# Co-designing with community:
# Generate ideas
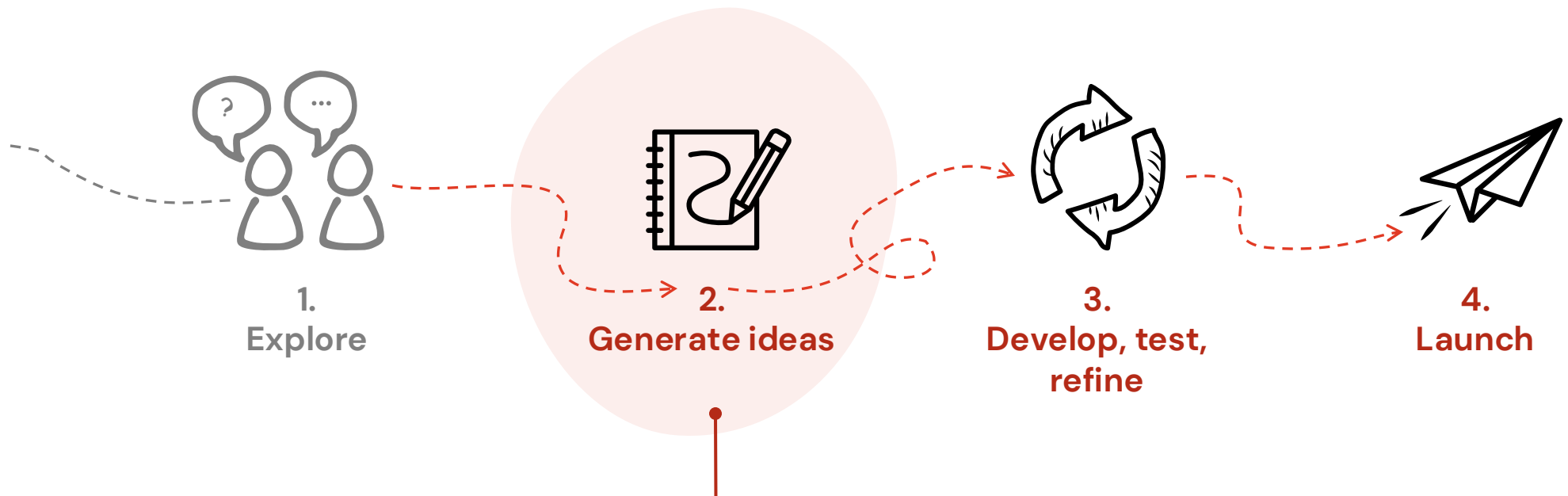
South Asian Violence Prevention
Trials in Auckland



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# Where we are in the process

**1.**
Explore

**2.**
**Generate ideas**

**3.**
**Develop, test, refine**

**4.**
**Launch**

We should all have a **HMW statement** that we want to explore.

The next stage of the co-design process is about **generating new ideas** in response to the opportunity area (HMW question) identified during the explore stage.

During this stage ideas are built upon and developed into **draft concepts.**

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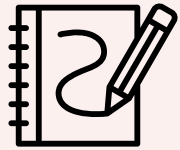
# 2. Generate ideas

Focus areas:

**Being open to all ideas**

In this phase, it's important to be open to all ideas, no judging what's good and bad just yet!

## 1. How to generate ideas

Learning **tools and methods** that help you get creative and **come up with lots of ideas** in response to your opportunity area.
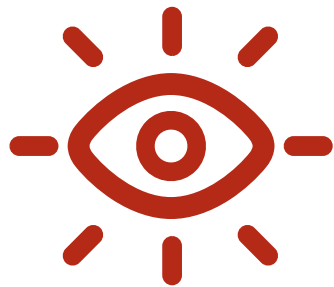
## 2. Linking ideas to evidence

Ensuring that the ideas you have come up with **align with the research findings** from the previous phase.

## 3. Identifying the most promising idea

Learning tools and methods that help you select the idea that is most likely to work, based off what we already know.

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# How to generate ideas

An **insight** or **issue**

Becomes a **How Might We?** Question

That we **respond** to with **ideas**

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# To come up with ideas we...

