



# We Want to Innovate Communities

Innovating Communities is a training program to strengthen local development and community-led action across Donegal, Leitrim, Sligo, Cavan, Monaghan and Louth.

The program will provide training in Design Thinking and encourage people across the Border Region to take part in a community of fellow learners, with 'Teams' of 'Challengers' focusing on local challenges and developing sustainable solutions to improve community life.

Design Thinking is a mindset and process that uses certain tools to drive innovative and empathetic thinking from day one, putting people at the heart of solving challenges. It can be applied to any challenge from helping young people access better job opportunities to developing a tourism strategy for a group of villages. It can tackle defined challenges and complex challenges, referred to as wicked problems, such as climate change.



# Running the Race

There will be two types of training course. One course is longer and more in-depth, the other is a shorter one; these are called Design Marathons and Design Sprints. Both courses will be delivered in a way that is suitable for the people who have submitted the challenge and for the co-trainer matched with that challenge. Icecream architecture will lead the training and will work with a co-trainer to facilitate the sessions. The co-trainer will be a member of the community, and bring local knowledge and context to the project, while providing connections to wider networks. The course will generally run weekly, as a series of 2 hour sessions. The duration and length of each course can be changed to best fit the team of Challengers.\*

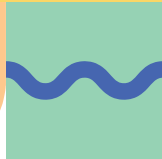


## Design Sprint

**21** Hours of training and/or

**21** Hours of mentoring

**\* 3**  
months

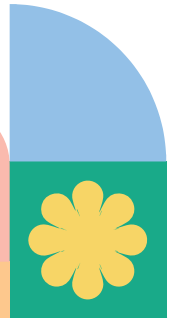
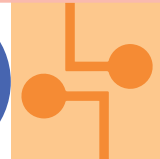
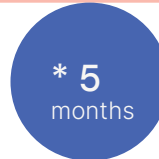


## Design Marathon

**42** Hours of training and/or

**42** Hours of mentoring

**\* 5**  
months



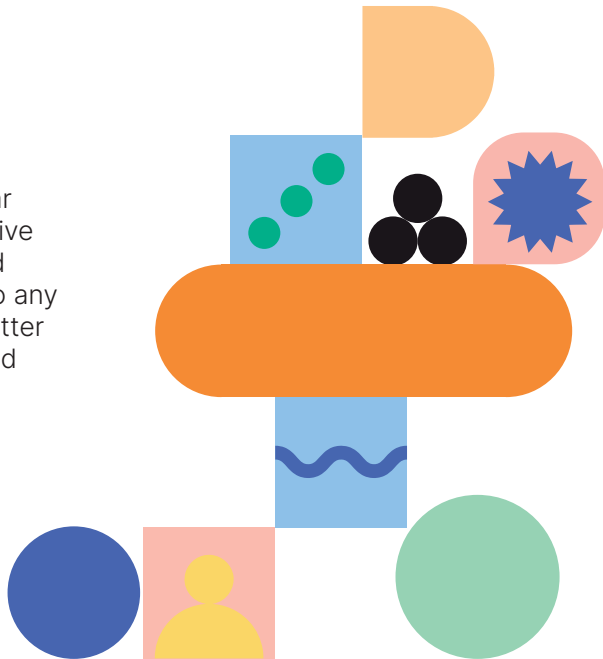
# Why Design Thinking?

*"Design Thinking is an iterative process in which we seek to understand the user, challenge assumptions, and redefine problems in an attempt to identify alternative strategies and solutions"*

Rikke Friis Dam and Teo Yu Siang,  
"What is Design Thinking and Why is it so Popular?"

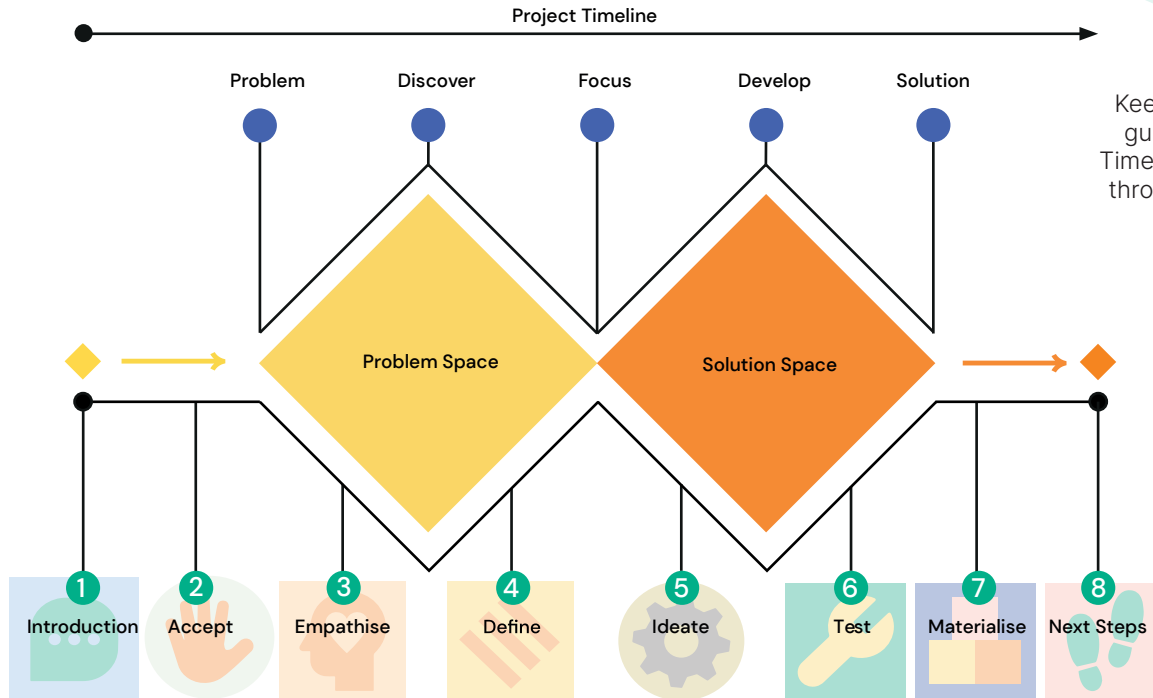
Design Thinking is for everyone. It lays out a clear path for people to follow and encourages a positive mindset for people to learn about each other and discover hidden needs. The process can apply to any Challenge, from helping young people access better job opportunities to developing a community wind farm.

No matter how big or small your Challenge or community, Design Thinking can be used to problem-solve for positive change.



# The Design Thinking Process

The double diamond diagram below maps the development of a project using the Design Thinking process. The training course is formed of a series of lessons, which move through the various stages of Design Thinking, incorporating a diverse range of activities and methods at each point. Refer to the double diamond diagram as a guide.



Keep an eye on this guide as a Project Timeline when moving through this booklet.

# Training Stages

## Introduction

01



Getting to know one another and the programme.

## Acceptance

02



Exploring the Challenge at hand and our strengths as collaborators.

## Empathise

03



Understanding the needs of real people in order to create human-centred solutions.

