HEALTHY FAMILIES LAB

A SUMMARY OF RĀNUI KAI LAB + ŌTARA KAI COLABORATION

JULY - DECEMBER 2016

PROJECT TEAM

healthy families New Zealand

RESILIOSTUDIO

PROJECT PARTNERS

DIABETES PROJECTS TRUST

southseas HEALTHCARE

Ranui Community Centre

The Southern Initiative

AUTHORS/PHOTOGRAPHY

RESILIOSTUDIO

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INTRODUCTION TO THE DOCUMENT

This document is a summary report of the 2016 Healthy Families Social Innovation Lab (HFL), which was initiated by Healthy Families Waitākere and Healthy Families Manukau, Manurewa-Papakura with support from Resilio Studio. The purpose of this report is to document the people, processes, actions, outcomes and key learnings of the lab, to provide critical analysis and reflection, as well as to offer recommendations to Healthy Families in their future work in co-design and prototyping. The document also serves to share learnings with anyone interested in social innovation labs and social innovation in the areas of food and wellbeing.

The document is divided into five parts. Part One provides an introduction to Healthy Families Lab. Parts Two to Five relate to different phases of Healthy Families Lab. Each phase represents distinct components or stages in the design process used to facilitate the lab (see page 8 for more detail). A description of the activities, processes and learnings from these phases are captured in the correlating parts of this report.


PART ONE
BACKGROUND + INITIATION

WHAT IS A SOCIAL INNOVATION LAB?

Social innovation labs are dedicated thinking and work spaces that are designed to inspire creativity through collaboration, interaction and experimentation. They often involve a group of people and/or organisations using design thinking methodologies to address a range of issues and challenges with a similar theme.

These environments are fast, flexible and creative. They support a wide range of activities and different types of work – from individual and small group work to large groups of diverse members involving one or multiple organisations.

Each lab is created with its own motivations unique to the context in which it operates. The size of the lab, number of people and organisations involved, the nature of a lab's 'space' and the strategies that it employs to engage with its project partners and stakeholders should depend on the specific aims and members of a particular lab. Examples of social innovation labs include internationally-based labs such as the Sustainable Food Lab[1], focused on the global food system and the Bhavishya Lab[2], focused on child malnutrition in India, as well as more locally-based labs such as Lifehack[3], focused on youth well-being in Aotearoa, and the Auckland Co-design Lab[4], a 24 month proof of concept based with Auckland Council's Southern Initiative team in Manukau to provide a neutral space to explore the use of co-design and other innovative approaches to address complex social issues.

Social Innovation labs commonly employ design thinking tools and processes to help the lab achieve its goals. Two key concepts that are core to innovation labs include co-design and prototyping.

1. *sustainablefoodlab.org*
2. *reospartners.com/projects/bhavishya-alliance-for-child-nutrition*
3. *lifehackhq.co*
4. *aucklandco-lab.nz*

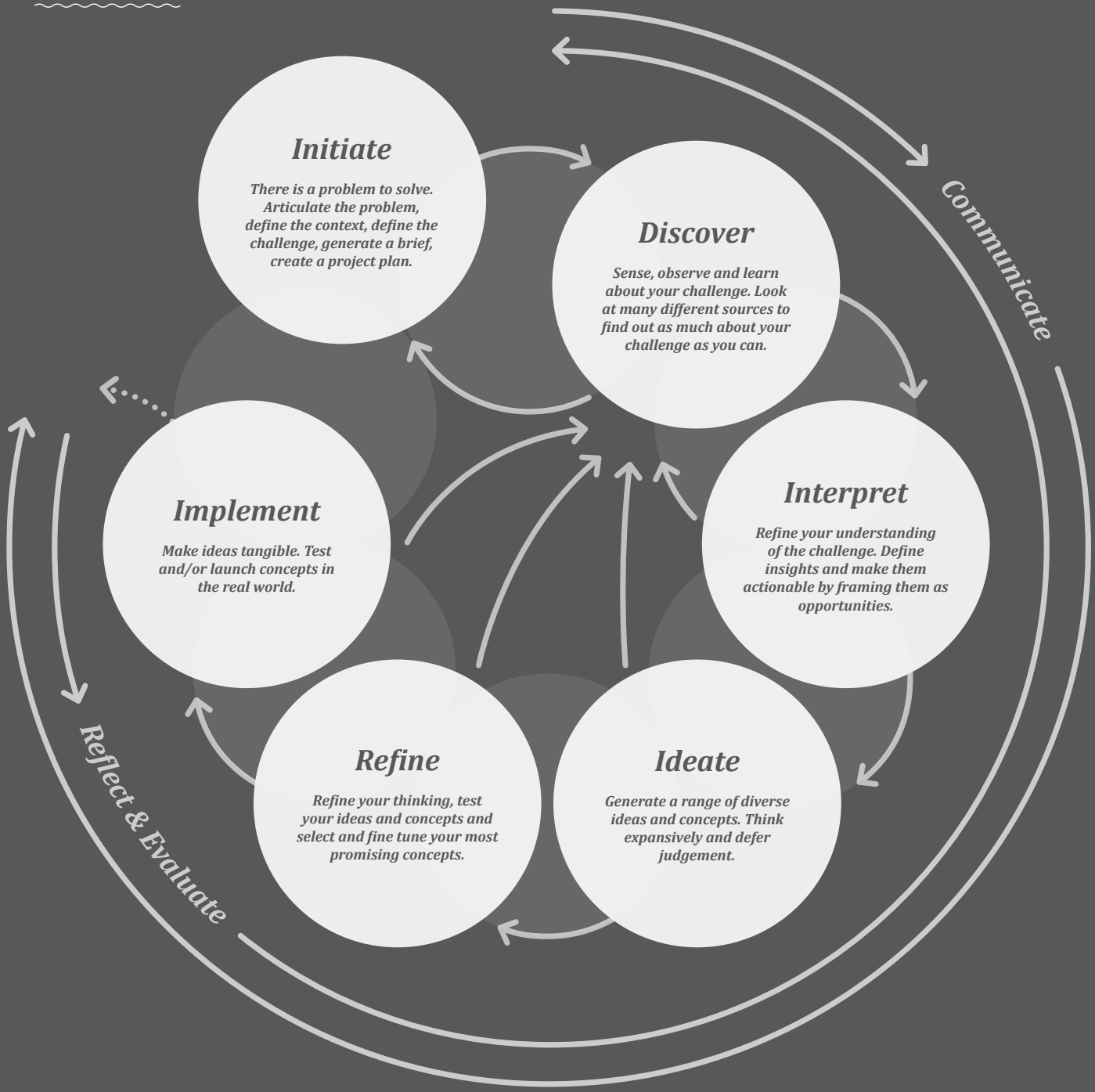
A social innovation lab is "*...a unique kind of laboratory – one that creates a dialogue, listening carefully with an open mind to all the voices, and then tries to translate them, mix them, and amplify them to prototype and develop alternatives.*" From Labcraft

Key Concepts

Co-design is a participatory process of working *with* those most affected by the issue under investigation rather than designing *for* them. The role of the design expert in co-design is to facilitate collaborative design processes and support those affected by the challenge to contribute directly to the design of effective interventions or solutions. Those most affected by a challenge could be an individual, a family, a community group, a whole sector of society or a particular demographic.

Prototyping is a specific design strategy that involves testing small scale experiments, 'rapid fire' examples or 'mock ups' of an idea to learn more about the challenge and test and explore possible solutions. Prototyping also provides designers an opportunity to test smaller aspects of a much larger project and/or for collaborators, key community members and stakeholders to experience, test and feedback into the design process early and often.

THE DESIGN PROCESS



This diagram maps out the design process that was employed to structure and support the work of Healthy Families Lab. This process is reflected in the structure of this document.

Typically a design process involves a series of phases - Initiate; Discover; Interpret; Ideate; Refine; Implement; Communicate; and Reflect and Evaluate. Each phase has a number of strategies, methods and tools that can be utilised to resolve the issues and opportunities that arise in each phase. The number of design phases and the strategies, methods and tools utilized for any given design process is dependent on a range of factors such as the complexity of the problem, the number of people involved, the time frames under consideration etc.

In this document, the design phases Discover and Interpret are covered in Part Two, and the phases Ideate and Refine are covered in Part Three. Reflection and evaluation can be found at the end of each part in the document, and are unpacked in more detail in Part Five: Reflection + Next Steps. Communication has occurred throughout the lab process and included internal communications amongst lab members and Healthy Families, as well as external communications with project partners and wider networks. This document forms a significant part of the Communication component of Healthy Families Lab design process.

WHAT IS HEALTHY FAMILIES LAB?

Healthy Families Lab (HFL) is a social innovation lab, initiated by Healthy Families Manukau, Manurewa-Papakura and Healthy Families Waitākere. HFL was established to explore food and health related challenges and experiment with solutions that aim to address their root causes. A key objective of the lab was to help build the skills and capacity within the Healthy Families teams through the experience of working through a co-design process with community to explore real challenges as well as create and test small scale projects and initiatives to help solve them.

HFL was convened and facilitated by Resilio Studio and hosted by Healthy Families Manukau, Manurewa-Papakura and Healthy Families Waitākere between July 2016 through to February 2017. During this time, the HFL team meet once a week for a 3 hour workshop, working directly with 4 other organisations including Diabetes Project Trust, South Seas Healthcare, The Southern Initiative, and Ranui Community Centre as well as engaging a wide range of local organisations, shop owners and residents. In total, we estimate that HFL engaged with over 200 people.

HEALTHY FAMILIES NZ PRINCIPLES

Healthy Families NZ is guided by the following principles for a system-wide change for good health. These principles also guided the development of the Healthy Families Lab programme and practices.

1. Implementation at Scale
Strategies are delivered at a scale that impacts the health and wellbeing of large number of the population in the places where they spend their time – in schools, workplaces and communities.

2. Collaboration for Collective Impact
Long term commitment is required by multiple partners, from different sectors, at multiple levels, to generate greater collective impact on the health of all New Zealanders. Knowledge is co-created and interventions co-produced, supported by a shared measurements system, mutually reinforcing activities, ongoing communication and a "backbone" support organisation.

3. Equity
Health equity is the attainment of the highest level of health for all people. Healthy Families New Zealand will have an explicit focus on improving Māori Health and reducing inequalities for groups at increased risk of chronic diseases. Māori participation at all levels of the planning implementation of Healthy Families New Zealand community is critical.

4. Adaptation
Strengthening the prevention system requires constant reflection, learning and adaption to ensure strategies are timely, relevant and sustainable.

5. Experimentation
Small scale experiments provide insight into the most effective interventions to address chronic disease. These experiments are underpinned by evidence and experience, monitored and designed to be amplified across the system if they prove effective.

6. Leadership
Leadership is supported at all levels of the prevention effort including senior managers, elected officials, and health champions in our schools, businesses, workplaces, sporting clubs and other settings in the community.

7. Line of Sight
Transparent view on how investment in policy is translated into measured impacts in communities ensuring best value from every dollar spent on prevention.

HEALTHY FAMILIES LAB PURPOSE + OBJECTIVES

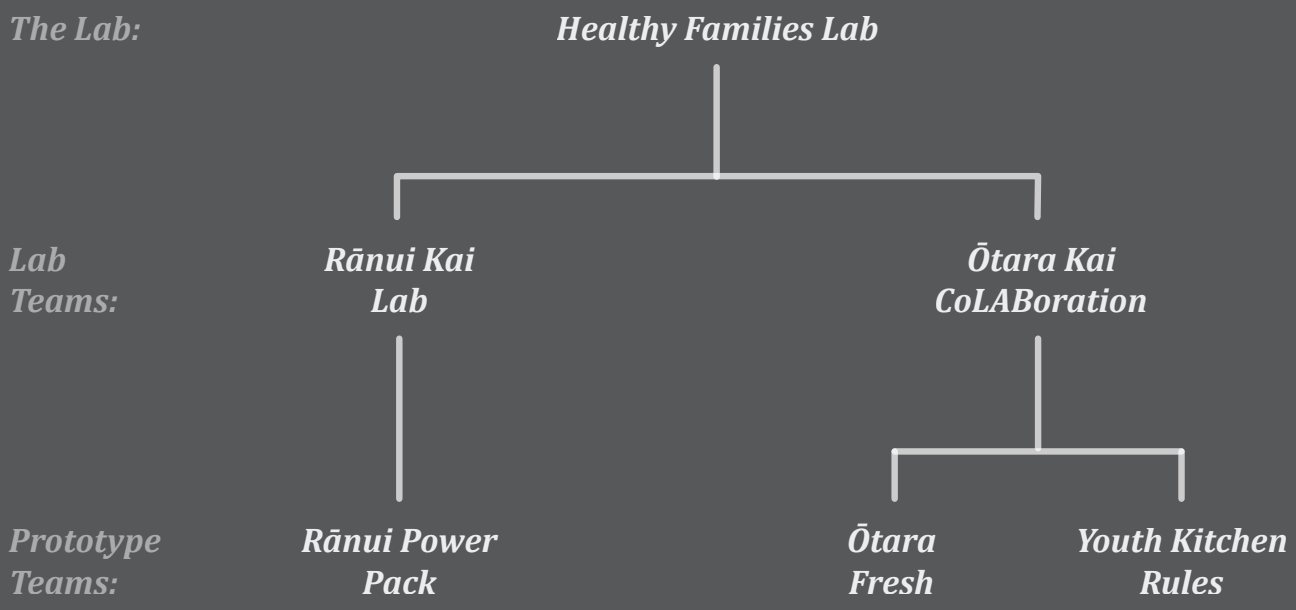
HFL Statements of Purpose

1. To work with relevant partners using design thinking and prototyping processes to learn about and develop real world solutions to address issues with West and South Auckland's food system and related health challenges.
2. To develop capacity and capability in running design processes with a range of stakeholders to bring focus, innovation, creativity and direction to improve health and well-being in West and South Auckland.

HFL Objectives

- **Healthy Families Principles**
  Integrate the HF principles into the HFL culture and practices
- **Capacity Building**
  Build confidence and capacity amongst HFL staff including the development and use of tools to run social innovation labs and apply design thinking to a broad range of applications.
- **Relationships & Understanding**
  Develop meaningful and effective relationships with key stakeholders and improve understanding of the food system/landscape in South and West Auckland.
- **Ownership & Engagement**
  Maximize stakeholders' ownership and active engagement into design of relevant solutions.
- **Prototyping & Experimentation**
  Prototype at least two promising initiatives that attempt to address real food related health issues relevant to key stakeholders/partners in South and West Auckland that have the potential to be rolled out more widely.
- **Share Learnings & Insights**
  Document the process and outcomes as well as share learnings of HFL.