### Keep an open mind

We don't want to judge ideas too early. All ideas are useful, and what can seem like a bad idea may, in fact, work well with another idea to form a super idea! Also, if we judge too soon, people may stop sharing their thoughts as they may not feel safe speaking up without being criticised.
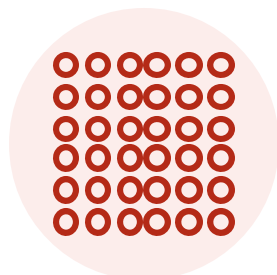
### Focus on quantity, not quality

We want to get as many ideas out as possible. The more we focus on quality, the fewer ideas we produce, which means we have fewer avenues to explore later.
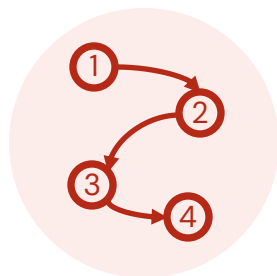
### Use different methods to generate ideas

Mix up the way you generate ideas. Trying out different tools and methods, generating ideas individually and in a group will help you come up with ideas that are all very different. The more varied the ideas you have, the more likely you will find an idea that will work.

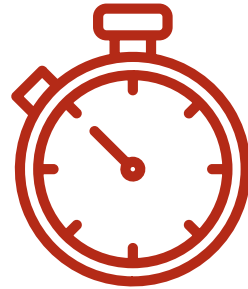### Work in groups

Whilst it is good to have some elements of individual idea generation, it's also important to do this in a group. Each person will bring in their own experience and perspective and so will help generate ideas that are varied. Groups of three people or more is useful to have diversity of thought.

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# Methods for generating ideas

Lots of methods exist to help us go wide when coming up with ideas. These methods can be mixed and used together.
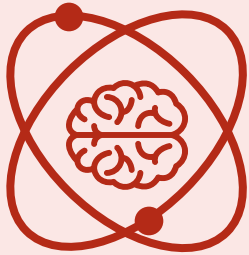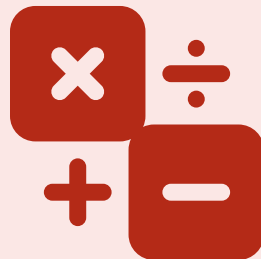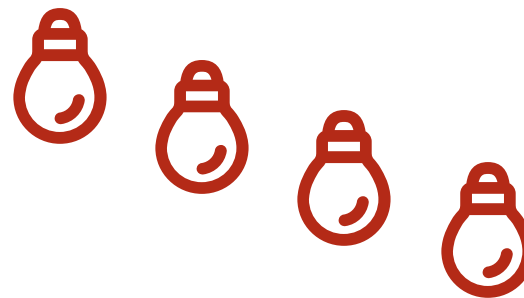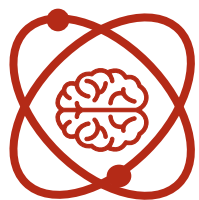
**Brainwriting and brainstorming**

**8 for 8**

**Ideation cards/ checklists**

**SCAMPER**

**Worst possible idea**

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# Brainwriting and brainstorming

Letting ideas flow freely

## How it works

**For brainstorming:**

1. **One person is the scribe** (the one who records what people say)
2. The group shouts ideas out and the scribe writes them on a board/large piece of paper
3. Group and discuss ideas

**For brainwriting:**

1. **Individually write or draw ideas down,** one idea per page/post-it, for a set time
2. Share ideas with the group at the end
3. Group and discuss ideas

### Rules

- No judgement of ideas
- No focussing on ideas – say it and move on to the next one
- Focus on getting as many ideas out as possible
- Build on others ideas where you can

### Tips

- Try starting with brainwriting – this creates more diverse ideas and gives everyone a voice
- Capture all ideas – post-its are a great tool for this to allow for easier grouping

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# 8 for 8

## Setting goals and limits to push creativity

## How it works

1.  Everyone is given 8 minutes to come up with 8 ideas on their own.

    - Ideas can be written or drawn, whichever you prefer.

2.  After the 8 minutes are up, ideas are shared, discussed and potentially combined.

## Why it works

- By setting a time limit, participants are encouraged to let go of perfection.

- By setting a goal, participants are encouraged to move beyond their initial ideas and explore unusual ones.

