



(CREATING 'HOME' STORY BOOK

Co-design sprint
26-28 July 2016

The
**Southern
Initiative**



TOGETHER WE DISCOVER

ABOUT THIS BOOK

This story book is a summary of a 3 day co-design sprint held at Rainbow's End, Manukau between 26 and 28 July 2016.

It provides a brief overview and visual story of the experience of the parents, children and key partners who took part.

"AT FIRST IT SEEMED LIKE A LOT
OF TALKING BUT IT'S AMAZING
HOW FAST OUR IDEAS TURNED INTO
PLANS"

ABOUT THE EARLY YEARS CHALLENGE

Initiated as a joint project between The Southern Initiative (TSI), Auckland Council and the Auckland Co-Design Lab (the Lab), the early years challenge aims to explore how we can improve outcomes for young children, families and whānau in South Auckland.

Our experience in South Auckland has highlighted that it is a place where communities and whānau have strengths and resilience that can help give children a great start.

Our aim is to demonstrate the value of a strengths based and whānau centric approach. To do this we are using a co-design methodology to bring together families/whānau and key partners to work together and develop new ideas.

We hope that both the whānau centric approach and the insights and ideas developed are valuable to families, community, policy makers, iwi, funders and service providers.

ABOUT A CO-DESIGN APPROACH

The early years challenge is following a co-design methodology. What this means in practice is that we put people at the centre of the process. By starting with the lived experience of people, co-design can help explore, imagine and test new ideas and involve the people closest to the issues.

There are four steps to the process that we've aimed to build into the 3 day sprint. The process provides some structure but also encourages creativity, collaboration and space for new ideas and surprises to emerge.

A key aim of the early years challenge is to demonstrate the value and potential for putting families/whānau at the heart of a co-design approach.

Benefits of a co-design approach

- Helps us to define the right problem
- Starts with the lived experience of families and whānau and involves them throughout the process
- Can help create clarity from complexity
- Helps new ideas to emerge and be tested
- Catalyst for collaboration
- Builds problem solving and innovation capability

The four steps

FRAME - Clarifying the issue we're focusing on

EXPLORE - Gaining new perspectives and insights

IMAGINE - Generating new ideas and opportunities

TEST - Testing and prototyping (low risk, low cost)

WHAT'S A CO-DESIGN SPRINT

The purpose of the co-design sprint was to bring together parents and stakeholders to explore ideas and prototypes around a theme of *creating 'home'* (see p4) over three days.

One of the aims was to use a co-design approach to encourage participants to come up with ideas that we could quickly go out and test in the following weeks.

Day 1 (explore) - focused on understanding *creating 'home'* and new insights

Day 2 (imagine) - focused on developing new ideas and testing the best ones

Day 3 (test) - focused on developing the team's big idea and planning how it could be tested 'in the field'.

The 3 days were designed around the needs of whānau. Parents told us what would most help them to take part. Feedback included childcare, a family friendly venue and keeping the session between 9.30am and 2.30pm to fit in with the school day.

One suggestion from parents included providing a 'meal bag' at the end of each day. In the bag was a fun recipe and ingredients they could cook with their children - this was a popular inclusion.



WHY FOCUS ON (CREATING 'HOME'?)

Views of parents in South Auckland

In November 2015 we spoke with 20 parents to hear about their lived experiences of bring up young children in South Auckland.

Parents shared a range of positive and negative experiences and circumstances. Amongst these stories 6 key themes (see right) emerged and have been used to produce a report.

Creating 'home' - a priority area for parents

Housing challenges were a key theme in the interviews. Some parents told us how they adapt by creating spaces at home that support their parenting. They also talked about creating 'home' away from home; using libraries, parks, community centres and churches etc.

However, some parents didn't know about or weren't making use of local amenities and connections even when they were nearby.

At a parents hui in April 2016, parents told us *creating 'home'* was a priority theme. We took their lead and set up a 3 day co-design sprint to explore ideas and actions that can support parents to make best use of the places, spaces and connections in their communities and would help give their children a great start.