HEALTHY FAMILIES LAB STRUCTURE



DEFINING THE CHALLENGE

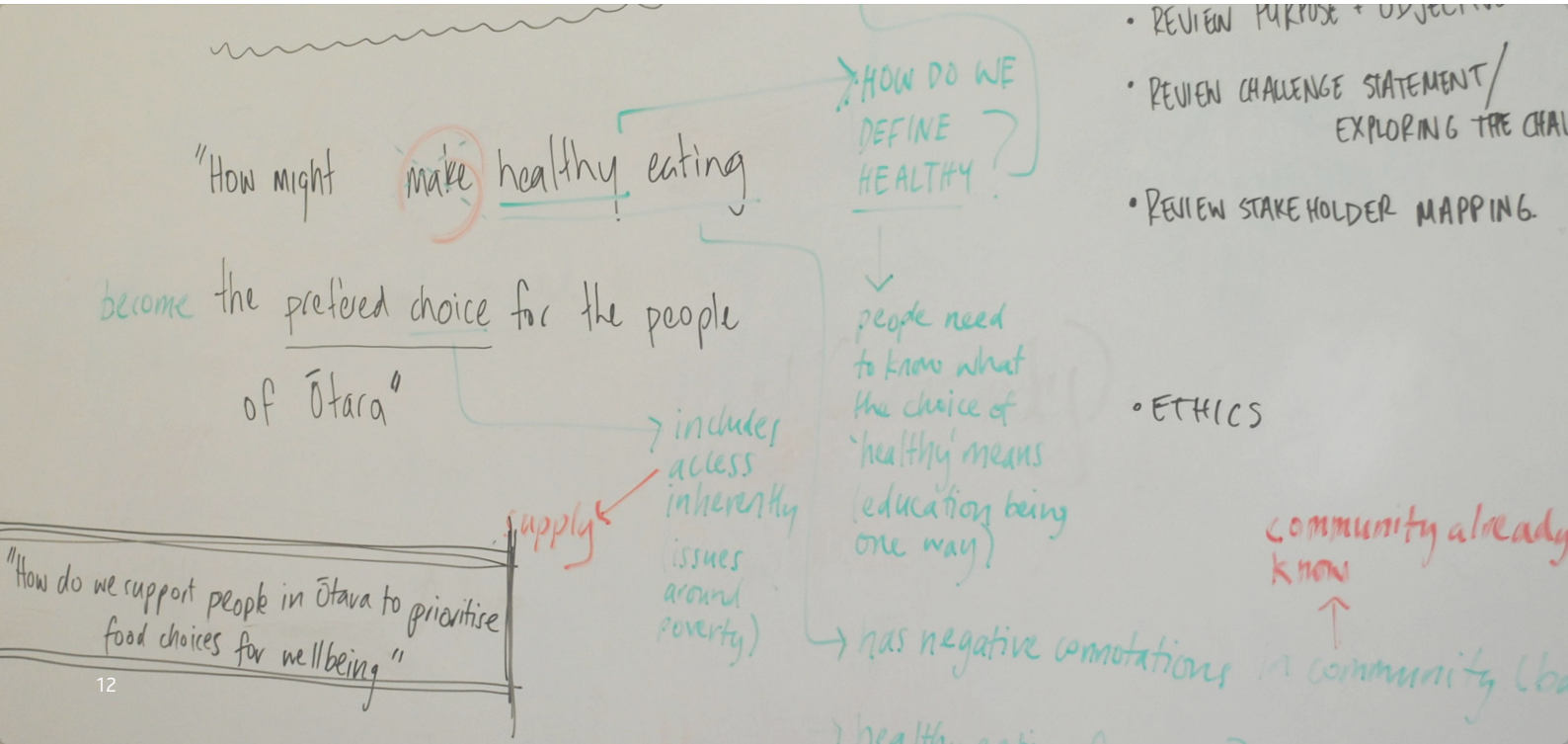
To define the specific challenges the lab was seeking to address, Healthy Families Lab members worked through a four step facilitated design process.

1. **Identify the problems**
2. **Evaluate the problems**
3. **Select problems to be addressed by HFL**
4. **Frame the problem as a challenge**

A series of strategic questions were asked through the process to invoke reflective and critical thinking by participants. Questions included:

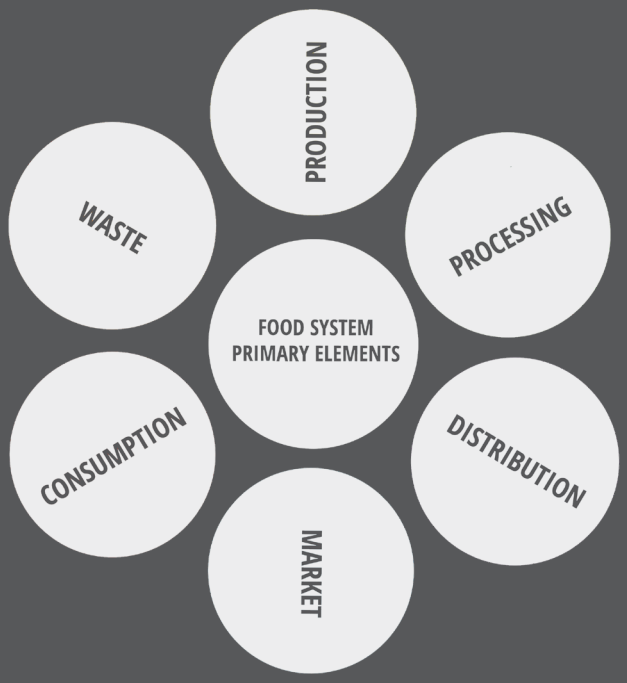
- What are the biggest problems around food & health affecting your local region?
- What problem is most pressing?
- What do you most want to work on?
- What do you think you will be most effective at working on?

A Challenge Statement acts as a 'stake in the ground', and as a compass for the project throughout the design process. A well defined Challenge should act as a touch point which the project team can return to throughout the project whenever there is uncertainty about what's going on or the direction it is heading.



UNDERSTANDING SYSTEMS + THE FOOD SYSTEM

To help understand the challenges from a systems perspective, this food systems diagram (right) was introduced, which represents the different elements of a food system in a simplified manner. Effort was made throughout the lab to ensure that the primary elements of the food system were considered and explored as part of understanding and interacting with the Rānui and Ōtara local food systems. HFL members were asked to consider their challenges (and possible solutions) from a systems perspective considering food production, processing, distribution, market, consumption and waste elements. In addition lab members were provided with reading material to enrich their understanding of systems, food systems and local food systems.



What is a System?
"A system is a set of things – people, cells, molecules, or whatever – interconnected in such a way that they produce their own pattern of behaviour over time. The system may be buffeted, constricted, triggered, or driven by outside forces. But the system's response to these forces is characteristic of itself, and that response is seldom simple in the real world" Donella Meadows

What is a Food System?
A food system includes all elements, processes and infrastructure involved in feeding a population: production, processing, distribution, marketing, consumption, and disposal of organic and food related items. It also includes all inputs needed to support the system such as land and ecosystem services and all outputs generated throughout the system. The food system operates within and is influenced by the environmental, societal and economic context it is situated.

What is a Local Food System?
A local food system is a collaborative network that integrates sustainable food production, processing, distribution, consumption, and waste management in order to enhance the environmental, economic, and social health of a particular area. A local food system is often conceived as a 'regional' or 'bioregional' food system. Because the food system is intentionally local there are fewer people between the producer and the consumer which means that relationships developed in local food systems emerge from face-to-face interactions, encouraging a stronger sense of trust and social connectedness between actors.

THE LAB TEAMS

RĀNUI KAI LAB

Rānui Kai Lab is a group of people who live, work and have an interest in Rānui who have come together to understand their local food environment and how to support communities to prioritise food choices for health and wellbeing.

RĀNUI KAI LAB CHALLENGE STATEMENT

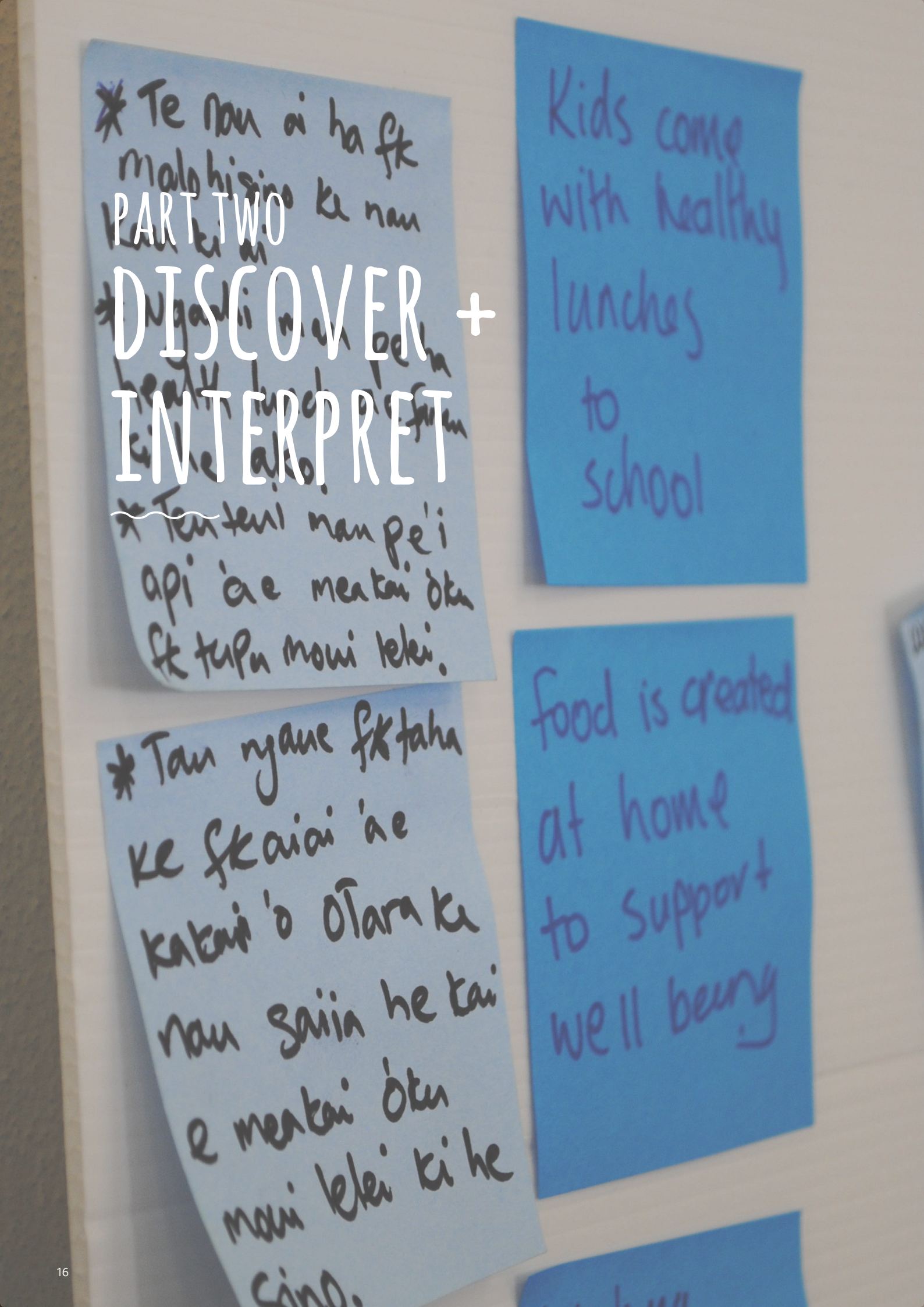
How might we support Rānui community to prioritise food choices for health and wellbeing?

Ōtara Kai coLABoration

Ōtara Kai CoLABoration is a group of people living and working in Ōtara who have joined forces to look at their local food system and to try new, innovative solutions to create a healthier food environment, based on the needs of the community.

Ōtara Kai coLABoration Challenge Statement

How might we support the people of Ōtara to prioritise food choices for wellbeing?



PART TWO

DISCOVER + INTERPRET

EXPLORING THE CHALLENGE

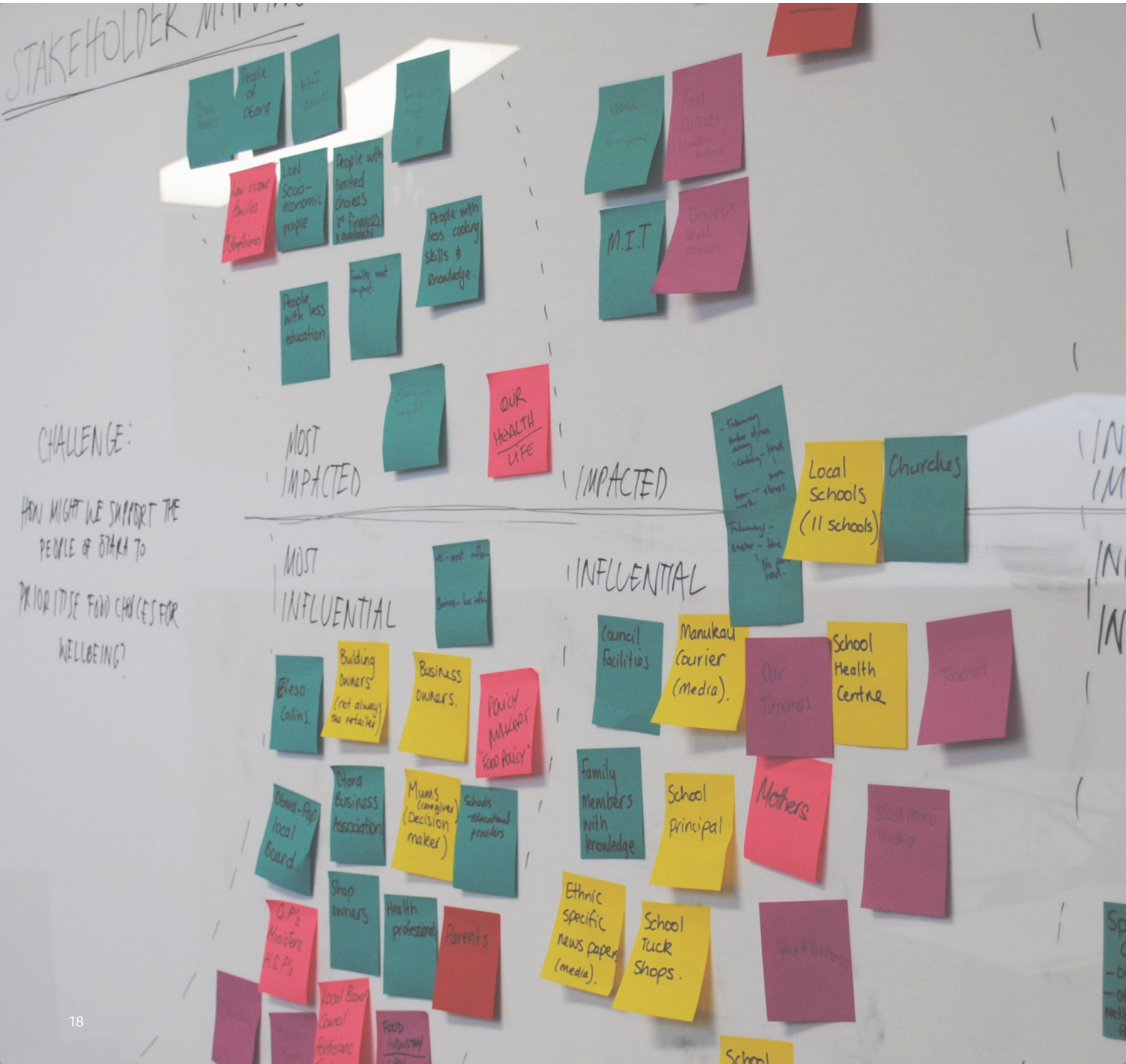
This section outlines the tools employed during the Discover and Interpret phases of the HFL, summarises the key findings including needs and key insights and offers reflections and an evaluation of the effectiveness of this phase.

