

IDEAS^{TO} ACTION

Final Report

Design
Council



**SPORT
ENGLAND**



**THE
NATIONAL
LOTTERY**

ideastoaction.design

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Executive Summary



PROGRAMME

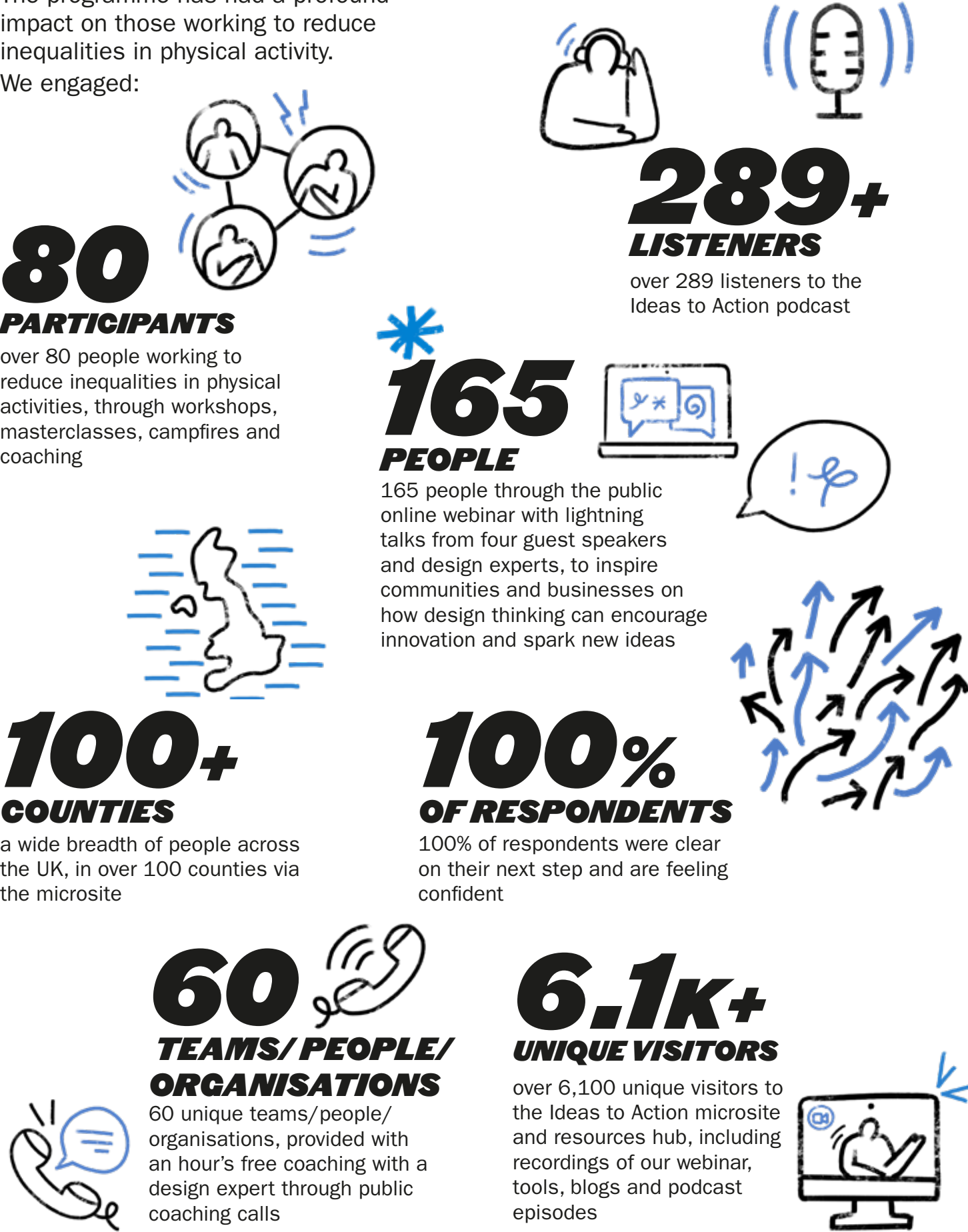
Ideas to Action was a programme which aimed to find new ways to overcome inequalities in physical activity which persisted, or even worsened, through the pandemic. It brought together organisations with great ideas to support people facing key barriers to being active. Participants worked closely with design experts to further develop their ideas, projects, products or services. The programme was delivered by Design Council and supported by Sport England with funding from the National Lottery.

“It’s been nourishing. Rewarding. Mind-blowing. Reaffirming.”

In this report we outline the programme’s guiding principles, what we learnt and how we would recommend Sport England and other groups put these principles in to practice when addressing complex challenges and ideas which aim to reduce inequalities in physical activity. Please find design tools and methods referenced in the report, in the appendix from p.90 - 95.

IMPACT AT A GLANCE

The programme has had a profound impact on those working to reduce inequalities in physical activity. We engaged:



GUIDING PRINCIPLES

Key learnings from the programme emerged and these would be helpful to Sport England, and any similar organisations, either when working with teams to discover, define, develop and deliver their ideas or for teams themselves.

1

Don't Jump to Solutions Too Quickly

2

Frame and Reframe the Challenge

3

Focus on the 'Extreme User' and Other Groups

4

With Complex Challenges, Start Something Small

5

New Methods of Research and Engagement

6

Power of Working Visually to Collaborate

7

Embedding Design Methods in Organisations' Wider Teams

RECOMMENDATIONS

1. Recognise the value of design mindsets and approaches.

There was great value generated by the support teams recognising design not just as a creative process, but an all-encompassing mindset. This mindset has helped teams better understand their challenges and sharpened their focus on achieving outcomes. Design has helped teams to break down challenges to understand their fundamental causes, as well as giving structure and clarity to priorities and overall vision.

2. Encourage teams to be less outcomes-oriented, focus on helping them to understand their challenge in detail.

This leads to a long-term approach to creating high quality projects. For us this means a well thought through, resilient idea that is adaptable and sustainable over time. It means ideas are designed to respond to changing future circumstances and offer people an excellent resource to reduce inequalities in physical activity. Define value broadly and place value in small ideas and starting something. Encourage teams to think innovatively and take risks by asking what they would like to learn, not what they want the outcome to be. Ensure teams understand that they have permission to start small.

3. Share information, be transparent and foster collaboration.

The more open we are about successes and failures, the more easily we can learn from each other and put what we learn to good use. Collaboration and sharing of ideas on this programme has enabled teams to work through problems together and foster an environment that supports trying and failing.

4. Build confidence and skills and encourage continuing to work together after a programme ends.

Champion values and learnings throughout a programme's and team's work. Encourage sharing of ideas online and in person. Build the infrastructure to allow for this through new work via peer-to-peer support, going to areas and seeing work and more. Sport England should not underestimate the opportunity and influence that is created through having its name behind a smaller team or project.



An amazing level of resources: from speakers with different techniques to the videos, to the coaching sessions, [and] additional resources.

LOOKING FORWARD:

Any further support (for teams who already participated in the Community or Sector Innovation Programmes) would be best focused on helping them share, pause and reflect on their thinking as well as enhance and embed new thinking through introducing expert perspectives. Teams valued the collaborative cohort experience and the one-to-one support on the programmes. It allowed teams to learn from each other, exchange ideas and critique them in a variety of spaces.

Evaluation Approach



EVALUATION APPROACH

We took an iterative and formative evaluation approach, which both influenced and was influenced by the evolution of the programme as it unfolded. Our research questions shifted away from those focused on medium to long-term outcomes of viability and project success, such as scalability and relationships made with likely funders, and moved towards capturing the real-time changes that participants were undergoing. We found that many participants were new to the innovation process, and so many of the benefits being experienced were in learning the how and why of innovation and design and in getting to grips with a new approach, mindset, and variety of tools.

For some participants of the Community Innovation Programme in particular, this change was gradual, but clearly transformative. We adjusted the programme to facilitate this burgeoning growth by allocating more time and resource to the first diamond (exploring and reframing their challenge). Many participants later reflected that this was the greatest learning they took away from the programme and that it would likely be carried on into their future, even unrelated, work.

RESEARCH QUESTIONS

We had an opportunity for great learning from this innovative programme, and so we embedded evaluation throughout. Given the agile nature of the programme, these questions shifted to accurately reflect the experiences and learning of the participants, delivery team, and Sport England itself. While we had started with research questions that were led by tangible outcomes, such as scaling up innovative ideas, these shifted to focus on the participants' changing mindsets around design and innovation.

**WHAT IMPACT
HAS THE PROGRAMME
HAD ON INCREASING**

***the design
capacity and
confidence
of participants?***

* **CONFIDENCE**

confidence in using new design and innovation tools, methods, and skills

* **BETTER UNDERSTANDING**

better understanding of how to increase activity levels in under-served target groups

**WHAT IMPACT
HAS THE PROGRAMME
HAD ON INCREASING**
***connections
and building
relationships?***

* **SHARE**

share learning around the issue of physical activity inequalities, design, and innovation

* **ENGAGE**

engage with others working in this space, to give and ask for support

* **USE**

use visual tools/methods with stakeholders to gain buy-in

This included noting when teams were thinking in new ways, the effectiveness of reframing challenges, and ensuring that the teams could share their learning. Although building connections was always an evaluation outcome, it evolved to be less about building a marketplace, and more about learning ways to better communicate with and translate ideas to their own stakeholders.

***The Ideas
to Action
Programme***



Ideas to Action: Overview

Ideas To Action was a one-off, bespoke programme focused on finding new ways to overcome inequalities in physical activity in response to the Covid-19 Pandemic. The programme was delivered by Design Council and supported by Sport England with funding from the National Lottery. Ideas to Action reached out to organisations with great ideas to support people who face key barriers to become active. With a mission to use design tools and methods to reduce these inequalities, the programme was about doing things differently: working together and designing new solutions – based on what people want and need – to encourage people to become more active.

The initiative was launched to find new ways to overcome inequalities in physical activity. The open call invited people with great ideas to tackle inequalities in physical activity, to apply to Ideas to Action. These physical activity inequalities have existed for many years, and they have persisted, or even worsened, through the pandemic. Ideas to Action’s aim was to support groups of people who are particularly less likely to be active. To get involved, participants needed to address one of the four challenge areas and support at least one of the groups of people who particularly face key barriers to becoming active.



Challenge areas:



MAKING CHANGES WITHIN COMMUNITIES



GETTING ACTIVE IN THE DIGITAL WORLD



MAKING SOCIAL CONNECTIONS



INCLUSIVE DESIGN

Inequalities experienced by:



PEOPLE LIVING ON LOW INCOMES



GIRLS OR WOMEN



DISABLED PEOPLE



PEOPLE FROM BLACK, ASIAN AND MINORITY ETHNIC BACKGROUNDS



THOSE EXPERIENCING LONG-TERM HEALTH CONDITIONS

The Ideas to Action programme focused on supporting teams to address challenges they had in their work in a variety of areas, to reduce inequalities in physical activity. Using Design Council’s Framework for Innovation and globally recognised Double Diamond, the programme supported teams to further explore the needs and wants of their users and place them at the heart of the decisions they make and the services, products and places they design. The programme also developed key skills and capabilities to embed new ways of working across the sector.



The Ideas to Action programme consisted of three parts:

01.
**Community
Innovation
Programme (CIP)**

A six-month programme to enable community organisations to develop their ideas, projects, products or services.
JUNE - DECEMBER 2021.

02.
**Sector
Innovation
Programme (SIP)**

A four-month programme to help larger organisations and bodies in the physical activity and sport sector, learn and apply design skill sets and mindsets.
SEPTEMBER - DECEMBER 2021.

03.
Resource Hub

A resource hub with engaging and accessible material, highlighting the value of design and how organisations can use it to make a difference in their work, including a webinar, blogs, podcast series and 60 free public coaching calls.

FRAMEWORK
FOR INNOVATION:
DOUBLE DIAMOND

The support that Design Council has developed and delivered in partnership with Sport England has been based around our

Framework for Innovation. References in the report to first or second diamond relate to this framework.

ENGAGEMENT

Connecting the dots and building relationships between different citizens, stakeholders and partners.