A summary of the *creating 'home'* insight based on our research with parents is provided on page 5.

SIX KEY INSIGHT AREAS

WORKING TOWARDS A BETTER FUTURE

Mums want to do the best for their children right now but are also seeking opportunities to create a better future for themselves and their family.



Some of the things parents told us they were doing to create positive futures



Parents in South Auckland are positive about their children's future

PRESSURE & JUDGEMENT

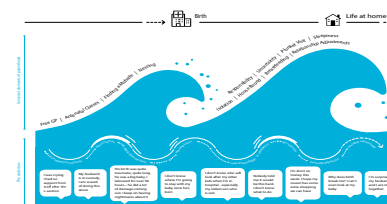
Parents face lots of pressure and judgement. This can create feelings of guilt and anxiety and is a barrier to health that impacts on their own and their children's. They can have their opinions and experiences pushed to the side as a result of being in a position where their views are not shared or are dismissed.



Pressures and judgments are a barrier

THE TWO WAVES

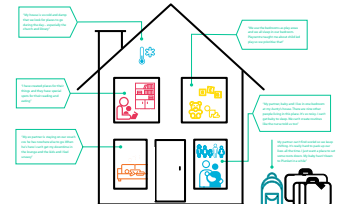
We heard that parents experience having a baby at home and then being back at home. The first wave is about the birth and the second wave is about the return home. Parents told us they were struggling to find a way to create the best possible environment for their children at home, although they were often not aware that they were struggling. This was often due to the fact that they were not aware of the services and support available in their communities.



Mum's experience a new baby as 2 waves: the birth and then being back at home

(CREATING 'HOME')

Researching a better future about many things including how to support their children. Some parents told us they were struggling to find a way to create the best possible environment for their children at home, although they were often not aware that they were struggling. This was often due to the fact that they were not aware of the services and support available in their communities.



Creating 'home' at home and away from home

CONNECTIONS

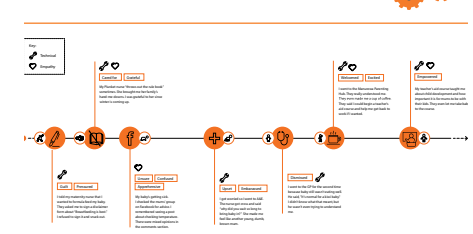
Being a new parent involves the need to build support and connections. Sometimes this is easier and sometimes it is harder. Parents told us they were struggling to find a way to create the best possible environment for their children at home, although they were often not aware that they were struggling. This was often due to the fact that they were not aware of the services and support available in their communities.



Connections are crucial but can be positive and negative

SERVICE OR DISSERVICE?

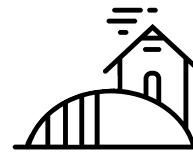
There are many services available to parents. A good service can make a parent feel supported, whereas a poor service can make a parent feel unsupported. Parents told us they were struggling to find a way to create the best possible environment for their children at home, although they were often not aware that they were struggling. This was often due to the fact that they were not aware of the services and support available in their communities.



Service or disservice: professional advice without empathy is a major barrier

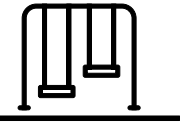
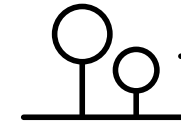
CREATING 'HOME'

Becoming a parent brings about many changes including how people live in their homes. Some families have less control over this if they are renting, sharing a home with a disruptive partner, living in poor or overcrowded conditions or are frequently moving house. This lack of autonomy can negatively impact on the family's ability to parent. In order to cope, parents show resourcefulness by changing how they use the space they do have, developing new routines and structures, or creating 'home' in safe places outside the house such as libraries, parks, churches etc.