## Define

04



Refining the scope and focus of the project based on the research undertaken.

## Ideate

05



Broadening the horizons and creating innovative solutions to the challenge.

## Test

06



Developing and improving on ideas through iterative prototyping.

## Materialise

07



Discussing and exploring how we might implement our proposed solution.

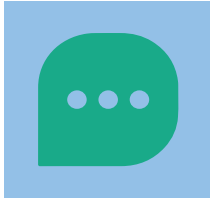
## Next Steps

08



Reflecting on the process and looking to the future.

# 01 Introduction



The first stage of training is aimed at familiarising the group with the various tools that we will use to deliver the course. This phase will allow the whole team to get to know one another as well as introducing the co-trainer and trainer who will facilitate the training programme.

## Stage Outputs

Challengers gain confidence in using tools, training material and Design Thinking. Team graphics, slogans and team introduction activities will help foster creative collaboration.

Exploring the challenge and our strengths.

## Core Lessons

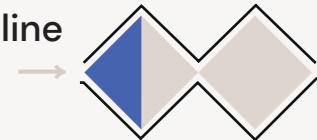
- Welcome
- Your network
- Using our tools
- Building empathy
- Nature of innovation

## Process Principles

Though it may seem difficult, trust the process. see following page for example activity.

## Project Timeline

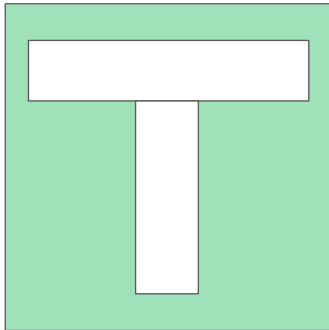
We are here!



# Example Activity T-shaped Profile

The below example shows an activity that has been used in the [Introduction](#) stage of the training.

8

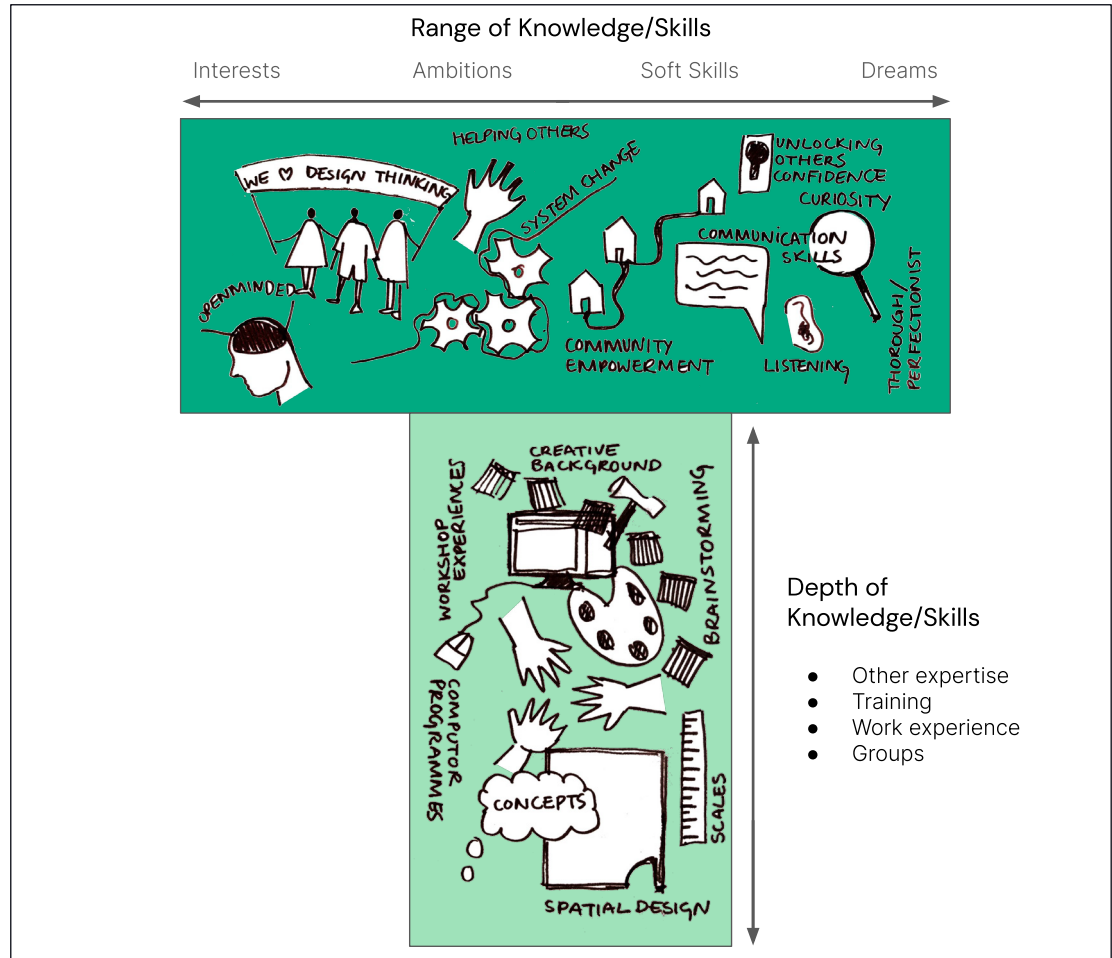


## About

A T-Shaped Profile is a tool that allows you to display and explore the **range** and **depth** of your skills. It provides a simple space and format to introduce yourself to the other members of the group. This activity will enable your team to get know one another, in order to build an understanding of the range and depth of skills that you collectively possess.

## Task

1. Fill in your T-Shaped profile with the **range** (horizontal) and **depth** (vertical) of your skills.
2. Share among one another in the group - what are your similarities and differences?

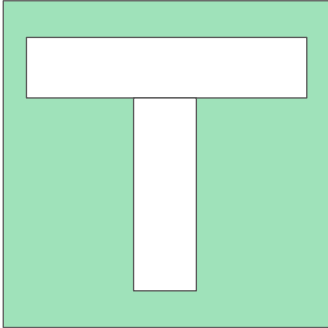




# Example Activity T-shaped Profile

**WORKSHEET** Use this empty activity board to practice and try out this stage of Design Thinking.

9



## About

A T-Shaped Profile is a tool that allows you to display and explore the **range** and **depth** of your skills. It provides a simple space and format to introduce yourself to the other members of the group. This activity will enable your team to get know one another, in order to build an understanding of the range and depth of skills that you collectively possess.

## Task

1. Fill in your T-Shaped profile with the **range** (horizontal) and **depth** (vertical) of your skills.
2. Share among one another in the group - what are your similarities and differences?

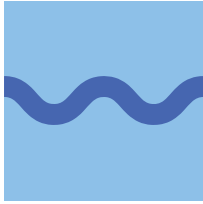
Range of Knowledge/Skills

Interests      Ambitions      Soft Skills      Dreams

Depth of Knowledge/Skills

- Other expertise
- Training
- Work experience
- Groups

# 01 Reflect



The process of reflection helps us to develop our understanding more deeply and to make our intuitive knowledge shareable with others.