DESIGN
PRINCIPLES

- 1. Be people centred
- 2. Communicate (visually and inclusively)
- 3. Collaborate & co-create
- 4. Iterate, iterate, iterate

CHALLENGE

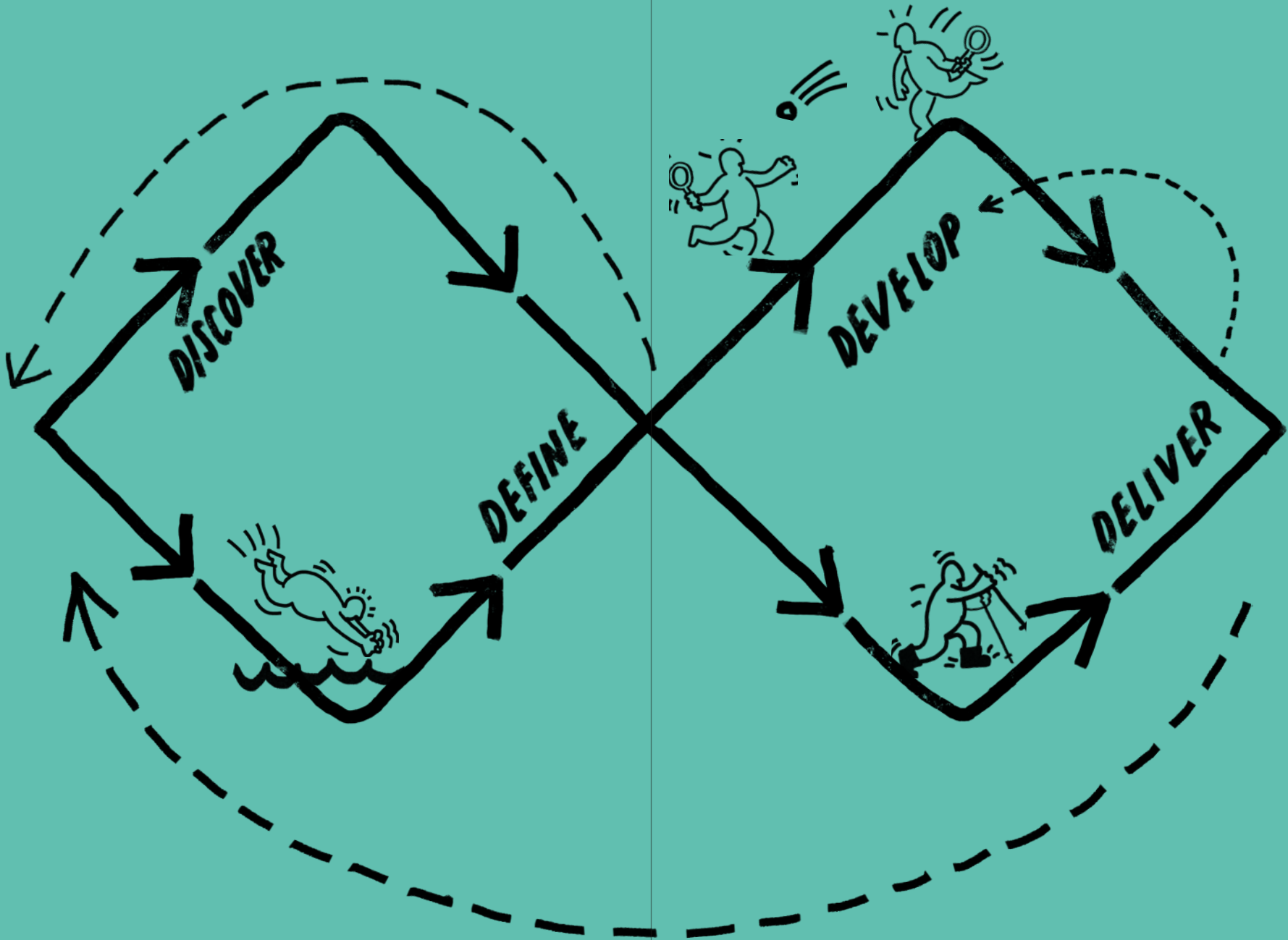
OUTCOME

LEADERSHIP

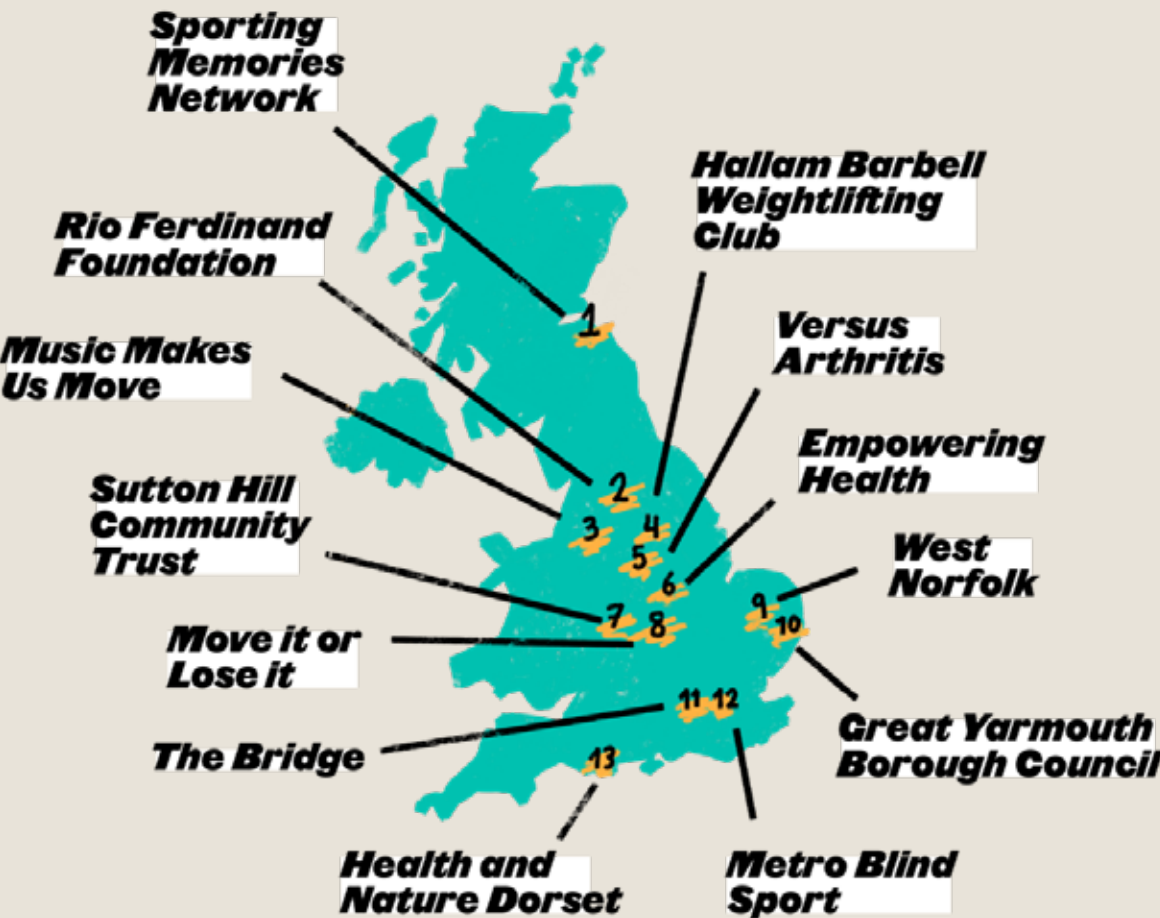
Creating the conditions that allow innovation, including culture change, skills and mindset.

METHODS
BANK

Explore, shape, build.



Community Innovation Programme Overview



PROGRAMME EXPERIENCE

The programme brought together 13 groups across England, working in multidisciplinary teams over a six-month supported learning journey. During this time, participants became part of a community of innovators, sharing their learning and providing feedback to each other along the way.

Through a series of masterclasses, campfires and one-to-one coaching sessions facilitated by Design Council Experts, teams were supported to apply design principles and methods to live projects.

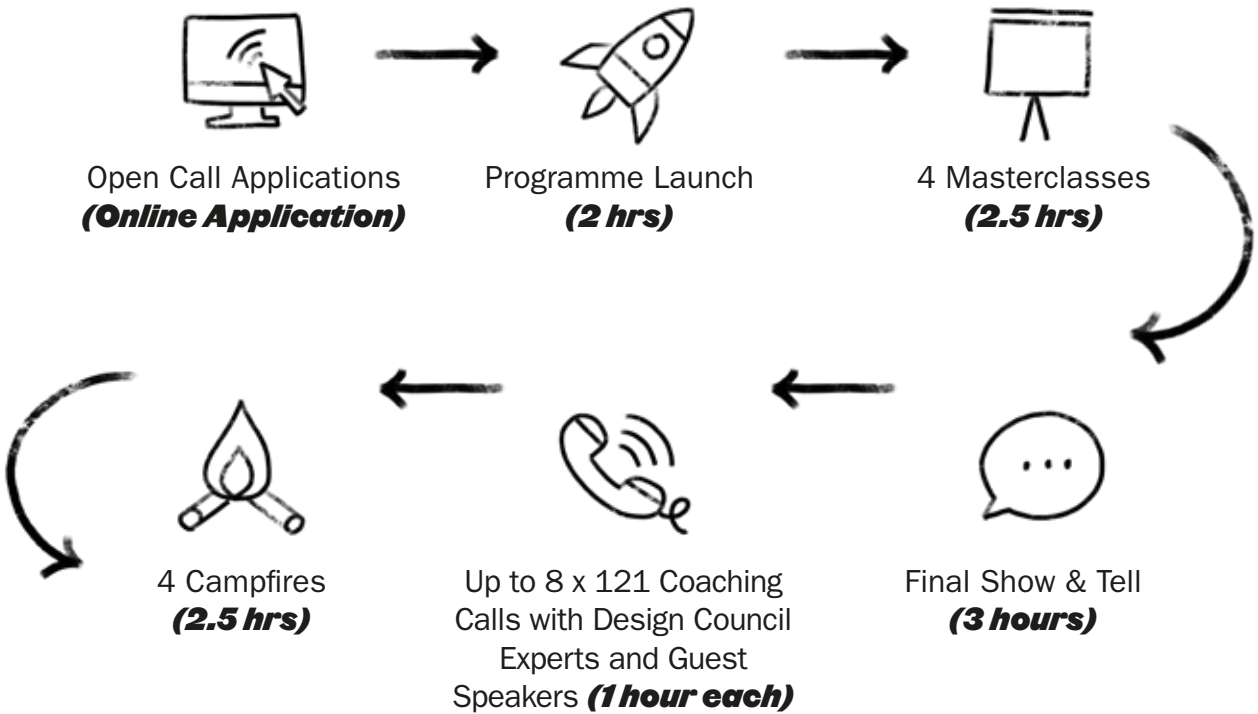
The masterclasses, campfires and coaching were designed to help them consider how to define and develop their work in order to more effectively reduce inequalities in physical activity. They were introduced to wider tools and methods to build new ways of working, partnerships and ways to connect a range of ideas and bring them to action.

APPLICATIONS

Teams applied to the programme via an online form. The average time taken to complete the form was 49 minutes and there was a 51 per cent completion rate. This suggests that just under half the applicants initially interested, found the process difficult. This could be for several reasons such as: the application form was too long, it was hard to complete or, after reviewing the criteria, teams felt like they could not apply. The most skipped question from the application was ‘what are your ambitions and where do you see your ideas going in the future?’ We also lost more than 15 people Q11 (when they became written text responses) suggesting that people

didn’t want to commit that much time (nine questions requiring at least 150 words) Another indication that perhaps teams, at the time of applying, did not feel in a position to know about the future of their idea and it could have been a deterrent to applying. In future, we should look to increase transparency around how long applicants can expect to take, inspiring both trust in the applicant and increasing the probability that serious applicants will see the process through to the end. Another recommendation would be to shorten questions and optimise them for mobile and tablet devices.

THE JOURNEY THROUGH THE PROGRAMME



Supported learning through online tools: Basecamp, Miro and resources hub.

The Teams and their Challenges



EMPOWERING HEALTH CIC



Aim: To create ideas to overcome the barriers that mums face to being more active. Looking at creating opportunities in places where women are likely to be already meeting in groups, such as school playgrounds and as spectators at their children’s sporting activities.

Challenge Area: Making social connections.

Supporting: Girls and women.

“ We want to further understand these barriers and try and test solutions such [as] targeting playground mums, and look at activities that families can do together.

Dianne, Project Lead

GREAT YARMOUTH BOROUGH COUNCIL



Aim: To improve the equality of access to the facilities that support people to be active. To co-develop a programme of activity that is responsive to local needs. To support the development of a new leisure facility to ensure engagement of local communities and reduce inequalities in access.

Challenge Area: Inclusive design.

Supporting: People living on low incomes; people from Black, Asian and minority ethnic backgrounds; people with long-term health conditions.

“ We need to build a network of trusted communicators that can support people to be active.

Louise, Communities Officer - GYBC

HALLAM BARBELL WEIGHTLIFTING CLUB



Aim: To develop, design and deliver weightlifting programmes that meet the needs of the communities it serves.

Supporting: People living on low incomes; girls and women; people from Black, Asian and minority ethnic backgrounds; those experiencing long-term health conditions.

Challenge Area: Making changes within communities.

Website: www.hallambarbell.com

HEALTH AND NATURE DORSET



Aim: To grow a strong network of organisations, communities, and individuals where gaps in provision can be identified and sustainable solutions can be sought using the skills, knowledge and strengths of its members.

Supporting: Disabled people; those experiencing long-term health conditions.

Challenge Area: Inclusive design.

Website: www.activedorset.org

METRO BLIND SPORT



Aim: To use smart technology to provide a solution for blind or partially sighted people to access fitness equipment more easily.

Supporting: Disabled people.

Challenge Area: Inclusive design.

Website: www.metroblindsport.org

MOVE IT OR LOSE IT



Aim: To increase connectivity and an online audience and to explore the possibility of reaching more users through social prescription.

Supporting: Disabled people; those experiencing long-term health conditions.

Challenge Area: Getting active in the digital world.