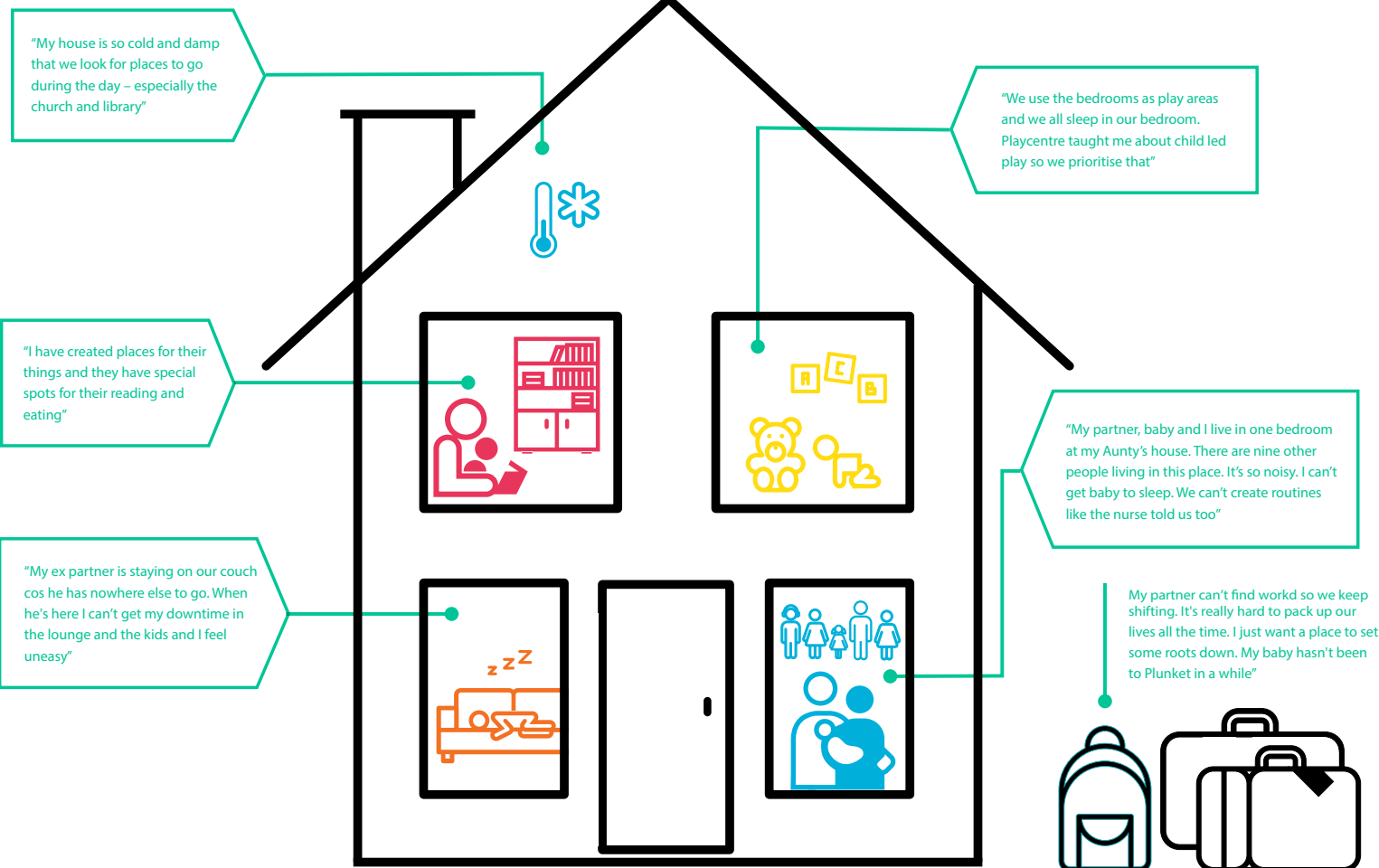


Sometimes we go stay at my sister's so that we have a quiet place where we can get away from all the people at home

We feel really welcome here and there is plenty of space to play



I'll pack a picnic and spend the whole day here sometimes



CO-DESIGN MAMAS & PAPAS

An important aspect of our approach to the early years challenge has been to ensure an inclusive and supportive environment for whānau, within a co-design process. The expert voice of whānau is critical to understanding the lived experience of parents in South Auckland and designing fit for purpose ideas and solutions.