- You get a variety of ideas in a short space of time.
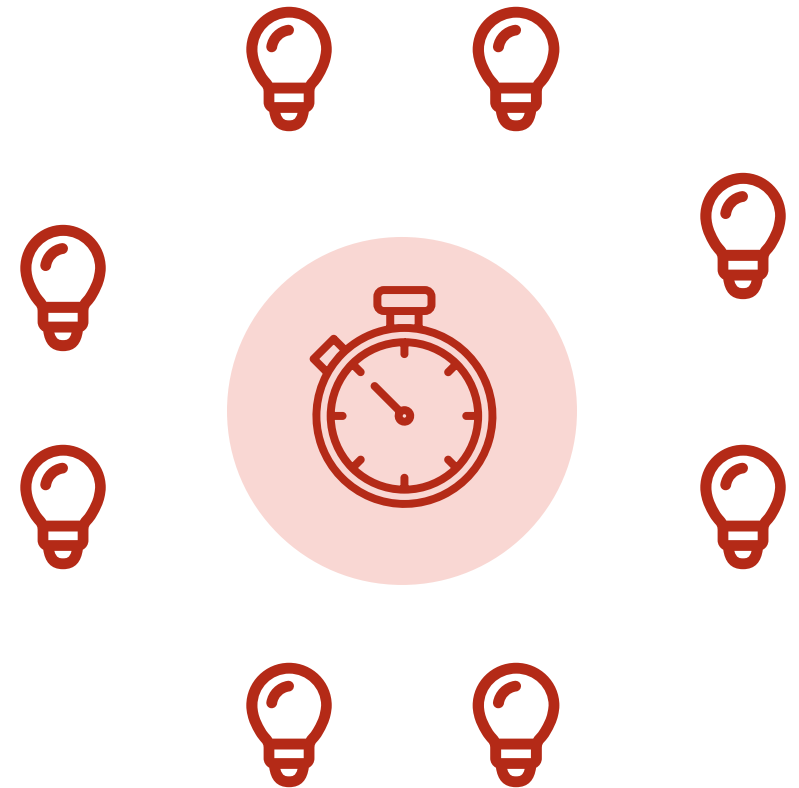
*8 for 8 is adapted from Crazy Eights – a rapid prototyping exercise developed in the Google Ventures SPRINT. Designed by Jake Knapp and John Zeratsky,*

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# Ideation cards/checklist

## Focussing the session on a question or prompt

These are a set of cards that have a question or prompt to help you approach the problem in a new way. They may also be presented as a list.

There are many sets out there that can be used or you can make your own.

## How it works

1. Read one card and generate ideas around that.

2. When ideas for that card has been exhausted, move onto the next card.

## Tips

- These can be used whilst brainstorming when people begin to get stuck in one way of thinking.

- These cards can be used as a checklist to make sure that all important factors are considered.

IMAGINE IF YOU HAD ALL THE MONEY IN THE WORLD...

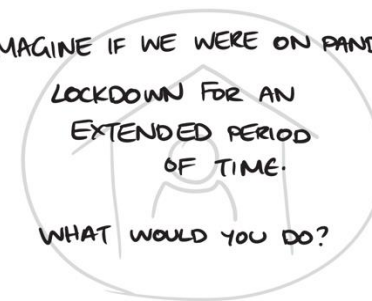IMAGINE IF THERE WAS NO TECHNOLOGY...

WHAT WOULD YOU DO?

IMAGINE IF YOU WERE USING YOUR OWN MONEY FOR THIS EXPERIENCE.

WOULD THIS CHANGE WHAT YOU DO?

IMAGINE IF WE WERE ON PANDEMIC LOCKDOWN FOR AN EXTENDED PERIOD OF TIME.
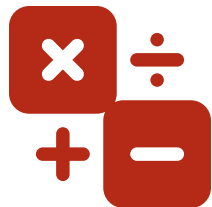
WHAT WOULD YOU DO?