Website: www.moveitorloseitclub.co.uk

The process of reaching diverse communities and supporting them to be active is still challenging. [...] The biggest challenge and barrier is supporting those with the most need, who have had poor previous experiences and who are furthest away from contemplating change..

Dave, Project Lead - Hallam Barbell Weightlifting Club

By co-designing services with communities, we can ensure their needs are at the forefront, as part of a person-centred approach. By leveraging existing relationships within the community and working in collaboration, we can expand our reach and impact on a larger scale than is possible alone.

Katie, Health and Physical Activity Officer - Active Dorset

Ultimately the goal of this project is to support and increase opportunity for blind and partially sighted people to use gym equipment, be active and reap the positive mental and physical benefits.

Martin, CEO - British Blind Sport

Our online classes enable us to reach people who can't access our face to face community offerings, or those who avoid being active for fear of embarrassment, meaning we can reach more people than ever before.

Julie, Founder & CEO - Move It or Lose It

MUSIC
MAKES
US MOVE



Aim: To explore ways to reach underserved people living with dementia. To develop the current delivery and reach of workshops, offering physiotherapy through dance for people living with dementia.

Challenge Area: Making social connections.

Supporting: Those experiencing long-term health conditions; disabled people.

Our innovation is the combination of physiotherapy and dance, which is exciting, purposeful, engaging and social. It is a collaboration between the arts and healthcare, to promote creative ways to enhance and promote health and well-being in later life.

Clare, Physiotherapist - NHS

RIO
FERDINAND
FOUNDATION



Aim: To empower young women and girls to build up their independence, confidence and self-awareness as individuals and to become leaders within their communities through weekly sports activities, wellbeing conversations and leadership qualifications.

Challenge Area: Making social connections.

Supporting: Girls and women; people from Black, Asian and minority ethnic backgrounds.

Website: www.rioferdinandfoundation.com

Being able to build up connections with the girls post lockdown will come with its challenges. From our wider engagement programmes [we know] some young people are feeling anxious to engage in activities face-to-face due to Covid-19 so it's important we create a safe space where the girls can choose to take part virtually or physically.

Victoria, Programme Manager (North West) - GoGirl (RFF)

SPORTING
MEMORIES
NETWORK



Aim: To develop and refine a new blended form of delivery for different audiences (post Covid-19), especially for those individuals who previously could not have been supported remotely. To help reduce loneliness and isolation, as well as to improve physical and mental wellbeing to help older people to live independently for longer.

Challenge Area: Making social connections.

Supporting: Those experiencing long-term health conditions.

Website: www.thesmf.co.uk

As we emerge from the pandemic we now have a whole set of delivery options that can help us reach an even wider audience, including those who we could not reach with our face-to-face clubs. Even [of] those 97 per cent of members who want to return to those clubs as soon as possible, 57 per cent still want to retain their online groups too.

Chris, Co-Founder - Sporting Memories Network

SUTTON HILL
COMMUNITY
TRUST



Aim: To work with the community to look at the natural environment around them and in particular a local recreation area, skatepark and multi-use games area. These facilities are no longer fit for purpose and have become an area where anti-social behaviour occurs. To empower the community to get involved with the design of new facilities for this area and work with staff to fund-raise to make their dreams a reality.

Challenge Area: Making changes within communities.

Supporting: People living on low incomes; girls and women; people from Black, Asian and minority ethnic backgrounds; disabled people; those experiencing long-term health conditions.

Website: www.hubonthehilltelford.org

Our ambitions are that the poorly designed recreation area is redesigned and replaced with an area that not only meets the needs of the community but also belongs to the community. Too often poorer communities have to settle for facilities that have been imposed on them rather than being involved in their design and implementation.

Terry, CEO - Sutton Hill Community Trust

VERSUS
ARTHRITIS



Aim: To design and deliver a physical activity programme for a Birmingham place-based pilot, enabling people with arthritis and musculoskeletal conditions to become more active in a way that works for them and will help to promote their long-term health and wellbeing.

Challenge Area: Making changes within communities.

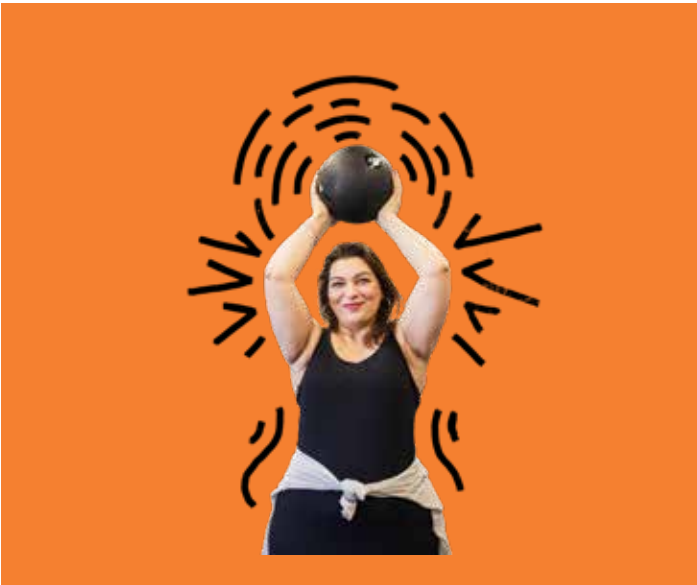
Supporting: Those experiencing long-term health conditions; people living on low incomes; people from Black, Asian and minority ethnic backgrounds; disabled people.

Website: www.versusarthritis.org

We will utilise the outcomes and learnings from the development of the Birmingham pilot to activate other place-based pilots across the UK, ensuring consistency across our services and ultimately enabling us to reach and support more people with arthritis.

Ashleigh, Physical Activity Manager - Versus Arthritis

THE
BRIDGE



Aim: To engage local women who suffer from health inequalities with opportunities to take part in a range of sports and physical activities encouraging them to improve and maintain their health by removing barriers to participation.

Challenge Area: Making changes within communities.

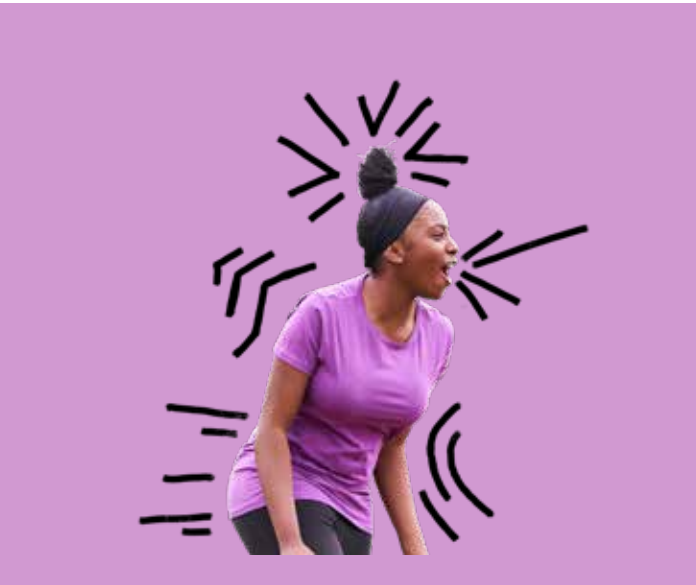
Supporting: Girls and women; people living on low incomes; those experiencing long-term health conditions; people from Black, Asian and minority ethnic backgrounds.

Website: www.thebridge-uk.org

Our community-based approach for women-only offers a range of activities to improve activity, lifestyles and integration.[...] We offer users choice and aim to build confidence, as they develop their skills and stamina.

Wendy, Head of Marketing - The Bridge

WEST
NORFOLK



Aim: To design with the community to address health inequalities in the neighbourhoods with poorest health outcomes. An integrated care system approach will be used to build the use of local assets.

Challenge Area: Inclusive design.

Supporting: People living on low incomes; people from Black, Asian and minority ethnic backgrounds; those experiencing long-term health conditions.

Website: www.norfolkandwaveneyccg.nhs.uk

Locally, the idea is very innovative as it brings together a wide range of partners including community services, local authorities and health and care services to focus on specific neighbourhoods, to improve physical activity. The project aims to broaden the scope of these services so target populations are better supported to access existing community assets and there is commitment from senior leadership to deliver this, with a new shared willingness to tackle deep rooted disadvantage in our locality.

Rob, Head of Integration and Partnerships - Norfolk and Waveney CCG

Sector Innovation Programme Overview



PROGRAMME EXPERIENCE

The programme brought together five groups across England, working in multidisciplinary teams over a four-month supported learning journey. During this time participants became part of a community of innovators, sharing their learning and providing feedback to each other along the way. In a similar way to the Community Innovation Programme, teams were supported to apply design principles and methods to live projects and new ideas, through a series of workshops and one-to-one coaching sessions facilitated by Design Council experts.

The key difference with this programme was the way we approached teams to be part of the programme and the focus on developing a challenge or idea to use it as a starting point to be more innovative. This covered

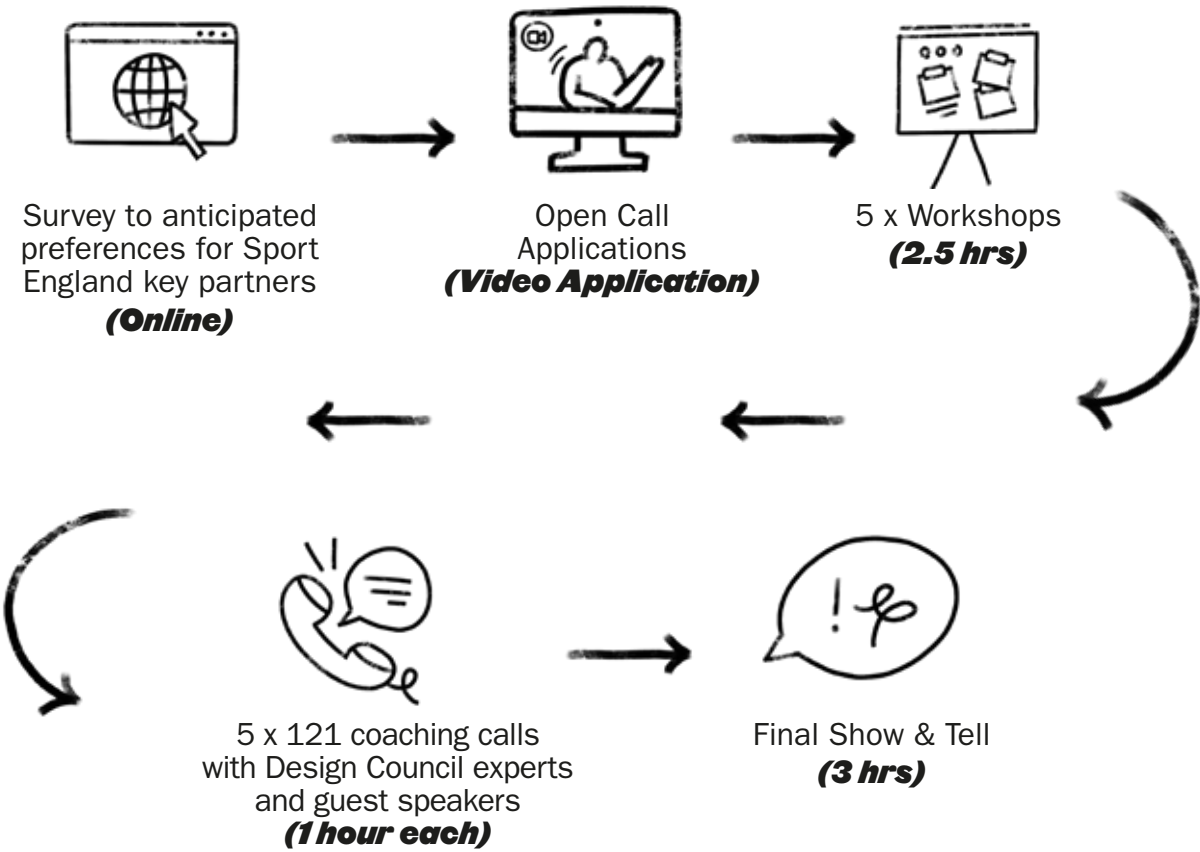
the ways they could innovate within the structure of an organisation and also with the idea itself. Versus Arthritis joined both programmes with different teams looking at separate challenges within the organisation. They also used the design tools and methods learnt on both programmes to enhance the way they work and collaborate internally. As an addition, there was a one-day sprint for a team, Move More Sheffield, who were originally accepted to be part of the programme but were unable to commit with a full team due to time constraints and strains on resourcing due to the pandemic. We co-designed this session with them to introduce design tools and methods in a one-day online workshop led by our Design Experts consisting of 4.5 hours of workshop time using Miro and Zoom.

APPLICATIONS

Teams applied to the programme online by answering a short set of multiple-choice questions and then submitted the main part of their application through video. In the video application we asked teams to answer two key questions. We discussed changing the approach to applications to something other than a long form as there was feedback that teams wanted to have an easier, less time consuming, way to apply to programmes.