What three main insights did you learn in this session?

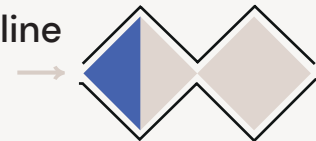
How will these insights help you to move forward?

## Process Principles

Though it may seem difficult, trust the process.  
Celebrate team diversity.

## Project Timeline

We are here!



## 02 Acceptance



The acceptance stage of the training assists teams in exploring the challenge to be tackled. This stage encourages the team to share and discover one another's strengths as well as the roles they might play throughout the programme. The group should bond and think collectively about working towards a common goal.

### Stage Outputs

An analysis of services, the creation of mind maps, research collages and a written project brief will give the challenge direction.

Understanding the role that others play in the design process.

### Core Lessons

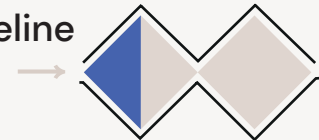
- Unpicking assumptions
- Identifying relationships
- Challenge context
- Hopes for the future

### Process Principle

Everyone who collaborates has a valid and unique perspective. See following page for an example.

### Project Timeline

We are here!





**“This is the first time this strategic innovation and Design Thinking approach has been used in the context of cultural tourism development in Ireland. This is important as many of Ireland’s cultural and heritage resources remain hidden from both citizens and visitors.”**

## Case Study 02 / Accept

# Merrion Square

## Overview

Merrion Square is a striking Georgian Square and public park located very close to the centre of Dublin. 36 stakeholders from Ireland’s greatest cultural and hospitality establishments formed the Merrion Square Innovation Network (MSIN) to collaborate and develop the Square into a new, thriving destination for tourists and locals.

Design Thinking workshops were held to teach the skills and forge the connections needed to build a fresh approach. The participants used new skills like; customer insight, ideation, prototype development.

## Outcome

Since 2012, the activities around Merrion Square have been ongoing, and the area continues to be a bustling hub of activity.

The success of this project created a renewed interest from other organisations, with the City Council providing a free wifi zone, ‘Supper on the Square’ hosting dinners in some of the historic buildings, and an outdoor cinema company screening classic movies in the park.

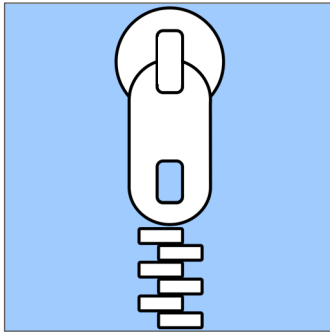


See following page for example activity.

# Example activity Thoughts Unzipped

The below example shows an activity that has been used in the **Acceptance** stage of the training.

13

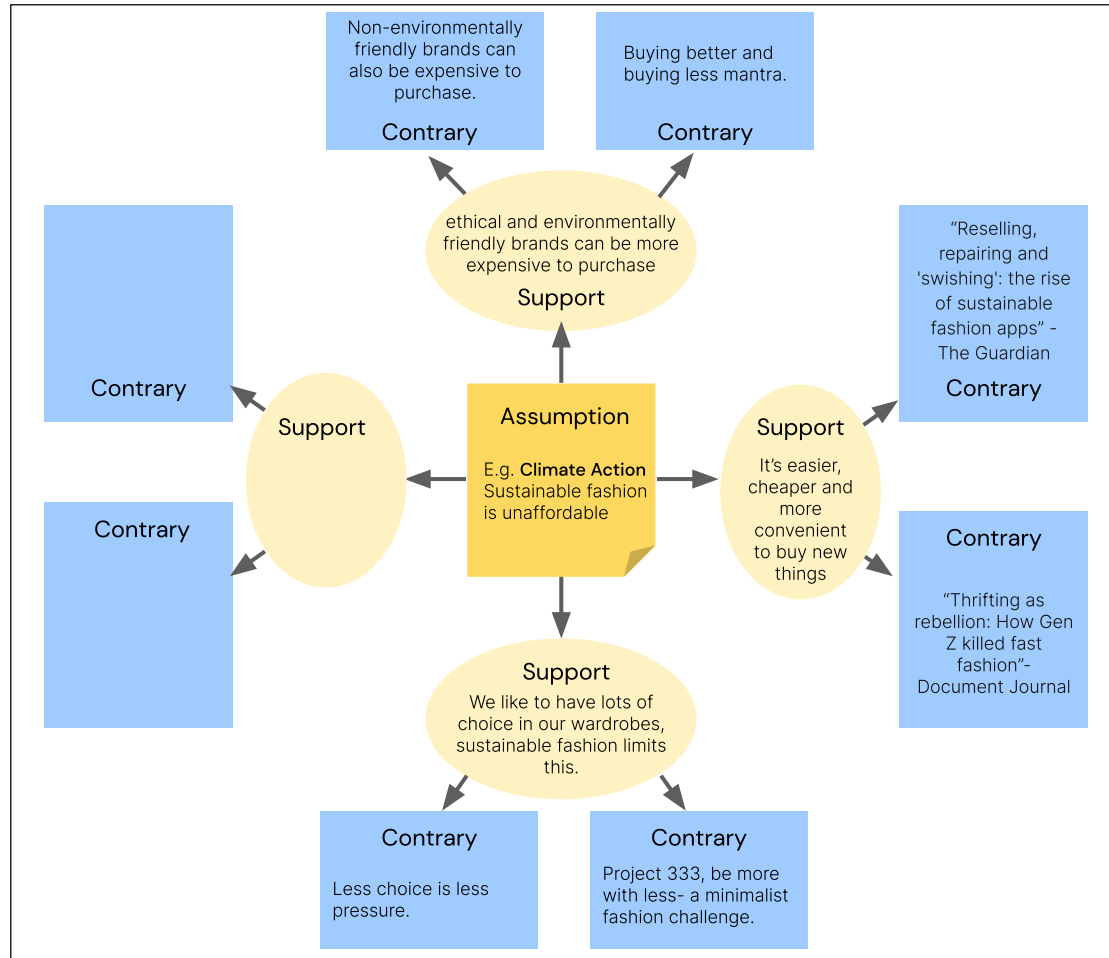


## About

Thoughts Unzipped is about acknowledging that we arrive at training with potentially unverified information about the challenge. This activity is an opportunity to check in on that information and consider which statements are truths and which are perhaps theories.

## Task

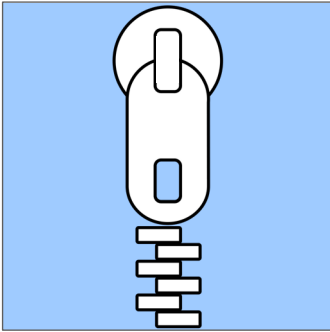
1. In your team, insert your chosen Challenge Assumption in the centre of the diagram opposite.
2. As a team, fill in statements that **support** your presumptions inside the circles.
3. In the squares, consider what information could **contradict** your presumptions.