In this early stage in the life of the lab it is important to develop an appreciation and understanding of the challenge and the system in which positive change is desired. This typically begins with understanding what is already known about the challenge and is followed with targeted field research to enrich and broaden the current understanding of the challenge. Field research involves physically exploring the place where the challenge occurs, engaging directly with the people most affected by the challenge and capturing insights and identifying unmet needs along the way. Field research is critical in gaining first-hand experience of the challenge, to help fill in gaps in understanding as well as confirm or challenge existing assumptions.

The lab teams spent an intensive four to five weeks exploring their challenge, capturing observations and insights, and looking for opportunities for action. A Discover 'toolkit' of worksheets, templates and activities was developed to help the lab teams better understand and explore their challenge statement. Activities in this phase included field trips, site visits, empathy mapping, facilitated reflection, defining measures for success etc. The tools were introduced, and worked through by each lab team before using them to engage directly with their target community.

STAKEHOLDER MAPPING

The purpose of stakeholder mapping is to identify the stakeholders who influence and are impacted by the system(s) relevant to the challenge statement, and to help understand the degree to which they have influence on or are impacted by the current situation.



EMPATHY MAPPING

The purpose of this tool is to see, experience and understand the challenge through the point of view of those directly impacted by or influencing the challenge being investigated.

INTERVIEWS

The purpose of an interview is to collect information on a particular issue and learn about the challenge from the perspective of an individual or small group who have a direct relationship with or unique perspective about the challenge by asking questions.

"Coming from a Pacific Island family, especially in Ōtara, food's a massive part of our lives. Even if money is scarce, somehow there is food on the table"

Interview with Caleb Va'a

Relationship to our challenge
Lives, works and plays in Ōtara. Passionate about Ōtara. Comes from a 'big' family. Has experienced the struggle and had family members affected by health-related food issues. Roles include Youth worker for navigating Pacific wellness team in Ōtara, part of Ōtara Youth & Community Trust, member of Ōtara Scorpions Rugby League Club, mentor for sport and music.

Identified needs
People need to understand healthy eating. Healthy eating needs to be affordable to be able to compete with foods like $2 chicken and chips.

Identified opportunities
A community-led initiative, from the inside out.

FOCUS GROUPS

The purpose of focus groups is to collect information on a particular issue and learn about the challenge through discussion with and between a small group of selected people directly associated with or involved in your challenge area. Focus groups can range in size from 4-10 people.

"We need more real food to be affordable and available in Rānui"

Photography credit: Healthy Families Waitākere

Focus Group with Rānui parents + caregivers

Relationship to our challenge
Rānui Māori and Pacific residents

What insights have emerged?
- People utilise the free food available in schools for their children and acknowledge that these programmes are positive for Rānui.
- They were all part of large families and many of them would travel to South Auckland to purchase very cheap food in bulk.
- Not many people knew about the community garden.

Identified needs
- A market for the family to spend the day together and share foods from traditional and ethnic backgrounds, fruits and vegetables, all affordable and fresh (suggested carpark from Fresh Choice as a location).
- More public drinking water fountains.

Identified opportunities
- All families purchase from take-aways because it is a cheap option - It would be good if the takeaway shops would make healthier food options, use the correct oil and methods of frying etc.

SITE VISITS

The purpose of this tool is to collect information and learn about the challenge by visiting and physically exploring relevant locations and making detailed observations.

"The problem in Rānui is the same as everywhere else - the obesogenic environment where kids easily access pies and fizzy on their way to school..."

Site visit at Earthsong Eco-Neighbourhood + interview with Helen McNeil

Relationship to our challenge
Board member at Rānui Community Centre. Lives full-time at Earthsong. Shares in common meals 2x/wk that are organic, vegetarian, and as healthy as possible.

Identified opportunities
Shopping in bulk (especially organic food) saves a lot of money and means that individual meals end up costing very little ($40 for 8 meals =$5/meal). Outside groups can use Earthsong facilities for education, health promotion or as a venue. Locals could use the community kitchen as an example.

CASE STUDIES

The purpose of case studies is to learn from successes and failures of others by researching similar projects or initiatives, from home and abroad.

Photography credit: Fair Food Facebook page

Case Study: Fair Food

Relationship to our challenge
Health promotion and awareness, addresses hunger, feeds people and tackles food waste.

Location
West Auckland

Elements of food systems involved
Waste, access, distribution

Key achievements
In the first quarter 129,888 kg of food was collected. Based on a 450g meal portion, 88,000 meals were created with a cost of 30 cents/meal.

Lessons + insights
Huge potential for growth, everyday is a success, by supplying client agencies with free food they can put their limited funds into other things, could take this model to every city and town all over NZ.

COMMUNITY + RESOURCE ASSET MAPPING

The purpose of this tool is to learn about the spatial distribution and relative location of assets that already exist within a community that make up part of the challenge under investigation and develop an understanding of how they might be leveraged to help address the challenge. Assets can include 'hard systems' or tangible infrastructure such as a supermarket or a community garden and 'soft systems' such as the skills (hands), passion (heart) and knowledge (head) of people and organisations involved.

MAKING SENSE OF IT ALL: NEEDS + INSIGHTS

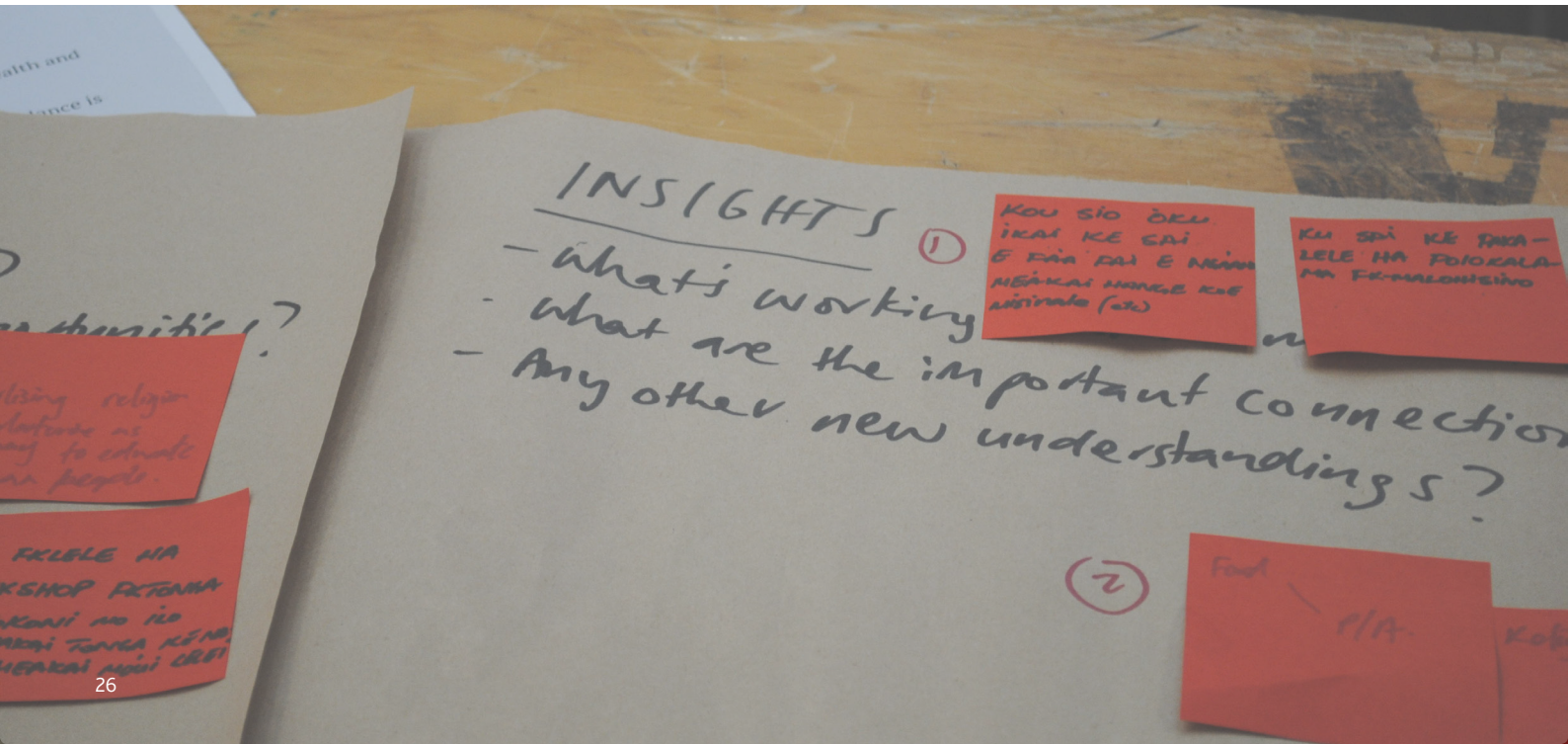
One of the primary purposes of the Discover + Interpret phases in a social innovation lab is to identify the underlying and unmet needs of the community and any potential or unrealised opportunities. The identification of needs can help uncover root causes to persistent challenges and provide insights into promising opportunities for addressing the challenge.

In the Interpret phase all the information gathered during the Discover phase is analysed to identify patterns, themes, insights and needs of the target community.

Each of the lab teams captured dozens of needs and insights in this phase. Some of the key needs and insights are documented on the following page.

The needs and insights captured were then grouped according to themes, such as:

- Regulation + policy
- Advocacy + awareness
- Public space
- Education / schools
- Churches
- Sports clubs
- Family / home / traditional food choices
- Youth
- Leadership + community networks
- Gardens / growing food
- Access + supply
- Affordability



RĀNUI NEEDS + INSIGHTS

Key Needs

- Youth eating healthy
- Community lacks time and money
- Community needs convenience in their food shopping (time poor)
- Healthier options for takeaways (e.g. sushi)
- Education around cooking and healthy foods
- Work with snack pack distributors to increase healthy convenient school lunch options

Key Insights

- Many people are at home during the day in Rānui
- Buying organic food is out of the price range for this community
- Morning time is the busiest time of the day at the dairies - main purchases are pies, snack packs, coke
- Families rely on filler foods - not enough food on

ŌTARA NEEDS + INSIGHTS

Key Needs

- Local shops selling fresh affordable produce
- Low budget ways of preparing healthy food that are tasty and socially and culturally acceptable
- Greater understanding of healthy eating
- Healthy eating needs to be affordable to compete with $2 chicken and chips
- Faith based interventions regarding health and nutrition
- School lunch options instead of $7 pie & chips from dairies
- Growing more produce at home/in community so families won't have to buy any

Key Insights

- Difficult to find healthy food in Ōtara
- People in Ōtara buy food from shops outside of Ōtara
- Most youth spoken to don't cook and/or don't have experience cooking
- Some families eat takeaways every day of the week
- There are households with no cooking equipment
- Mums make majority of food-related decisions

DISCOVER + INTERPRET: REFLECTION + EVALUATION

WHAT WORKED? WHY?

- Good practice recognises that one of the best ways to understand a challenge is to go into the field and interact with it and the people who are affected by it. Conducting focus groups, interviews and site visits helped connect the lab teams to their community and stakeholders and resulted in the meaningful development of key relationships and partnerships which in some cases helped to builds relationships that lead to opportunities for collaboration and co-designing solutions.

- Providing clear direction, guidelines and templates to facilitate the recording of various data sets during field research enabled lab members to more easily go into the field to gather relevant information with clarity about what to do, how to do it and why they were doing it.

- Working through each of the Discover research tools and methods and their associated worksheets and resources during lab workshops provided lab members with a level of clarity, confidence and competence required by to effectively apply the tools and methods 'in the field'.

- Regularly reviewing the innovation lab design process and where the lab teams were currently in the process provided clarity about the process; linked what they were currently doing with what they had done previously; clarified where they were going next so they could understand the bigger picture; and defined the purpose of any given activity to the design process.

WHAT DIDN'T WORK? WHY?

- Providing methods, tools, and their associated templates, worksheets and resources without working through their application with lab members during lab workshops often resulted in confusion and misapplication. Once this insight had been identified, Resilio Studio systematically reviewed each tool/method that had been introduced and provided opportunities for lab members to work through each method and tool during lab workshops to ensure there was a level of comfort and clarity in how to use the tools and resources 'in the field' and what the desired outputs and outcomes from their use were.

- Not having a permanent lab space meant that the lab environment needed to be set up and packed down for every workshop. This also meant that lab work could not be put up on the walls for easy reference and there was not a dedicated physical space conducive to ongoing reflection and evaluation.

WHAT WOULD WE DO DIFFERENTLY? WHY?

- The lab would have benefited from clearer articulation of expectations and agreements regarding the amount of time lab members had available to commit to HFL. In hindsight, the Discover phase could have been updated to reflect the time available by either reducing the range of tools and methods employed or the number of times each tool or method was employed. However there is a trade-off between extending the length of the Discover Phase to enable lab members to achieve a deeper understanding of the challenge on the one hand, and maintaining a pace necessary to keep and momentum and movement in the design and lab process on the other.

- Due to time and resource limitations amongst HFL members to progress lab work outside of workshops most lab workshops were focused on staying on top of lab work, learning new tools and how to use them and planning next steps. As a result, dedicating time for reflection and evaluation during workshops was challenging and irregular and allowing more time for reflection throughout this phase would have increased the understanding and competency of the application of tools and methodologies and increase the likelihood that these tools and methods are applied and integrated into work practices outside of the lab.