An important aspect of our approach was to think about how we can enhance the capability of those involved in the co-design process.

Many of the skills that are acquired through the co-design process will be useful in other aspects of the participants' life and of course to have fun with the tamariki! Engaging with whānau in a whānau centric way is an emergent practise, and we continue to learn together.

Our whānau are natural co-designers and this was apparent during our sprint. By initiating an "Early Years Co-Design Māmās" Facebook page, whānau have strengthened their connections with each other and the ability to continue to share information.

"PEOPLE ARE HEARING ME"

CO-DESIGN TEAMS

To support a co-design approach we invited 20 people to take part in the sprint. This group included parents and their children plus representatives from a range of partner organisations including Auckland Council, Plunket, Ministry of Education, Ministry of Social Development, Foundation North, mana whenua and other subject matter experts.

Participants

- Lucy Afemui
- Jhana Sullivan
- Shelvin Munif-Imo
- Corinne Cameron
- Penny Pearson
- Josi Wilson
- Nicole Van Heijst
- Clare Green
- Kim Tangaere
- Stacey Pouwhare
- Lua Koloï
- Philip Miles
- Moka Ngaro
- Serena Lal
- Vaiolupe Talakai
- Keremete Papalii
- Panetuku Rae
- Kylie Tawha
- Anne-Marie Mujica
- Moi Beecroft
- Tania Kingi

Across the three days participants worked as three mixed teams to co-design ideas around the *creating 'home'* theme. Each team worked alongside a coach from the challenge team.



Our work space or the 'party room'

"I LIKED HOW EASY IT IS TO
TALK TO PEOPLE AND THROW
IDEAS AROUND WITHOUT FEELING
PRESSURE"

DAY 1 – EXPLORING NEW INSIGHTS

The goal for day 1 was to build relationships and trust between the group. It was also an opportunity to explore the existing challenge research and take a deep dive into what *creating 'home'* meant to each other.

What we did

- **Whanaungatanga** - As a new group from different backgrounds it was important we all got to know each other, built trust and prepared for three days working together.
- **Update on the challenge** - A short presentation about the work so far, including the 6 main insights from interviews with parents.
- **Empathy interviews** - the teams interviewed each other to help explore their experiences of *creating 'home'*.
- **Insight mining** - Building on the existing research and their own interviews the teams focused created insights around *creating 'home'*. These insights helped the teams develop 'How might we...?' statements. These statements gave the teams a clear focus for day 2.

By the end of day 1 the teams had explored the issues, prioritised key insights and framed the aspect of *creating 'home'* they would focus on during day 2.

KEY SKILLS - team work, interviewing, listening, empathy and critical thinking.

Tools and methods

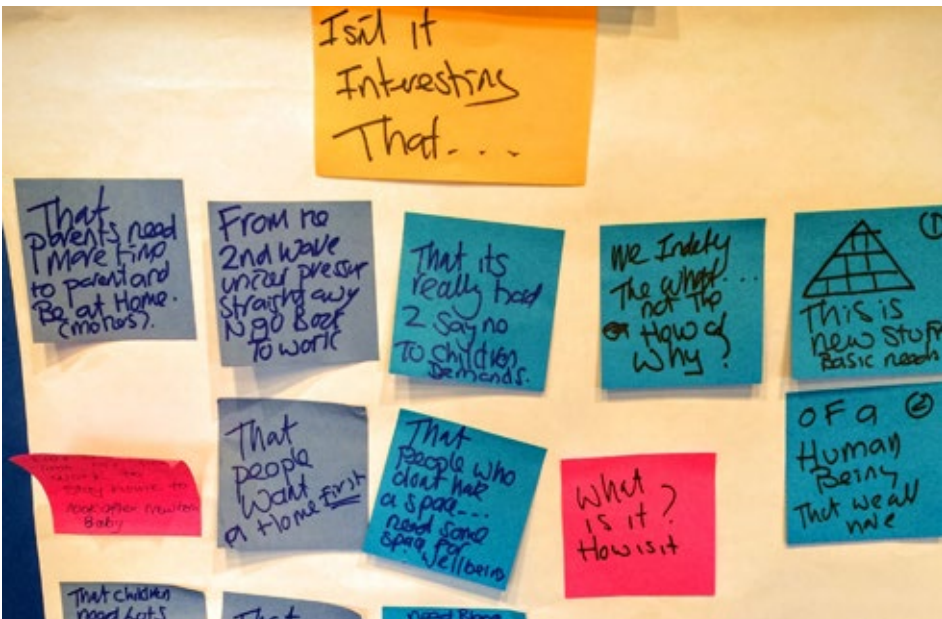
- **Empathy interviews** - It's about asking questions that establish empathy, and developing an understanding of core needs and drivers.
- **Insight mining** - Taking what we heard during the interviews to develop deeper understanding around *creating 'home'*.
- **'How might we' (HMW) questions** - These are short questions based on your insights that can help provide inspiration for new ideas.