# Example activity Thoughts Unzipped

**WORKSHEET** Use this empty activity board to practice and try out this stage of Design Thinking.

14

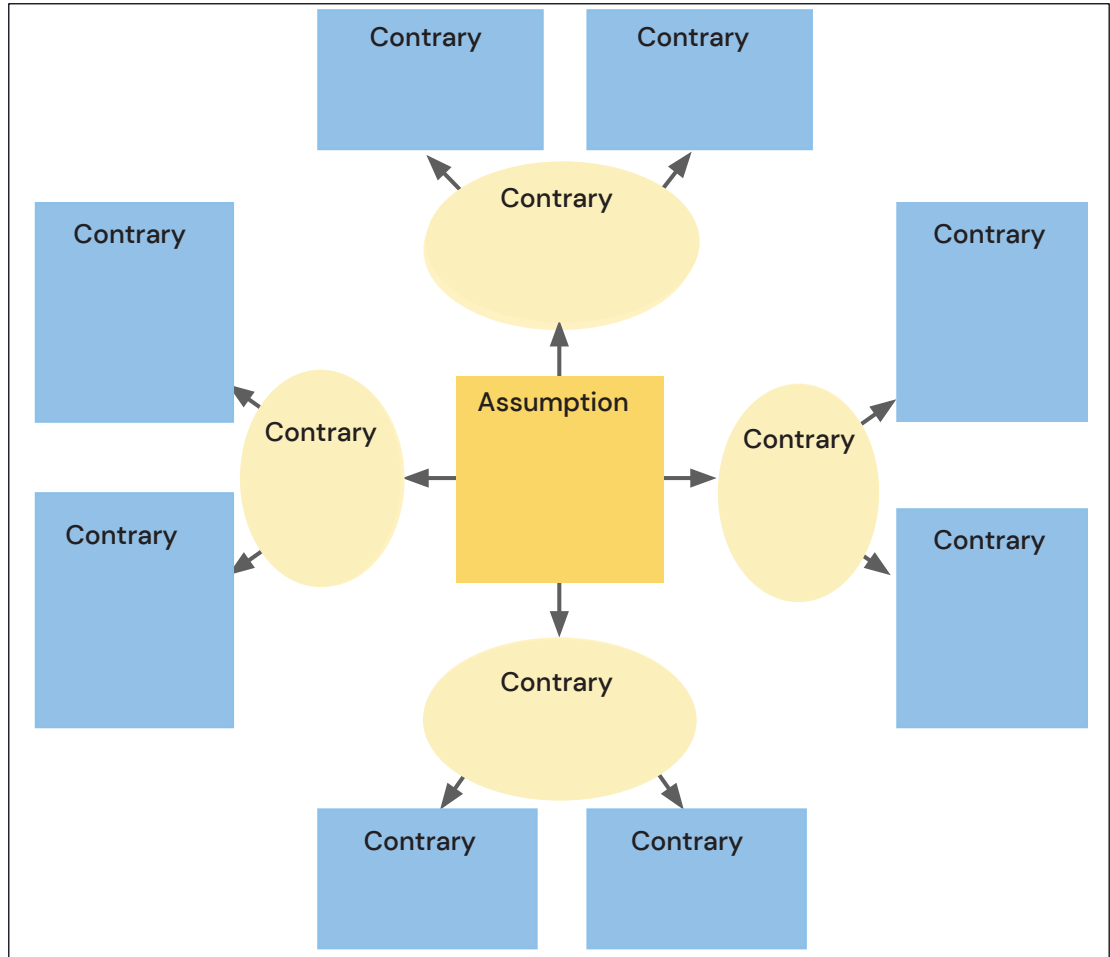


## About

Thoughts Unzipped is about acknowledging that we arrive at training with potentially unverified information about the challenge. This activity is an opportunity to check in on that information and consider which statements are truths and which are perhaps theories.

## Task

1. In your team, insert your chosen Challenge Assumption in the centre of the diagram opposite.
2. As a team, fill in statements that **support** your presumptions inside the circles.
3. In the squares, consider what information could **contradict** your presumptions.



## 02 Acceptance



The process of reflection helps us to develop our understanding more deeply and to make our intuitive knowledge shareable with others.

What three main insights did you learn in this session?

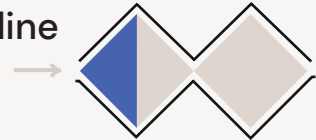
How will these insights help you to move forward?

### Process Principles

Everyone who collaborates has a valid and unique perspective.

### Project Timeline

We are here!



## 03 Empathise



In this stage the team are encouraged to seek out information and opinions by engaging with stakeholders in the community. This is done by conducting secondary and primary user-centred research to understand those that are impacted by the challenge. These research methods allow the team to incorporate and respond to the stakeholders' needs, as the team begin to design community led solutions during the later stages of the course.

### Stage Outputs

Challengers will complete a stakeholder map, a timeline plan, a synthesis of case studies from primary and secondary research and an action plan aimed at gaining insights from the community.

### Core Lessons

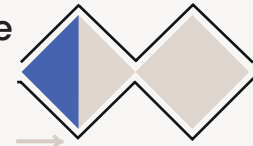
- Identify stakeholders
- Empathy Mapping
- Case study research
- Analysing research
- Planning community engagement

### Process Principle

Set aside your assumptions and listen to the needs of others. See following page for an example.

### Project Timeline

We are here!





# Back to the Future for Town Squares

**“A people-centred approach to the design of these environmental and community resources is rare.”**

## Overview

An extensive project aiming to improve the quality of market squares in Irish towns, looking to the past to provide direction for how we might accommodate change for the future.

Market squares in Ireland historically acted as multi-functional spaces for economic and social activity. They were squares for exchange of goods, but also public spaces for the exchange of ideas, for debate and protests. In modern small town market squares, that list of priorities has changed and their use for community interaction is much more limited.

See following page for example activity.



## Outcome

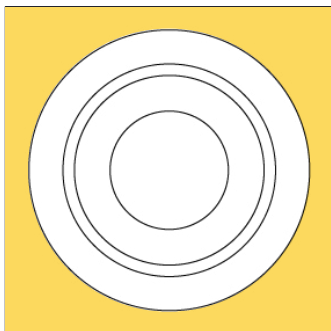
Joined-up thinking helped to create networks and trust through collaborative design processes, opening up **an extended public conversation about the future of their town that is inclusive and open to all.**

“Participatory design processes act as a framework to connect the aspirations of the community to the imagination and innovation of the design professionals and other local actors...This framework offers a route back to ‘a space for opportunity, a democratic space, an unprogrammed and free of uses not yet conceived’ space.”

# Example Activity Project Community

The below example shows an activity that has been used in the **Empathise** stage of the training.

