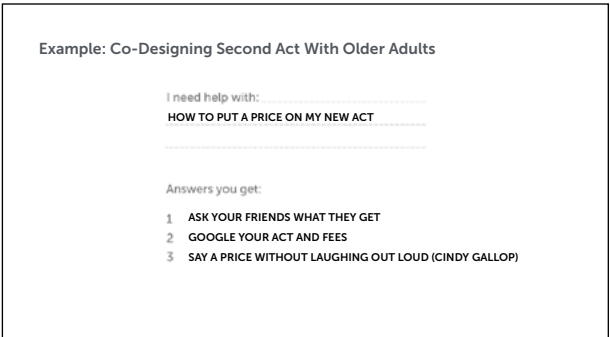
Thank you. Well done.

Now let's see who will win the prize.  
*[Ask the participants who got the most answers. Start with 1 and go up, seeing who got the most answers. Give your small token gift to the person who has the most answers.]*

*See the side panel for an example of Help-needed exercise from Co-Designing Second Acts workshop.*



#### SLIDE 37



#### EXAMPLE ONLY: SECOND ACTS/ WORK IN RETIREMENT

## 2.4.2. WORKSHOP CONTENT

### SLIDES 34-39. SHARE AND LEARN 40 MIN

#### WHAT TO SAY:

##### SLIDE 38

This is our last step – we are almost at the end. I'm going to give you a little bit of homework before we're finished. *[Point to the workbook and the template.]* This is your homework. You don't need to do it right now, but everything that we've done today will help you fill in your Manifesto.

##### SLIDE 39

I bet you have played Mad Libs, right? It's like a paragraph and you fill in the blanks. Your Manifesto is like a Mad Libs of creating the [your topic] you love.

5.2

MY GAME PLAN

##### SLIDE 38

#### Manifesto

Homework

Now is my opportunity to have more fulfilling [your topic] experience.

My cookies are.....(good at/secret wish or passion).....My future vision is.....(describe what you will do)..... to be more fulfilled on.....(your topic)..... by.....(steps of how to do).....with.....(your community)

..... I am inspired by.....(your hero).....

Because.....(what they do to inspire you).....

I will do less of or remove obstacles by.....(ways you will remove obstacles)

I can't wait to make it happen!

##### SLIDE 39

## 2.4.2. WORKSHOP CONTENT

### SLIDES 34-39. SHARE AND LEARN 40 MIN

See the side panel for two examples of the Manifesto exercise from *Co-Designing Vitality and Second Acts* workshops.

#### Example: Co-Designing Vitality With Older Adults

Now is my opportunity to come alive and have "good days", defined by me and discover new sources of thrill and energy.

I come alive when **I HAVE SOMETHING TO LOOK FORWARD TO** (your good day ingredients) .....  
So I will have more of my good days by .....  
**CONNECTING WITH MORE PEOPLE** (your how to have more good days) .....  
I'll make time for **TRAVELLING** (your secret thrill) .....  
by **LOOKING FOR A GROUP I CAN TRAVEL** .....  
**ABROAD WITH** (how to start or continue your secret thrill) .....  
I will do less of **ISOLATING MYSELF** (what to do less of) .....

#### EXAMPLE ONLY: VITALITY

#### Example: Co-Designing Second Act With Older Adults

My second act is my opportunity to do something that turns me on. It's inspired by my cookie jar.



My cookie is **REUSING T-SHIRTS TO CREATE NEW GARMENTS** which I will turn into a second act I am calling **NEW OLD T-SHIRTS** (name your second act) .....  
It is **SELL AND GIFT MY CREATIONS** (what you do) .....  
which will help me earn **SOME MONEY**, .....  
**SEWING AND RECYCLING ENTHUSIASTS** (who will help you) .....  
My next step is **LEARN ETSY** .....  
Look for me here **ECO-FRIENDLY STORES/FAIRS** (where you want to be) .....  
(How will people find you) .....