Sharing insights with the group



Notes from interviews



Developing insights about creating 'home'



Telling stories

DAY 2 – (CREATING NEW IDEAS)

During day 2 the teams created a range of ideas and concepts based on their HMW questions from day 1. They spent time testing their ideas with other people and agreed on one idea to focus on during day 3.

What we did...

- **Reflections on day 1** - After a busy first day the teams spent time reflecting on the process and their experiences. It was great way to reconnect.
- **Generating ideas quickly** - The teams used their HMW questions to quickly generate lots of ideas. The emphasis was on quantity not quality and avoiding judging whether the ideas were good or bad.
- **Refining our ideas** - The next steps was to review all the ideas and weave the best bits into 1 or 2 big ideas or concepts that could be tested.
- **Testing with users** - To test their emerging ideas the teams shared them with people at the Manukau mall and a group of Plunket volunteers. This was a great way to quickly test the ideas in a low cost, low risk way. The aim was to fail fast and then refine the ideas based on the feedback.

By the end of the day the teams had created and tested their ideas and spent time improving read for day 3.

KEY SKILLS - team work, creativity, communication, listening, ideas.

Tools and methods

- **6 up, 1 up** - this tool helps encourage creativity by focusing on quantity of ideas first and then taking the best bits of the six ideas to create one big idea.
- **Concept sheets** - the team's used concept sheets to flesh out their ideas with more information about who the idea is for, how it might work, what it looks like etc.
- **Testing feedback tool** - a simple matrix was used to capture feedback when testing ideas. This helped prioritise how ideas could be improved.



6 up, 1 up template

"I'VE REALLY ENJOYED OUR GROUP DISCUSSIONS AND ALL OUR HONEST OPINIONS"



Brain storing



Prioritising ideas



Genius



Instructions for the next session

DAY 3 – CONCEPTS AND PROTOTYPES

Day 3 was when the hard work from days 1 and 2 all came together. The teams spent time refining and shaping their big ideas. They also created a bold vision for how their idea could have a positive impact. The highlight of the day was the team presentations of their ideas back to the rest of the group.

What we did...

- **Reflections on day 2** - Following the creativity of day 2 the teams spent time reflecting on progress so far and created a plan for the final day.
- **Building prototypes** - Having developed and tested their ideas the teams fleshed out details around who would use it, why it was needed, how it would work and who could help make it happen.
- **Presenting the big ideas** - Passionate presentations, 3D models, role playing, music, dancing and special guests!
- **Turning ideas into action** - Planning for live prototyping based on the ideas the teams created was major goal for the co-design sprint. The teams spent time scoping what was needed and who could be involved in quickly testing their ideas in a low cost, low risk way.

KEY SKILLS - team work, creativity, public speaking, communication, prototyping and planning.

Tools and methods

- **Prototyping** - Building prototypes helps to get your ideas into the hands of the people you're designing for. It helps you get feedback early so you can improve your idea in an iterative way.
- **Planning for action** - The teams used a simple planning tool to demonstrate how they would turn their ideas into action. Having a clear plan will help sell the idea to people who could support live prototyping e.g. a library manager or community organiser.