Despite this, we received fewer applications to the Sector Innovation Programme and believe this to be due to the time of year we contacted teams, which was during the summer holidays, in August as well as teams not being available during the proposed timing of the programme. In future we would recommend testing a video application, as well as an option to apply via an online form, to see whether in practice more teams would resort to the online form.

THE JOURNEY THROUGH THE PROGRAMME



Supported learning through online tools: Basecamp, Miro and resources hub.

The Teams and their Challenges



BRITISH GYMNASTICS FOUNDATION



Challenge: How to embed sustainable access to quality gymnastics for young disabled people in schools and community club environments all over the UK - to reduce health, social and developmental inequalities.

Supporting: Disabled people.

Website: www.britishgymnasticsfoundation.org

We are excited to be working with the Design Council to find innovative ways to help young disabled people gain in confidence and integrate into their communities through the power of gymnastics.

The British Gymnastics Foundation Project Team

INTELLIGENT HEALTH



Challenge: How to create a framework to help partners tackle inactivity and health inequalities.

Supporting: People living on low income; girls and women; people from Black, Asian and minority ethnic backgrounds; disabled people; those experiencing long-term health conditions.

Website: www.intelligenthealth.co.uk

Our work is rooted in tackling health inequalities and understanding the social determinants of health. This is primarily achieved through our Beat the Street programmes, which are co-delivered by local partners and our passionate team. We operate in over 30 places a year and hope to use this opportunity to understand how we can innovate, improve our support for local partners and share experiences better.

Theo, Intelligent Health

NOTTINGHAM CITY COUNCIL



Challenge: How to address an inconsistent offer of physical activity across Nottingham, which creates barriers for people becoming active through provision that is not right for them.

Supporting: People living on low income; girls and women; people from Black, Asian and minority ethnic backgrounds; disabled people; those experiencing long-term health conditions; pandemic related inequalities.

Website: www.activenottingham.com

Nottingham is known to be a creative city with lots of organisations and partners doing some amazing work around physical activity. We want to ensure the potential of each of them is fulfilled and that their experiences are shared to support others.

Sport & Physical Activity Team – Nottingham City Council

THE ACTIVE WELLBEING SOCIETY



Challenge: How to tackle inequalities and improve wellbeing for young people (under 25) in Birmingham so they can live happier, healthier lives.

Supporting: People living on low income; people from Black, Asian and minority ethnic backgrounds; those experiencing long-term health conditions.

Website: www.theaws.co.uk

I want to be more innovative as I feel we've barely touched the surface of what research & insight could do. We could scrutinise our impact, identify opportunities, empower staff/partners and generate self-reflection to ensure we're delivering the best services we can.

Evie, The Active Wellbeing Society

VERSUS ARTHRITIS



Challenge: How to engage with men, Asian and Black communities with its Lets Move offer so they can get the benefits of physical activity at a level that's right for them.

Supporting: People from Black, Asian and minority ethnic backgrounds; those experiencing long-term health conditions

Website: www.versusarthritis.org

We're dedicated as a charity and a physical activities team to doing things differently and we're ready to take our ideas into action, to reach more people through repurposing our content through multiple channels.

Rhian, Versus Arthritis

MOVE MORE SHEFFIELD



Challenge: How to create a pathway to social prescribing for children and young people in primary care, who are not accessing physical activity opportunities outside of school, to improve their health and wellbeing.

Supporting: People living on low income; girls and women; people from Black, Asian and minority ethnic backgrounds; disabled people; those experiencing long-term health conditions.

Website: www.movemoresheffield.com

We would love to be able to explore more creative approaches in our exploration of problems, particularly around children's and youth social prescribing.

Anna, Move More Sheffield

Guiding Principles

From the Community Innovation and Sector Innovation Programmes we have observed seven guiding principles which could be applied to new work from teams looking for an innovative approach to reduce inequalities in physical activities.

These principles are based upon reflections and insights from the 18 teams on the Community Innovation Programme and Sector Innovation Programme, as well as a synthesis of reflections from the design experts leading the programmes, the delivery team and learnings from

public resources. We will use these principles to draw out some of the key findings from the programme. For each we will reflect upon:

- * what this looked like on the programme
- * what we learned
- * how we would recommend Sport England and others to put these principles into practice



1

Don't Jump to Solutions Too Quickly

Spending time really exploring and understanding problems from various perspectives is essential if you are to find a solution that works and lasts. Organisations need to give permission for this time to be spent upfront and reduce the pressure to jump to a solution.

2

Frame and Reframe the Challenge

A number of teams realised that focusing on a part of their challenge, rather than trying to tackle the whole challenge, gave them more focused energy and the feeling of achieving some impact or insight quickly. This garners stakeholder support and builds momentum and energy for the topic more easily.

3

Focus on the 'Extreme User' and Other Groups

Focusing on 'extreme users', and other unusual stakeholder groups, provided the teams with critical perspectives on their challenges.

4

With Complex Challenges, Start Something Small

Showing small progress during a project, leads to greater buy-in, more support and helps to justify bigger goals, funding and time spent addressing a challenge. It helps to develop a more focused, richer and deeper understanding.

5

New Methods of Research and Engagement

It's important to adapt approaches to research to gain a clearer understanding of barriers and the end user, when working with less heard from audiences. Real reasons why people are not active can be hidden or hard to clarify and new methods of research and engagement can provide a better environment to find this out. Often, introducing new methods of research and engagement in a workshop setting 'brings it to life' and makes it easier for people to feel encouraged to try or test an idea.

6

Power of Working Visually to Collaborate

By making things visual, teams can work collaboratively and informally, sharing ideas in new ways and providing new perspectives when communicating ideas to wider teams and stakeholders. These insights usually point towards opportunity areas for new solutions.

7

Embedding Design Methods in Organisations' Wider Teams

Teams can enable and inspire the wider organisation to do things differently and embed these ways of working into their organisations after going through a programme, increasing the impact of their learnings.

1

*Don't Jump
to Solutions
Too Quickly*

WHAT THIS LOOKED LIKE
ON THE PROGRAMME:

- * Spending time in the discovery stage of an idea or challenge, really exploring and understanding the problems from various perspectives.
- * Exploring the idea and challenge in detail on coaching calls, making sure there were not assumed solutions as part of a team's challenge statement.

HOW WE WOULD RECOMMEND SPORT
ENGLAND AND SIMILAR GROUPS PUT
THIS PRINCIPLE INTO PRACTICE:

1.

Encourage people to be less outcomes-oriented and instead focus on helping teams to understand their challenge in detail. On this programme, we did this by shifting our own focus away from supporting teams to achieve outcomes, such as connecting with a funder, and towards supporting them with intangible outcomes like understanding the process of design better.
2.

Give time and space to discover the detail in a challenge. We led by example, and gave over more time and space than originally intended to the first diamond, in response to the teams' needs. Sport England was not only open to this change in direction, but actively supportive an attitude crucial to any organisation or funder that wants to foster innovation.
3.

Bring some expertise in to help shape work at the early stages. A design and innovation mindset is not inherent; it is something that has to be taught and fostered. By commissioning designers and trainers with experience in design both at a strategic-organisation level (as Sport England is doing) and at the delivery level, you can ensure that best practice is being absorbed across levels.
4.

Ground teams in basic principles and tools to research and discover their ideas. Have flexibility, offer resources and a touch point for discussion and support, but don't prescribe. Design tools and approaches vary, but basic principles are universal. Taking people through a programme like Design Council's will give teams a foundation in design-led thinking (which itself can be revolutionary), that encourages creativity and critical thinking. Do not introduce tools without the complementary support to shift ways of working – this will lead to an over-reliance on and likely mis-use of tools, without making an impact on the design of services.
5.

Maintain contact with a mentor or expert as a sounding board. This meets teams where they are and helps to develop the idea with clarity before too much has been developed. We recommend that training be 'topped up', or ongoing access to design expertise support be provided to those who go through a design-led cohort training programme. To reiterate, access to tools without access to support or best practice in implementing tools, is not recommended.

DESIGN TOOLS
USED

- Challenge Statements
- How Might We's
- Knowns and Unknowns

WHAT WE LEARNT:

Move It or Lose It learnt that it was important to go back and learn more about its audience before accelerating forward with an idea that involved technology. Without this, the misunderstanding of digital literacy could have caused the idea to fail before it started.

PP What I realised was my language that I was using, in terms of what device you're using, what website browser, they just didn't get. And equally my expectation of their confidence and skill set was way beyond ...where they're actually at, you know, they need help with simple things even like using a mouse [and] using a computer. So it's going back to basics.

Sutton Hill Community Trust noticed that without more time spent discovering its challenge and researching its idea it would have jumped straight to a solution that may not have met the needs of the people using the place it was designing.

PP We could very much have jumped straight into building a skate park - but we've been going back to understand the needs of the people on the estate better, which will help inform a better outcome.

There is often a sense of urgency to jump to solutions and there is often organisational pressure. Permission to take time and better understand the needs of the community, leads to a better-informed outcome. This is essential if you are to find a solution that works and lasts.

DATA AND INSIGHTS

The 'usual' way of problem solving is to jump to develop solutions quickly; there is not only a human impulse to want to start developing solutions rather than scrutinising the problem, but an additional organisational or institutional pressure to act quickly and be seen to do so. Participants in the final show and tell reflected that spending time, effort, and thought in the first diamond was crucial in ensuring they identified the right challenge, and thereby achieved the right solution.

In the reflective journals for CIP participants, we found that among the most commonly cited 'learnings' were the importance of challenging assumptions, starting small, and going back to basics by considering extreme users and user needs. These learnings all coalesce

around the general principle to not jump to solutions too quickly. Participants on both programmes learned that much more time is needed to 'distil challenges' in order to better address the actual, rather than the assumed, issues. One respondent from the Sutton Hill Community Trust wrote about establishing a programme of active consultations in defining the challenge and refining solutions; this will not only help to better identify root causes but is also more democratic and engages more diverse people in the community. Another participant from Empowering Health described feeling 'inspired' by spending more time at the beginning of the process (challenge definition) as the 'different methods of consulting with groups' had led to more 'creative and better insight...creating meaningful discussions'.

A total light bulb moment in the room where we realised that the local support centre has basically designed local people out due to antisocial behaviour, so they deliberately don't want them to feel welcome. So that was a bit of a clanger. But it makes it really clear the challenges that you need to address.



By spending more time focusing on smaller parts of the big idea, West Norfolk were able to realise the importance of including unlikely stakeholders such as local police at the early stages of an idea.

2

Frame and Reframe the Challenge

WHAT THIS LOOKED LIKE ON THE PROGRAMME:

- * When bringing a mixed team together from various organisations, work upfront is often needed to make sure teams have an effective way of working. After having a meet and greet call we encouraged teams to build upon this, and in the workshops we
- taught teams methods to engage collaboratively in an online space. This is especially important when involving different stakeholders and partners or when projects are complex and aiming to address systemic challenges that are taking place over a long period of time.
- * Many teams joined the programme with an idea that felt too big. Using the challenge statement tool, we broke down the challenge to focus on a small part, to get started. We then encouraged teams to go back to the same statement and refine it later in the programme and to set up lots of mini challenges within their challenge.

HOW WE WOULD RECOMMEND SPORT ENGLAND AND SIMILAR GROUPS PUT THIS PRINCIPLE INTO PRACTICE:

- 1.** People can feel overwhelmed by the size of a challenge - a learning environment, well-connected network or programme, provides support which gives them the confidence to frame and reframe an idea. We recommend that a cohort-based programme, such as this one, be standardized as a way of introducing design and innovation at a grassroots level. Supporting ‘alumni’ and keeping them connected to one another and follow-on guidance and/or resources would enable them to continue working in an innovative and collaborative way. When possible, introduce in-person support and programmes to reduce isolation and siloed ways of working.
- 2.** Show the value of looking at ideas from a different angle, or through a different lens, by highlighting the importance of fostering a shared learning environment where different teams are connected. This can be done in an online space such as social media platforms and Basecamp and/or in person.
- 3.** Use the question ‘how might we?’ as a tool to encourage discussion around methods of framing and reframing an idea. Sport England can do this itself when undertaking all projects of work, both internally, and when working with other organisations. Taking an open-ended and exploratory approach to creating solutions (rather than deciding what the solution is likely to be, and working backwards) will inspire more creativity and innovation.
- 4.** Encourage teams to test ideas or parts of an idea to allow for the framing and reframing to happen ‘in action’. We have found that many teams come from organisations that are under-resourced and facing pressure to deliver solutions and services. Without having enough time and ‘headspace’ to be able to explore, be creative, and practice innovation, this will simply not happen. Paul Hamlyn Foundation and Esmée Fairbairn have both evaluated their core costs funding programmes, which were successful at enabling organisations to be more strategic, and developing, testing and refining new ways of working to the great benefit of the recipient organisations and the services they offered to young people and wider communities.

DESIGN TOOLS USED

Challenge Statements

How Might We’s

Rose, Thorn, Bud

WHAT WE LEARNT:

Reframing its challenge meant that Versus Arthritis was able to take action and think about who it needed to prioritise as its project took shape.

“The refining challenge statements are really useful and helped us to ‘chunk down’ the jobs to be done! It’s been useful to bring the user back to the centre of the challenge and think about how to engage with them directly as we move forward.

