



A DAY IN THE LIFE

Understanding participants' typical days is a useful way to clarify how a solution could fit into the lives of potential end users. It is also very valuable to explore the typical days of different types of people, for example, by gender, age, ethnicity, job role, and education level.

This activity is easiest to do in an interview setting as each person will have a slightly different typical day. While this activity normally focuses on a 'typical' day, depending on the focus of the DISCOVER phase, you may choose to focus on other types of days. For example - rainy days or flooding days.

OBJECTIVE

The day-in-the-life exercise encourages interview participants to describe a typical day, documenting activities, roles and challenges.

WASH-HCD CONNECTION

WASH activities and responsibilities affect different types of people quite differently and by understanding the typical day of different types of people, solutions can be designed to best meet the needs of the individuals most directly affected.

TIMING

20-30 minutes

MATERIALS

- TEMPLATE
- PAPER OR NOTEBOOK
- PENS OR PENCILS



STEPS

1. Plan.

- Clarify the participants and modality of your activity based on the requirements of your DISCOVER phase.
 - i. **Participants.** Community members or stakeholders?
 - ii. **Modality.** Combined with other activities?
- Prepare your materials
 - i. Worksheet
 - ii. Clipboard
 - iii. Pens or markers
 - iv. (optional) Emoji Stickers
 - v. Camera (smartphone or other)
 - vi. (optional) Photography consent forms

2. Generate.

During the interview, and at the appropriate time, follow these sub-steps.

- Clarify the objective and focus of this activity with participants.
- Introduce the clock-face worksheet to the participant and clarify the flow from morning to evening in a clockwise progression.
- Ask participants to describe the key events of a typical day and the general times these take place - from waking up to going to sleep.
 - i. Write and draw on the template or if appropriate, ask the participant to write or draw themselves.
 - ii. This part will take some time and could require lots of probing.

2. Generate (continued)

- Ask participants to label the different activities on their clock as points of 'joy' or 'difficulty'.
 - i. You may choose to use stickers or colored markers to indicate these.
 - ii. You may also choose to allow the participant to use other emotions
 - iii. Encourage the participant to describe why they feel this way. And continue to probe graciously
- Once the worksheet is completed, check if the participant would like to change anything.

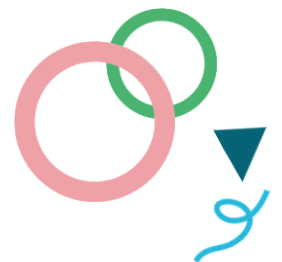
Hints: This activity can be potentially distressing to participants. Be gentle and patient

3. Synthesize.

- Compile the daily clocks together into a set of composite examples. This could be broken up by gender, geography, age, status or combination of factors.
- Compare and reflect on the set of clocks using the TOES framework: surprises, themes, extremes and opportunities.

4. Utilize.

- Use the composite clocks within the documentation of the DISCOVER phase to illustrate different roles and responsibilities of potential end users
- Use insights from the clocks to develop design criteria for the CREATE phase.





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HCD for WASH