Keremete with team coach Karen



Team 2's workspace



Fale prototype - Team 1



'One love' - Team 3



'Our place' - Team 2



Role playing

TEAM ONE - PROTOTYPE

THE CHALLENGE

We heard about a mum who wants a better life for herself and her kids. She made tough decisions to create a better and safer home. It would be game changing to have access to healthier and safer spaces without the compromise.

CONCEPT: ONE LOVE

A hub where young families can come together to share food and ideas.

INSIGHTS

- Food is an enabler and brings people together
- Mums are seeking community and a sense of belonging
- Money and transport are often barriers to accessing opportunities and services for young families

WHO IS IT FOR?

- Whānau seeking reconnection and sense of belonging
- Families keen to make a contribution and empower others

WHAT IT OFFERS

- A place to socialise
- A place to express yourself and regain your identity
- A place to network and access services
- Somewhere that's friendly and versatile for parents and families

CO-DESIGN SPRINT

1. OUR IDEA

CHALLENGE
We heard about a mum who wants a better life for herself & kids. She made tough decisions to create a better and safer home. It would be game changing to have access to healthier and safer spaces, without the compromise.

INSIGHTS
- Food is an enabler
- Mums are looking for community & belonging
- Money & transport is a barrier.

ASSUMPTIONS
- Will people turn up?
- Will people volunteer?
- Where can we source our resources needed for our idea?

CONCEPT
NAME OF IDEA: **One Love**
SIMPLE DESCRIPTION: A Hub where families can get together & share food & ideas
FOR: The people
SIMILAR TO: A Marae/church, Lifestyle picnic
CONCEPT METRIC:

WHĀNAU SEEKING RECONNECTION, BELONGING, BUILDING BELONGING, WHĀNAU CONTRIBUTION, WHĀNAU EMPOWERMENT

WE PROVIDE:
FREE
- Kai
- Support - Opportunity
- Knowledge Skills
- Support - Safezone
ACCESS
Connections of Growing Skill & Confidence, improved health, Knowledge

2. OUR PLAN

WHO WILL WE TEST WITH?
- Communities
- Local Parks
- Papakura Marae
- Pukekohe

ALIGNMENT OPPORTUNITIES
- Food together Co.nz
- Ion Farm Council (Parks)
- Auri, M.I.T
- Local Business's
- Local Schools

WHAT DOES SUCCESS LOOK LIKE?
- Community Driven Empowered group that looks for opportunities & uses Kai as a **Bridge**.

WHERE WILL WE TEST?
- Local Parks With BBQ zone
- Marae / church
- Play centres
- Community Houses

HOW WILL WE TEST? - (Kai) our own
- Word of mouth - family first
- F.O.E's interest to our location in the time.
- Local Parks

HOW WILL WE MEASURE IMPACT?
- If they return with new people than
- Song the people!!!
- Support will grow through contribution
- Local Business's Contribute

ACTIVITIES
WEEK 1:
WEEK 2:
WEEK 3:
WEEK 4:

MILESTONES

TEAM
Supreme

Other notes:
- Introduce a community garden & provide signs? in local gardens at schools
- Support food that people can use in the long run

Team 1 - Big idea and prototype plan

TEAM TWO - PROTOTYPE

THE CHALLENGE

How might we empower parents and whānau to have the knowledge and ability to make informed choices in their every day lives?

CONCEPT: OUR PLACE

A whānau connecting space/hub to share knowledge, culture and skills to support our tamariki.

INSIGHTS

- Parents are time poor
- Parents are often broke
- Parents need physical and virtual spaces to connect and that are safe
- It is important to strengthen intergenerational relationship and support diversity

WHO IS IT FOR?

- Families seek a safe non-judgemental space that provides social, educational and financial support.