18

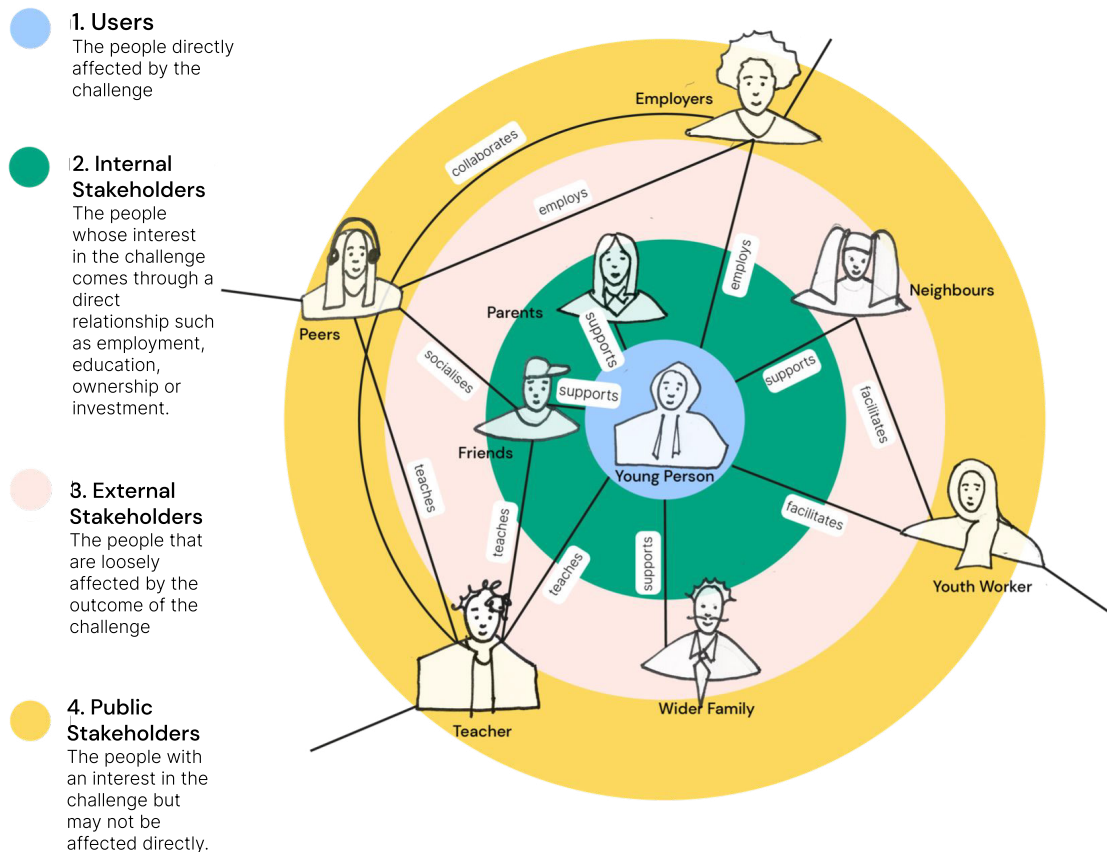


## About

Stakeholder maps clarify the connections between different groups, identifying and reflecting upon the interests and power structures that exist in a community.

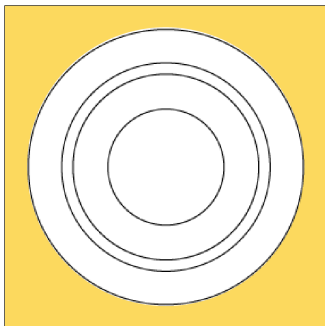
## Task

1. Position each stakeholder in one of the coloured bands within the circle, using the key to guide your choices.
2. Draw links between the stakeholders and identify what the connections are by annotating and labelling these lines. Try to consider whether the connection is supportive and the strength of this relationship, and what type of information might ordinarily be shared.



# Example Activity Project Community

19



## About

Stakeholder maps clarify the connections between different groups, identifying and reflecting upon the interests and power structures that exist in a community.

## Task

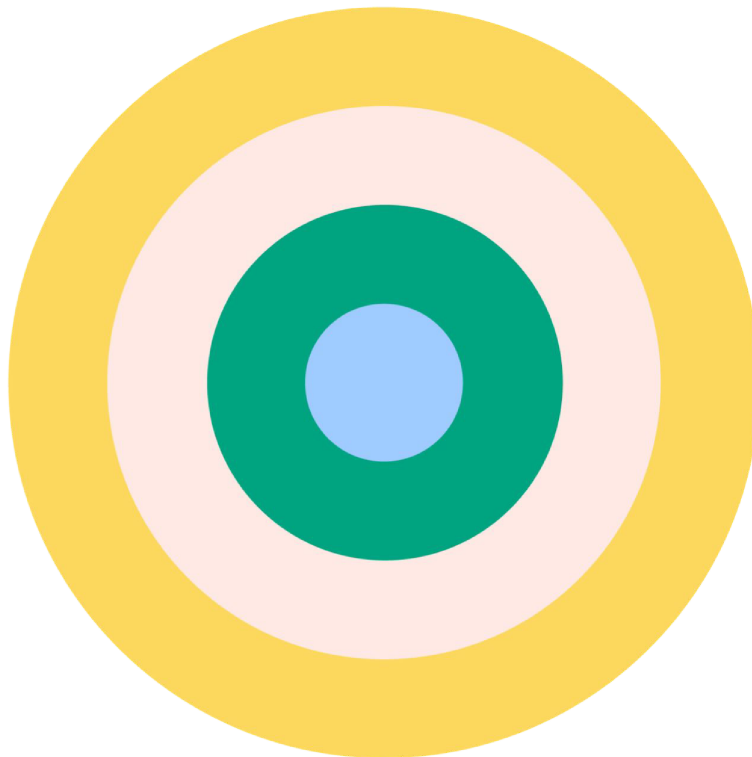
1. Position each stakeholder in one of the coloured bands within the circle, using the key to guide your choices.
2. Draw links between the stakeholders and identify what the connections are by annotating and labelling these lines. Try to consider whether the connection is supportive and the strength of this relationship, and what type of information might ordinarily be shared.

**1. Users**  
The people directly affected by the challenge

**2. Internal Stakeholders**  
The people whose interest in the challenge comes through a direct relationship such as employment, education, ownership or investment.

**3. External Stakeholders**  
The people that are loosely affected by the outcome of the challenge

**4. Public Stakeholders**  
The people with an interest in the challenge but may not be affected directly.



## 03 Empathise



The process of reflection helps us to develop our understanding more deeply and to make our intuitive knowledge shareable with others.

**What three main insights did you learn in this session?**

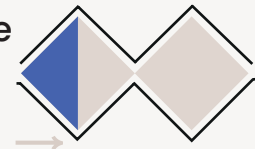
**How will these insights help you to move forward?**

### Process Principles

Set aside your assumptions and listen to the needs of others / Walk in the shoes of another.

### Project Timeline

We are here!



## 04 Define



Using the collected information from the Empathise stage, the team will define a brief. The brief will set the direction and parameters for the group, to start developing ideas and proposals in the next stages. They should keep referring back to the findings and insights from the Empathise stage. The brief will frame the potential opportunities for tackling the challenge, and provide a direction to move forward.

### Stage Outputs

Challengers can distil information by affinity mapping, persona creation and future casting in order to tackle future challenges.