*An example of purpose-made ideation cards for creating new ways of networking*

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# SCAMPER

## Seeing how we can take an existing solution and improve on it

SCAMPER is a tool to help you come up with new ideas based on an existing product, service or situation by looking through different lenses. There are seven lenses in the SCAMPER method:

## How it works

1. Think of an existing solution

2. Spend time on one lens and generate ideas based on that prompt, then move onto the next

3. Repeat with different solutions

| S | C | A | M | P | E | R |
|---|---|---|---|---|---|---|
| **Substitute** | **Combine** | **Adapt** | **Modify** | **Put to another use** | **Eliminate** | **Rearrange** |
| What part in my product, problem or process can be substituted and for what? | How can I combine two or more parts of my product, problem, or process so as to create a different product or process? | What can I adapt in my product, problem, or process? | What can I modify or put more or less emphasis on in my product, problem, or process? | How can I put the thing to other uses? What are new ways to use the product or service? | What can I eliminate or simplify in my product, design, or service? | How can I change, reorder, or reverse the product or problem? What would I do if I had to do this process in reverse? |

*The SCAMPER method was developed by Bob Eberle and builds upon the brainstorming work of Alex Osborn*

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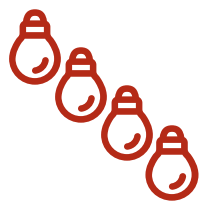
# Worst possible idea
## Flipping the process to boost creativity

## How it works

1. Individually, write as many bad ideas as you can to solve the problem

2. In your groups, share your ideas then group ideas that are similar.

3. Together, list what makes each of these ideas bad (5 mins)

4. To turn these ideas into ones that are useful, you can use the following strategies:

   - Find the opposite of the bad ideas (could do this by looking at the opposite of what makes it a bad idea)

   - Look at the different aspects of the bad ideas that could inspire a good one

   - Removing the worst attribute and replace it with something else

   - Mix and match bad ideas

## Why it works

- As bad ideas are the goal of this exercise, people have more confidence to share their ideas

- People get really creative when there are no boundaries on what the solution should look like, so when it's time to flip them into a useful idea, you have a lot of options to look into

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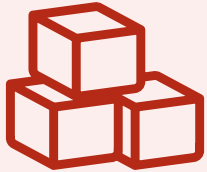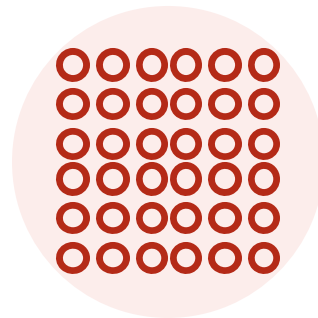
# Activity: Generate ideas

## Problem: How might we get more people using public transport
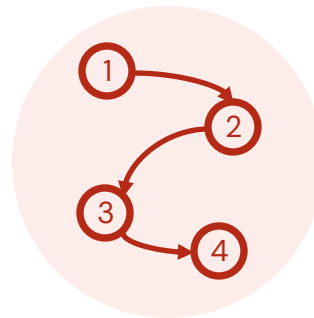
1. In your pair, pick an idea-generation method (or methods!)

2. Spend 15 minutes generating ideas

**Keep an open mind**

**Focus on *quantity*, not quality**

**Use different methods to generate ideas**

**8 for 8**
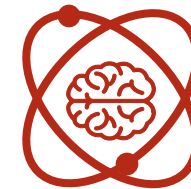
**Brainwriting and brainstorming**
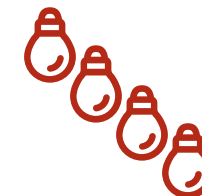
**Worst possible idea**

# Finalising our HMWs

## Is your HMW specific enough?

1. Does it include an **issue or insight** as an opportunity**?**

2. Does it identify who the **specific population** is you want to target?

3. Does it describe the **desired outcome**?

**Example:**

3. The desired outcome

HMW radically increase

Wellingtonians' access to e-bikes?