WHAT IT OFFERS

- Easier access to friendly spaces and knowledge
- Whānau led
- Alternative approaches to childcare
- Draws on societal and cultural strengths
- 'Our place' does not provide the services it hosts them

(O-DESIGN SPRINT

1. OUR IDEA

CHALLENGE
How might we empower parents and whānau?
(Empower = whānau have the knowledge and ability to make choices in their everyday lives)

CONCEPT

NAME OF IDEA	SAMPLE DESCRIPTION
OUR PLACE	Our whānau connecting space/hub to share knowledge, culture and skills to support our tamariki

OUTCOMES:

OUR PLACE

FOR: whānau + community

WHY WE NEED IT: non judgemental, social safe place, education - reflect diversity, financial, skilled people to help, support to access services, easy to access, no space, whānau led activity, acceptance, dry warm place, other option for childcare (whānau whānau), whānau sharing resources, see resource

INSIGHTS = whānau feel isolated
 • Parents are time poor
 • Parents are broke
 • Parents need physical & virtual space & places to connect that are safe
 • Intergenerational
 • Strengthen whānau relationships
 • Self care space
 • Embrace diversity is a success

ASSUMPTIONS
 • Whānau will come
 • That people will trust us
 • All neighbourhoods are friendly
 • People will want & can access help
 • All people deserve access to services

OUTCOMES

2. OUR PLAN

WHO WILL WE TEST WITH?	ALIGNMENT OPPORTUNITIES	WHAT DOES SUCCESS LOOK LIKE?
Whānau	Brickraring with community services + community facilities	Evidence says whānau are empowered. Whānau say they are empowered.
WHERE WILL WE TEST?	HOW WILL WE TEST?	HOW WILL WE MEASURE IMPACT?
SOUTH AUCKLAND	PILOT - 3 Years! TEST IN A RANGE OF SPACES/ PLACES	Whānau feedback
ACTIVITIES	MILESTONES	TEAM
WEEK 1: FIND THE SPACE(S) WEEK 2: FIND WHĀNAU WEEK 3: FIND COLLABORATORS WEEK 4: DO IT!		WE ALL ARE !!!

Washing Machine!

LOGO

collaborate

reflect diversity

cultural context

Build our services

Child friendly indicators

measuring - test

SPACE

has positive impact on whānau

Start

that we can be able to

Team 2 - Big idea and prototype plan

THANK YOU!

To acknowledge the participants achievements and co-design awesomeness we wrapped up the final day with a celebration huddle.

Everyone received a certificate of participation and a big thank you on behalf of The Southern Initiative and the Auckland Co-design Lab.



Go teams!

NEXT STEPS

Prototyping

Following the sprint, each team agreed to meet up to explore how they can take their ideas forward over the following two weeks.

One team had already brokered a prototyping opportunity at Clendon Library with a group of young parents. The other teams arranged visits in Manurewa to the Botanic Gardens and a Plunket centre.

Over the next three weeks each team will run through two rounds of testing their prototypes 'in the field'. We will then come back together to review what they heard, adapt the ideas and plan how to take them forward.

'The *'two waves'* co-design sprint - August 2016

Building on this co-design sprint, we will run a second sprint at the end of August. This one will focus on *'the two waves'* which was the other area prioritised by parents at the hui in April.

During our research we heard that mothers experience having a baby in two waves - the first wave describes the time up to and surrounding the birth and the second wave describes what happens when they return home after birth.