Focus the challenge in response to human-centred insights.

### Core Lessons

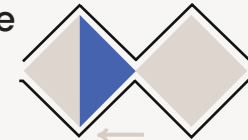
- Persona creation
- Affinity mapping
- Selecting the right challenge
- Writing a brief

### Process Principle

Solve the right problem; solve the problem right!  
see following page for an example.

### Project Timeline

We are here!



## Case Study 04 / Define

# Waste Search Tool

“Welcome to **MyWaste**, Ireland’s official guide to managing your waste.”

## Overview

This BETA project explores the way people deal with their waste, in the hope of simplifying the process.

The participants conducted research and discovered the following insights

- People were not aware of where to take waste.
- People did not know the correct terms to find the correct information.
- Information typically comes in long lists with vague descriptions that can be difficult to follow.

See following page for example activity.



## Outcome

The team wanted to create a simple search tool for people to easily find out how they can dispose of their waste.

They created an initial prototype tool which has evolved into a functional website. The idea is that someone can enter their address, and it will tell them everything that they need to know in a very simple way.

Dublin City Council BETA worked with a number of volunteers who predominantly created this tool.

## What do I do with....?

Your guide to disposing about just about anything

No matter how you are disposing of your waste be sure to use an authorised collector or site

consult our A to Z page →



# Example Activity Personas

The below example shows an activity that has been used in the [Define](#) stage of the training.

23




## About

Creating an engaging persona helps you to empathise with the numerous users affected by your challenge. This activity is about imagining a fictional character who could represent someone on your stakeholder map, who is a member of your community. You will refer back to this persona when you progress through the design thinking stages. The example persona on the right represents someone hoping to become a Challenger in Innovating Communities.

## Task

1. Fill out the table to create a persona.
2. Visualise your persona using images, collage, or drawings to illustrate their character.

Visualise your Persona	Name & Age	Occupation
	Roisin Kelly, aged 33	Social worker who tries to create opportunities for young people from disadvantaged backgrounds.
	Backstory	Dreams
	From County Donegal. She has already been involved in setting up a local centre where they can come to chat, gather and play- she hopes it serves as a safe space to be themselves. Roisin's interest in helping young people stems from her own experience as a young person in the care system. She is a mother of two; she has one boy aged 9 called James, and a girl aged 6 called Clara. Her partner works offshore and is often working away from home.	She wishes that she could set up something that will equip young people with hands on skills. Roisin thinks this could take the form of a tinkering shed, a community garden or a technical lab, but can't decide which idea to go with because she recognises that young people's interests are so diverse. She hopes that the youth of tomorrow will have more opportunities and stability in their lives than how she felt growing up.
	Hobbies	Challenges
	Roisin is handy with DIY because it is a skill she learnt from her foster brother whom she has a close relationship with. She likes to work on creative projects with her children on the weekends doing activities like painting and building toys.	Roisin thinks her idea could take the form of a tinkering shed, a community garden or a technical lab. Joining Innovating Communities provides her with the opportunity to share her thoughts and make the dream tangible. She has never heard of Design Thinking and is intrigued to know more.



About

Creating an engaging persona helps you to empathise with the numerous users affected by your challenge. This activity is about imagining a fictional character who could represent someone on your stakeholder map, who is a member of your community. You will refer back to this persona when you progress through the design thinking stages. The example persona on the right represents someone hoping to become a Challenger in Innovating Communities.

Task

1. Fill out the table to create a persona.
2. Visualise your persona using images, collage, or drawings to illustrate their character.

Visualise your Persona	Name & Age	Occupation
	Backstory	Dreams
	Hobbies	Challenges



## 04 Define



The process of reflection helps us to develop our understanding more deeply and to make our intuitive knowledge shareable with others.

How will these insights help you to move forward?

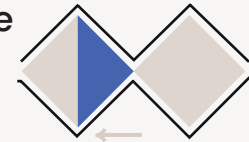
What three main insights did you learn in this session?

### Process Principle

Solve the right problem; solve the problem right!

### Project Timeline

We are here!



# 05 Ideate



Now that the challenge is defined, the team is ready to generate an abundance of ideas - there are no bad ideas at this stage, as limitations shouldn't be considered! The Ideate phase will keep the focus on those affected by the challenge by referring back to the outputs and information gathered in the Empathise stage. The techniques demonstrated in this phase will guide the team to think outside the box and stimulate a broader understanding of the project.

## Stage Outputs

Challengers will generate a range of creative and innovative ideas. Each idea will be considered, and relevant ideas will be brought together. Ideas with the most traction will be selected for testing at the next stage.

## Core Lessons

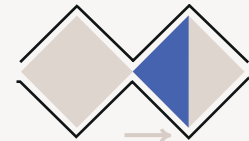
- Generating ideas
- Storyboarding
- Moodboard making
- Filtering ideas for testing

## Process Principle

Sometimes the best ideas come from the most unassuming places. See following page for an example.

## Project Timeline

We are here!



# V&A Community Garden



**“It’s through those first steps (of Design Thinking) that people can start to shape – and ultimately change – their own environment.”**



## Overview

The V&A Dundee Community Garden project is an innovative example of creative co-design that involved the local community in a piece of design work that will ultimately benefit their overall wellbeing.

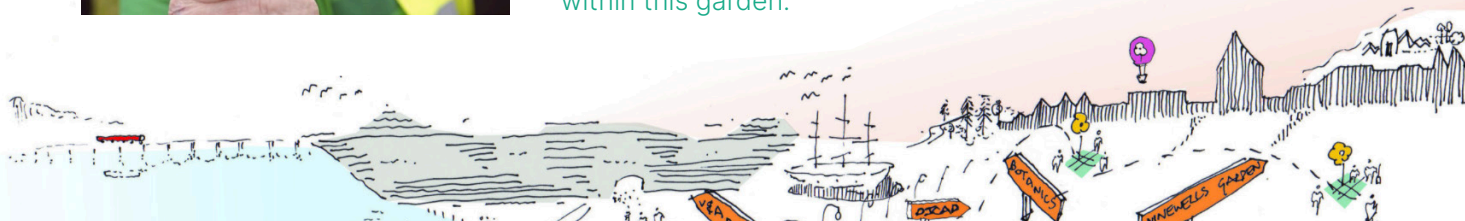
The co-design team visited the site and recorded their initial responses to it, both through photography and through sketching.

The concept was ‘the people’s potting shed for a creative city - a place you can go to escape. **It was really important for the co-designers to realise their dreams within this garden.**

## Outcome

Participants gained confidence through generating ideas and taking part in the process.

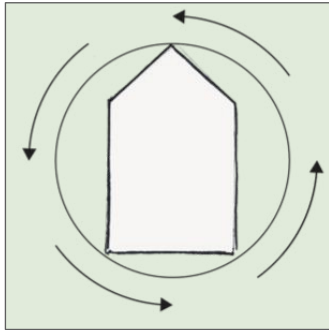
For people living with a range of different health and wellbeing issues, gardening is a great way of getting people outside, socialising and engaging in their local community. The garden is used for community workshops, design activities, but ultimately it’s a space where all members of the public can come and enjoy and experience co-design.