- It is hard to determine the added value a dedicated space might have provided but it is probable that the lab would have benefited from a focused environment to house the lab activities. For example not having to unpack and pack up at the beginning and end of each lab workshop, and pinning up and displaying research materials on walls would have provided an environment more conducive to reflection and evaluation and increased the opportunities for connections to be made across different research themes and for ideas to incubate and percolate from week to week.

UNANSWERED QUESTIONS + INSIGHTS

- How should the time between testing solutions on the ground versus spending time investigating and deeply understanding the challenge/s be balanced? While there was a lot of meaningful field research that occurred during the Discover phase and useful insights and identification of unmet needs that informed the prototypes, there were still limits to the labs' deeper understanding of many aspects of the challenges due to the limitations of time and resource available to research.

- There is a trade off between a co-design approach which works with select and smaller numbers of people who are directly affected by the challenge, and a top-down approach which can affect many people at once but isn't able to be informed by such an in-depth understanding of the challenge as is experienced by those directly affected. This tension is further amplified by resource and time constraints - co-design is often resource intensive whereas top-down design and decision making is typically efficient. How can we manage this tension to maximise positive outcomes for as many people as possible?

PART THREE
IDEATE + REFINE

OPPORTUNITIES TO ACT

This section outlines the tools employed during the Ideate and Refine phases of the HFL, summarises the promising and leading ideas for prototyping, and offers reflections and an evaluation of the effectiveness of this phase.

During the Ideate and Refine phases Prototyping teams were taken through a series of design thinking processes to help generate dozens of ideas that respond directly to the unmet needs of the community and the key insights identified during the Discover and Interpret phases, select the most promising, and start to design prototypes. Tools and methods used during the Ideate + Refine phases included brainstorming, Lotus Blossom, finding themes/ affinity mapping, idea harvesting, journey mapping, learning objectives and planning and logistics templates.

BRAINSTORMING

The purpose of brainstorming is to encourage an individual or group of people to generate as many ideas as possible in a fixed period of time to identify opportunities, possibilities and creative solutions. There are many different brainstorming techniques, the most common involves writing or drawing 'off the cuff' ideas directly onto a large piece of paper, whiteboard and or onto sticky notes. During brainstorming, it is important to suspend judgement and ensure that all ideas are captured.

FINDING THEMES / AFFINITY MAPPING

To organise, evaluate and shape ideas and opportunities and make ideas more practical, viable and desirable.

LOTUS BLOSSOM

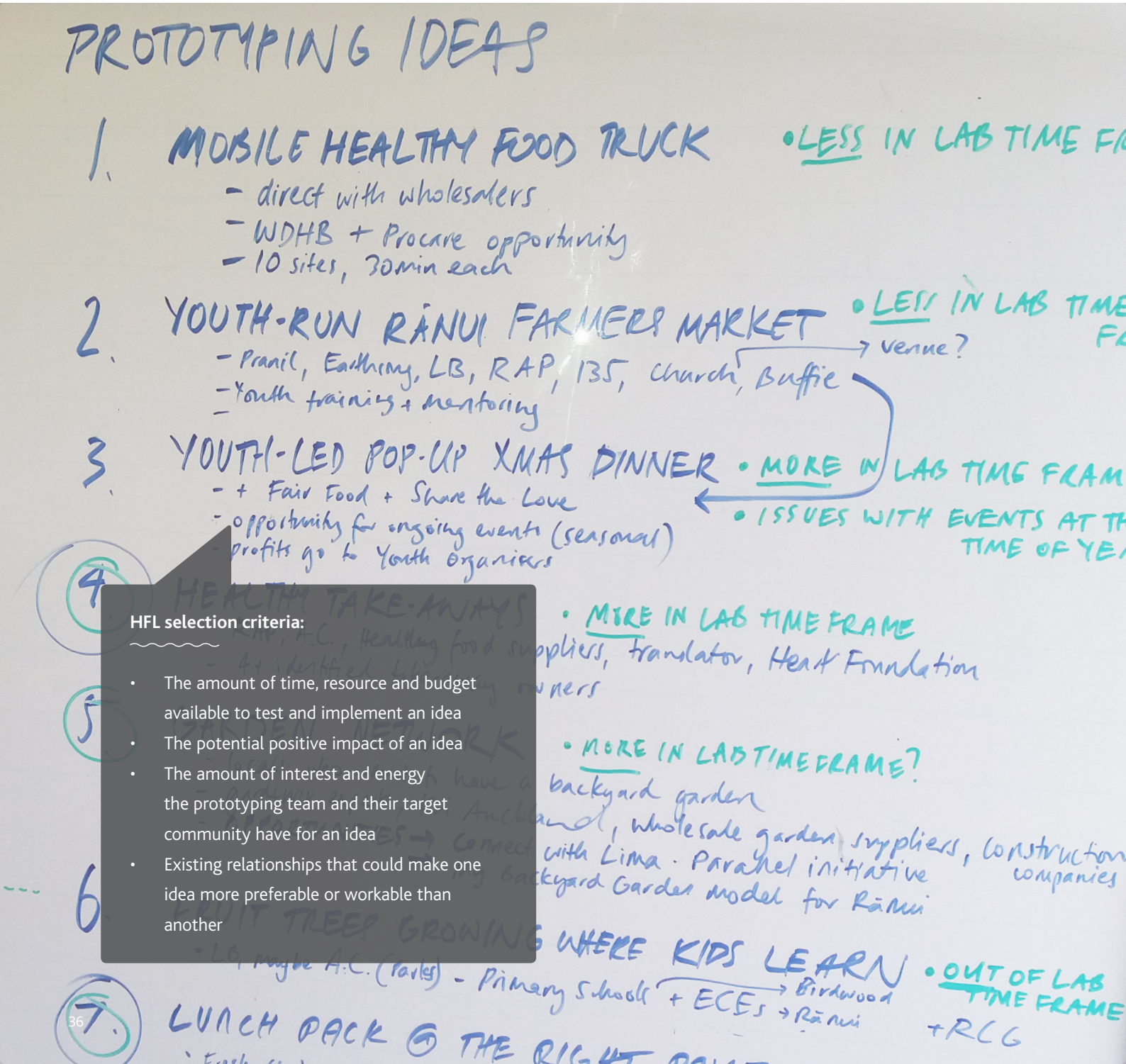
Lotus Blossom is a type of brainstorming. The purpose of the Lotus Blossom tool is to facilitate a targeted and in-depth exploration of a number of alternate, refined and/or in depth iterations of leading and promising concepts. Where more common methods of brainstorming are open ended, the Lotus Blossom tool provides a structure that challenges participants to generate a set number of ideas.

IDEA HARVESTING

The purpose of idea harvesting is to select several leading and promising ideas generated during brainstorming to work with and explore further. Idea Harvesting involves quick fire allocation of ideas across a matrix such as “Good Ideas”, “Best Ideas” and “Wild Ideas”.

IMPOSING CONSTRAINTS

The purpose of imposing constraints is to introduce criteria to select the most appropriate or promising ideas as measured against a set of selection criteria. The selection criteria can be either general, as demonstrated below or specific to the challenge and/or opportunity.

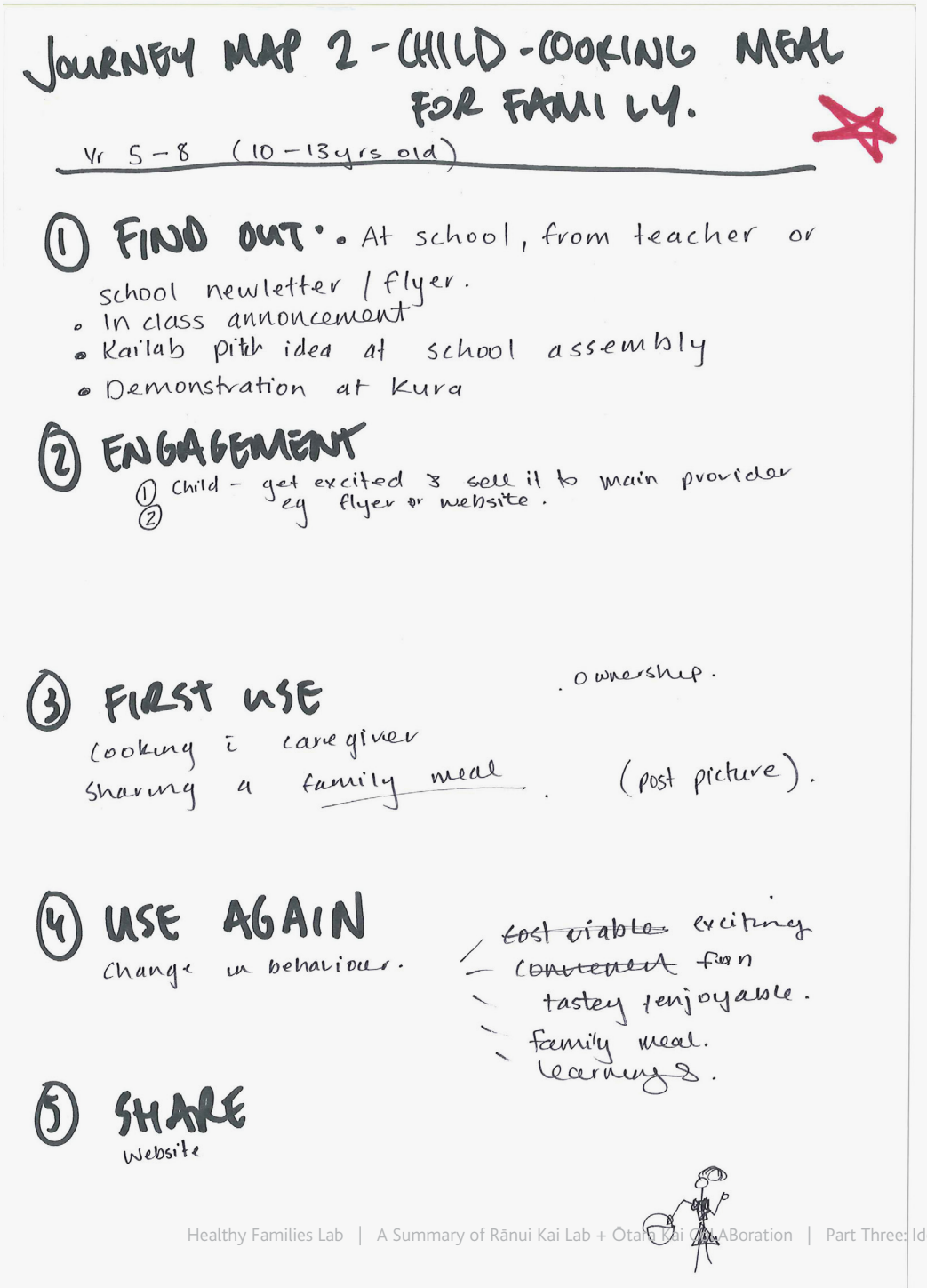


HFL selection criteria:

- The amount of time, resource and budget available to test and implement an idea
- The potential positive impact of an idea
- The amount of interest and energy the prototyping team and their target community have for an idea
- Existing relationships that could make one idea more preferable or workable than another

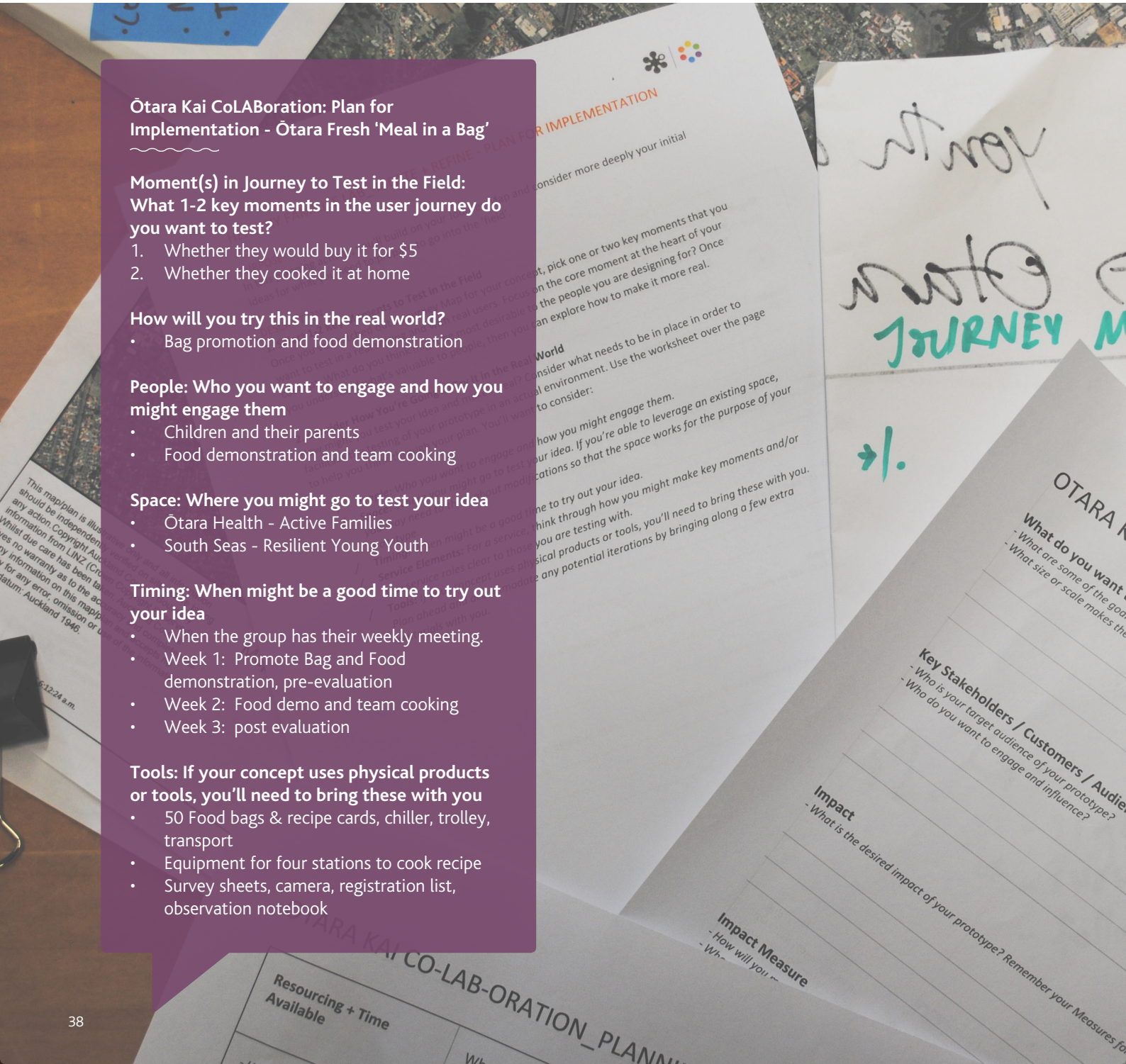
JOURNEY MAPPING

The purpose of Journey Mapping is to think through and better understand key moments or experiences of people who will interact with or be impacted by an idea or opportunity that has been identified, before testing or developing the prototype. By identifying who the solution is for, defining what outcomes are desired, and breaking an idea / prototype down into essential moments or experiences, designers are able to focus their prototyping efforts.



