

Design Intention Worksheets

The following are a series of Design Intention Worksheets that are designed to facilitate workshops and critique sessions. These workshops are useful to create discussion based environments for learners to better understand intention in design and the mechanics of visual communication for different purposes.

These workshops address of skills building in areas such as:

These workshops can be tailored for use with specifics pieces of media and to understand how work is specifically crafted for different purposes, including work that provokes an emotional response which is useful in areas like social design, public service campaigns, art-based education, or emotionally-driven advertising, work that aims to education which is useful for education, behaviour change and work that is based in visual persuasion, cultural messaging.

There are three workshop sheets, each tailored for each design intention.

This workshop sheet aims to facilitate an exploration of visual persuasion, cultural messaging and design intention. This worksheet is specifically reviewing the design intention for an *educational piece*, for instance, infographic, poster, slide, brochure, etc.

This workshop is tailored toward helping learners to reflect critically on why the creator or themselves as creator made certain design decisions and how those decisions support learning goals, clarity, and engagement of the piece of media.

Design Intention Worksheet: Educational Media

Purpose: This worksheet helps the learner to analyse and articulate the *intentions behind the design decisions* in an educational piece, focusing on how form supports function and learning outcomes.

1. Purpose & Audience

- What is the goal of this piece?
Explain the concept and explicitly state the function — raise awareness, instruct, summarise, motivate
- Who is the intended audience?
Age, background knowledge, needs. If the research contains insights into psychographic data, please outline here
- What should the viewer learn, feel, or do after engaging with it? What is the expected response? What is the action response?

2. Content Structure & Information Design

- How is information organised?
(Chronologically, thematically, step-by-step?)
- What is the visual hierarchy?
- What is the information hierarchy?
- What is the value to this structure chosen? What are the potential deciding factors to use this structure? (If student designed — Why did you choose this structure?)
- How does this structure help comprehension or flow?
- What content is emphasised—and why?

3. Visual Strategy

A. Typography

- What typefaces are used?
- How do they support tone, hierarchy, or readability?
- Is the grid discernible and does it work towards messaging?

B. Color

- What is your colour palette?
- How does it guide attention, support mood, or represent meaning?

C. Images / Icons / Graphics

- What kinds of visuals are utilised? (e.g., photos, icons, diagrams)
- What purpose do they serve? (e.g., clarify, decorate, instruct, symbolise)

4. Layout & Spatial Decisions

- What drove the decision on the placements on elements? (In the case that it is student work — How did you decide on placement of elements?)

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- How does the layout support scanning, comparison, or sequencing?
- How is the layout achieved, are grids being utilised? Is there intentionality in the grid, alignment or whitespace? If so, how? In the case that it is student work — Did you use grids, alignment, or whitespace intentionally? How?

5. Accessibility & Clarity

- How has this piece been made accessible to different learners? (In the case that it is student work — How did you make this accessible to different learners? (Consider text size, contrast, simple language, alt-text, etc.)
- How is clutter and overload avoided in this piece? (In the case that it is student work What choices did you make to avoid clutter or overload?)

6. Reflection

- Can you deduce what the biggest challenge has been in aligning the design with purpose? (In the case that it is student work —What was your biggest challenge in aligning design with purpose?)
- If you could revise one aspect of the design, what would it be—and why?
- What did you learn about educational design through this project?

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The following is a Design Intention Worksheet specifically crafted for creating work that provokes an emotional response—useful in areas like social design, public service campaigns, art-based education, or emotionally-driven advertising.

Design Intention Worksheet: Evoking Emotional Response

Purpose: Use this worksheet to explore and clarify how your design choices are intentionally crafted to trigger specific emotions in your audience. Think about storytelling, tone, aesthetics, and audience psychology.

1. Core Emotional Goal

- What emotion(s) are you trying to provoke?
(*E.g., empathy, urgency, anger, awe, nostalgia, joy, discomfort*)
- Why is this emotion important for your message or purpose?

2. Audience Awareness

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- Who is your target audience?
(Be specific: age, background, beliefs, context)
- What emotional triggers or symbols are likely to resonate with them?
(Think: cultural references, shared experiences, values)

3. Design Elements to Support Emotion

A. Color

- What colors did you choose?
- How do they relate to the emotion you're targeting?

B. Imagery

- What kind of imagery are you using?
(Photos, illustrations, abstract shapes?)
- What emotional weight or symbolism do the visuals carry?

C. Typography

- How does your choice of font, size, and spacing reflect tone or emotion?

4. Narrative and Messaging

- What story are you telling (visually or verbally)?
- Does the message evolve? Is there tension, climax, or release?
- How does the text (if any) support the emotional arc?

5. Composition and Flow

- How does your layout guide the viewer emotionally?
(Does the eye move slowly, urgently, quietly, chaotically?)
- Are there contrasts, rhythms, or focal points that intensify feeling?

6. Emotional Testing & Reflection

- Have you shown this to anyone? What did they feel?
- Did their response match your intention? If not, why might that be?
- What would you revise to strengthen the emotional effect?