2. Who

1. The insight or issue

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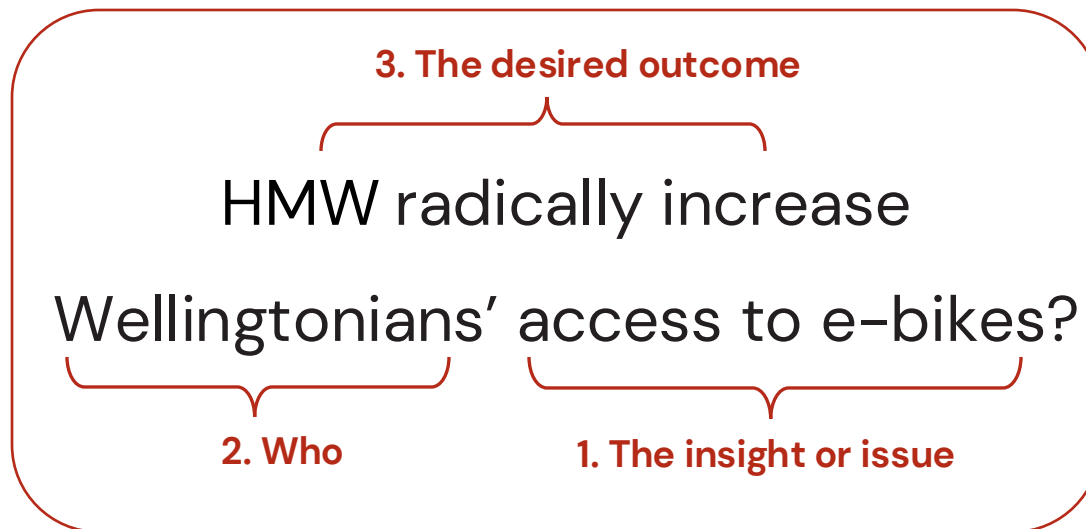
# Generating ideas in your context (the SAT trials)

When coming up with ideas for your initiative use your **selected HMW** to guide your ideas so they are focused.

Using information from the community mobilisation toolkit, such as '**protective factors'**, and our own research, enables us to develop ideas that are **grounded in evidence.**

Remember **good idea generation is fast!** If you get stuck on one idea, stop, and move onto the next one!

Your

HMW...

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# Linking ideas to protective factors

You can use research to inspire new ideas if you get stuck when brainstorming. **Use this list of protective factors to inspire new ideas** in response to your HMW statement.

| Societal | Community | Relationship | Individual |
|---|---|---|---|
| • Gender equity<br>• Positive social norms: healthy and respectful relationships, non-violence and celebrating diversity<br>• Child wellbeing is supported<br>• Connections and celebration of cultures<br>• Helping and healing is supported | • Strong social connections in communities<br>• Healthy relationships encouraged<br>• Strong cultural identities<br>• Community support and connectedness<br>• Coordination of community resources and services<br>• Access to mental health and addiction services<br>• Safe relationships free from violence<br>• A safe and supportive physical and built environment<br>• Culture providing a sense of identity and belonging | • Secure attachment of infant to parents/ caregivers<br>• High levels of paternal care during childhood<br>• Strong and warm parent–child relationships<br>• Sufficient whānau and family finances<br>• Time with parent<br>• Whānau and family support and connectedness<br>• Pro-social peers<br>• Connection to a caring adult<br>• Stable responsive relationships | • Self-regulation<br>• Positive parental health and wellbeing<br>• Positive physical and cognitive development<br>• Positive social behaviour<br>• Skills in solving problems non-violently<br>• Connection and commitment to school<br>• Food security<br>• Sufficient whānau and family finances<br>• Secure and appropriate nutrition from pre-conception onwards |

*Refer to community mobilisation toolkit for more information*

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# Linking ideas to community needs

You can use research to inspire new ideas if you get stuck when brainstorming. **Use these community needs to inspire new ideas** in response to your HMW statement.