PLAN FOR IMPLEMENTATION

The purpose of Planning for Implementation is to consider more deeply what needs to be planned and prepared for testing or prototyping an initiative in the 'field'.



Ōtara Kai CoLABoration: Plan for Implementation - Ōtara Fresh 'Meal in a Bag'

Moment(s) in Journey to Test in the Field: What 1-2 key moments in the user journey do you want to test?

1. Whether they would buy it for $5
2. Whether they cooked it at home

How will you try this in the real world?

- Bag promotion and food demonstration

People: Who you want to engage and how you might engage them

- Children and their parents
- Food demonstration and team cooking

Space: Where you might go to test your idea

- Ōtara Health - Active Families
- South Seas - Resilient Young Youth

Timing: When might be a good time to try out your idea

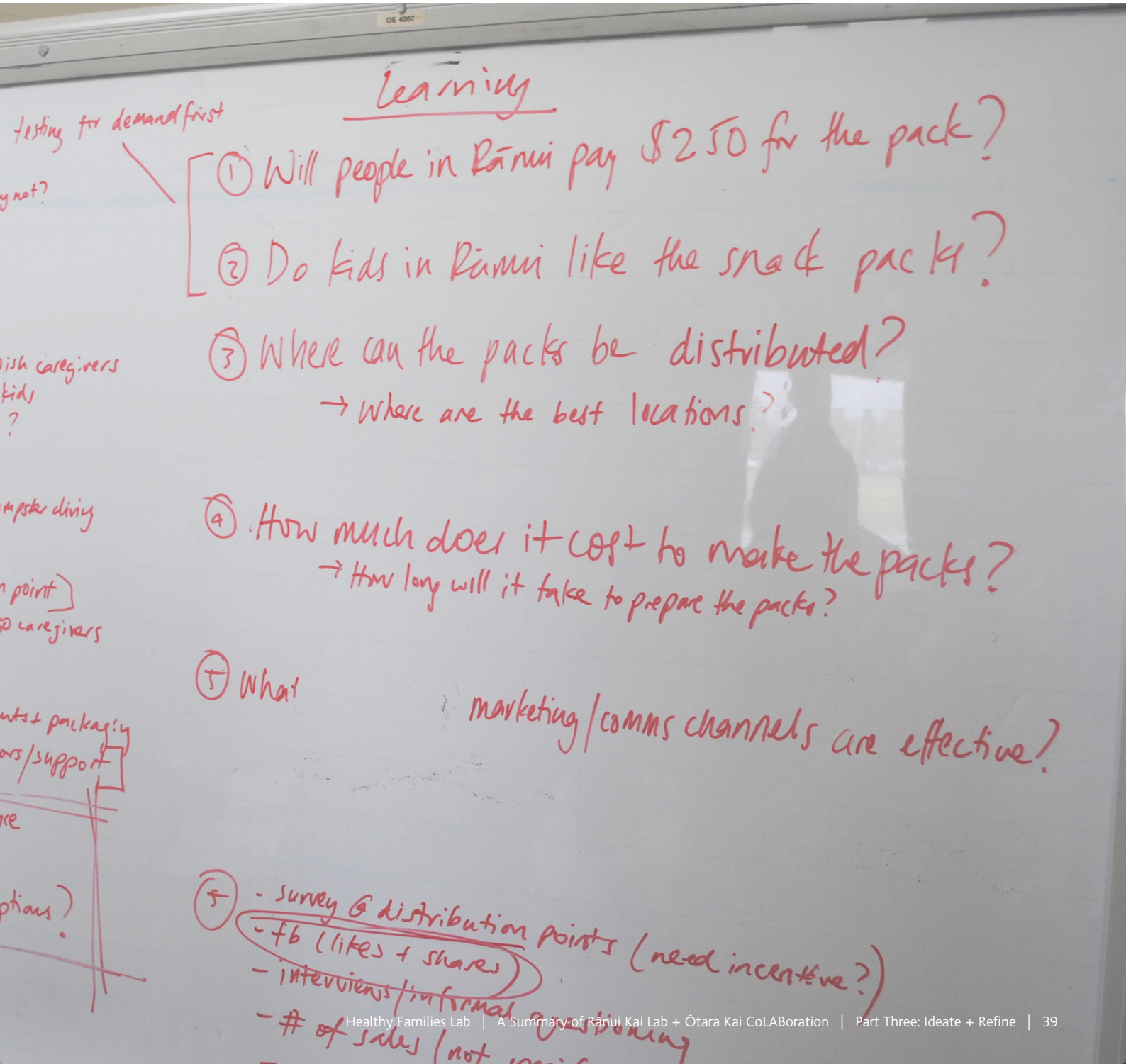
- When the group has their weekly meeting.
- Week 1: Promote Bag and Food demonstration, pre-evaluation
- Week 2: Food demo and team cooking
- Week 3: post evaluation

Tools: If your concept uses physical products or tools, you'll need to bring these with you

- 50 Food bags & recipe cards, chiller, trolley, transport
- Equipment for four stations to cook recipe
- Survey sheets, camera, registration list, observation notebook

LEARNING OBJECTIVES

The purpose of Learning Objectives is to clearly articulate the learning, knowledge and/or skills the designers want to acquire from testing and prototyping an idea.



RĀNUI KAI LAB OPPORTUNITIES

Rānui Kai Lab utlised brainstorming and Lotus Blossom tools to generate dozens of opportunities and prototyping ideas from the needs, insights and themes that were captured through the Interpret phase.

Through a process of selecting + refining, Rānui Kai Lab selected the top opportunities to form the starting point for the Lotus Blossom ideation tool. These included:

- Empower youth to champion healthy eating
- Promote buying food in bulk
- Connect community gardens with community (as venue for education and social connection)
- Work with local churches on challenge
- Social Enterprise(s) focused on health and well-being
- Support existing food businesses (to increase fresh affordable food and promote and supply healthier options)
- Build local skills, knowledge and confidence to cook healthy kai on a shoestring budget

Through the Lotus Blossom tool, more detailed ideas related to the above core ideas were generated. Then, through a second process of refining and selecting, 7 most promising ideas emerged from this larger pool. These were:

- Mobile healthy food truck
- Youth-run Rānui farmers market
- Youth-led pop-up Christmas dinner
- Healthy takeaways
- Garden network
- Fruit trees growing where kids learn
- Lunch pack at the right price

These ideas were then taken through to the Refine phase to be filtered and refined further.


FOOD CULTURE
EDUCATION
Integration
HEALTH PROMOTION
Children eating vegetable from young age
Children learning to grow food
Engage transient members of community
Lobbying for changes to marketing of unhealthy foods
Create local market for fresh, ethnic & affordable food
Food brings people
Education about marketing of unhealthy foods & their impacts
Engage those who have spare time in local community
Whole family engagement & support
Make healthy food preferred choice
Rewarding children's achievements with health foods (vouchers etc?
Neighbourhood food Initiatives
Make healthy food affordable
Support children to access health regular meals
Provide targeted health support for target populations
Connect community gardens with community as venue for education & social connection
Shared meals
Use staples/ carbs in with healthy filling meals
Social Enterprises Focussed on Health & Wellbeing
buying a bulk
Supporting families to work with foods/diets they know
Local schools can provide education specific to home economics & health & well-being
Health mentors to other agencies through referrals (Wi2, Plunket, GP...)
Connecting Cultural foods to cultural identity/belonging
Marketing healthy food
Promoting local food abundance
organics affordable
Connecting community to local facilities & resources
PUBLIC SPACE
FAMILY/ HOME ENVIRONMENT /TRADITIONAL FOOD CHOICES
YOUTH
LEADERSHIP + COMMUNITY NETWORKS
GARDENS/ GROWING FOOD
New + improved existing water fountain
Education around cooking/ preparing food
Empower youth to champion healthy eating
Elderly people Mentoring community on - budgeting/ shopping list - plan meals - cooking - gardening
More gardens in homes
More fruit trees + free fruit in public space, parks,
Setting up peer/ mentor system teaching home skills
Educating youth with home ec domestic skills
Farmshare + other models sharing with
More community

ŌTARA KAI COLABORATION OPPORTUNITIES

Ōtara Kai CoLABoration followed a similar but slightly different process in the Ideate phase, based on time availability. Similar to Rānui Kai Lab, many opportunities and ideas were generated from the needs and insights that were captured in the previous Interpret phase, and then organised into themes. Through a process of refining and selecting, the most promising 'themed' opportunities and ideas were selected and then framed as opportunity statements. The most promising 'themed' opportunities and ideas are listed below, along with the opportunity statements that were generated from them.

Churches

Reconnect healthy food and church

- How might we reconnect and strengthen the relationship between Ōtara churches and healthy food?
- How might we nurture the connections between healthy food and churches in Ōtara?

Youth

Get behind TYLA - utilise permablitz model

- How might we get behind and support TYLA as youth leaders in community food production in Ōtara?

Foster youth leadership and governance

- How do we support youth in Ōtara to become leaders in championing food choices for wellbeing?

Growing Food / Gardens

Support church gardens (communal and all year production)

- How might we support the education of churches so that they may understand the benefits of having a church food garden?
- How might we support churches to take ownership of gardens and its use

Enable cultural community ownership of gardens, food production and healthy food

- How might we make community gardens attractive so people want to be involved?
- How might we support communities to reconnect with cultural healthy foods.

Money

Increase affordability of healthy food

- How might we support families to access affordable healthy food in Ōtara?

Support family budgeting, home EC education and making food at home

- How might we support families to make the most of the money budgeted for food?

Market

Increase variety/choice and affordability of healthy food in the market

- How might we increase the supply of fresh seasonal vegetables at market price in the Ōtara town centre?

Supply

Support and work with food retailers and vendors for healthy change

- How might we support food retailers to provide healthier food options in Ōtara?

Community Action

Support community leaders to take action on food at the grassroots

- How might we support Ōtara community leaders to take grassroot action on food choices for well-being, at the grassroots?

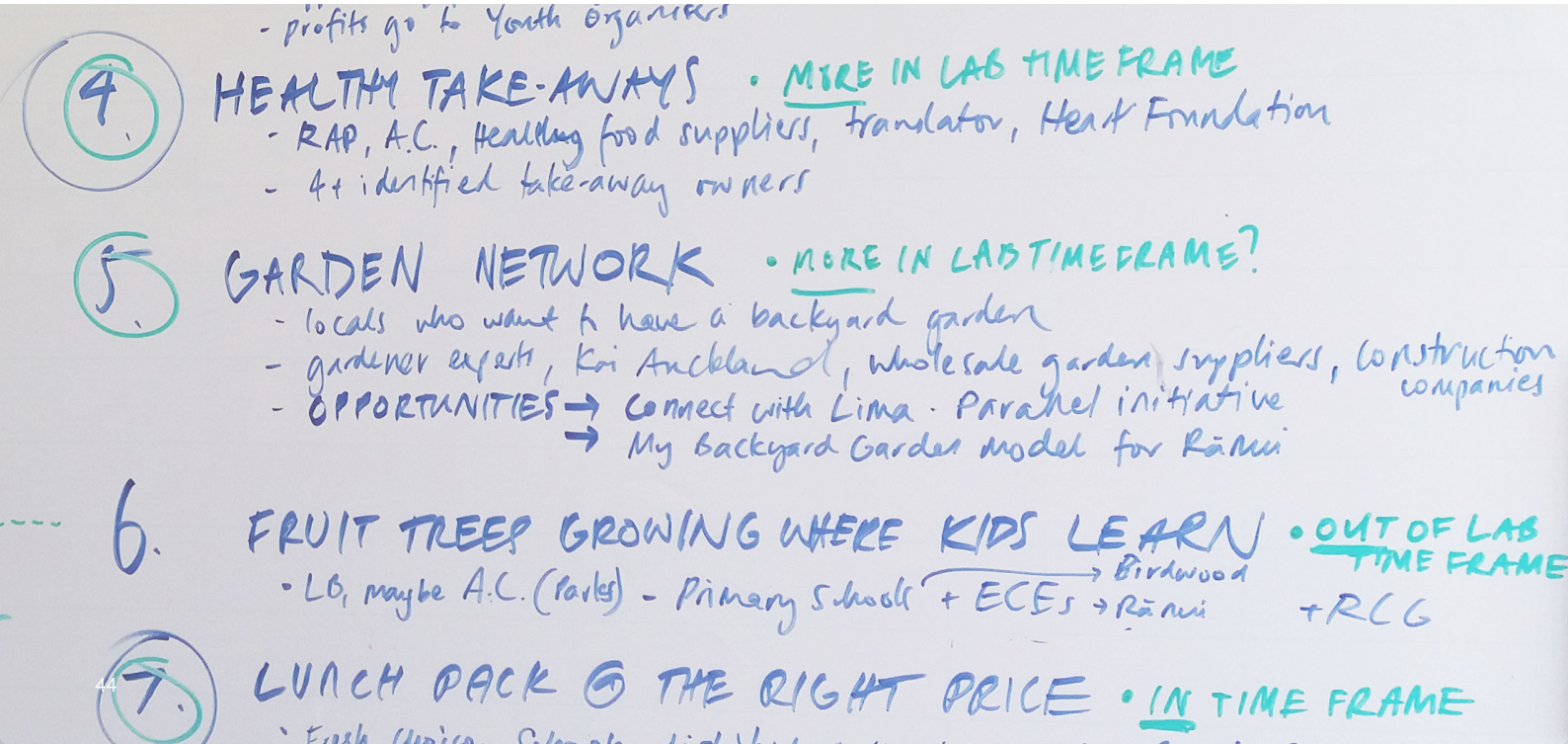
Through another round of refining + selecting, each Prototyping team selected an Opportunity Statement to proceed with. The two opportunity statements below were used by each prototyping team respectively to generate ideas and concepts for prototyping.

- How might we increase the supply and use of affordable, fresh seasonal produce in Ōtara?
- How might we support youth as leaders in the community (church, schools, sports clubs etc.) on healthy food in Ōtara?

LEADING PROTOTYPES

During the Ideate + Refine phases, the large pool of ideas generated was refined to several leading ideas, which were chosen to be further refined and developed for consideration for practical implementation and field prototyping.

In selecting the leading ideas, teams considered which ideas would attract the interest and energy of the team and their target communities, the potential positive impact of each concept, existing relationships that could make one idea more preferable or workable than another, and the time, budget and resource available to carry out the idea. In addition, the Healthy Families principles of implementation at scale, collaboration for collective impact, and leadership were considerations during the Refine phase.