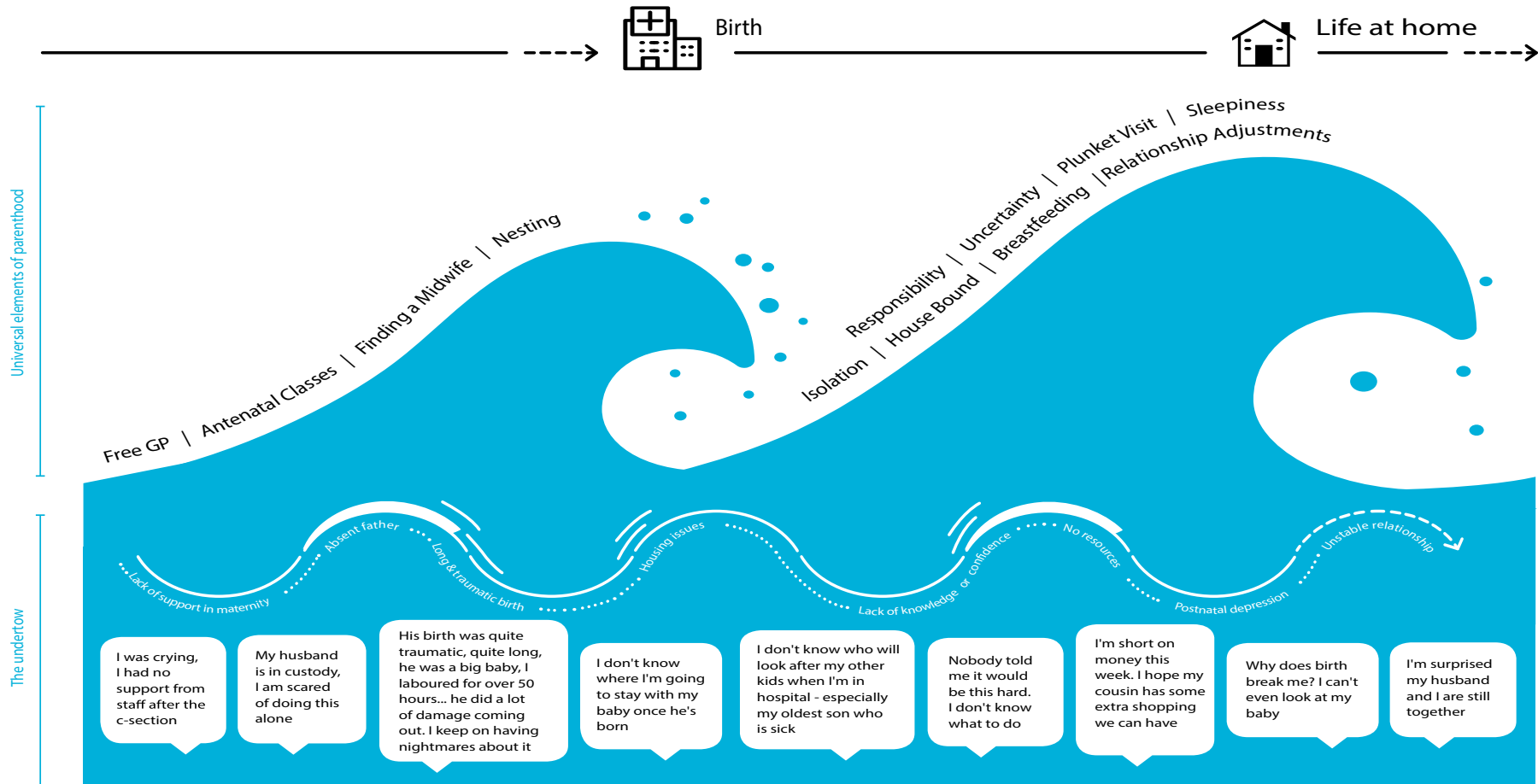
Each wave impacts the family as a whole but mums felt particularly unprepared for the intensity of the second wave.

Although many new mums are anxious taking their baby home for the first time, this anxiety was compounded by other life challenges such as post-natal depression, lack of resources and relationship issues. These challenges are experienced as an undertow that creates instability.

A snap shot of *'the two waves'* insight area is provided on page 17.

THE TWO WAVES

We heard that mothers experience having a baby in two waves - the first wave describes the time up to and surrounding the birth and the second wave describes what happens when they return home after birth. Each wave impacts the family as a whole but mums felt particularly unprepared for the intensity of the second wave. Although many new mums are anxious taking their baby home for the first time, anxiety was compounded by other life challenges such as post-natal depression, lack of resources and relationship issues. These challenges are experienced as an undertow that creates instability.





CONTACT US

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