



Head, Hand, and Heart

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Activity Rationale and Aims

Aims

01. Engage in reflection at critical junctures to help inform next iterations
02. Generate more humanizing processes that incorporate thought, feeling, and action

Rationale

This activity provides a space for individual and communal reflection to support navigating important junctures in a co-design process. Team members will engage in holistic reflection (hand, head, heart) on phases of the project.

Activity Summary

Collaborators reflect on work done during a specific phase, including accomplishments, challenges, and thoughts about the future by engaging in critical reflection of lessons learned, feelings about the project, and what they remember the most. This activity is helpful throughout the design phases and can be particularly relevant when closing a session that is part of a multi-day design series, or when seeking to create intentional pauses in the midst of the work.



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In Person Steps

Individually:

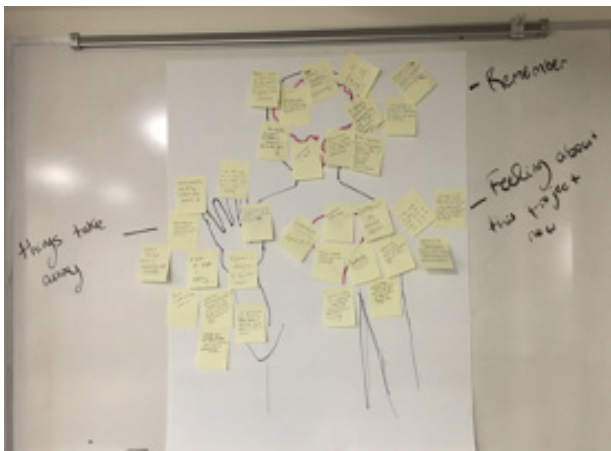
1. Prompt the team to respond to the following three questions on sticky notes:
 - a. What are some concrete lessons learned in this iteration that you hope can inform actions in the next iteration of this project? (Hand - doing)
 - b. How are you feeling about the project right now? (Heart - feeling)
 - c. What do you want to remember the most about this project? (Head - thinking)

As a whole group:

2. Circling around the room, have collaborators place their sticky notes in the respective areas on the figure. Have collaborators read their stickies as they place them on the figure (head, hand, heart).
3. Circle around the image and observe the collective response.
4. Engage in discussion on commonalities and differences.

Modifications and Virtual Adaptations

- The prompts can be modified to meet the project goals. You will want to get a reflection on thinking, feeling, and doing, however, the specific questions can be modified.
- If conducting this activity in a virtual environment, share the three reflections questions in a shared google doc, and ask collaborators to jot down their responses on paper, encouraging them to turn videos off during reflection time. Have collaborators split into pairs, reflect together, and write responses in the shared google doc. Then as a whole group, have collaborators share their thoughts, review the document together, and engage in a conversation on commonalities and differences.



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Facilitator Preparation

IN-PERSON MATERIALS

- Giant sticky notes OR butcher paper and tape
- Small sticky notes
- Pens and markers
- Large sticky with an empty figure with a head, heart, and raised hand on a piece of butcher paper or a large sticky note.

DIGITAL MATERIALS

- Prepare a google doc with a silhouette image of a person or outlines of a head, heart, and hand. Beneath the image include three sub-categories with space to write titled head, hand, and heart. Include questions 1a-1c of the in-person steps in the google doc.

Facilitation Tips

In-person

- Prepare a life size figure outline on large paper ahead of time. In your picture, you may want to highlight a brain in the head, a heart, and hand.

Specific Tips for Online Facilitation

- During the closing and the reflection, if the group is larger than 8, break into two small groups or use the chat feature.



Example from the field

This activity has been used across diverse projects. Collaborators have found it useful as both a closing activity as well as an activity used to create intentional pauses and reflections at critical junctures in the design work. Collaborators have reported that it is easy to slip into a mode of thinking and productivity when in the space of collaborative design and this activity helps the group engage their feelings, alongside their thinking, so as to orient towards action. For example, in a collaborative curriculum design process, the group was making great progress towards the completion of the design goals of filling in templates of activities and developing supporting materials. However, the fa-

ilitator noted that the group's urge towards productivity was taking precedence over reflection. The facilitator created a space to pause and engage in the head, hand, heart reflection. This pause supported the group to engage their feelings more fully, which then resulted in having some challenging and critical conversations about assumptions and biases that the group was making in the design work. Engaging their heart, alongside their heads, allowed for them to center the intended outcomes (the hands) of the design project more fully, shifting their design process to be more reflective of their own assumptions and biases.

Commitments to Equity and Wellness

Engaging the affective domain alongside the cognitive domain determines what actions, if any, are taken to promote equity and justice and dismantle oppression (Hunsberger et al., 2016). This activity can provide a starting place for engaging in critical, challenging, and heartfelt conversations that can be used to catalyze action. It centers the equal roles of thought, feeling, and action as valuable design elements and underscores multiple ways of knowing. Making space for multiple ways of knowing in the co-design environment invites collaborators to bring their full-selves to the design work, which can support a potentially more humanizing experience that attends to the process before the product of design (Paris & Winn, 2013).



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Additional Reading

Wheatley, M. J. (2009). *Turning to one another: Simple conversations to restore hope to the future*. San Francisco: Berrett-Koehler.



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Works Cited

Hunsberger, P., Mayo, B., & Anthony, N. (2016). *Becoming a Social Justice Leader: Using Head, Heart, and Hands to Dismantle Oppression*.

Paris, D., & Winn, M. T. (Eds.). (2013). *Humanizing research: Decolonizing qualitative inquiry with youth and communities*. SAGE.



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