#### EXAMPLE ONLY: SECOND ACTS/ WORK IN RETIREMENT

## 2.4.2. WORKSHOP CONTENT

### SLIDE 40. CLOSING

#### WHAT TO SAY:

#### SLIDE 40

This brings us to the end. Thank you so very much.  
You were an amazing group. I learned so much.  
Thank you for sharing this time with me/us.

*[If you have been taking photos or making notes of resources that have been shared, note that you will share them.]*

*[Ask if the group wants to connect over email and whether you can share each other's emails.]*



**THANK YOU!**

#### SLIDE 40



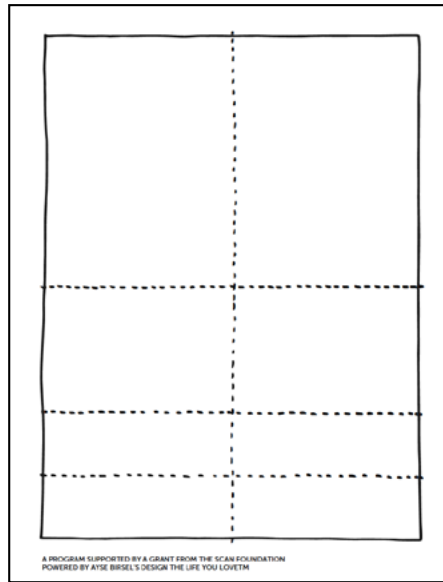
## 2.4.3. WORKBOOK & HANDOUTS



CO-DESIGNING  
[YOUR  
TOPIC]

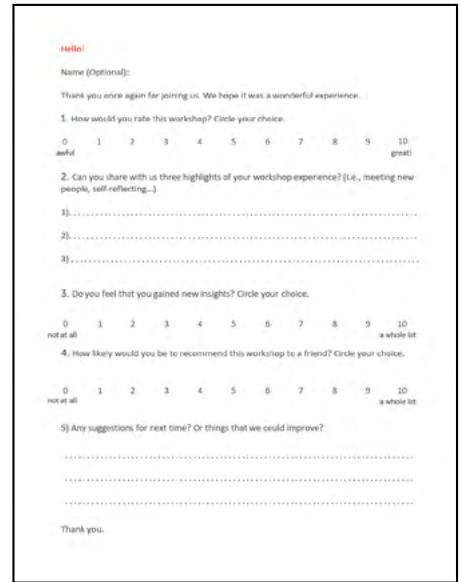
Name ..... Date .....

**WORKBOOK**



A PROGRAM SUPPORTED BY A GRANT FROM THE SCAN FOUNDATION  
POWERED BY AT&T BIRSELS DESIGN THE LIFE YOU LOVE™

**DRAWING TEMPLATE**



Hello!

Name (Optional):  
Thank you once again for joining us. We hope it was a wonderful experience.

1. How would you rate this workshop? Circle your choice.

0 1 2 3 4 5 6 7 8 9 10  
awful great!

2. Can you share with us three highlights of your workshop experience? (i.e., meeting new people, self-reflecting...)

1).....  
2).....  
3).....

3. Do you feel that you gained new insights? Circle your choice.

0 1 2 3 4 5 6 7 8 9 10  
not at all a whole lot

4. How likely would you be to recommend this workshop to a friend? Circle your choice.

0 1 2 3 4 5 6 7 8 9 10  
not at all a whole lot

5) Any suggestions for next time? Or things that we could improve?  
.....  
.....  
.....

Thank you.

**EVALUATION FORM**



**CERTIFICATE OF COMPLETION**



This certification is awarded to

for successfully completing the Co-Designing with Older Adults Program  
on this \_\_\_\_\_ day of \_\_\_\_\_ in the year \_\_\_\_\_.