# Example Activity SCAMPER

The below example shows an activity that has been used in the **Ideate** stage of the training.

28

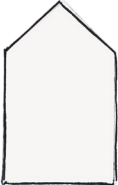



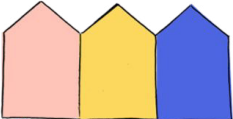
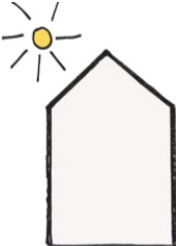
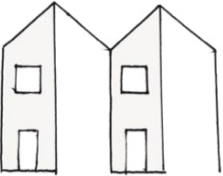



## About

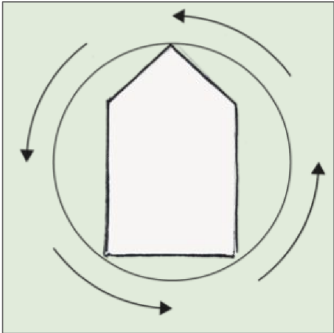
With SCAMPER, you can maximise and stretch your imagination to the limit. SCAMPER is a checklist for producing original and creative ideas, and an acronym for Substitute, Combine, Adapt, Modify, Put to Other Uses, Eliminate and Rearrange.

## Task

In your groups, take a few ideas forward from the idea generation activities and transform your service, space or product using SCAMPER as a prompt.

Original Idea	Substitute	Combine	Adapt
 <p>Utilising abandoned buildings to increase rural attractiveness.</p>	 <p>To use traditional methods and local / recyclable materials to refurbish built heritage, while training the community in new skills.</p>	 <p>Combine the man-made with the natural e.g to create indoor winter gardens.</p>	 <p>Spaces that can change location.</p>
Modify	Put to Other Uses	Eliminate	Rearrange
 <p>To inject colour and vibrancy with the creation of community murals!</p>	 <p>Reconfigure buildings with solar panels to harnesses energy to power community events.</p>	 <p>Eliminate half the buildings to make into homes, making homes more affordable.</p>	 <p>Turn abandoned buildings inside out to inspire an outdoor community kitchen, an outdoor living room (and an indoor garden!)</p>

# Example Activity SCAMPER



## About

With SCAMPER, you can maximise and stretch your imagination to the limit. SCAMPER is a checklist for producing original and creative ideas, and an acronym for Substitute, Combine, Adapt, Modify, Put to Other Uses, Eliminate and Rearrange.

## Task

In your groups, take a few ideas forward from the idea generation activities and transform your service, space or product using SCAMPER as a prompt.

Original Idea	Substitute	Combine	Adapt
Modify	Put to Other Uses	Eliminate	Rearrange

## 05 Ideate



The process of reflection helps us to develop our understanding more deeply and to make our intuitive knowledge shareable with others.

What three main insights did you learn in this session?

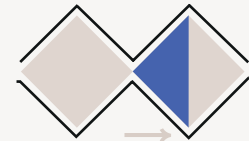
How will these insights help you to move forward?

### Process Principle

Sometimes the best ideas come from the most unassuming places.

### Project Timeline

We are here!



# 06 Test



Taking some of the key developments forward from the Ideation stage, the Team will begin to test some of their ideas. A series of low fidelity prototypes encourages quick decision making and stimulating discussions adopting the 'love it, change it, or leave it' approach. Testing their prototypes with potential users is essential to gain feedback on their project thus far.

## Stage Outputs

Challengers will iterate chosen prototypes as well as creating an action plan to bring said prototypes to the community.

Experimenting with continuous evolving processes.

## Core Lessons

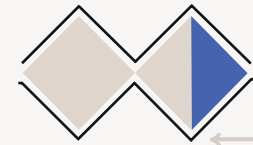
- Prototyping
- Community testing
- Role-play
- Capturing feedback

## Process Principle

Prototype and fail, early and often.  
See following page for example activity

## Project Timeline

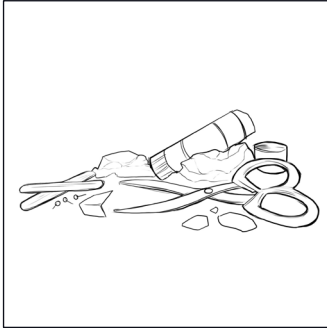
We are here!



# Example Activity Products

The below example shows an activity that has been used in the **Test** stage of the training.

32





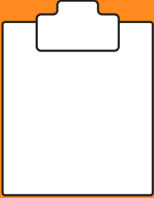


## About

If you aim to create a product or space, use low quality materials to develop concepts quickly. In Design Thinking, we often say 'think by making'. Consider whether you should make oversized or small versions of your idea first.

## Task

1. Complete the table in your teams
2. Construct your prototypes
3. Collect observations/feedback from team or public
4. Repeat the process to develop the prototype

				
What idea are you prototyping?	What are the tangible touchpoints?	How does this benefit your users?	What materials will you use?	How will you record your feedback?
<b>Idea 1</b> Example To create interactions with street objects around the town to celebrate local history and memoirs.	Example Polaroid frames dotted in the streets visually mark and capture a story, and a QR you can scan to listen to story recordings.	Example Allows locals to view their own town through a new lens and reconnect with their local history whilst tourists gain new insights to their visit.	Example For the first prototype, we will use large sheets of cardboard to create an oversized polaroid frame, with one available recording to test the idea.	Example People are invited to leave feedback on the polaroid frame itself and use the project hashtag to bring the conversation online.
<b>Idea 2</b>				
<b>Idea 3</b>				





## “A town centre that belongs to us.”

### Overview 06 / Test + Materialise

Huntly is a rural market town in the north east of Scotland with 5,000 people. The town centre had experienced a decade long decline of commercial businesses that once formed the key identity of the town.

A programme of workshops focused on assisting participants from local organisations and the wider community using the Design Thinking process.

Participants developed people-focused ideas that became potential solutions to local challenges. The community gained access to a number of vacant buildings on the town's main square. *After several pop-up events in two of the buildings, they negotiated a six month rent contract with a former bank branch.*

### Outcome

Based on the success of the pilot, the community secured funding from the Scottish Land Fund to purchase the building for long-term use. In the 2 years following the community received investments from local organisations and gained community ownership of 3 key buildings on the town square.

## 06 Test



The process of reflection helps us to develop our understanding more deeply and to make our intuitive knowledge shareable with others.

**How will these insights help you to move forward?**

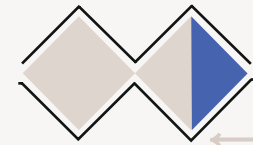
**What three main insights did you learn in this session?**

### Process Principle

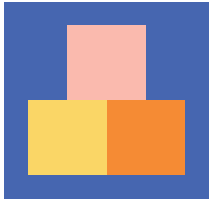
Prototype and fail, early and often /  
Less talking, more do!

### Project Timeline

We are here!