*Refer to community mobilisation toolkit for more information*

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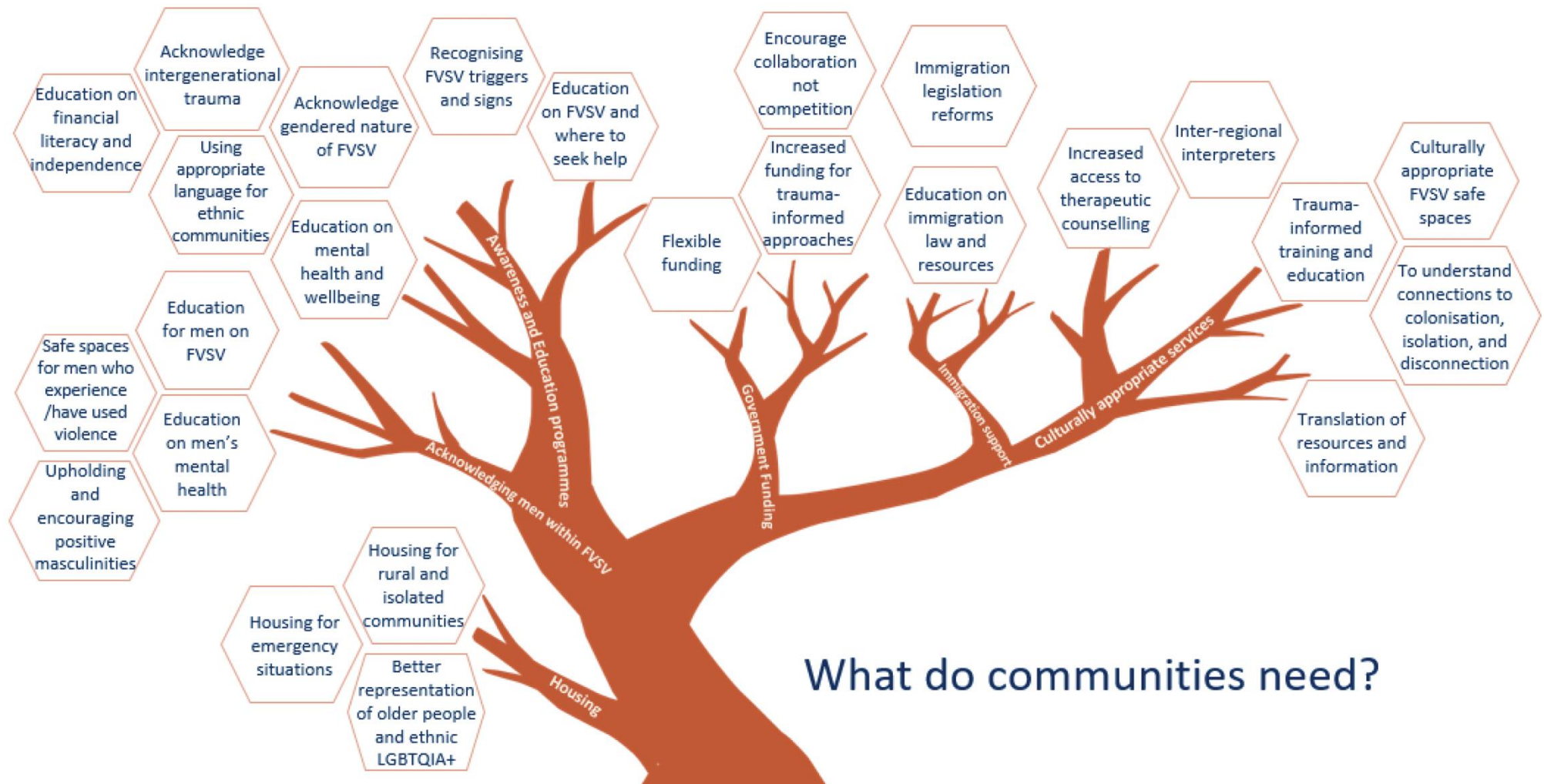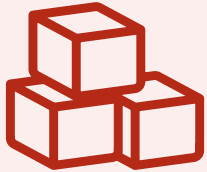
# Activity: SAT ideas

**Come up with 20 ideas in response to your HMW** drawing on the protective factors, community needs or any other research you've done utilising one or more of the methods discussed. Use whichever method you'd like and whatever resources you need.

HMW...

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# Prioritisation methods

Now that you've got a whole lot of ideas to work with we've got some ways to narrow down and find the best one to take forward to the development phase. There are many methods that you can use to do this, and you can also use multiple methods to narrow down your ideas.

## Go/no go

- Go/no go is a simple exercise to review all ideas and see which ones can 'go ahead' and which ones can't for obvious reasons.

- Some ideas don't work with the constraints of the project and can be removed immediately to quickly focus.

- To do this, consider the constraints you are working within (e.g. timeframe, budget, resources).