RĀNUI KAI LAB: LEADING PROTOTYPE IDEAS

From the 'top 7' prototyping ideas generated, the Rānui Kai Lab prototyping team used the Imposing Constraints tool to select their leading prototype ideas:

- **Healthy Takeaways**
- **Garden Network**
- **Healthy Lunch Pack at the Right Price**

The team then used the journey mapping tool to further map out each of these ideas and what they might involved, before landing on their prototype that they would move forward with for the rest of the lab - **Lunch Pack at the Right Price** - an affordable, healthy alternative to snack packs available at dairies.

ŌTARA KAI COLABORATION: LEADING PROTOTYPE IDEAS

From the pool of prototyping ideas that the two Ōtara Kai CoLAB prototyping teams generated using their chosen opportunity statements, the prototyping teams used the Imposing Constraints tool to each select their leading prototype idea to develop and map out further for implementation.

These were:

- **Youth Kitchen Rules** - a cook-off competition and event for youth
- **Ōtara Fresh** - an affordable 'meal in a bag', targeted towards getting kids in the kitchen

IDEATE + REFINE: REFLECTION + EVALUATION

WHAT WORKED? WHY?

- Providing structured Ideate and Refine design processes, tools and templates for the lab teams to generate, refine and select ideas encouraged lab members to work together, think creatively and even unconventionally at times to generate a range of novel, innovate and/or practical ideas. The structure also provided a degree of clarity and confidence in the process and allowed members to work step by step through the process without jumping to 'solutions' too quickly. The Refine processes and tools allowed lab members to discuss, reflect and critically evaluate each idea on its own merits and identify those ideas most promising and appropriate to test through the HFL.

- Using existing as well as developing new criteria and considerations to help the lab teams rank, prioritise and select the most promising prototyping ideas during the Refine phase created structure and confidence amongst lab members to work through a process to determine which ideas to 'park', which ideas to proceed with and ultimately to select their most promising idea to develop for prototyping.

- The opportunity statements generated at the conclusion of the Interpret phase by the Ōtara Kai CoLABoration helped to facilitate divergent thinking through the ideate phase.

WHAT DIDN'T WORK? WHY?

- There was an experience of repetition by lab members during the Ideate + Refine phases of the Ōtara Kai CoLABoration through the creation of Opportunity Statements, brainstorming and the use of the Lotus Blossom tool (workshops 10, 11 and 12). The processes used in the Ideate + Refine phases were highly iterative, and required switching rapidly between the modes of ideation (divergent thinking) and refining (convergent thinking). The nuanced differences between divergent thinking tools was not clear to the for Ōtara Kai CoLABoration members and the advantages of reiterating concepts through a range of tools was lost and the applications of the tools were experienced as repetitive tasks rather than further experimentation of ideas as was intended. In hindsight, it may have been better to adapt and simplify / reduce the range of tools employed through the Ideate and Refine phases and progress through to implementation rather than persevere with methods that were not facilitating the desired expanded exploration or achieving the intended outcomes.

WHAT WOULD WE DO DIFFERENTLY? WHY?

- As with the Discover phase, limited time and resource available to Healthy Families staff and other lab members meant that most lab workshops were focused on staying on top of lab work, learning new tools and how to use them and planning next steps. As a result, dedicating time for reflection and evaluation during workshops was challenging and irregular and allowing more time for reflection throughout this phase would have increased the understanding and competency of the application of tools and methodologies and increase the likelihood that these tools and methods are applied and integrated into work practices outside of the lab.

- As discussed above, the Ōtara Kai CoLABoration experienced repetition through the Ideate and Refine phases resulting in a repetition of ideas rather than further exploration and experimentation of leading concepts. In response to this experience, the facilitators refined the Ideate and Refine phases for Rānui Kai Lab by eliminating the Opportunity Statement process and instead jumped straight to themes and worked with these to create prototype opportunities. There was no apparent disadvantage to the Rānui Kai Lab from not generating an Opportunity Statement in terms of the relevance and quality of the prototype opportunities developed during this phase. However, not having an Opportunity Statement did appear to create some challenges further in the process when the prototyping team would have benefited from having something to orientate or re-align themselves against during the Refine and Implement phases. The nuanced differences between the articulation of insights, brainstorming and Lotus Blossom tools is easily lost when the tools and methods are not applied precisely and it is likely that the lab would have benefited from a more condensed Ideate and Refine phase - which would have resulted in more time to prototype later on.

PART FOUR
IMPLEMENT

THE PROTOTYPES

This section provides an overview of the Prototypes implemented by the three prototyping teams and offers reflections and an evaluation of the effectiveness of this phase.

Prototyping is a specific design strategy that involves testing small scale experiments, 'rapid fire' examples or 'mock ups' of an idea to learn more about the challenge and test and explore possible solutions. Prototyping also provides designers an opportunity to test smaller aspects of a much larger project and/or for collaborators, key community members and stakeholders to experience, test and feedback into the design process early and often.

During the Implement phase of the lab each prototyping team began engaging with their target community and taking actions aligned with the prototyping planning done in the previous Refine phase.

The three prototypes that were implemented during this phase were:

- Rānui Power Pack
- Ōtara Fresh
- Youth Kitchen Rules

The prototyping phase is, by its nature, highly iterative. The most promising ideas from the previous phase were carried forward, refined and tested as prototypes. The Healthy Families principles of adaptation and experimentation were essential to this phase of the programme. In addition, implementation at scale, collaboration for collective impact and leadership are also principles that require consideration during the Implement / prototyping phase.

RĀNUI POWER PACK: THE HEALTHY SNACK PACK

Background

Rānui Kai Lab approached Rānui Primary School with the healthy snack pack idea and the school deputy principal was very interested in the idea and began to plan elements of the concept immediately. This put a degree of pressure on the prototyping team to plan out the prototype sufficiently to ensure that various ideas and specific aspects of the concept could be tested, learnings could be maximised and so that the school were engaged to co-design the concept's development and delivery. To ensure these outcomes were achieved, Rānui Kai Lab worked hard to develop a productive working relationship with the school staff and to keep one step ahead as the prototype developed.

A group of ten students were chosen to be involved in a co-design process whereby they contributed to the development of the prototype and were instrumental in creating the Rānui Power Pack. During four 30 minute sessions (one per week) Prototyping team members worked with the student group to choose the name of the snack pack, the branding, the packaging as well as the contents of the lunch pack. One class at school (30 students) was selected to 'taste test' the co-designed Power Pack before it was available to the whole school for pre-order. Feedback from that prototyping experience with the 'test class' was integrated into further design of the Rānui Power Pack. The Rānui Power Pack was then promoted through various channels, and the test class who had tried the packs promoted the Rānui Power Pack to the whole school at school assembly. The Rānui Power Pack was available for $2.50 by pre-order for one day to test the level of interest in and feasibility of the concept.

What were we trying to achieve?

- Co-design solutions with a student group
- Increase access to healthier food
- Encourage students to eat healthy foods
- Create a healthy food option for students at the same price as existing snack packs ($2.50)
- Source local ingredients for the snack pack and build relationships with local suppliers
- Increase students knowledge of healthy foods

What were we trying to learn?

- Will people pay $2.50 for the healthy snack pack?
- What the students wanted to eat that was healthy
- Where the best distribution points are to maximise access
- How to run a prototype (with a focus on structure, timing & iteration)
- Where locals purchased their food
- Do the snack packs influence the Rānui community to prioritise healthier food options?
- Does co-design increase buy in to the concept?
- What is the wholesale cost to produce the pack?

How did we measure these?

- Surveys - Feedback forms from students and parents
- Informal feedback, observation note taking during prototyping sessions
- Number of orders placed for the snack pack
- Indirect feedback i.e. orders placed by brothers and sisters of co-design student group
- Tracking and recording expenses necessary to make Power Packs

How successful were we in achieving these? What were the results?

- Learnt what foods students wanted in their lunch packs
- 96% of students liked the food (total sample size of 30 in group)
- Students ate the contents of the Power Pack
- While not significantly increasing healthy food choices in Rānui, the Power Packs noticeably increased the options at Rānui Primary School
- The Power Packs were made for under $2.50 each (noting several costs were externalised)
- School promoted Power Pack through their own channels, including their Facebook page, newsletter, school assembly and posters which, as the only means of promotion used, was effective for the scale of the prototype
- The Power Packs were co-designed with students
- 45 Power Packs were pre-ordered (total number of students at school is 340)
- Parent feedback forms indicated that parents would be willing to pay $3 and over for the Power Pack
- The local dairy agreed to buy Power Pack for $1.70 each however other interest was not tested at other local distribution outlets
- Ingredients were sourced from a range of suppliers with some items sourced locally - fruit from Swanson; muffins from Cafe Kōrero (local); other ingredients from Pak'N'Save (Henderson)
- There is support for local distribution at cost

What worked and what didn't? Why was or why wasn't this achieved?

Costs

- Limited time meant that there wasn't the opportunity to investigate costs from range of different suppliers
- Because some production costs were externalised including labour, printing and kitchen hire the true cost of the Power Pack is unknown

Students liked the Power Packs

- Students liked the food in the Power Pack and liked the free food
- The co-design group and 'special' selected class had a sense of ownership and pride in the Power Pack

Time

- The co-design process was rushed which affected planning of students sessions

Resourcing

- Catering facility and budget constraints for food preparation meant that Prototyping team could only make a limited number of Power Packs for sale (maximum of 50)
- Prototyping team had limited time and resource available which meant that some aspects of the concept were not tested - for example the willingness of local outlets to sell the Power Pack and a wider range of promotion channels

Reflections + Insights

- It would have been useful to test more dimensions of the concept including the viability at different schools (i.e. Birdwood School); the effectiveness of different promotional channels, the interest of other retailers, how many of the students who pre-ordered the pack liked it
- The promotion of the Power Pack was limited intentionally to match the limit of 50 Power Packs
- The initiative was too close to Christmas - not the most suitable time for prototyping
- Pranil (owner of Fresh Choice Rānui and Glen Eden) indicated that Fresh Choice would supply some of the ingredients if the Power Pack was sold at Fresh Choice - clarification needed as to whether this is through donation or sale at reduced price
- Bringing more community on board would have been beneficial
- Compliance with the Food Act to determine where food can be prepared and who can prepare the packs legally needs to be investigated
- More time should have been spent on reflective practice throughout prototyping
- Children not in the test class demonstrated that they would try the pack

ŌTARA FRESH: GETTING OUR KIDS IN THE KITCHEN

Background

During the Discover phase Ōtara Kai CoLABoration identified that the supply of fresh local vegetables in Ōtara was a critical barrier to locals eating more fresh produce. Ōtara Fresh is an attempt to increase the supply and use of vegetables in the community by providing the ingredients, excluding meat required to make a meal for 5 people for $5. The prototype was focussed on getting kids in the kitchen - recipes that were child-friendly were selected and the concept was prototyped through project partner programmes working with children and their families who had been referred to local healthcare services.

The prototyping team worked with local healthcare service providers to incorporate three Ōtara Fresh prototyping sessions into two existing programmes. The first session was a face to face engagement with young people and their family members to introduce them to the Ōtara Fresh meal bag idea and gauge interest. The second session was a cooking demonstration/workshop whereby young people and their family members worked in small groups with staff to cook and eat a meal together using the ingredients and recipe from the Ōtara Fresh bag. Each young person took an Ōtara Fresh food bag home with them. The third session was an evaluation and feedback session for young people and their family members.

The intention was to, at the end of the second session, give one group of young people (from one programme) a bag each to use, and to sell the bag for $5 to the other group (from the second programme) for purposes of comparing and contrasting between the two groups and to learn about the desirability and feasibility of the concept (by testing whether people would pay for the bag or not). Unfortunately both bags were given away and as a result this important learning objective was missed.

What were we trying to achieve?

- Get children to taste healthy meal
- Increase children's' confidence and skills in the kitchen
- Teach children to cook a healthy meal
- Encourage children to participate in preparing and cooking healthy food
- Have children influence their parents and increase families using fresh produce
- Increase nutrient intake and preference for nutritious food
- Provide access of cheap, healthy, fresh and easy-to-cook food to families
- Connect community gardens to local fruit and vegetable market
- Create a sense of excitement around cooking

What were we trying to learn?

- Where locals shopped for food
- If the bags were used and if they were, were the ingredients used to cook the recipe provided or to cook something else
- Whether locals would pay $5 for an Ōtara Fresh food bag
- How the bag could be improved
- Where the most convenient places for people to pick up the bag are
- Whether the promotion methods were effective


DEREK

How did we measure these?

- Pre and post engagement surveys and evaluations
- Informal feedback from participants, organisers, and parents
- Social media engagement

How successful were we in achieving these? What were the results?

- Learnt where families shopped
    - 51% veggie RS
    - 21% Countdown
    - 21% SuperValue
    - 14% any/various supermarkets
    - 7% local shops
    - 7% Ōtara flea market
    - 0% gardens
- Children cooked and tasted a healthy meal and enjoyed it
- Children have been taught how to cook one healthy meal through the cooking demonstration
- The willingness of the participants to pay for the bag was not measured/tested because participants were not given the opportunity to buy the food bag. However survey results indicate that 85% of participants said they would buy a food bag
- 100% of participants from one programme prototype group (Ōtara Health) said they would choose Ōtara Fresh over a takeaway meal

What worked and what didn't?
Why was or why wasn't this achieved?

Uptake + Engagement

- One programme had a high level of involvement of parents and family members while the other programme had a lower level of involvement of parents and family members and no families use the 'meal in a bag'
- In one of the promotional sessions prior to the cooking demonstration and distribution of the bags, the level of engagement appeared to be quite low - questions about the bag were not asked and the promotional flyers given out were typically not read
- In one of the cooking demonstration sessions the environment was quite chaotic and there was a lack of engagement with the food bag and more focus on an impromptu fast-paced cooking competition - this loss of focus meant that the messaging about the bag was lost for this session, however this did create excitement around cooking
- There was very limited engagement by participant families with social media around the food bag

Feasibility

- The last minute change to give the bags away rather than sale them meant that to opportunity to learn more about whether people would buy a food bag or not was lost
- Time restrictions meant that most convenient places for people to pick up the bag was not measured

Use of food bags

- The ingredients from food bag were typically used in several meals through the week similar to a grocery bag rather than cooked in a single meal

Reflections + Insights

- Families enjoyed social the interactions while cooking together
- Ōtara Fresh was used as a grocery bag across several meals rather than as a food bag of a specific meal
- Skills in food preparation and cooking needed to be taught to participants
- People enjoyed the taste of the healthy food they cooked
- Further consideration needs to be given to the cultural relevance and acceptance
- The food bag concept was a good project idea but did not demonstrate enough promise to suggest it would solve the challenge - The food bag in itself is not enough
- Increasing the accessibility of the food bag concept is likely to involve a high level of input to manage logistics in relation to what is likely to be a fairly modest improvement in accessibility

YOUTH KITCHEN RULES: YOUTH LEADING CHANGE IN CHURCHES

Background

The Ōtara Kai CoLABoration team worked through existing networks to engage the minister of the Ekalesia Fa'apotopotoga Kerisiano Samoa (EFKS) church in East Tāmaki. The minister put the team in contact with the church's youth coordinator and a meeting with the youth group was scheduled to share the prototype idea. The EFKS East Tāmaki Youth Group was excited about the concept and a co-design process ensued.