# 07 Materialise



With a developed prototype, the team can start to discuss how to implement their community led solution. The Materialise stage is about applying the learning and methods from the earlier stages, to converge on how the solution can be put into action.

## Stage Outputs

The creation of a cohesive overview and rehearsed presentation of the project will allow for feedback from project stakeholders.

Communicating proposals and ideas.

## Core Lessons

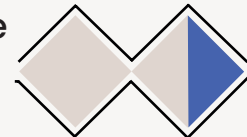
- Collating journey experiences
- Presentation preparation
- Stakeholder feedback gathering

## Process Principle

Being optimistic expands the horizons for opportunity. See following page for example activity.

## Project Timeline

We are here!

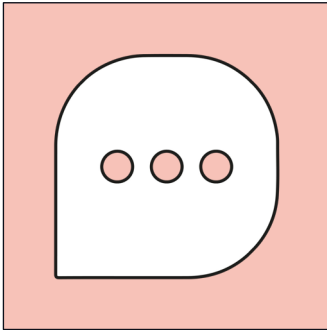


35

# Example Activity Present

The below example shows an activity that has been used in the [Materialise](#) stage of the training.

36



## About

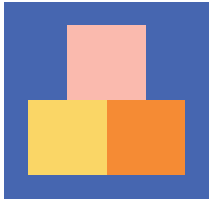
By presenting your project journey to a focus group that represents your project community, there is an opportunity to reflect on all of your achievements, learnings, and idea developments - and to share it with the public!

## Task

The speech boxes act as prompts to help you pull all aspects of your project journey together. Use these prompts to construct a loose transcript to present to your focus group.

<p>Can you explain your Innovation project?</p>	<p>What does your innovation project achieve?</p>	<p>Describe your Project Journey</p>
<p>What are your key insights?</p>	<p>How has design thinking helped solve the challenge?</p>	<p>What are your next steps?</p>

## 07 Materialise



The process of reflection helps us to develop our understanding more deeply and to make our intuitive knowledge shareable with others.

What three main insights did you learn in this session?

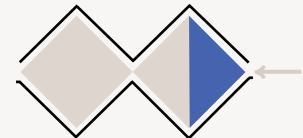
How will these insights help you to move forward?

### Process Principle

Being optimistic expands the horizons for opportunity.

### Project Timeline

We are here!



# 08 Next Steps



The last stage encourages reflection on the process and allows teams to consider how they might use Design Thinking in future projects. Challengers should be empowered to use the skills and experiences that they have gained, to put into practice plans and solutions that have been developed during the course

## Stage Outputs

Challengers come to an agreement regarding how to take their community led design solutions further.

Gaining a deeper perspective on our own role in the design process.

## Core Lessons

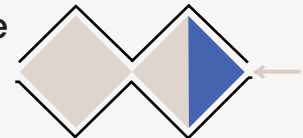
- Action plan creation
- Reflection of the process
- Reviewing the next steps

## Process Principle

Small innovations are the foundations of greater social change.

## Project Timeline

We are here!



# What It Asks From You

## Challenger Commitments

### Attend and Participate

As a challenger, you will be expected to attend and participate in the weekly group training sessions, which will last 2 hours.

### One to One Sessions

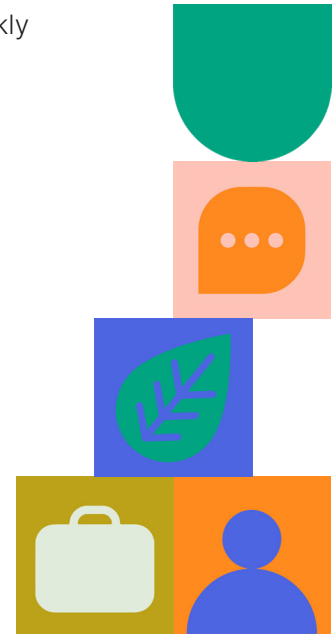
One to One mentoring sessions are available to challengers, in between training sessions, to help develop or clarify content to support your journey.

### Independent Activity

Beyond the weekly sessions, you should dedicate 1-2 hours of time to allow for some self-led research or activities, and to look at video material and articles provided by the trainer, that relate to the course.

### User Research

At certain points in the course, the team will engage directly with their community and potential users to gather insights that will shape their community led design solution.



# Reflections your thoughts

40

What are your 3  
biggest takeaways  
from the project?

What are your  
hopes for  
Innovating  
Communities?

Do you have any fears  
about Innovating  
Communities?

What does  
Design  
Thinking mean  
to you?

What would you like  
to investigate further?



# Designing Our Future

Connecting rural communities through shared challenges and opportunities will give strength in numbers and build leverage to secure investment and development. It can build networks of thinking by bringing together people of every background in their local area to understand what they share and what they can improve. By focusing on overcoming issues collaboratively and working through a set process, people can fully understand what solutions will work best for everyone.

Design Thinking is used by the most successful companies in the world including Apple, Netflix and Google. Their use of these processes has ensured their success by continually evolving their offer to suit the needs of their customers. Communities can take these processes and make them their own - not working to the aim of securing customers or profit; but to improve the lives of everyone within the community.



# Who Is Involved?

Icecream architecture are leading the Training Team for Innovating Communities. Icecream have 10 years experience in delivering citizen-led, community development projects and the creation of design-led training. The team have led a range of strategic projects that enable, encourage and enhance public participation in local challenges. Icecream will be supported by 37 local co-trainers who are volunteering their time to support active Challengers. [www.icecreamarchitecture.com](http://www.icecreamarchitecture.com)



The European Agricultural Fund  
for Rural Development: Europe  
investing in rural areas



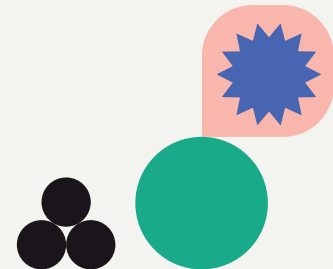
Rialtas  
na hÉireann  
Government  
of Ireland

Funded by the Department of Rural and Community Development

Tionscadal Éireann  
Project Ireland  
**2040**

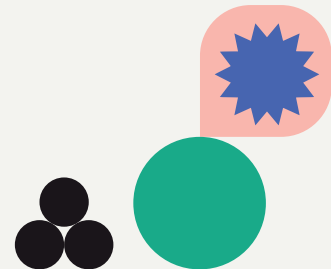
## Space for Notes and Reflection:

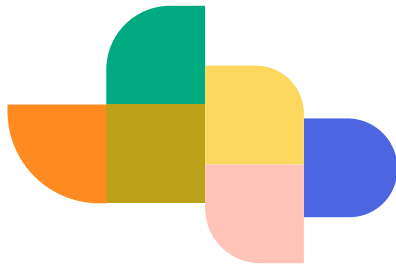
Make use of this space to gather your thoughts and ideas on [design thinking](#) and the training course



## Space for Notes and Reflection:

Make use of this space to gather your thoughts and ideas on [design thinking](#) and the training course





# Innovating Communities