## Voting

- Voting is a quick and easy way to narrow down ideas.

- It gives people the chance to vote in the ideas they think have the most potential.

- Using sticky dots is a great way to give people an equal number of votes so they can choose their favourite ideas.

- The idea(s) with the most votes are taken through to the next phase.
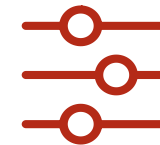
## Scoring

- Scoring is useful for a small number of more detailed concepts to compare and contrast their features.

- Score criteria around desirability, possibility, and viability.

- The highest scoring concept is the one that is developed further in the next stage.

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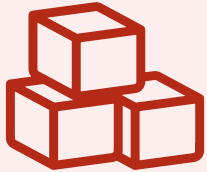
# Activity: Voting on our ideas

1. Combine with **another 2 groups.**
(6 people per group in total)

2. Put all your **transport ideas up on the wall**
from earlier and read through each other's ideas.

3. With your 3 sticky dots per person, **vote for the 3 ideas** you think are the best ones for getting people to use public transport.

4. Once the voting is over – take a look and see **what ideas came out on top**. We will use the ideas voted in for the next stage.

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# Developing a concept

## What is a concept?

- **It's a level up from a quick idea**

  It's more than just a few words.

- **It's tangible**
  - We make it tangible through giving it a name, drawing it, describing its features.
  - It describes something **in enough detail** to help people imagine what it might be like in the real world.

- **It can be tested**

  You can **assess the concept** to see if it is strong enough to take forward to the development phase.

## A concept is not:

- **Fluffy / ambiguous**

  It needs clarity. What makes it different from other concepts?

- **Perfect**

  Be okay with having a go – stick figure drawings are great!
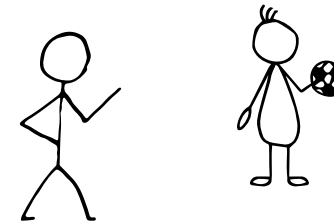
- **Final**

  It's going to go through many iterations.

# Activity: Developing a concept from your idea (transport)

Use this concept card to take your idea a step further & describe your concept in more detail.

**User story:**

This is for:

Wanting/needing to:

We provide....

So that....

**Concept name:**

**Describe the concept**
Be creative! Use words, sketches, diagrams, etc. to explain how it works

**How will you know if it works ?**
(What does success look like)

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# Activity: Developing a concept from your idea (transport)

Use this concept card to take your idea a step further & describe your concept in more detail.

**User story:**

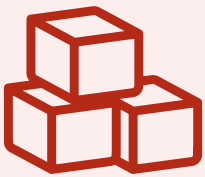This is for:

Wanting/needing to:

We provide....

So that....

**Concept name:**

**Describe the concept**
Be creative! Use words, sketches, diagrams, etc. to explain how it works

**How will you know if it works ?**
(What does success look like)

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# Prioritising ideas with DVP scoring

We can use the DVP model **to score our concepts** to help us understand which one is the stronger idea to take forward to the development phase.

Think about what would **desirability, viability** and **possibility** looks like for your context.

We can use a scoring method to help find the strongest idea.

e.g.

**Possibility**

None  1 ←——————→ 10  High

**Desirable?**
Is it something your community would value? Does it meet their needs?

**Viable?**
Could it be sustained over time to have a lasting impact?

**Possible?**
Is it possible to implement with the resources you have?

*Adapted from IDEO*

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# Prioritisation activity : DVP scoring

Score your concepts against the 3 DVP areas to understand which one is the strongest to take forward (*10 being the highest score while 1 is the lowest*).

**Concept name:**

## Desirability

Is it something your community would value?  Does it meet their needs?

← 1  2  3  4  5  6  7  8  9  10 →

## Viability

Could it be sustained over time to have a lasting impact?

← 1  2  3  4  5  6  7  8  9  10 →

## Possibility

Is it possible to implement with the resources you have?

← 1  2  3  4  5  6  7  8  9  10 →

**Score total:**

**Comments:**

**Concept name:**

## Desirability

Is it something your community would value?  Does it meet their needs?

← 1  2  3  4  5  6  7  8  9  10 →

## Viability

Could it be sustained over time to have a lasting impact?