\_\_\_\_\_  
NAME  
TITLE  
COMPANY

**CERTIFICATE OF COMPLETION**

## 2.4. CONTENT & TOPIC

### CONTENT & TOPIC CHECKLIST

---

- Practice Facilitator's Mindset
- Choose a Topic
- Edit Workshop Deck
- Edit Workbook
- Practice the facilitator notes
- Have the speaker notes section printed out and with you in case you need to refer to it.

- 
- Print Workbooks
  - Print Drawing Templates
  - Print Evaluation Forms
  - Prepare Certificate of Completion
  - Have a Timekeeping Device i.e. Gong

### RESOURCES FOR THIS SECTION

---

1. [Facilitator Notes](#)
2. [Editable Workshop Presentation](#)
3. [Editable Workbook](#)
4. [Drawing Template](#)
5. [Evaluation Form](#)
6. [Certificate of Completion](#)



1. [Team Warm-up Song](#)
2. [Welcome Ritual](#)
3. [What We Will Do Today](#)
4. [Gong](#)
5. [Ground Rules](#)

- 
6. [Apple Method](#)
  7. [Warm-up Exercise](#)
  8. [Cookie Jar Explanation](#)
  9. [Feed Forward Exercise](#)

## 2.5. INDEX OF ALL RESOURCES

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1. [List of National and Regional Participant Partners](#)
  2. [Brief Summary of the Project and Its Co-design Sessions](#)
  3. [Pre-Workshop Invitation Email](#)
  4. [Sample Confirmation and a Reminder Note](#)
  5. [Workshop Invitation Card](#)
  6. [Sample Facebook Ad Template](#)
  7. [Phone Call Script](#)
  8. [Sample Screening Surveys](#)
  9. [Sample Promotional Materials](#)
  10. [Co-Design Kit & Facilitator's Guide](#) [\[INSERT LINK\]](#)
  11. [Facilitator Notes](#)
  12. [Editable Workshop Presentation](#)
  13. [Editable Workbook](#)
  14. [Drawing Template](#)
  15. [Evaluation Form](#)
  16. [Certificate of Completion](#)
- 

1. [Team Warm-up Song](#)
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6. [Apple Method](#)
7. [Warm-up Exercise](#)
8. [Cookie Jar Explanation](#)
9. [Feed Forward Exercise](#)

# 3

# WORKSHOP IS DONE, NOW WHAT?



# 3

**3.1 CLEAN UP, THANK YOU AND FOLLOW UP**

**3.2 HOW TO MAKE SENSE OF WHAT YOU LEARNED**



### 3.1. CLEAN UP, THANK YOU AND FOLLOW UP



- Leave the room as you found it.
- Thank you to your participant and/or location partners who've helped you.
- Send a thank you note to your participants and share the group's contact information if they have agreed to do so.
- A thank you email is a good way to connect the participants to each other for future communication.
- Share the resources that have been discussed during the workshop, consulting your notes or your active listening partner.

## 3.2. HOW TO MAKE SENSE OF WHAT YOU LEARNED

Congratulations, the workshop is done. Now what?

As facilitators, we have a great opportunity to turn our learnings into deeper insights that truly point out the wants and needs of older Americans, beyond what the participants said. A typical 3-4 hour co-design session yields 8-10 pages of transcribed content ready to be mined for insights.

Your role as a facilitator is to understand the intention behind and beyond what has been said. In order to make sense and truly uncover insights, you need to actively listen (through note taking, transcription or recording, or a listening partner) and understand the patterns, looking at the overall input rather than focusing on one person's experience, while looking for inferences.

Here are some tips on how to make sense of what you learned:

---

### 1. LOOK FOR PATTERNS

When you look back at the workshop, you might start noticing that there were repeating ideas, needs, problems or approaches. Start by noting these. These may be about your participants' shared experience, unmet needs, desires and wants, or questions, as well as solutions that they're drawn to.

You are looking for similar themes and topics, what ideas repeat and what is unique. After you identify these, you can start exploring whether there are any connections between these individual elements, which often leads to new and deeper learnings.



