



## EXPLORE

To be able to make well-founded decisions, we need insight into things with which we were not previously familiar. We must find information that can serve as a basis when we design suggestions for solutions and the final result. This might involve learning about a debate, understanding who the most important players are, or learning about the historical development of a certain product or social situation.

These cards will help you explore your field. We often find that a project grows once we start researching in earnest. One thing always leads to something else, which often means we're on the right track. Let it be a fun and self-propelled process that is given time. We can always immerse ourselves much more deeply than we originally thought possible, and it is an advantage when several people pitching in. This allows us to alternate between working individually and in groups. The methods in this category primarily support joint investigations. But we all function differently, so some flexibility is important. Either way, it's important that we come together regularly to share our discoveries.

## KEEP ON TOP

Time: 2-4 hours Number: Individually or as a group

Norm-creative innovation is often about things that are the subject of debate and that involve a variety of opinions, perspectives and criticisms. The better informed you are, the easier it is to avoid gaffes. A debate can also inspire new solutions and produce ideas about which players are important to include in the norm-creative innovation process.

This method involves developing an understanding of the various perspectives of a debate.

● Search the Internet. Make sure to cover the websites of daily newspapers and other media, as well as social forums and blogs. You can also search academic journals.

● Describe the material clearly, for example, by writing it out and posting it on a wall. The focus could be on headlines, quotations, images and key players to determine what is most important.

Think of the wall used to track crimes in detective dramas on television. For example, indicate connections with coloured threads stretched between pins.

● Investigate the material with a few questions, such as: What is the main issue of the debate? What are the perspectives? Are there ideas for solutions?

● Together, discuss how your project fits into the debate and the perspective your project is based on.

**SUGGESTION:** Try starting from one of the cards in the ♥ suit, such as ♥ 2, and use the Internet to explore the controversy surrounding the gynaecology chair.

## ADD MORE LAYERS

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An intersectional perspective reveals how discriminatory categorisations are not isolated from one another. For example, women are not a homogeneous group. Women also have different experiences with discrimination depending on their skin colour, gender identity, sexual orientation and class, for example. In addition, social context influences power structures. Adding layer after layer can thus deepen the norm-creative innovation process.

This method is a tool to investigate the ways in which various discriminatory power structures interact.

- Prepare study materials, such as an image, product category or a customer group.
- Choose a categorisation, for example, sex.
- Examine representations of the group being studied – both in numbers and how they are portrayed.
- Summarise the patterns that emerge.
- Continue the analysis by adding another layer. Use the grounds of discrimination as a starting point (but note that other categorisations, such as class, are also crucial). Regardless of your choice, define what is insinuated. For example, if you start with discrimination based on ethnicity, is it about racialisation processes, skin colour, migrant background, hair colour, national identity, citizenship, traditions, cultural norms? Categorisations can be carried out in many different ways and vary depending on who is defining them.
- Add another layer by using more categorisations and see what patterns emerge. Go through the grounds of discrimination, layer by layer.
- Discuss and draw conclusions about how the exercise challenges assumptions and what that means for the process moving forward.

SUGGESTION: Use the ♠ suit for support.

## SCRATCH THE SURFACE

Time: 3-4 hours Number: 2-7 people

Behind every object is an idea. We rarely need to reflect on that in our daily lives. But working with norm-creative innovations requires us to be attentive – both to the fact that we are influenced, and to how we react when encountering our physical surroundings.

This method is based on exploring the values objects convey.

- Choose a product. With a little imagination, this method can also be used for services and settings.
- Explore with your senses. Investigate how it looks (colour, shape, material), how it feels to touch (material, how easy it is to take hold of), and how it sounds, smells and tastes.
- Explore the value of the symbol. Examine its associations, what it encourages and why, the feelings it evokes and the values it conveys.
- Test its functionality. Investigate what it can do, what it should be able to do and what practical and emotional needs it fills.
- Test its interaction value. Explore usage for people of various ages (young, old, children), users with various disabilities (physical, neuropsychiatric and cognitive), users of varying sexes and gender identities, with different language abilities, and from different social classes. Use the grounds of discrimination as a starting point.
- Examine where and for whom it is available and whether it is part of a larger system.
- Compile and discuss.

**SUGGESTION:** Use the ♦-suit for support. Supplement with the methods Opinions and tastes and Embody the idea.

## GET THE PICTURE

Time: 1-2 hours Number: Groups of 2-7 people

Image analysis is similar to solving a riddle or a puzzle. Each component must be discovered and analysed for the whole to emerge. This involves spotting the intentions of an image, what speaks to us in it, and how it impacts us. The images analysed can be the ones we present in our process. For example, analysing images from a fashion magazine can be a good exercise.

This method is based on analysing pictures from a norm-critical perspective.