Nottingham City Council recognised the worth in coming together as an internal project team and making sure the goals and perceptions of a challenge are aligned by creating a mutual vision and framing and reframing the challenge as a team.

“Our perception of our overall challenge is different even within our team, so creating a mutual vision has been helpful.

For West Norfolk, framing and reframing its challenge enabled focus and energy to be spent on developing ideas and increased momentum.

“My key observation is that the more focused we’ve become, the more the energy’s increased and the more the energy increases, the more people own what’s happening.

Having completed the programme, Intelligent Health is now keen to go back through the whole process. It is happy with its final vision but wants to ensure it doesn’t miss any of the opportunities it has talked through while going through the programme.

DATA AND INSIGHTS

In the endline survey, participants wrote about the benefits of taking an iterative approach to framing and reframing their challenge: “trying and testing... [means] you can make sure your end design is fit for purpose and will achieve your end goal” (Sarah Hicks, The Bridge). Journalers wrote about the huge value of user research and gaining insights that help to reframe challenges and refine understanding. Most of the comments from Sector Innovation participants, however, were on how the mindset change (to spend more time, resource, and energy at the beginning of the diamond) has potential benefits for both their future ways of working, and for

their organisation: **“[when we did How Might We and challenge statements] it was incredibly insightful and had instant tangible benefits to the way we look at priorities” (Intelligent Health) and “I like the theming and revisiting...we gain further clarity on our challenge and the new insight gathered” (Versus Arthritis).**

From the endline surveys, we found that the most popular tools were those introduced at the start of the programme, indicating that participants had benefitted greatly from having the right tools to help them frame and reframe challenges before going on to define solutions.

‘[Going] through this project and [the] interviews has helped [us] understand the lived experiences of the woman that we’re working with, but also what do they actually need or what they would actually benefit from. From all of the research we came to this idea that our challenge was actually the fact that there’s a lack of community spaces for women with long term lived experiences of physical and mental health conditions, to connect, share and learn through activities, whether that’s like physical activities, or creative activities. It’s kind of actually that bringing together that really motivated them to continue and to actually engage and become physically active.



The programme allowed The Bridge vital space and time to realise the importance of place in the design and delivery of its projects. It also enabled it to see the real reason its users engage with its services - not for physical activity alone but the opportunity to be part of something and a sense of community.

3

Focus on the ‘Extreme User’ and Other Groups

WHAT THIS LOOKED LIKE ON THE PROGRAMME:

- * Stakeholder maps, which other teams in the cohort interrogated and offered feedback on, encouraged participants to challenge and think more deeply about unusual, extreme users.
- * Talks from Design Experts about the different lens to view their ideas and challenges through, helped teams rethink their approach and natural bias.

HOW WE WOULD RECOMMEND SPORT ENGLAND AND SIMILAR GROUPS PUT THIS PRINCIPLE INTO PRACTICE:

1. Seek new perspectives by inviting others to comment and critique stakeholder maps and the way you view a challenge or idea. Sport England could embed stakeholder mapping at a project and strategic level in the organisation, to have a thorough and ‘live’ view of its influence. By inviting people to feedback on your plans while they are in development, you will not only create more transparency and trust, be seen to be leading by example, but Sport England will also be more likely to be creating programmes of work that meet the diverse needs of the sector.
2. Facilitate discussions between different stakeholders and users, to create a collective intelligence and highlight the connections between seemingly different areas. Encourage a community of change.
3. Get closer to the ground. Go and visit the area and people you work with, ask for videos, record quotes on what users/clubs/organisations are saying. Sport England could also look into resourcing creative methods of evaluation, and support organisations to share their findings through video and journaling, from both the delivery and beneficiary perspectives. This will not only benefit the organisations who can use such evaluations to secure further funding, but also enables Sport England to access more ‘real’ footage to better understand lived experience.
4. Democratise language and also make it known that you are open to opinions being ‘unfiltered’ when it comes to quoting the reality of the things said by users in research situations. From the start of a programme of work, Sport England should explicitly ask that people try to communicate with each other in plain English, and make time to create a shared glossary of terms. It will take time for organisations to ‘trust’ that Sport England is truly open to hearing ‘bad news’ and negative feedback, so re-stating this is vital. Perhaps show examples of previous programmes where you have successfully continued supporting programmes of work that showed what ‘didn’t work’ and how you have used negative feedback to improve.
5. Support people in their specificity, rather than asking them to ‘fit in’ to a way of working that suits the parameters of what you are working on. This could be by using new methods of engagement to make people feel more comfortable. You could try and test several methods, to see which is the most effective.
6. Encourage people to embed their learning with others in their community that might not have had access to apply to the programme. Amplify this in work to encourage wider behavioural shifts and encourage sharing of resources and learning with the most underserved in communities. Think about mediums to share these narratives such as podcasts, films and blog posts.

DESIGN TOOLS USED

- Stakeholder Mapping
- Extreme Users
- Knowns and Unknowns

WHAT WE LEARNT:

Metro Blind Sport found a man who exercised regularly but was virtually blind. Metro learnt from him what his ‘workaround’ solutions were to make his treadmill work for him and was able to use these insights to better inform how it illustrates the benefits of its product design.

One insight from its work engaging young carers in Dorset was

“If I go outside I might get hurt, it can be dangerous. If I get injured I can’t look after my mum because I’m the only one.

This uncovered the importance of creating a network of support, safety and information around users to encourage physical activity.

By focusing on the needs of extremes, you usually meet the needs of everyone.

Extreme users are people who are at the periphery, but you tend to learn more from them because they have a more acute relationship with the challenge.

From coaching calls and at the Final Show and Tell Neil, a Design Council Expert reflected on extreme users:

“I remember Sutton Hill, Terry and the team talking about they’re not so obvious stakeholders, for example, the kids on the roof, throwing rocks at people and saying ‘let’s engage with them and talk to them.

DATA AND INSIGHTS

All respondents to the programme’s endline surveys agreed that the tools they learned about and put into practice on the programme enabled them to better understand the needs, barriers, and lived experience of target groups, with **55 per cent** saying that it increased their **understanding ‘greatly’**. A journal response from Versus Arthritis: **“One of the big take away’s for me is around designing for the most extreme**

user. I have already shared this snippet of advice with other people I have spoken with in recent meetings!” This is about using the tools to maximum effect: thinking about the extreme users is a mindset shift that is facilitated by the support and gentle probing from Design Experts, and is enabled by design tools that prompt thinking about everyone, rather than just the ‘typical’ user.

We really wanted to make sure we concentrate on those people who are experiencing inequalities, you know, and who are those trusted voices that already connected with these people? It’s just really helping us to find some of those extreme users so that if we can do work to support the extreme users, then hopefully, we can support a wider population as well.



Health and Nature Dorset wanted to find people who don’t visit green spaces to understand their barriers.

4

With Complex Challenges, Start Something Small

WHAT THIS LOOKED LIKE ON THE PROGRAMME:

- * Having time specifically built into cohort sessions, where teams caught up with each other's challenges and how they were developing their ideas, meant they noticed doing something small was a catalyst for change.
- * Reporting to a group of individuals doing something similar, encouraged activity. Seeing small progress helped momentum. Regular check-ins with their Design Expert coaches encouraged this as well.
- * We spent time discussing and giving examples of how design research methods can engage people and communities meaningfully in the process and build a qualitative understanding of the realities.

HOW WE WOULD RECOMMEND SPORT ENGLAND AND SIMILAR GROUPS PUT THIS PRINCIPLE INTO PRACTICE:

1. Encourage testing early ideas, getting out and connecting with the user and using these correct insights. Showcase how teams have done this before, using examples to bring it to life and help others to do the same. Think about supporting testing at early discovery stages, without the need to know the outcome, to encourage innovative ways of tackling inequalities.
2. More than just encouragement and providing examples, Sport England might consider explicitly requiring user research on innovation programmes, or evidence that shows an iterative approach to developing a solution. This could be embedded in a process evaluation which could then be used as further collateral in future to demonstrate the value in taking a design-led approach.
3. Encourage testing, failing, trying again and doing small tests more often to give projects a chance to gain momentum.
4. Help teams to break down what they want to learn, rather than making the focus on what they want their outcomes to be. Change the narrative. Sport England needs to lead on this narrative: prioritise programmes of work that are about learning how to do something, with attention paid to the nuances between types of organisations, target groups, and other variables in funding. Create a community of practice around learning, and move away from 'competitive' programmes which tend to support projects that are risk-averse and therefore lacking in innovation.

WHAT WE LEARNT:

Health and Nature Dorset's initial challenge was an ambitious piece of work, to tackle health inequalities in the whole of Dorset. It decided to focus in on specific neighbourhoods within Dorset, to learn from and trial ideas in first.

“So we started up a specific group to work on this specific challenge [We have decided to refocus the challenge on] three of the most inactive neighbourhoods in West Dorset.” Being part of the Ideas to Action programme gave it permission to do this.

Once British Gymnastics Foundation had narrowed down its thinking to co-designing activities, it realised that it could test things quite quickly and simply using one family and one coach. This opened its eyes to a much easier way of starting to address its challenge which could happen straight away.

Showing small progress during a project leads to greater buy-in, more support and helps to justify bigger goals, funding and time spent addressing a challenge.

It's not about big quantities like market research surveys, it's about working with smaller numbers of people to develop a richer, deeper understanding.

The Bridge reflected on the importance of recognising that within a large project or programme of work there are lots of smaller projects colliding and oscillating together to make up the whole.

“It's not a linear process, but it's all these little projects constantly communicating with the broader challenge statement, which itself has been reframed several times.

Health and Nature Dorset

“These challenges and barriers that we're identifying are really complex, but they do offer lots of opportunities for different interventions, and we can do some different tests and learn projects around them.

DATA AND INSIGHTS

We found that the coaching calls were very highly rated, and many participants appreciated the clarity that Design Experts were able to bring out through their coaching. As with many Design Council cohort-based programmes, there was a tendency for participants to bring complex challenges to the programme and try to 'boil the ocean', i.e. try to solve everything at once. Through the design process, they were better able to isolate root causes and identify challenge areas where they were more realistically able to make actionable and measurable difference.

While campfires were less highly rated than workshops, they were identified as being important to developing relationships within and across teams. They enabled people to talk open-endedly about how they are breaking down their challenges in practice, and share their experiences with one another – something that can be quite daunting if being undertaken alone.

For us, with such a huge span of what we're potentially considering, it's been absolutely key, I think, to have little bits that you can test along the way. And sort of mini projects along the way to keep people going, give them energy and optimism [...] small steps can start to make a difference. And you can start to see, well actually, if we keep pulling together like this, then maybe we can achieve bigger and bigger things, if we just start small.

West Norfolk found that starting small brought productivity and positivity to its work.

5

***New
Methods of
Research and
Engagement***

**WHAT THIS LOOKED LIKE
ON THE PROGRAMME:**

- * A lot of the groups are trying to engage users and getting their thoughts, insights and ideas by using creative methods that were shared in the masterclasses and coaching calls such as consultation where the user is (going to them) or using prompt cards to aid and start a conversation.
- * 'How to' videos, to accompany workshops, have helped to embed these new methods as participants can go back and watch these at their own pace, additionally making learning more accessible for participants.
- * Many teams have shifted their approaches, from consultation to co-design with the end user, because of this.
- * We introduced new methods of research and engagement in a workshop setting which 'brings it to life' and makes it easier to try or test.

**HOW WE WOULD RECOMMEND SPORT
ENGLAND AND SIMILAR GROUPS PUT
THIS PRINCIPLE INTO PRACTICE:**

1. Prioritise co-design in the work of Sport England, lead by example, empowering teams to do the same in their own work.
2. Have a forum where people can share what worked for them, keeping conversations open and learning accessible.
3. Run programmes, masterclasses and focus groups to encourage people to try out a greater range of methods. Just reading about how to do them is not enough to instigate use.
4. Talks and presentations from experts, along with question and answer sessions, develop what people can offer. Relevant case studies brought to life are invaluable, helping people to see 'a way-in' to using a method of research.

WHAT WE LEARNT:

Sutton Hill Community Trust has also found that activity itself can be a great new way to engage people in consultation.

“The reason for putting these activities on is firstly, we’ve been asked to but secondly, it means I’ve got a captive audience, I can continue that consultation, we can get other people involved, we can start [getting] families back involved in that as well. So it’s using activity as a form of consultation rather than just going out and asking questions.

British Gymnastics Foundation is focused on recruiting the right parents, children and teachers with whom it can work to co-design activities and lessons.

The Bridge recognised that it needs to think differently as an organisation about how it approaches its work and relinquish some control.

“The programme has really made us rethink our approach. We’re shifting to community-led programmes. It’s such a big shift in our thinking organisationally. We’ve always done things we can handle, control, but really involving the community in the long run is much better.

DATA AND INSIGHTS

The tools that the respondents felt most confident using were those that were introduced early on in the programme, and with which they had more practice. Given the shift in the focus of the programme, and more time given over to the first diamond, they were less confident with tools that focused on developing their ideas and prototyping.

This makes sense given their relative complexity, specific application, and later introduction in the programme, which resulted in less time to put them into practice.