← 1  2  3  4  5  6  7  8  9  10 →

## Possibility

Is it possible to implement with the resources you have?

← 1  2  3  4  5  6  7  8  9  10 →

**Score total:**

**Comments:**

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*Coming back to our context:*

Look back at the **violence prevention ideas** you developed earlier (page 20) in response your HMW...

# Activity: Developing a concept from your idea (SAT)

Use this concept card to take your idea a step further & describe your concept in more detail.

**User story:**

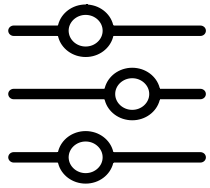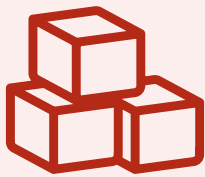This is for:

Wanting/needing to:

We provide....

So that....

**Concept name:**

**Describe the concept**
Be creative! Use words, sketches, diagrams, etc. to explain how it works

**How will you know if it works ?**
(What does success look like)

**What protective factor(s) does your concept address?** (refer to page 18 of this booklet for reference list)

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# Activity: Developing a concept from your idea (SAT)

Use this concept card to take your idea a step further & describe your concept in more detail.

**User story:**

This is for:

Wanting/needing to:

We provide....

So that....

**Concept name:**

**Describe the concept**
Be creative! Use words, sketches, diagrams, etc. to explain how it works

**How will you know if it works ?**
(What does success look like)

**What protective factor(s) does your concept address?** (refer to page 18 of this booklet for reference list)

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# Prioritisation activity : DVP scoring

Score your concepts against the 3 DVP areas to understand which one is the strongest to take forward (*10 being the highest score while 1 is the lowest*).

**Concept name:**

### Desirability

Is it something your community would value?  Does it meet their needs?

⟵ 1    2    3    4    5    6    7    8    9    10 ⟶

### Viability

Could it be sustained over time to have a lasting impact?

⟵ 1    2    3    4    5    6    7    8    9    10 ⟶

### Possibility

Is it possible to implement with the resources you have?

⟵ 1    2    3    4    5    6    7    8    9    10 ⟶

**Score total:**

**Comments:**

---

**Concept name:**

### Desirability

Is it something your community would value?  Does it meet their needs?

⟵ 1    2    3    4    5    6    7    8    9    10 ⟶

### Viability

Could it be sustained over time to have a lasting impact?

⟵ 1    2    3    4    5    6    7    8    9    10 ⟶

### Possibility

Is it possible to implement with the resources you have?

⟵ 1    2    3    4    5    6    7    8    9    10 ⟶

**Score total:**

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# Engaging with your community to produce ideas and select a concept

## Learning and planning

- Today's session should be the start of **planning to engage** with your community. Consider:
  - What would suit your community to get them involved in developing some ideas and concepts
  - How to ensure people are supported and comfortable
- Consider **what part of the process** you will involve community in:
  - Idea generation?
  - Prioritising?
  - Concept development?
  - All of the above?

## Engagement(s) with your community

- Run your idea generation sessions.
- This is the time for your community to share openly and honestly. Listen deeply, ask questions.

**Reflexivity check:**
Remember you are the facilitator, make sure your participants can share openly and freely without your biases or influence getting in the way.

## A concept developed with community

- By our next phase 3 upskilling session you should have **one final concept** you've developed alongside your community to take into the next phase.
- Phase 3 will focus on **developing, testing and refining** this concept.

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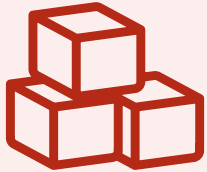
# Activity: Engaging community to generate ideas

**Think about how you might involve your community in the process of generating ideas, developing concepts and prioritising them.** You don't need to do the whole process at once with them and can just involve them for certain parts e.g. come up with ideas with community, go away and develop concepts, then get them to help you test/score the concepts.

**Place**
Online or in-person?

**When**
What time of the day / week?

**How many people**
Think about the goal of your engagement and what size group will support this.

**Koha**
How might you show appreciation for participants' time and sharing info?

**How**
What method? What tools?

**Risks and how to mitigate them**
Think through all scenarios and how you will respond to them.

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