The Ōtara Kai CoLABoration team worked directly with the youth to develop the concept and determine much of the detail of this initiative. The Prototyping team organised a cooking demonstration for the youth to learn some basic kitchen/culinary skills prior to the cook off event. The Youth Kitchen Rules prototyping team also worked with a range of other stakeholders to plan the logistics of the cooking event and to maximise youth's engagement and excitement in the competition. This included having nutritionists as judges on the day, inviting local politicians and organising for a range of prizes in the form of cooking equipment.

What were we trying to achieve?

- Meaningful engagement with youth about healthy food
- Empower the youth
- Co-design a cooking competition and have youth set parameters for it
- Influence food habits in the church
- Increase the confidence of youth in the kitchen
- Influence food habits in homes
- Educate the youth and create awareness about healthy food / healthy cooking habits

What were we trying to learn?

- How effective is a youth cook-off:
  - **In increasing the confidence of youth in the kitchen**
  - In influencing young people's perception of eating healthy, home-cooked food being easy and affordable?
  - As a way to engage young people on issues surrounding food choices for wellbeing?
  - In influencing food habits in the church?
  - In influencing food at home?

How did we measure these?

- Tracking the number of participants and level of participation from youth
- Informal and formal feedback from minister and youth
- Pre-competition demonstration and evaluation survey to measure prior knowledge and understanding / gather baseline data and two post-competition evaluation survey to measure 'shift' in youth

How successful were we in achieving these? What were the results?

- The demonstration and cook off was a very effective method for engaging youth
- The youth were exposed to new learnings - for example, it can be cheap, affordable and accessible to eat healthy, how to cook with ingredients such as kidney beans, capsicum, and corned beef (in a healthier way)
- The number of attendees remained consistent through the prototype: Pre-competition demonstration = 27 youth + 5 adults; Actual event = 24 youth + 7 adults
- Informal positive feedback was received from the youth during and after the workshop
- The competition itself fostered creativity and teamwork in the youth
- Stand out leadership skills were shown by some youth during and leading up to the event
- Fai Feau (church minister) organised for the youth to cook a dish at church gathering the following week
- Fai Feau was very engaged in the prototype and is keen to be involved in further similar activities
- Other churches have heard about the event and are interested in hosting similar events

Why was or why wasn't this achieved? What worked and what didn't?

- A high rate of participation by youth in church youth group was achieved and maintained
- Engagement with youth and minister was very effective / Buy in from Fai Feau
- The hands on learning was effective
- Having budget available was a key factor to success
- The recipes were appealing to the youth and demonstrating different/healthier ways of cooking familiar foods was effective (e.g. corned beef and vermicelli)
- Youth take leadership roles in aspects of the cook off
- Promotion work prior to event was effective
- The prototype was accessible to the youth
- The prototype was culturally appropriate
- Music helped keep the event going and motivate youth
- Pre-testing the idea prior to the main cook-off event was really important
- Lab members external to the prototyping team who attended the event needed to be aware of the appropriate dress code
- More hands on board to help out in the organising and running of the prototype would have been useful
- Sourcing equipment and utensils was time-consuming - is there a better way to organise this?


Canola Oil

IMPLEMENT: REFLECTION + EVALUATION

WHAT WORKED? WHY?

- Having prototyping teams regularly 'pitch' their prototype concept at the start of lab workshop gave them time to practice communicating their concept and refine what they were doing and why they were doing it and what they were trying to learn.

- Reviewing and updating project logistics and planning for the prototypes weekly contributed significantly to the successful planning and coordination of activities during the Implement phase.

- Providing a framework and templates for prototyping teams to use to help record and gather relevant information maximised the learning during the prototyping phase.

- During this phase of the lab most lab workshop time was dedicated to planning and preparation of various prototyping activities. Given that most prototyping teams had limited time available to plan, prep and test their prototyping concepts in the field outside of lab workshops ,weekly workshops were the only time most teams had to work out next steps. For example, during Implement phase workshops, having prototyping teams complete and update the Planning and Logistics worksheet, articulate their learning objectives and setting specific milestones and deliverables was useful and effective at keeping teams 'on track'.

- Particularly during this phase of the lab when deadlines were at times tight and field experimentation often happened outside regular lab workshop time HFL members demonstrated flexibility and adaptability. Many plans changed, and sometimes with very little warning. To get things done, meet project timeframes and meaningfully test prototyping ideas on the ground there was a need to work with others' schedules, policies and ways of doing things which were different from lab teams normal practices.

WHAT DIDN'T WORK? WHY?

- Only meeting up once a week to progress prototyping was challenging during this phase as ongoing planning and preparation was required at each stage of the process to ensure the prototyping teams could effectively achieve their learning objectives. Critical planning and preparing for various prototyping activities regularly needed to happen outside of workshop time and the work was not evenly distributed amongst lab members as some members were more resourced than others to participate in the lab. In some instances this resulted in different levels of engagement in and ownership of the prototype, and some members not managing to stay up to date with the prototyping planning.

- In one instance, a key project partner changed the planned implementation of the prototype without warning which nullified one of the primary learning objectives of the prototype - in this case, whether participants were will to pay for a food bag and if so how much. Without this critical feedback it was difficult to determine the promise of the prototype concept.

- Time and resource constraints meant that some of the intended learning objectives of the prototypes were not able to be tested which limited the ability to clearly determine the promise of a given prototype without sufficient field testing and learning.

- Only testing a single iteration of each prototype meant that lab members did not get to integrate key learnings from prototyping into the next iteration of that concept and some of the insights made during Discover phase where not able to be effectively employed when field testing.

WHAT WOULD WE DO DIFFERENTLY? WHY?

- Allow more time for prototyping in the field. In all instances there were opportunities to test the concepts further and gain valuable insights into the promise of the prototype but time restrictions (as well as logistical challenges in some instances) became prohibitive. In addition, from a learning and capacity building perspective there is significant value in re-iterating a concept, integrating the feedback and learning from previous iterations. More time would have allowed for this.

- Ensure that each prototyping team had the opportunity to co-design possible solutions with locals. One of the three prototypes did not have anyone on the team who was from the local community to help co-create the field experiments with.

- Spend more time and effort ensuring that all project partners understand the key principles of prototyping, the intended learning objectives, as well as key components of various prototyping activities.

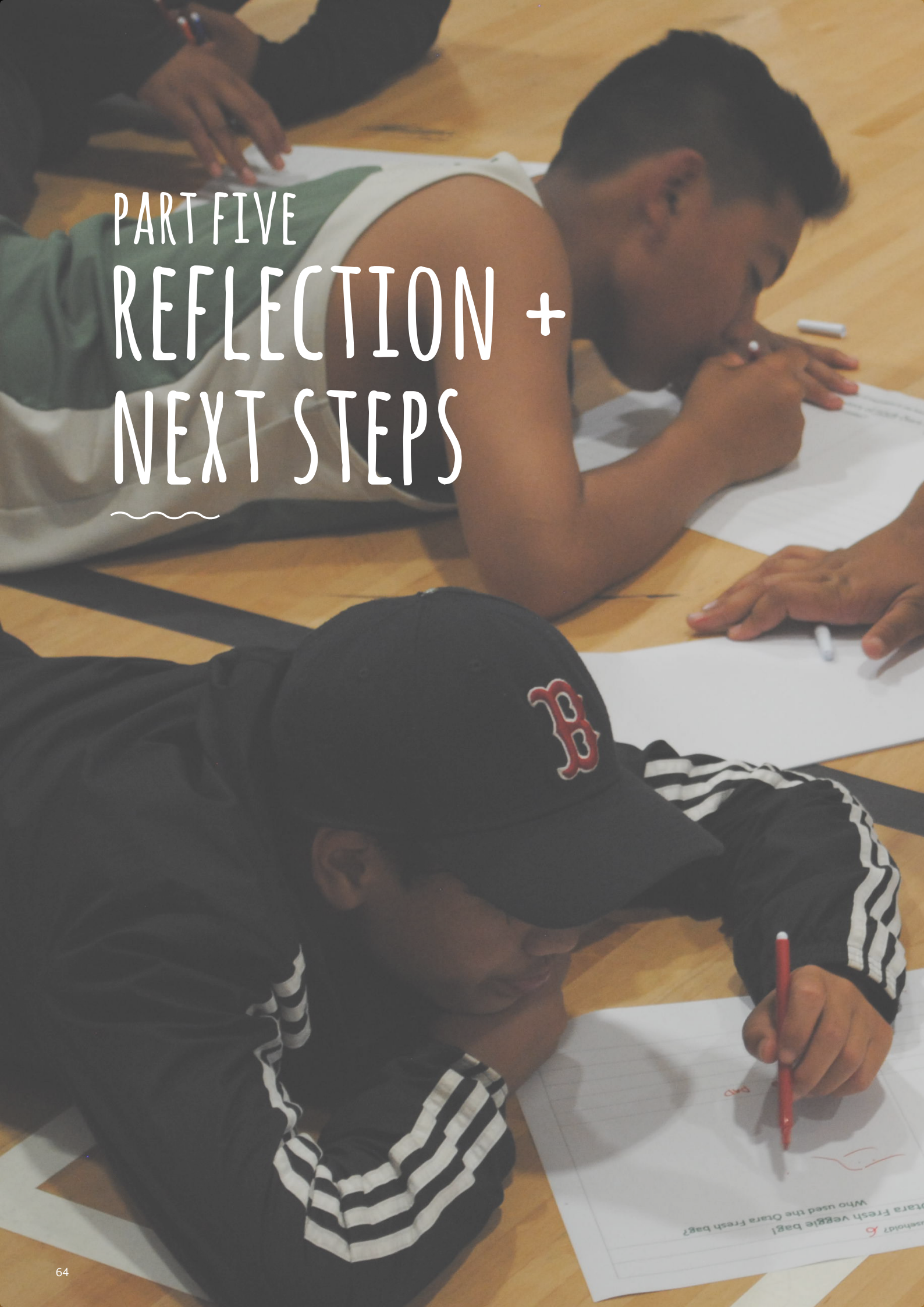
- Seek greater clarity on the prototyping team members' varied roles and responsibilities during the Implement phase to ensure that there is sufficient capacity within the team to effectively prototype the various components of the concept and to ensure that all prototyping team members are able to participate in a meaningful way that helps maximise outcomes. Without doing so there is significant risk that the prototype is not scaled and/or resourced effectively and the opportunity to learn and determine promise of the concept is compromised.

- The logistics and planning of small scale prototypes and prototyping activities can be time consuming and tedious to do well. The lab could have benefited with less time spent on Ideate and Refine phases and more time and resource on implementation.

UNANSWERED QUESTIONS + INSIGHTS

- How critical is it that HFL prototypes are co-designed? It is okay for certain prototypes to not have members of the target community involved in implementing potential solutions? The evidence would suggest that those prototypes that were co-designed with community demonstrated more value than the one without community input into its development and delivery.

- Despite known research that knowledge alone does not change behaviour and that people knowing about healthy food and how to prepare healthy food does not lead to the eating for healthy food HFL.



PART FIVE
REFLECTION + NEXT STEPS

KEY INSIGHTS + REFLECTIONS

In this part we will summarise the key findings, insights and reflections that came out of the Reflection Phase from all parties involved. The first section captures the key themes, insights and feedback generated by HFL members during the Reflection Phase. This feedback has been organized under the key headings What worked and why?; What could and would we do differently and why?; What will you take forward into your work practice from this lab?; What new questions have emerged out the lab?; and Unanswered Questions. Under each of the key headings the feedback provided by HFL team members have been grouped thematically.

The second section provides a synthesis of feedback from lab members as well as key learning and reflections from Resilio Studio on the design, convening and management of the social innovation lab.

The Reflection phase was facilitated over two 2 hour workshops involving most of the HFL staff members and prototyping team members. A range of tools and methods were utilized to capture individual and collective reflections and feedback. The tools and methods included evaluation worksheets and templates, strategic questioning, personal surveys and group discussion.

General Comments from HFL team members

- At the start of the lab I wasn't too sure about the co-design process
- At the beginning of the lab, as a prototyping partner, it took a while to understand fully what we were doing
- Coming from a community development background, this process was challenging in a good way
- Coming from a science background where things are black, white or neither and you follow best practice models, the design process was a new way of working and thinking
- This lab was a really good 'starter' or introduction to doing a lab but I would like to do the whole lab 2-3 times more to have time to fully understand all the new concepts and tools
- I like the process of thinking big and then breaking it into small manageable bits
- As part of next steps, a compilation of the tools would be really useful for us to be able to take this type of work forward into our own professional practice.

REFLECTION PHASE FEEDBACK FROM HEALTHY FAMILIES LAB TEAM MEMBERS

The comments below are either direct quotes or summaries of comments made by HFL team members.

WHAT WORKED AND WHY?

Convening and Running of Lab

- Resilio Studio's facilitation skills, and easy-going, flexible and adaptable approach
- The way Resilio Studio helped us map the complexity of the issue and how we shared our ideas and thoughts within that framework
- Having Resilio Studio as hands-on members as part of the team and helping out, not just as facilitators
- Keeping the lab team moving, e.g. drawing a line in the sand at the end of the Discover phase to push the team towards the Implement phase
- Fast pace and momentum of the lab

Lab Structure and Process

- Reminding ourselves that this is a 'safe to fail' experiment was key
- Commitment was a big thing - it was really lucky we had Healthy Families staff who were really onto it in terms of completing work and workflow
- Having one or two lab members take more ownership when we reached the prototyping phase was good for capacity building
- Connecting with the other prototyping teams and all the stakeholders through the process was really valuable
- The prototyping tools were really useful, although in some cases it felt that the limited time we had to use them meant we didn't use them to their full potential
- HFL's imperatives were to engage local stakeholders, collaborate and codesign which required Healthy Families staff to go out into the local community, make connections and actively build working relationships with local partners that did not previously exist. HFL provided a good reason for project partners and local stakeholders to sit down together to discuss, identify and begin to address health and food related challenges and opportunities.

WHAT COULD OR WOULD YOU DO DIFFERENTLY AND WHY?