Respondents indicated that they would use all tools in the future, most likely indicating that all the tools have their use in specific contexts, although it is more likely that they would continue using those tools that they are most confident with.

We’re also looking at different methods, so things like doing consultations, rather than sitting people in the room. How can we generate discussion, and that might be by going out on a walk, [...] I’ve been out on the estate with a number of people and just generally engaging with people and then asking the questions, but also including the schools, their design technology classes are great, [...] you can say draw me something, show me what you want. But that drawing doesn’t necessarily need to be a play area, but perhaps sparks the conversation of ‘What would you like to do if you had a nice green new space to play in?’



Sutton Hill Community Trust has used a range of new methods: getting the community to pick and sort cards with insight statements and wishes; getting young people at the local school involved in art and design of ideas for the space; design research as part of a community litter picking activity; capturing intergenerational stories of the place and lockdown stories captured as street art in the space.

6

Power of Working Visually to Collaborate

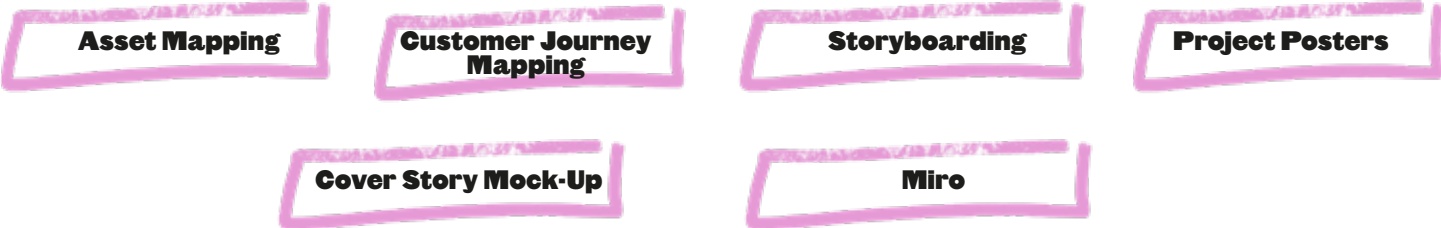
WHAT THIS LOOKED LIKE ON THE PROGRAMME:

- * We used online tool Miro throughout the programme to collaborate in an online workshop setting. This immediately taught the teams skills for communicating their ideas visually.
- * We encouraged teams to get thoughts onto paper, use boards and get together to brainstorm visually (where possible) between sessions.
- * Teams shared their mapping and research visually via Basecamp, the virtual space we used to communicate with all teams in-between sessions.
- * We provided templates to use to illustrate an idea visually to wider stakeholders. The templates easily enabled this way of working to be adopted and used time and time again.

HOW WE WOULD RECOMMEND SPORT ENGLAND AND SIMILAR GROUPS PUT THIS PRINCIPLE INTO PRACTICE:

1. Ensure teams are aware of all the templates available for them to download and see if they have any questions on how to use them. A community of practice and/or ongoing support could all be centralized, alongside these resources, so that the tools are not being used in isolation from design-led principles and the creative outlook that is required to achieve innovative solutions.
2. Offer support through a partner to help organisations to visualise ideas. Provide people with recommended graphic designers to create logos, social media posts or a 'brand identity', in turn helping to gain further buy-in for their work. A black book of designers would greatly benefit organisations across the sector, not only because these designers would develop an in-depth understanding of their needs through repeat experience, but it would also reduce the amount of effort required to commission high-quality designers. Given the increasing importance of marketing and communications especially, this kind of network would greatly benefit small and grassroots organisations.
3. The rise in remote working means these tools have become increasingly important. Sport England should promote easy ways to collaborate visually online and in person to keep momentum of work and collaboration, whatever circumstances we face. Miro was rated highly by participants across both programmes of work, and worked especially well at enabling teams to communicate visually.
4. Lead by example, evolve the perception of physical activity by increasing the breadth of the library of photographs available online to include graphics, illustrations and other tools which would help people to visually communicate their ideas.

DESIGN TOOLS USED



WHAT WE LEARNT:

Versus Arthritis realised the worth of communicating visually with everything in one place when viewing another project's Miro board during a campfire session,

“So I went back to the team and we actually started to throw down everything for Birmingham on one Miro space [online whiteboard], and that's already valuable. To see it visually and start to make sense of it all.

Metro Blind Sport is using customer journey mapping to bring to life and share the reality of user experience and highlight the key areas to address for gym owners and wider stakeholders.

West Norfolk used asset mapping and found it led to quick wins and wider buy-in from stakeholders.

“A highlight would be starting to see our asset mapping transform into a network and that leading to quick wins. We have started to collect visuals, which has been helpful to gain momentum and buy-in.

Nottingham City Council felt that the project poster was a brilliant basis to create a brief and found it extremely valuable having never previously worked in this way before.

DATA AND INSIGHTS

According to our surveys, the most useful tools were also those that respondents indicated had been useful in communicating visually with stakeholders. This indicates that teams were lacking tools that enabled them to succinctly and engagingly tell their story, as well as tools to help them gain clarity on their challenge in the first place. Many liked the visual aspects of the programme, given that they were used to delivering work in written formats that were often time-consuming to create and difficult to digest.

Miro was one of the highest rated aspects of this programme's delivery, with 4.8 averaged rating out of five; and the overall digital delivery was rated even higher, at 4.9 (n=10). Many respondents wrote about using Miro on their existing and future projects and praised its ability to communicate ideas visually and to facilitate collaborative working.

“I had a lightbulb moment about storyboarding, and how we could use that in ways that I hadn’t considered [... it] was really, really useful.”

Sporting Memories decided to use a visual tool to communicate ideas and plans quickly, during a coaching call with the Design Experts.

7

Embedding Design Methods in Organisations' Wider Teams

WHAT THIS LOOKED LIKE ON THE PROGRAMME:

- * For many teams, it has not just been about the particular challenge they have been working on during this programme, but about the design principles, methods and approaches that they have learnt and are taking into the wider organisation, or to use on other projects.
- * Those who are part of bigger organisations (councils and local authorities for example) shared how they are enabling and inspiring the wider organisation to do things differently and embedding these ways of working into their organisations.
- * Having the Sport England and Design Council names behind their work, helped buy-in and teams to be heard.

HOW WE WOULD RECOMMEND SPORT ENGLAND AND SIMILAR GROUPS PUT THIS PRINCIPLE INTO PRACTICE:

- 1.** Have a commitment to consistently bring new knowledge to teams in a variety of formats. Provide consistency and options for help at any point of a design journey through a touch point or a series of webinars. Make sure that you are aware of accessibility requirements at the start of the programme, and develop resources in a range of formats, not only in terms of accessibility, but also inclusive of different learning styles. Ensure that participants have a clear point of contact, who communicates with them frequently, even if just to offer help.
- 2.** Ensure that resources from previous work and programmes are used on future programmes. Keep the conversation going and set up an area that exists beyond programmes and bodies of work, to keep the learning and provide opportunities for people to make and form connections. There is power in building on what has already been done.
- 3.** There is an opportunity to work on the same ideas internally, embedding design methods within the organisation too. Sport England should make sure that its priorities mirror the priorities of the organisations and target groups that it is supporting. This will require not only visiting organisations where they are, but also inviting them to feedback on your strategy and programmes of work, as previously mentioned. This means that when you share your learning, either from internal or external programmes of work, they will resonate more across the sector.

WHAT WE LEARNT:

Sutton Hill Community Trust has noticed how the programme has changed thinking outside of just the project it has focused on in Ideas to Action

“It’s really changing our thinking about how we work with that community as a whole, not only on this project, but across the board.

West Norfolk notes the power of having the Sport England and Design Council organisational names behind the work that it does and how it has contributed to new opportunities.

“I’ve found for my work personally, being under the badge of a Sport England, Design Council, sponsored programme has really opened doors for me because it gives an air of credibility and interest and intrigue to something that really draws in supporters and other partners to get them involved and [...] to have conversations. And just as an example, we are going to have a public health funded engagement project in our area, specifically as a result of this programme, because [...] they’ve heard us talking about research planning in a related field, and therefore have approached us to say, ‘Oh, looks like there’s some really good stuff happening. Can we do this work in your area?’ [...] it’s directly led to some new opportunities for local populations, so that’s an added benefit.

DATA AND INSIGHTS

70 per cent of respondents from the Sector Innovation Programme said that they were going to share what they learned with other people at work, while 61 per cent would share with leadership, and 26 per cent with their beneficiaries. All agreed that they were likely to try to develop, support, and/or foster a design-led culture in their organisation (n=5). We found the same results for the Community Innovation Programme (n=11), with 73 per cent saying that they thought it ‘highly likely’. Although one-fifth of respondents from the CIP had not connected with other teams, over a third had connected with a team that did something considerably different to their own, indicating that they might be open to learning coming from unexpected or unrelated places – an openness which is critical to innovation.

80%
connected with at least one other participating organisation

36%
had connected with an organisation that did something considerably different to them.

Using a lot of the tools and the thinking around idea development with participants, has not only led us to be a lot more specific as to thinking about what kind of things does the community actually benefit from, but [to] rethink the way that as an organisation, we operate as a whole - all the way from the space we use, to the way that we interact within our team. So it’s been really kind of very specific, but also quite big for us to engage in too.

Operating more effectively, and taking time to notice how participants interact with each other as a team, was an important outcome for The Bridge.

Recommendations

The following recommendations are for Sport England, and others working within organisations doing similar work to reduce inequalities in physical activity. They could be used if readers would like to replicate a similar model for future work and are important considerations and conditions for change when looking at complex issues and working with community-led designers, as well as groups who are trying to have wider systemic influence over time.



01.

Recognise the value of design mindsets and approaches

There was great value generated by the support team understanding that design is not just a creative process, but an all-encompassing mindset. This mindset helped teams understand their challenges better and sharpened their focus on achieving outcomes. Design helped teams to break down challenges to understand their fundamental causes as well as giving structure and clarity to priorities and overall vision. The design methods helped teams better understand their audience's needs and improve their user's experience. They recognised the value in investing time into the process and that in turn helped them take a step back to challenge their own assumptions. Encourage this as a valued way of working on a new idea or challenge and for those that are stuck. Keep momentum to embed

design as an everyday way of working. There is a risk that, given the day-to-day pressure on participants to deliver other work, the opportunities identified through these programmes may not be developed to their fullest potential. It would be great to allow time for them to continue the important work they have started.

“ I think we were a bit overwhelmed by the scope of what the potential of our project could be and I think going through the double diamond process has been really useful. And I think coming back to that, it's not a one and done thing. It's reiterating and it's using that process and those tools again and again for different elements of what we ended up doing together.

“ ***The pandemic hasn't hugely helped, I'm sure with everybody. But I think because we've had that structured process of the master classes, campfires and coaching it's just got us together to actually really focus on something.***

Health and Nature Dorset

02. **Encourage teams to be less outcomes-oriented, focus on helping them to understand their challenge in detail**

This leads to a long-term approach to create high quality projects. For us this means a well thought through, resilient idea that is adaptable and sustainable over time. It means ideas are designed to respond to changing future circumstances and offer people an excellent resource to reduce inequalities in physical activity. Define value broadly and place value in small ideas and starting something. Encourage teams to think innovatively and take risks by asking what they would like to learn, not what they want the outcome to be. Ensure teams understand that they have permission to start small. The support from Design Council and experts on the programme gave teams permission to pause, dedicate thinking time to their challenge and encouraged them to drive their ideas forward. Coaching calls and the network of expertise, provided valuable support and direction where needed.

The process provided teams with a chance to pause, reflect and review their challenges and ideas, something which should be embedded in programmes going forward, driving better results for them and their users.

 [...At the] beginning of this programme, we had a huge task in front of us trying to address health inequalities in West Norfolk. I can safely say the design process has really helped us to focus in on something more meaningful. So we've gone from trying to fix everything wrong in the world in West Norfolk down to trying to increase activity for children and families. And even more specific than that, children under five and pregnant women.

West Norfolk

 ***I think the whole programme helped me to focus down onto just looking at a care home product and set of services, and going through the research methods, and getting to a point where we're actually going to be able to pilot something, which is really exciting. We will test ideas in a quite quick and dirty way over the coming weeks.***

Sporting Memories Network

03. Share information, be transparent and foster collaboration

The more open we are about successes and failures, the easier it is to learn from each other and put that knowledge to good use. Collaboration and sharing of ideas on this programme enabled teams to work through problems together and fostered an environment that supported trying and failing. Being open and transparent, and using these learnings to build collective intelligence, will help

encourage and guide others within and outside the sector. Sport England is a conduit for information and should share this at a variety of levels. Support and collaboration really came into its own at different times for different teams. Coinciding with the 'right' time of a development of the design of a project was made easier through regular meetups over the course of a programme.



There's something about being part of this group that gives you the confidence to try new things that I don't think I would have felt comfortable [with]. I don't know why it feels so hard for me. I felt quite anxious and nervous about actually talking to [the] community that we're serving, which is crazy really. But I think from being part of the group, and hearing what other people were doing, and almost saying it's okay that it's not perfect, it might not be the most perfect interview or in the most perfect location, or perfect time of day. I just think being part of the group definitely gave me confidence to just go and try things I was [...]terrified of trying before.

