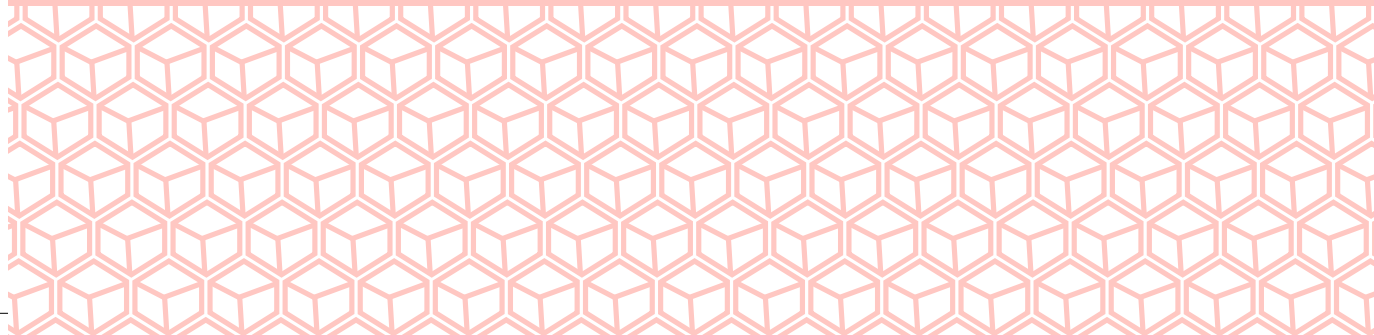




**INNO
BOKSI**

SECTION

3



Background (A)

The best ideas are not necessarily great innovations – they can mean doing old things differently. In innovation, it is vital to be able to see things from new perspectives and to be willing to examine old ideas and methods in an open-minded way. The next exercises will focus on thinking about how we could do things differently or how we could find a new perspective on an old thing.

The exercises alone need not necessarily lead to a perfect idea, but they aim to point your thinking in the right direction. In section one, we considered your organisation and top-level objectives. Go back to your reflections in the exercise book (tasks 1–3) for a moment and refresh your memory of the main points. In the next phase, we will think about the types of problems and challenges that are faced in youth work. The aim is to identify things that do not work and think up solutions to them. Also, we will consider the challenges that young people face in their lives. In both cases, the problems may be large or small.

Good ideas are often born from a desire to solve a problem. Considering problems is a form of reverse innovation. Ideas and innovations do not need to be created from scratch. When things are approached from the perspective of problem-solving, part of the innovation process is already done. The problem dictates the goal, and the innovation is a solution (path) to that goal.

Background (B)

Stop for a moment to consider your thoughts and feelings. Hopefully, the warm-up exercises will have you in a creative state of mind. However, creativity is no use without the motivation to innovate and develop something new. In the next task, you will be able to write down your thoughts.

TASK (exercise book, task 11)

- In your exercise book, briefly write why it is essential for you to achieve change and what motivates you to be innovative with this Innobox.
- Also, write down your targets for innovation.



Analysing problems from a young person's perspective

The task in this exercise is to list as many problems faced by young people as possible, issues related to youth, being young or the lives of young people in one way or another. When problems are examined from a young person's perspective, they can be related to any aspect of the person's life. Problems – both small and large – can be identified surprisingly quickly just by looking around a little. At this point, it is not worth thinking about the magnitude of the problem, as all issues are on the same footing at this stage.

It is advisable to start with the easy things that come to mind first. Write down as many problems as you can related to young people, youth or the lives of young people. It is essential that the issues are primarily associated with young people and not youth work.

TASK (exercise book, task 12)

- Split up into groups of 2–5 people. (This task can also be completed alone.)
- These groups will remain the same throughout all the tasks on cards 4–8 in section 3.
- In your exercise book, write a list of as many problems as possible experienced by or related to young people.

Time

- 20 minutes

Analysing problems from an employee's perspective

In the previous exercise, we considered problems from the young person's perspective. Now they will be examined from the standpoint of youth workers. It is a good idea to examine issues from a wide range of perspectives connected with youth work.

In this exercise, "problems" are things that could be done better or things that are not currently given enough attention. The problems may be related to encounters with young people, a matter pertaining to practical activities or any other youth work issue. For example, you may think about your working week and the challenges and problems you face. Problems – both small and large – can be identified surprisingly quickly just by looking around a little (we do not (necessarily) mean looking at the colleagues sat around you). At this point, it is not worth thinking about the magnitudes of problems, as all issues are on the same footing at this stage.

TASK (exercise book, task 13)

- Continue working in the same group. (This task can also be completed alone.)
- In your exercise book, write a list of as many problems as possible related to youth work. The issues should be as concrete as possible.

Time

- 20 minutes



Problem-solving from a young person's perspective

Now it is time to go through the listed problems from the perspective of young people and begin considering what we could do about them. What is the best way of solving each problem? Select three issues related to young people and think about solutions to them.

TASK (exercise book, task 14)

- Select three problems and come up with solutions to them.
- Write down the issues and solutions in the exercise book.

Time

- 25 minutes

Problem-solving from an employee's perspective

Now it is time to go through the listed problems from the perspective of youth workers and begin considering what we could do about them. What is the best way of solving each problem? Select three issues related to youth work and think about solutions to them.

TASK (exercise book, task 15)

- Select three problems and come up with solutions to them.
- Write down the issues and solutions in the exercise book.

Time

- 25 minutes

Choosing the problem

Note: if you are creating innovations alone, you can skip this card and go straight to card 1 in section 4.

At this point, it is time to choose one idea to present to the other groups. You can select an idea from young people's problems or the youth work problems.

At this stage, you may already have several ideas, but your task is now to choose only one to present to the other groups.

Go through your ideas and make a choice.

TASK (exercise book, task 16)

- In your group, choose the solution you want to present to the others.
- Write down the problem and the solution in your exercise book.

Time

- 15 minutes



Practising the elevator pitch

Equipment

- Flipchart paper, felt-tip pens

Part of the innovation process is the ability to describe your idea to others in a concise way that sells the benefits of the concept. The aim of this exercise is to learn to prepare a succinct elevator pitch. A good elevator pitch makes the listener feel interested, enthusiastic and keen to find out more about your project. However, do not try to cram in too much information – instead, you should summarise. The purpose of an elevator pitch is to inspire interest and not to overwhelm the listener with a barrage of facts.

The elevator pitch can last a maximum of 90 seconds. During this time, all of the necessary information about the idea should be made apparent. You can use the following questions to help you:

- What is the problem or challenge that you are addressing? Who faces this type of problem?
- What is the solution? What benefits does the solution have for the person with the problem?

TASK (exercise book, task 17)

- Prepare an elevator pitch lasting no longer than 90 seconds.
- In your group, choose a spokesperson, and practise delivering the elevator pitch.
- Make a flipchart presentation or similar to describe the idea and help with the pitch.

Time

- 25 minutes