- Choose an image that portrays one or several people like a picture from an advertisement.
- Investigate what captures your attention.
- List what can be seen – people, objects, clothing.
- Consider the setting and its significance to the message.
- Examine the person or the persons' positions – whether they are standing, sitting, reclining, active or passive.
- Study what the person or people are doing – if they appear determined or unsure, if they are named, where they are looking, where the camera lens is focused and what power relationships are conveyed.
- Examine any headings and text and what font is used.
- Speculate about the intention and what directions you think the photographer may have given when taking the picture.
- Draw conclusions about the work moving forward.

SUGGESTION: Use ♠ 12 for support. Supplement with the methods Read between the lines and Experiment.

## READ BETWEEN THE LINES

Time: 2-3 hours Number: Groups of 2-7 people

The right wording and source references can make just about anything seem trustworthy. Social media places high demands on us when it comes to source credibility. News spreads so quickly that we don't have the time or energy to fact-check.

This method is helpful for conducting a norm-critical reading of a text and interpreting its message.

- Choose a text. A short text from a product catalogue works just as well as a long article.
- Determine where and when the text was published and how that influences your reading.
- Determine who wrote the text and how it presents itself. Start from the author's status, sex, name and so on.
- Investigate how the headline, introduction and body of the text interact.
- Examine the design of the font. Consider colour, size and how it influences the trustworthiness of the text.
- Review the content of the document: the focus, what is in the periphery, and what is lacking completely.
- Explore the word choice and whether it is emotionally charged.
- Examine the tone and emotions to which the text appeals.
- Define whose voices are heard and how they are described in terms of appearance, personality, and whether they are speaking as a professional, a private individual, a parent and so on.
- Identify and define whose voices are not heard.
- Draw conclusions about the work moving forward.

**SUGGESTION:** Supplement with the methods Catch a gaze and Opinions and tastes, which can be used to further examine fonts.

## BLOOM WHERE YOU'RE PLANTED

Time: about 2 hours Number: 5-20 people

The ability to change requires objectivity. By identifying our strengths and weaknesses, we can understand how we can grow.

This method gives an overview of the current situation. It works for companies, products, settings or services. The method is often called SWOT, which is an acronym for strengths, weaknesses, opportunities and threats. It can be used advantageously from a norm-critical perspective.

1 Draw a large cross on a whiteboard or a big piece of paper. Write 'strengths' in the top left quadrant, 'weaknesses' in the top right quadrant, 'opportunities' in the bottom left quadrant, and 'threats' in the last quadrant.

2 Write down what everyone will think about for each category, preferably on sticky notes. Start with strengths and weaknesses. Strengths may be: What exists today that we can build upon? And how can these strengths be further developed?

Weaknesses could be about how our work is discriminatory in various ways. Then move on to opportunities. Write down responses to questions such as: What can a norm-critical perspective provide? What innovation opportunities exist? Continue with threats. Respond to questions such as: What are the risks of taking a norm-critical perspective?

3 Stick the notes in each quadrant.

4 Discuss and expand upon to make the analysis as complete as possible.

**SUGGESTION:** Use the ♠ suit to apply a norm-critical perspective throughout the method.

## REWIND THE TAPE

Time: 2-4 hours Number: Individually or as a group

Values and norms change over time and space. Objects that are made bear the norms of their time. That could have to do with how something looks, how it functions and how it is used, or with changed status and value. It is important to understand these changes and differences.

This method involves understanding things from a bigger and longer-term perspective.

- Choose a product, setting or service. The method is exemplified with the cup.
  - Search for information on the Internet and in books. Search for old and new cups, and for different kinds of cups. Search for synonyms, like mugs. Search for variants, like teacups and souvenir cups.
  - Ask someone knowledgeable about how the cup was used in the past or how it is used elsewhere in the world.
  - Visit a museum to see and touch cups from history.
- Draw a timeline or an evolutionary tree and place the material on it. Make it big enough for there to be room for everything.
  - Discuss its evolution over time and space. Who wrote the history of the cup and how did that influence its design and conventions?
  - Speculate about the future and how cups will look in ten or a hundred years.
  - Draw conclusions together about the work moving forward.

SUGGESTION: Supplement with the methods Embody the idea, Fast forward and Follow your dreams. Use the ♠ suit for support.



## FAST FORWARD

Time: 3-20 hours Number: 2-10 people

To understand where we're going, we must also consider where we're coming from. We also have to figure out where we are now. Fast forward produces insights about what might need to change to achieve a norm-creative result.

This method is based on understanding what happens if our innovation challenge is developed without norm-creative change.

- Identify the current situation by listing all of its characteristics. For example, if it involves a product – list the properties, users, competitors and so on. Compile pictures and a few sentences.
- Look backwards and list what things were like in the past and what has evolved over the years. Give special consideration to qualities pertaining to norms, for example: Who was the user 15 years ago from a gender perspective? Compile once again.
- Look forward to a specific point in the future and describe its qualities if things were to continue evolving at the same pace and in the same direction as your examination of the past. For example, are there more stereotypes or fewer? Compile once again.
- Discuss the results of fast-forwarding and the potential for norm-creative innovation. In addition, discuss what would happen if certain changes were made in the near future.