04. ***Build confidence and skills and encourage continuing to work together after a programme ends***

Champion values and learnings throughout a programme's and team's work. Encourage sharing of ideas online and in person. Build the infrastructure to allow for this through new work via peer-to-peer support, going to areas and seeing work and more. Sport England should not underestimate the opportunity and influence that is created through having its name behind a smaller team or project. Sport England should set the bar high, be clear about the outcomes it wants to support and be insistent about supporting these ideas

out in the open. Any future support programmes, with a cohort of teams, should take care when recruiting to understand where teams are in their development cycle and what key challenges they face. When the timing of the support was right, teams were able to give extra energy and focus to the challenge or idea they were addressing. For other teams, the timing was unhelpful when they had other demands they couldn't meet or changes beyond their control ie. team changes, resourcing, Covid-19.



I think it's really lovely to come together with people who understand the time constraints, the pressures, and it will be really nice to continue with this cohort in some kind of way that enables us to kind of continue to support one another and just have like sounding boards, really.

Move It or Lose It

***Looking
Forward***



NEXT STEPS

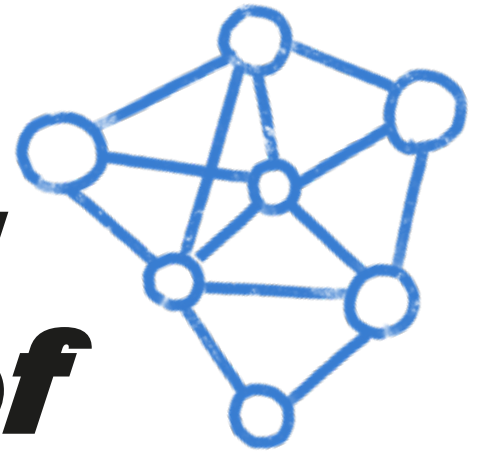
Teams valued the collaborative cohort experience and the one-to-one support on the programmes. It allowed participants to learn from each other, exchange ideas and critique them in a variety of spaces. Zooming out and seeing other people working in similar or different areas of physical activity and zooming in and focusing on specific details of their own work encouraged thinking collectively to build up wider systems-thinking. It also encouraged more work in their specific area to unearth key points to create positive, meaningful and impactful change.

SHARE
PAUSE
and
REFLECT

Any further support (for teams who already participated in Community or Sector Innovation Programme) would be best focused on helping them share, pause and reflect on their thinking as well as enhance and embed new thinking through introducing expert perspectives. Further support could also usefully refresh their memory of methods and best-practice as well as generally encouraging them to progress their thinking to prototypes and eventual new innovative experiences.

**introducing
expert
perspectives**

Future support should be a mix of teaching, project work, working as a cohort and one-to-one team coaching with an expert.



**developing a
community of
practice with
teams that have
been through the
support**

There may also be a case for developing a community of teams that have been through the support and might share experiences with others. It would be interesting to explore how this could be done digitally or via storytelling methods such as film and other narrative tools to engage with a wider audience. This would be particularly useful when thinking about inclusivity and how to share learnings with those that are harder to reach and perhaps unable to participate in a programme like this but would still value from the learnings.

It is important to consider the timing (in the year) of any future intervention (either for new or previous teams) and its effect on how successful a programme would be, in order to maximise benefit for the teams and their audiences.



Appendix



PROGRAMME DESIGN OVERVIEW

* Applications

* Community Innovation Programme:

- Online application form
- 64 applications

* Sector Innovation Programme:

- Online application form with video application to submit answers
- Six applications
- Timing, during August, contributed to fewer applicants.

* Digital workshops and masterclasses

Throughout the programme we delivered five 2.5 -hour digital workshops, four digital masterclasses and four digital campfire sessions, bringing over 75 participants together in an online environment, using digital tools such as Zoom and Miro boards to foster interactive, remote collaborations.

The workshops, masterclasses and campfires were led by Design Council Design Associates with additional guest speakers to inject new thinking and provide inspiration. During the sessions, participants were introduced to design methods and worked collaboratively in small breakout groups to apply these on their project, and learn new tools.

At the end of the programme we hosted a online final show and tell to bring all of the teams together online to share their experiences, reflections and learnings with one another and to celebrate their successes as well as also sharing what hadn't worked well and why.

* One to one coaching

Throughout the programme teams were given additional one to one coaching support from Design Experts leading the programmes. This helped to unpack ideas and methods introduced in cohort workshops, masterclasses and campfires. Teams commented on how helpful it was to have this touch-point, guidance and detailed time, alongside the cohort experience, to help embed tools and problem solve during the course of the programme.

* Cohort comments on the programme design:

 It felt good at the end of the last workshop that we had got to a place where we can focus on a job to be done. I felt like I understood more what we need to do and it was also good to share the expertise that's in our team and understand each other's strengths

The Active Wellbeing Society

 We're almost going through this double diamond process again, and again, in lots of different areas. And I think for a while, we were like, we've got to get all the insight, in the discovery phase, all of the different things before we can progress. But actually, as we get bits of insight, we can go off on ... mini projects and ... do that double design process in smaller projects.

Health and Nature Dorset

 It's a messy process but in a good way. We think everyone should go on a programme like this.

Intelligent Health

 I feel that it's been a really useful process. You can even see this from June 2021, my challenge statement, I couldn't even fit it on the miro board. Never mind getting ... used to the technology. I didn't even know how to get it all on the board itself. That's a positive alone!

Music Makes Us Move

DESIGN COUNCIL EXPERT'S COMMENTS ON THE PROGRAMME:

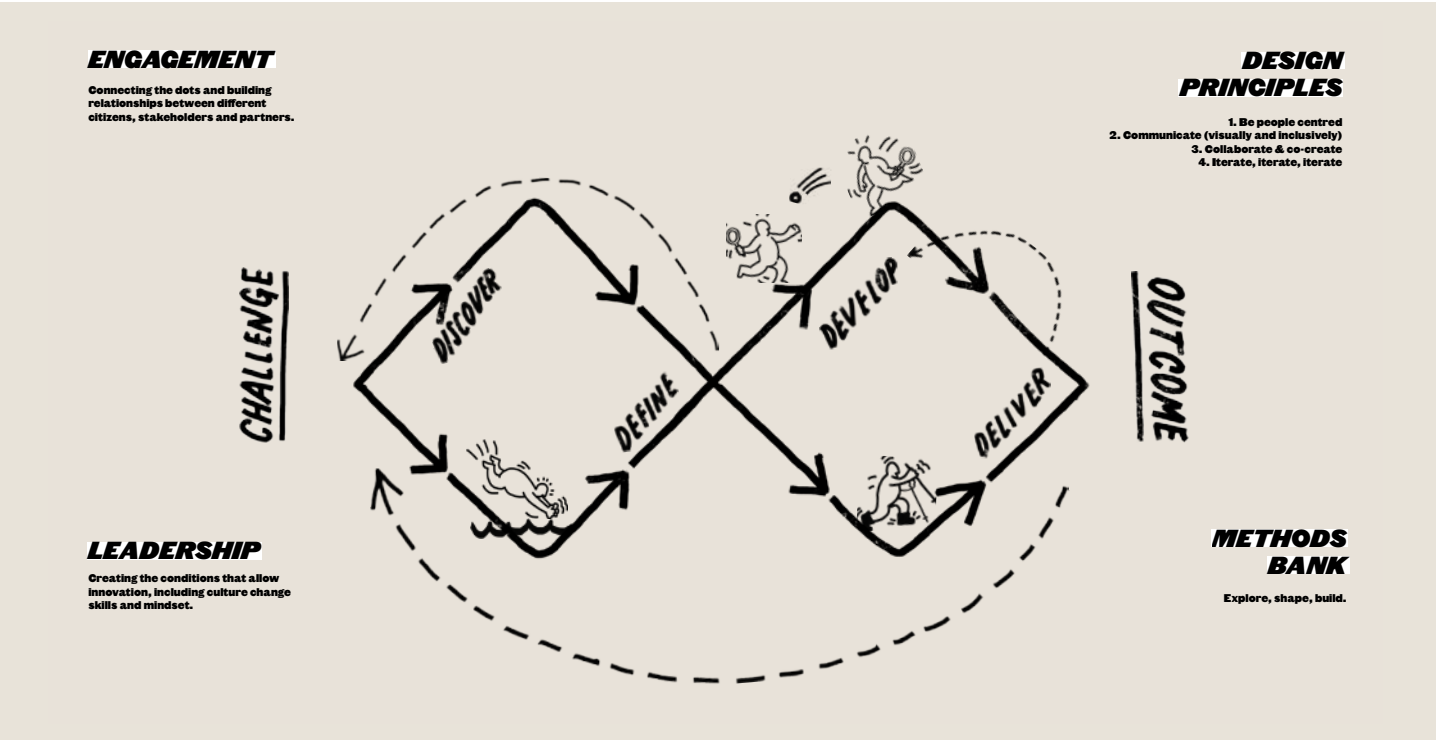
 ***As a design professional working with large and small organisations, it was an absolute pleasure to work with the teams enrolled on the Ideas to Action programme. Whilst familiar with working with people who are keen to drive change and improve the lives of their communities, I was particularly humbled by this cohort who were so passionate about their visions. The insights and 'wow' moments that came out through the programme added to the energy of the teams and their progress through the sessions. Running remote workshops has become the norm during lockdown and I felt there were no barriers to delivery and success. If I could change one thing in a future programme, it would be to attempt to meet in person for the final showcase of the teams' work. I felt that a real sense of camaraderie was built amongst the teams and the facilitators and it would be nice - as we nudge out of Covid-19 - to mark the final showcases with an in-person celebratory event. I am looking forward to watching the progress of all of the teams as they move forward with their challenges.***

Lesley Gulliver, Design Council Expert

THE FRAMEWORK FOR INNOVATION

The support that Design Council has developed and delivered with Sport England has been based around our Framework for Innovation. References in

the report to first diamond or diamond one relate to this framework. There are four distinct areas: Discover, Define, Develop and Deliver.



The Design Principles we embed are:

1.

Be people centred
2.

Communicate visually and inclusively
3.

Collaborate and co-create
4.

Iterate, iterate, iterate

DESIGN TOOLS

The Double Diamond Method

This consensus-building method supports teams in establishing the developmental stage of their project. It is particularly effective if a project has been briefed and assumptions made about its purpose.

The Purpose

Double Diamond and your project enables teams to map their activity to date and assess its efficacy. It helps them gain a shared understanding of how well developed their project or idea is.

The Benefit

To bring diverse perspectives and expertise together on a challenge or project, facilitating a conversation to determine the efficacy of the activity undertaken to date in addressing a challenge.

Challenge Statements

A collaborative consensus building method to explore and test the validity of a challenge.

The Purpose

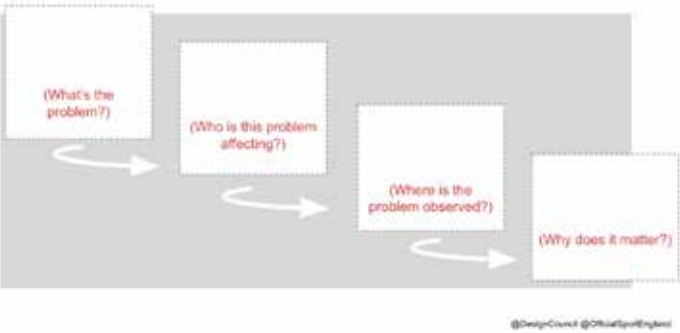
Challenge Statements helps teams to assess the validity or definition of a challenge by asking:

WHY? - TO IDENTIFY AND EXPLORE THE UNDERLYING CAUSES OF A CHALLENGE

HOW? - TO IDENTIFY AND EXPLORE POTENTIAL RESPONSES TO THE CHALLENGE

The Benefit

To gain consensus on the focus for the strategy or policy and all underpinning activity.



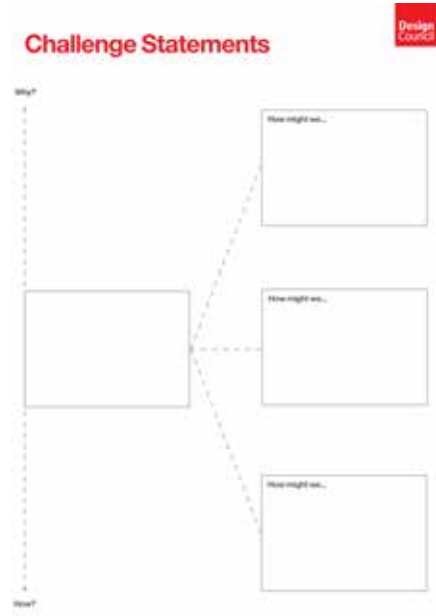
HOW MIGHT WE'S: A METHOD TO EXPLORE HOW TO WORK THROUGH SOME OF THE QUESTIONS WHICH EMERGE FROM A CHALLENGE.

The Purpose

How Might We's help teams to work through specific questions in relation to their challenge and break the challenge down.

The Benefit

To gain deeper understanding of the challenge and how to address it. Giving even more focus to an idea.