---

### 2. MANY VS ONE

In every group, there are a few dominant voices who will speak more than others. As a facilitator, we want to manage this during the workshop as well as during sense-making.

When you are reviewing what you have heard and learned, pay attention to the overall input rather than to one or two vocal participants' points of view. Remembering and noting quotes or anecdotes from each participant helps to prevent brushing over or discounting those spoke less.

## 3.2. HOW TO MAKE SENSE OF WHAT YOU LEARNED

### 3. WHAT LIES UNDERNEATH

We have designed the workshop content to reveal wants and needs in layers - moving from taking apart a topic in very general terms, into deeper observation and discussion of wants and wishes. This kind of "peeling-the-onion" process and careful observation are important in making sense of what you heard. We want to extract insights about the lives of older Americans and opportunity spaces for improving their lives using what we heard from our participants.

As we try to understand what people age 65 and older want and need for a fulfilling life, we want to focus on underlying unmet needs, problems and solution spaces, looking beneath the surface of what was directly said or presented. A participant might say she does not use dating apps because she finds them too impersonal; our role is to understand how underlying issues around inclusiveness, mature love, attraction qualities and

other criteria may be barriers for older people to adopt this technology. A deeper understanding of how older Americans think and feel can change how they are represented in the current context of products/services and give us deeper insights to improve their lives.

We also want to notice workarounds -- impromptu solutions people come up with to alleviate an underlying or systemic problem. These are often a sign that there is a larger unmet need.

Discovering inferences and insights is one of the most exciting parts of this work – this is where you can take your learnings and turn them into opportunity areas for improvement or innovation.

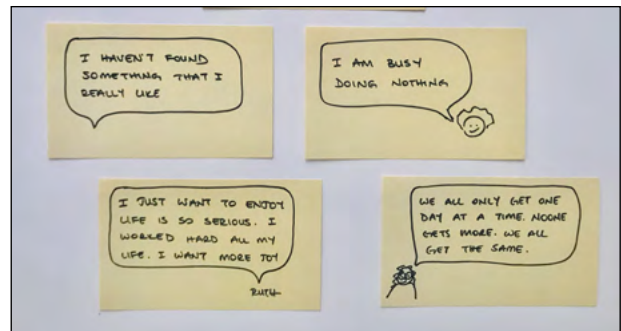
Good luck and enjoy!



## 3.2. HOW TO MAKE SENSE OF WHAT YOU LEARNED

### TIPS FOR MAKING SENSE & INSIGHT GENERATION:

- Good notes and/or video transcription are key to remembering the important points and reflecting back on what you heard during the session.
- Anecdotes and quotes bring the human perspective of this work to the forefront. Make note of what surprised you, made you curious, verified or falsified your assumptions or beliefs.
- If you had an active listening partner during the workshop or have a colleague interested in the topic, look for patterns together. Often, two people can find patterns more easily through collaborating, discussing or suggesting a new point of view.
- It's good to take a breather after the workshop but don't let too much time pass before you begin making sense and developing insights. Ideally, you want to set aside a few hours the next day or within two days of the workshop to begin reviewing the experience.
- Post-its are helpful in grouping ideas visually. If you're using Post-its, write one idea or theme on each note. Then, group similar ideas together, creating affinity diagrams.



# THANK YOU FOR BEING PART OF THIS EXCITING MOVEMENT!

The *Co-Designing with Older People* Facilitator's Guide was designed and written by Birsel+Seck, in collaboration with The SCAN Foundation. It is powered by the process and learnings of Design the Life You Love, a book written by Ayse Birsel, and fifteen Co-Design sessions that were conducted across the USA in 2019 and 2020.

We'd like to thank our community of participants whom we've learned so much from, age 65 and older communities across America who've welcomed us to their lives, and our collaborators across many fields -- designers, researchers, entrepreneurs and social impact practitioners.

For more information, check out [\(final report website link\)](#).



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