**SUGGESTION:** Supplement with the method Follow your dreams to create an ambitious and desirable future scenario.

## FOLLOW YOUR DREAMS

Time: 3-4 hours Number: 2-7 people

To develop new ideas, we must let go of what we think is possible. But because we are deeply engrained in our daily lives, it can be difficult to imagine how things could be in the best-case scenario.

This method is based on visualizing a desirable future and then figuring out how to get there.

- ① Decide on a point in time in the future, such as ten or twenty years from now.
- ① Dream individually. Be specific as you design your future scenario. Be optimistic and norm-creative. What does it look like? Who is the user? Who is included? Write on paper or sticky notes.
- ① Present your visions to one another.
- ① Develop a shared vision that embraces everyone's ideas for a desirable future.
- ① Describe the vision to make it easy to understand. Use notes and sketches.
- ① Discuss the gap between the current situation and the vision. First explain individually, then discuss together.
- ① Draw a timeline with today at one end and the vision at the other.
- ① Draw conclusions about what activities are required and who needs to be involved for the vision to become a reality. Write down when things will happen on the timeline. Always use the vision as your starting point.

**SUGGESTION:** Use the tactic ♣13 for support. Supplement with the method Bloom where we're planted to analyse the current situation.

## DIRECT YOUR FOCUS

Time: 2-3 hours Number: 6-12 people

A group of people invited to discuss something specific based on their experiences is generally called a focus group. The group can help identify various expectations, needs and desires, and express how well the solution is addressing these things. A focus group is led by a leader. This method is designed for products, but can also be used in other contexts.

It is used to get responses from others to suggestions for solutions.

- Choose a location where you can focus.
- Prepare a questionnaire that supports but does not guide the discussion. Remember to maintain a norm-critical perspective.
- Select and invite participants who represent different perspectives on the topic of discussion. Be sure to include broad representation from various backgrounds, experiences and perspectives.
- Present what is going to be analysed. It is helpful if it is available, and perhaps in several versions and examples, so that everyone can touch it, try it and so on.
- Carry out the analysis using the questionnaire, but let the discussion evolve organically. Remember to include different perspectives. Ask for examples, specifics, and suggestions for opportunities for improvement.
- Document the discussion, for example by recording it or writing it down.
- Summarize the discussion and discuss with colleagues what the results entail for the work moving forward.

**SUGGESTION:** Use the method Scratch the surface to help prepare the questionnaire. You can also use the ♠ suit for support.



## BROADEN YOUR HORIZONS

Time: 2-3 hours Number: 4-6 people

Gathering a diverse group of people can enliven a project. For example, the group could consist of an engineer, a priest, an activist, a philosopher, an artist and a researcher. The idea is that together, they can question and explore a particular issue or phenomenon in depth. The goal is not to get a final answer to the question, but to get numerous perspectives.

This method involves inviting people from entirely different areas of knowledge and interest to contribute their perspectives on an issue or phenomenon.

- Choose a place that will support a good conversation, such as a living room or a quiet restaurant.
- Invite participants who represent many different areas of expertise and experience.
- Begin the conversation, for example by asking the participants to present an item you have asked them to bring along that represents the issue from their perspective.
- Let the discussion develop organically. For the most part, the group leader stays in the background, but can ask someone to elaborate on their logic or further explain an experience, and can encourage the conversation with a well-chosen question.
- Document the discussion, for example by recording it.
- Summarize the discussion afterwards and discuss with colleagues what the different perspectives may entail for the work moving forward.

**SUGGESTION:** Use the tactic ♣ 10 in the selection process. Combine with the method Bloom where we're planted.

## HAVE COFFEE TOGETHER

Time: 2-5 hours Number: > 20 people

Some norm-creative projects involve creating solutions that will work for many different people, for example in a place or in an organisation. In such cases, it is important for as many people as possible to offer their knowledge, experiences and critiques. Have coffee together is a way to establish constructive circumstances for people to express themselves to others. The conversation is on a clear theme that is explored based on questions discussed in small groups.

This method involves discussing a topic with many people at once, for example with people in a residential neighbourhood.

- Choose a place that supports an informal discussion.
- Prepare questions to be discussed at various tables – one question per table. Remember that the questions should be significant to the participants.
- Prepare for the process. Appoint a host at each table. The host makes sure everyone speaks and documents what is said, for example in a notepad.
- Start with an overarching description of the theme.
- Split the participants into groups. It may be smart to divide the groups in advance. The participants regularly change tables to ensure each question is explored as thoroughly as possible.
- Present the results to all participants and discuss. To finish, a priority can be determined together.
- Summarise the results afterwards and discuss with colleagues what the issues that came up entail for the work moving forward.

SUGGESTION: Combine with the Trigger method.