* **Knowns and Unknowns:**

A method for capturing and visualising all relevant assets that could feed into or support a project, challenge or an organisational shift.

The Purpose

Knowns and Unknowns help to explore challenges and are a useful tool for a collaborative look at the aspects of an idea that are known and to consider what is not known, which might help progress the idea.

The Benefit

To gain deeper understanding of the needs of those who are affected, uncovering new insights and shaping ideas that might be further developed to better discover the needs at the heart of a challenge or idea.



* **Rose, Thorn, Bud:**

A method for categorising data as positive, negative and having potential. It can be used as an activity on its own or to support a group exercise to interpret data.

The Purpose

Rose Thorn Bud accelerates the organising, sharing and interpretation of information or data. As a design method, it is best used with colour-coded Post it notes – recommended colours:

- **PINK = ROSE: HIGHLIGHTS/ SUCCESSES/QUICK WINS/ COMPELLING**
- **BLUE = THORN: CHALLENGE/ DIFFICULTIES/CONCERNS/RISKS**
- **GREEN= BUD: NEW IDEAS THAT COULD BLOSSOM WITH SUPPORT**

The Benefit

It provides an effective method for quickly identifying patterns in information which can be translated into emerging themes.



* **Stakeholder Mapping**

A complete list of individuals or roles involved in the shaping, making, delivery, commissioning and use of the designed output.

The Purpose

Stakeholder List helps participants to quickly build an understanding of the breadth of stakeholders relating to the challenge or project.

The Benefit

To develop rapid and shared understanding of the landscape of stakeholders whose needs and wants that relate to a challenge or project must be addressed.

Stakeholder List

Description Place, group, organisation	Stakeholders Individuals and roles					Extreme users

* **Customer Journey Mapping**

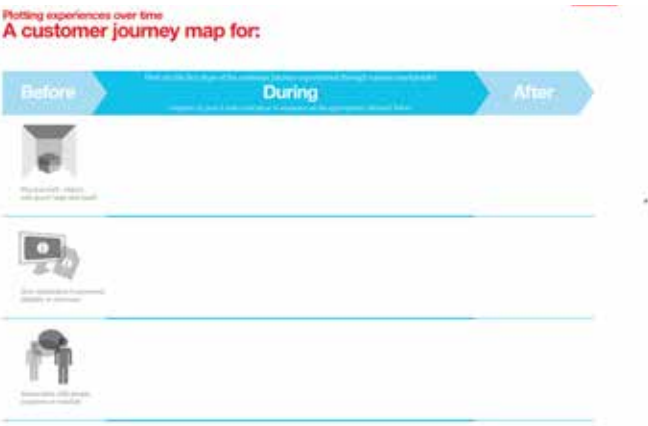
A method for visualising a sequence of touch-points or interactions of any activity across a service.

The Purpose

Customer Journey Map encourages individuals' feedback, allowing for comparisons of experiences between users at different steps through a service and through the different interactions or touch-points.

The Benefit

To generate a detailed understanding of the current state of any activity across a service.



* **Storyboarding:**

A method for visualising the key interactions and scenarios in a proposed future state of a process or service.

The Purpose

Storyboarding supports presentation, further research, critique and co-creation.

The Benefit

To quickly articulate a proposed idea visually. No template, just teams in a workshop setting are provided with tools to draw visually the project/idea - beginning, middle and end within a timeframe (10-15 mins) and with consideration of who they are presenting to, why this might work and what the intended impact is. Teams are encouraged to write one short descriptive phrase under each drawing.

* **Project Posters:**

A rapidly created and mostly visual depiction of the development of a new idea.

The Purpose

Project Poster supports presentation, further research, critique and co-creation.

The Benefit

To enable a group to collaboratively discuss and agree the purpose, need and outcomes of the challenge they are addressing, and to communicate the adopted approach to achieve the desired outcome.

Project Poster

Design Council

Project title/name

What is the problem statement?

Who are the key stakeholders?

What is the big idea?

How does it work? Illustration that shows features and benefits

Why might it fail?

What needs to be prototyped or tested?

How will we measure success?

Key milestones

What resources might be required?

Design Council

Catchy Title

Headline Grabber

Challenge Tackled

Solution Overview

Impact

* **Cover Story Mock-Up**

A method for presenting a story on a newspaper’s front page describing the successful implementation of an idea and its future impact.

The Purpose

Cover Story Mock-up is designed to build engagement around an idea by explaining its need or benefit and by imagining its future impact.

The Benefit

A collaborative activity to help to build consensus and shared understanding of what success might look like, and to support progressing in an aligned direction. It is also useful as a prototyping method to test with key stakeholders and get their feedback.

* **Online Tools and platforms used for delivery**

Miro - [HTTPS://MIRO.COM/](https://miro.com/) - AN ONLINE VISUAL WHITEBOARD TOOL.

Basecamp - [HTTPS://BASECAMP.COM/](https://basecamp.com/) - AN ONLINE COLLABORATION TOOL FOR BRINGING TEAMS TOGETHER AND PROJECT MANAGEMENT.

Zoom - ONLINE VIDEO CONFERENCING TOOL.

DATA COLLECTION

We collected quantitative and qualitative data directly from participants through applications, baseline and endline surveys, and reflective journals. This data was triangulated through the Design Experts’ coaching calls and a final reflective ‘wash-up’ session with the delivery team,

Community Innovation Programme

(total: 13 teams, up to 39 people)

APPLICATION: 64

BASELINE: 14

ENDLINE: 11

REFLECTIVE JOURNAL: 10

Public coaching calls

(total participants: 60 (ongoing))

FEEDBACK SURVEY: 9

DATA ANALYSIS

For quantitative data captured through the baseline and endline surveys, and the public coaching call feedback, we used Excel to analyse numerical data, such as self-ratings of knowledge and confidence, and ratings of the programme and its elements. Following a reflective wash-up with the wider

including experts. Case studies and podcasts also provided qualitative information on the journey taken by participants, lessons learned and reflections on the tools and approaches they used. We received the following number of responses:

Sector Innovation Programme

(total: 5 teams, up to 30 people)

WIDER SECTOR INNOVATION SURVEY: 30

VIDEO APPLICATIONS: 6

BASELINE: 27

ENDLINE: 5

REFLECTIVE JOURNAL: 14

Bespoke one-day online sprint

1 team, 10 people

FEEDBACK SURVEY: 3

delivery team to identify the most relevant and important themes, we used NVivo to analyse qualitative data from the baseline, endline, and reflective journals. From here, we extracted illustrative quotations used throughout this report.

IDEAS TO ACTION PUBLIC COACHING CALLS

OF THE 60 PEOPLE WHO RECEIVED AN HOUR'S COACHING FROM THE DESIGN EXPERTS, NINE PEOPLE SHARED THEIR FEEDBACK VIA A SURVEY. THEY TOLD US:

- * they highly rated the coach's ability to make the content and advice relevant to them, with the most common response being 'Very Good', and an average **rating of 4.7 out of five**
- * they also thought the coaches were good at explaining design and design thinking, with an average **rating of 4.8**
- * **78 per cent** of participants told us that we exceeded their expectations going into the call

IN TERMS OF THE OUTCOMES FROM THEIR CALL:

- * two-thirds rated their feeling they had a clear, actionable next step as a four or five out of five (where five means I know exactly what to do, and have the tools to do it)
- * all participants told us they understood design thinking better than before

WHAT PARTICIPANTS 'TOOK AWAY' FROM THE CALL INCLUDED:

- * speaking with experts can help to widen thinking
- * putting the target group in the centre of designing and delivering services is hugely beneficial
- * keep asking 'why' to truly understand your purpose, and help to bring others on the journey
- * you can bring an MVP to market and test it in the real-world, rather than waiting for everything to be 'perfect'

What participants liked the most was having access to a knowledgeable expert in their field, offering fresh perspectives on what participants brought to the call, and offering some ideas on how to progress. Three of the participants wrote, unprompted, about the friendliness of the Design Expert, which may have enhanced the perceived helpfulness of

the call, and certainly improved their overall experience. Participants would have liked to have more than one other person on the call, to have another perspective. Four people also asked variously about how to follow-up, access more support, or to stay close to the project.

DESIGN SKILLS

For participants on the Community Innovation Programme, the average rating of a set of proxy skills from the baseline (that together constitute a 'design mindset') was a 3.5 out of five. On the endline survey, the respondents told us that their design skills had increased, either greatly (54 per cent) or moderately (45 per cent).

The proportion of people reporting an increase in design skills for the Sector Innovation Programme was marginally lower: six people said they had increased 'moderately', two 'greatly', and one 'remained the same' (n=10).

Everyone who took part in the one-off coaching calls reported understanding design better than they had before.

RISKS AND BARRIERS

Teams taking part in the programme did so outside of their day-to-day work. Given the extra strains placed on them by Covid-19, they had more pressure than usual. Teams felt pressure to commit adequate time to this programme both to participate in it fully as well as time needed for follow-on work and to develop work between sessions. For teams that were able to, using the tools within their day-to-day work supported their efficiency. Other participants needed more time to understand how this could be helpful and some teams needed the opportunity to embed tools regularly into their ways

of working. There is a risk that the opportunities the teams identified during these programmes will be left unrealised if the on-going pressures of Covid-19 and business-as-usual takes precedence. As a result of the pandemic many teams were not able to progress their research or test their ideas as much as they had wanted to. There is a risk that teams might not remember some of the important tools and ways to work with them when the right time comes to use them in their project development. Teams might require some additional support.

PROGRAMME DESIGN – PERSONAS

Personas were developed with Sport England and a graphic designer to illustrate the type of inequalities in physical activity the programme was aiming to address. This helped to visually communicate the aims of the programme and the programme teams.

There are many people in our communities who don't feel able to be active right now – people like Yasmin, John, Ray and Holly.



John, 40, is a full-time delivery driver. He lives alone and suffers from anxiety. Recently John has been less active as a result of the lockdown. He knows that other physical activities like running or cycling would be good for him. He doesn't really see himself as a sportsman, doesn't want to try this on his own, and he can't imagine his friends joining in.

How might we help John and others feel more confident about trying out new activities?



Yasmin, 31, is a stay-at-home mum with two toddlers. She lives in a flat on the fourth floor. There is no outdoor space for her kids to play and getting out of the house is a hassle. The nearest big park with decent play equipment is a 20-minute walk next to busy roads. Yasmin longs for an accessible, safe and fun space nearby for the family to enjoy.

How might we work with Yasmin and others so they have a say in the design of safe outdoor places and spaces?



Ray, 58, is a youth worker. He normally has a pay-as-you-go contract at the local gym but has been far less active during the lockdown. He tried to register for a few online workouts on his phone but doing this was complicated. He looked at a few apps but couldn't find anything suitable without an upfront cost. Ray just wanted to get online and enjoy a tailored workout with no hassle and little cost. But he's given up trying to find something.

How might we ensure that Ray and others can easily access relevant and affordable online activities?



Holly, 23, is a customer services officer. Right now she is working from home full time. She loves to chat with her friends in the evening. Holly has not been particularly active for a couple of years. She had a go at running but hated doing it by herself. She thinks it would be less embarrassing and more fun to be part of a group.

How might we find ways for Holly and others to socialise and get active at the same time?

LINKS & WIDER READING

Design Tools and double diamond step-by-step guide:

Discover: <https://www.designcouncil.org.uk/news-opinion/design-methods-step-1-discover>

Define: <https://www.designcouncil.org.uk/news-opinion/design-methods-step-2-define>

Develop: <https://www.designcouncil.org.uk/news-opinion/design-methods-step-3-develop>

Deliver: <https://www.designcouncil.org.uk/news-opinion/design-methods-step-4-deliver>

News and Opinions – advice for anyone working in design: <https://www.designcouncil.org.uk/news-opinion/search>

Reading list and links from programme speakers and design experts:

Marc Leckie:

Scaling - Mark Turrell & Menno Van Dijk - <https://www.amazon.co.uk/Scaling-Small-Smart-Outsized-Results/dp/150015640X>

Get Together - Richardson, Huynh, Sotto - <https://www.amazon.co.uk/Get-Together-Build-Community-People/dp/1732265194/>

Sophia De Sousa, Glass House:

www.theglasshouse.org.uk/resources

In response to Alfredo Brillembourg (Urban Think-Tank) talk:

Urban Acupuncture, Jamie Lerner
<https://uk.bookshop.org/books/urban-acupuncture/9781610917278>

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Urban Acupuncture, Jamie Lerner
<https://uk.bookshop.org/books/urban-acupuncture/9781610917278>

Steve Lee:

Goodgym.org

steveldeedesign.net

nesta.org.uk/report/asset-based-community-development-local-authorities/

Maayan Ashkenazi:

Gender equity in design of space: https://www.rtpi.org.uk/media/4471/george-pepler-report_200301_final.pdf

Community building:
<https://interactionfoundry.com>

Role of the Coach: Increasing Participation in Sport: The role of the coach, 2007 Research Briefing.

Usman Haque, Umbrellium:

<https://uah.medium.com/mutually-assured-construction-6b3f90fd3083>

<https://umbrellium.co.uk/>

<https://haque.co.uk/>

IDEAS^{TO} ACTION