Experience Map for... *The Professional or Organization User: John, the marketing manager*

1. **Pursuing the school**
   John contacts the local high school and suggests a marketing challenge he typically faces in his work. He was inspired by the Preflight bank of available challenges. The school connects him with Sally, an English teacher. His marketing challenge fits the creative writing she’s teaching.

2. **Planning the project**
   John works with Sally to plan the project using the prepared workshop guidelines. They think through the challenge phases:
   - A. Short information session
   - B. John’s marketing challenge
   - C. Feedback and review of ideas
   - D. Follow-up opportunities

3. **The challenge roll-out**
   On the first day of the challenge, John comes into class and gives a short talk about his work. Then, he presents his challenge, along with the important guidelines for solutions.

4. **Presentation and feedback**
   After the challenge (could be anywhere between 3 days and a few weeks), John returns and the students present their solutions. He gives the ideas feedback. Finally, John shares relevant next steps for the students.
   - **Examples:**
     - Online classes
     - Local volunteer opportunities
     - Businesses to research
     - Mentorship opportunities

3.5 Does John come back midway through, or do an online chat after the first prototyping session? Does John get to choose his level of involvement?
1. **The perfect match**
Sally’s principal tells her that John is interested in doing a challenge in her class. She’s thrilled, but a bit worried she doesn’t have time for it.

2. **Planning the challenge**
Using the Preflight time-planning framework, Sally plans out how much class time will be allotted for each step of the challenge.

3. **A Design-thinking refresher**
In order to support the students, Sally knows she’ll need a solid understanding of design thinking. She uses an IDEO overview document to learn the basics.

4. **During the challenge**
John is responsible for the opening and closing of the challenge, but what happens in the middle? Sally’s job is to facilitate student thinking and keep them on track towards meaningful solutions.
Experience Map for... *The Student*
User: Greg, the sceptical but ambitious teenager

1. **Learn about a new industry**
   Greg is thrilled to see John. He’s heard of marketing, but it sounds kind of strange. His reactions:
   - “I never knew that marketing has such a big effect on me as a customer!”
   - “I never knew there was a place for a creative writer in a tech company!”

2. **Participate in the challenge**
   Greg works with his team of four to brainstorm, prototype and refine their ideas, as guided by teacher Sally. Some of the skills he learns are:
   - Collaboration
   - Creative problem solving
   - Self-confidence to tackle real-world problems
   - The design-thinking process
   - A sense of optimism and opportunity for his future

3. **Follow-up with new interest**
   After class, Greg introduces himself to John. He thanks him for the session and talks about his new interest. John answers some of his questions, suggests an online class, and even invites him to the office for a day!