Lab Culture and Practice

- 'Social Innovation Lab' language used was not always accessible or appropriate for everyone in the lab team. It felt like it was required to learn the lab language and theory first before engaging and acting in the lab process

- More investment into whakawhanaungatanga [relationship building] earlier in the lab (e.g. the first four weeks) with the core team would have paid off later on

- Being realistic and aware of the amount of time the lab would require - if we had put in the hours we said we were going to at the beginning of the lab and done the lab work, we wouldn't have felt so under pressure and lost/overwhelmed through the process

- More emphasis on the significance of some key decisions and their implications and the need to start discussing them early. For example, spending more time choosing the core team would have been beneficial

Building Lab Teams and Prototyping Teams

- Setting clearer expectations around roles and responsibilities. Communicate these a lot more clearly to stakeholders and potential lab members when recruiting core team members

- Taking a more strategic and targeted approach to building lab teams, particularly the core team:
    - In hindsight, better to keep the core team to a minimum and put more emphasis and time into including the right people at the right time rather than trying to have everyone at the table for the whole process. Prioritize a smaller core team of very committed people over a larger core team
    - Create better core group (more people/time to get more people)
    - Better formation of core group (including youth and community)
    - Having better mix in core team - more youth in the core team or someone else in 'the system'

- Creating more opportunities for Ōtara Kai CoLAB and Rānui Kai Lab to meet somewhere mid-way through the lab to report back and hear different perspectives is likely to have helped the teams

Co-Design

- Knowing what we know now we would have spent more time engaging with the community to co-design

- Involve more people from Rānui throughout the lab process

- Involve more Ōtara leaders in lab

- Socialising prototype ideas with the community and asking if this is what they wanted and/or how they would like to run it could have been beneficial during or after the Ideate phase .

Lab Strucutre, Format and Methods

- Reduce the theoretical nature of the lab - for example instead of learning how to use a tool during a workshop our time could have been better spent going straight out there and applying the tool

- Factor in more educational components - for example more time to practice using tools, when to use them and review;; review lab phases and how they will be carried out, their duration etc.

- More emphasis on learning the lab and facilitation tools so that we could run a lab ourselves

Timing and timeframes

- Allow more time to co-design during workshops and to test prototypes

- Shorter timeframes with more community participation. A more condensed format (i.e. more hours in less days/weeks) could have been a better format to engage more people in the lab. Everyone in the lab is knowledgeable about the complexity of the issue - but the longer format of the lab meant we had to warm up quite a lot, rather than just getting into it

- Allow more time to find community collaborators - for example, one more week to find the location and community group we would test the prototype with. E.g. Ask the local school if we could work with them, rather than just going with the first option that became available.

WHAT WILL YOU TAKE FORWARD INTO YOUR WORK PRACTICE FROM THIS LAB?

Design Thinking / Design Process

- Following a design thinking process
- It's okay to fail
- Some tools will be very useful in my work -fact finding (tools), questioning, interviews, case studies, empathy mapping, mapping complexity, stakeholder mapping, analysis,Lotus Blossom, finding themes

Co-Design

- Working collaboratively (with project partners)
- Developing projects with multiple stakeholders as part of a core team
- Can make your collaborators your stakeholders (and vice versa)
- Understandings that the people who are impacted by the challenge have the answers
- The importance of knowing what the community needs are
- Knowing that insights and relationships can lead to other collaborations

Prototyping

- Prototyping and presenting/pitching project ideas
- Continual reporting/providing updates on prototype
- Consider prototyping concepts rather than just having a concept (i.e. making it actionable and testable)

Reflective Practice

- Regular/constant self-reflection
- Be ready for time pressures (at various stages in design process)

WHAT NEW QUESTIONS HAVE EMERGED OUT THE LAB?

Co-Design

- Does involving children in design help change caregivers buying habits?
- Could we have included more stakeholders in this lab?
- How could we engage more community members into the prototyping team?

Prototyping

- How do we turn our prototype into a successful initiative given it demonstrated promise? Who, where, budget/finance, facilitators, key stakeholders etc.?
- How can we more effectively co-create and build prototypes?
- How can we find ways to scale prototypes

Questions Specific to the Healthy Families Lab Prototype

- Can we implement a food system within a church community?
- Could we re-iterate a cooking competition that include support structures within church system?
- Could the food bag concept be integrated into church-based opportunities?
- Would a grocery bag concept be more desireable/ effective than a food bag?
- Would other schools support the Rānui Power Pack concept?
- Would building a connection with local school(s) to set up a social enterprise:
  - be valuable / an asset?
  - open up new learning opportunities for school/ community?
- Is not cooking and not knowing how to cook unique to the youth of Ōtara? Is this a common phenomenon amongst youth or youth of similar demographics to Ōtara youth? If so why?
- Why is there no/limited cooking equipment in homes?
- Is there a more effective way of sourcing equipment and utensils?
- Is not cooking and not knowing how to cook unique to the youth of Ōtara? Is this a common phenomenon amongst youth or youth of similar demographics to Ōtara youth? If so why?
- Why is there no/limited cooking equipment in homes?
- How can we lower the cost of the pack without compromising the nutritional value of the food?

SYNTHESIS OF FEEDBACK FROM HEALTHY FAMILIES LAB + REFLECTIONS AND KEY LEARNING

The purpose of this section is to provide an overview and synthesis of the feedback as well as reflect on the lab from the perspective of convening, managing and facilitating Healthy Families Lab. This section is also organised thematically.

Prototyping and Experimentation

Prototyping can be a challenging and significantly different way of working and approaching solutions than more conventional 'planning' based approaches. The more exposure and experience lab and prototyping team members have with prototyping the more comfortable they are likely to become with learning 'on the fly' and experimenting with new ideas and opportunities in the field without worrying about 'getting it right' or having it all worked out in advance. In addition, with experience lab members will be more comfortable accepting that not all good ideas demonstrate promise in the field and appreciate that testing their ideas in the field to learn and measure effectiveness is a valid and valuable approach to develop real solutions to real challenges - even if many ideas may fail along the way. Testing a range of ideas without attachment to their success, learning from experimentation, and analysing feedback to decide whether or not to re-iterate or abandon a particular prototype as a result of field experimentation increases the likelihood of finding viable solutions. At times it appeared to the convenors that prototyping teams became attached to their prototype and as a result found evidence of promise that didn't necessarily exist. Therefore, when trying to address complex social challenges it is critically important to develop a work culture where experimentation and failure are recognised as important qualities of effective innovation.

There is huge value in re-iterating a prototyping idea (both in terms of learning/capacity building as well as refining the concept towards a viable solution) but in HFL all three prototypes ran out of time to integrate feedback from their first prototype and re-test their concepts - if we were to do it again we would have emphasise the value of reiterating the prototyping process.

Communication

There was a lack of clarity regarding the future of Healthy Families Lab and the promising prototypes, post-Reflection phase. In hindsight, it is really important to ensure that communications within the lab and prototyping teams, as well as amongst project partners are clear so that realistic expectations and a shared understanding of the parameters of the lab, its duration and intentions after its completion are created. For example, most if not all lab members were not clear on the future of HFL and what will happen with promising prototypes post Reflection phase. As a result, their own ongoing involvement and commitment remained in question. Aspects of this level of uncertainty was not conducive to building strong, stable or long term relationships with some project partners because the future of the lab and its promising prototypes were unknown post December 2016. When lab members approached potential collaborators they could not provide clarity about the level of ongoing commitment required or how Healthy Families (or anyone else) might continue to support promising prototypes after the Implement phase was complete.

Theory Versus Practice

There was a tradeoff between the lab objective of upskilling Healthy Families staff to be able to apply design processes in their professional practice with the lab objective of working meaningful on the ground with community partners as part of the lab team. This was compounded by tight timeframes and limited time and energy available by lab members to invest in the lab. Some lab members wanted less theory while others saw the need for both theory and on the ground practice and

communicated that more time for education (and theory) would have been valuable.

Time spent during the lab learning about why various practices, processes and lab methodologies were used was at the expense of time spent applying them to the challenges to develop prototypes. However, understanding the reasons why particular actions were being taken was a critical component of the skills training necessary to ensure that lab members have the ability to meaningfully replicate the tools, methods and processes explored during the lab once the lab finished.

There was also feedback that the language used was a barrier and/or at times inappropriate for some lab members. There was also feedback that a lot of the lab methodology and ways of working were new or unfamiliar. New ways of working often require new language to communicate new ways of thinking and doing and the language of design and of social innovation used during the lab was new for many lab members. It was a challenge introducing new language to communicate new ways of working while still ensuring that methodologies and practices that were used were accessible to a diverse group of participants, some of whom were not fluent in English. More time is needed to investigate and explore new and different ways of communicating the core concepts of design thinking and social innovation in a manner that is accessible and empowering to a wide range of participants.

Realistic Expectations

There was a tension between the agreed purpose and objectives of HFL which was established early in the lab with Healthy Families staff and many lab members expectations that the lab's prototypes would effectively create systemic change within the complex food systems they were working in within the duration of the lab. The primary purpose of the lab was to upskill Healthy Families staff and project partners in design processes, tools and methods for systemic change, and build capacity to enable that change, but not to create systemic change within the food system during the timeframes of the lab. The likelihood of developing effective systemic solutions to complex challenges in 24 weeks is very ambitious and not particularly realistic. Although this discrepancy between the purpose and objectives and the expectations of lab members was addressed during the lab it was never resolved and some prototyping teams measured the success of their prototype, at least in part, against their desire to create systemic change.

"HFL was established to explore food and health related challenges and experiment with solutions that aim to address their root causes" - while the lab helped to identify root causes, it was not able to address them.

Time, Timelines and Timeframes

Timing and timeframes were a constant consideration for HFL - the convenors were acutely aware of the time challenges associated with running a social innovation lab which needed to build relationships with local community partners and aligned organisations, upskill members in design and social innovation processes and practices and field prototype three relevant and promising initiatives in 24 weeks.

Social innovation takes time and while we particular structures and practices can help incubate and accelerate the development of solutions, effective social innovation addressing complex social challenges cannot be rushed.

More time and effort was required by the lab convenors (Resilio Studio) and Healthy Families prior to and at the beginning of the lab to understand human resourcing that was available and required to run the lab. Resilio Studio proposed that all lab members and in particular all Healthy Families lab members committed 1.5 days/week

to the lab and designed the lab programme accordingly. However, this was not realistic for, or clear to HFL members and this had significant impacts on the lab's capacity to meet its deliverables and timeframes.

Convening the Lab - Project Management, Facilitation and Mentoring

At various times and stages throughout the lab different roles were required of the lab convenors, namely lab facilitator, design thinking mentor/tutor and project manager. The requirements of the lab at certain times meant that one role became more important and even subdued other convening roles. For example, in order to ensure HFL and the prototyping teams met various programme milestones project management support was required which often involved helping teams to prioritise particular lab work, timeline and assign roles and responsibilities to team members to ensure various tasks got completed. In these situations time was allocated for these critical planning sessions at the expense of time spent during lab workshops on reflective practice, discussion about the use of various tools or sharing back and debriefing with other prototyping teams about their practice. While trying to manage both project timelines and professional development / capacity building outcomes it wasn't always clear whether a mentoring role (e.g. asking strategic questions) was more appropriate to support a team in their process or a project manager role by providing more hands-on direction and practical support.

Continuity in Co-Design

In South Auckland there was time and effort invested in ensuring that local community members were part of the lab team which included Healthy Families staff translating for project partners in both Samoan and Tongan languages. The suggestion made and the assumption was that the South Auckland prototypes would be wrapped around, at least in part, the community partners/lab members who were part of the local community. However, this did not happen. In addition, the local community partners' participation ceased once the Implementation phase began.
One of the prototypes was not co-designed with local project partners or stakeholders. This was also the prototype that didn't demonstrate clear promise and had the greatest challenges in testing promise on the ground.

Enabling Ecosystem

There appears to be a direct relationship between the 'enabling ecosystem'[5] of a social innovation lab and the pace at which that lab can effectively work. In large part due to the newness of Healthy Families Waitākere and Healthy Families Manukau, Manurewa-Papakura they had limited existing relationships with local community groups, other aligned organisations and project partners and as a result many relationships needed to be built during the development of the lab. Therefore it was difficult to identify who the best (non-Healthy Families staff) core team members and project partners were, and it took time to build relationships on the ground, learn about the local context we were working in and develop insights as to what some of the biggest issues were and what were the most promising opportunities that emerged. Six months later with many relationships developed the lab would now be able to work more effectively.

5. An ecosystem is the complex of a community of organisms and its environment interacting and functioning as a whole system. An enabling socio-cultural ecosystem provides sufficient support to enable a community within that wider system to work effectively through the provision of networks, resources (time, money, materials/products, land etc.), receptivity to opportunities provided by that community and a willingness to work together. In an enabling social innovation 'ecosystem' other organisations and individuals in the system are actively engaged in the system, collaborate effectively, share networks and resources, and are receptive to new ideas and new or aligned ways of working and thinking about the system. Together these qualities provide the pre-conditions the community (read social innovation lab) needs to succeed.

APPENDIX: THE LAB TEAM MEMBERS

RĀNUI KAI LAB*

Buffie Mawhinney	Local Resident, Rānui Community Centre employee, Rānui Community Gardens coordinator
Melanie Tuscia	Chef, designer, community worker and health practitioner
Vikki Ham	Healthy Families Waitākere
Michele Eickstaedt	Healthy Families Waitākere
Caitlin MacColl	Healthy Families Waitākere
Regina Wypych	Healthy Families Waitākere
Finn Mackesy	Resilio Studio
Fiona Ting	Resilio Studio

ŌTARA KAI COLABORATION*

Loto Manuele	Ōtara local resident and mother from Sir Edmund Hillary Collegiate
Lesini Leleifi	Ōtara local resident and mother from Sir Edmund Hillary Collegiate
Malia Fononga	Ōtara local resident and mother from Sir Edmund Hillary Collegiate
Diana Anderson	Diabetes Project Trust
Caleb Va'a	SouthSeas Healthcare
Shaun Tautali	SouthSeas Healthcare
Julio Bin	The Southern Initiative
Andy Piutau	Healthy Families Manukau, Manurewa-Papakura
Sam Lafolua	Healthy Families Manukau, Manurewa-Papakura
Serena Lal	Healthy Families Manukau, Manurewa-Papakura
Erin McCulloch	Healthy Families Manukau, Manurewa-Papakura
Tapu Vea	Healthy Families Manukau, Manurewa-Papakura
Finn Mackesy	Resilio Studio
Fiona Ting	Resilio Studio

HEALTHY FAMILIES LAB CONVENORS AND FACILITATORS

Finn Mackesy	Resilio Studio
Fiona Ting	Resilio Studio
Gary Marshall	Resilio Studio