Welcome to the Verke Innobox.

The idea for the Verke Innobox came to life at a seminar where Adobe presented its own innovation box, the Kickbox. However, this was not directly applicable to Finnish youth work, so we decided to develop our own version. We hope as many people as possible working with young people will adopt this Innobox as a tool. The Innobox enables new things to be developed or old ones to be improved. So take up the challenge and create something new – perhaps something amazing!

The original, Finnish version is an actual product, i.e. a nicely packaged and printed box. Hence this document also refers to things that are "in the box" – we have tried to include all of the relevant content in this document as well.

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Innobox cards

Section 1

Section 2

Section 3

Section 4

Section 5

Section 6

Schedule

The aim is not to rush through the Innobox or even to do it on consecutive days. Instead, the purpose is to concentrate and delve into the tasks and, thereby, work on the innovation process. Note that all times are estimates.

Section 1

Purpose Orientation and familiarisation with the background material

Time Approximately 4 hours

Completion Independently

Note This section can be completed independently.

Sections 2 and 3

Purpose Warming up the brain and developing the first idea

Time Approximately 4 hours

Completion Independently or in a group

Note It is advisable to complete sections 2 and 3 at the same time.

Sections 4 and 5

Purpose Refining and modifying an idea

Time Approximately 4 hours

Completion Independently or in a group

Note It is advisable to complete sections 4 and 5 at the same time.

Section 6

Purpose Testing and finalising an idea

Time 1–3 days

Completion Independently or in a group

Note It is advisable to allow plenty of time to complete section 6 over several different days.

Section 1

Card 1 // What is the Verke Innobox?

Welcome to the Verke Innobox, a way of developing new things. Innobox is designed for the development of **digital youth work, and it can be deployed alone, with a group or even with the entire working community.

Verke is a centre for expertise in youth work appointed by the Ministry of Education and Culture. Our vision is to provide everyone who works with young people with the opportunity to use digital media and technology as part of their work. We aim to promote welfare, inclusion and equality among young people by means of digital youth work.

** *To put it simply, digital youth work means using or adressing digital media and technology in youth work. Digitality should be understood not only as a medium but as a content, activity and a tool. For more information about Verke, visit www.verke.org.*

Section 1

Card 2 // What is the Verke Innobox?

The purpose of Innobox is to provide support and assistance when it becomes necessary to develop operations and create something new. You may find the material useful when you want to:

- revamp clubs, camps or small group activities;
- create new operating models for using digital games;
- modernise the internal communications in the working community;
- modernise customer communications;
- develop operations intended for young people;
- make preparations for future digital developments;
- do something good for the world;
- obtain new ideas to form the basis of strategy work.

The tasks in this box will enable you to develop new operating methods, procedures or services for youth work. As this is a Verke box, the ideas primarily focus on digitality or related matters.

The Innobox can be used alone, in a group or even with the entire working community. The most important thing is the desire to do youth work better.

Section 1

Card 3 // Process presentation

It is great that you have taken up this challenge. The purpose of this Innobox is to help you analyse and identify the challenge that you want to address. The challenge will be examined from several perspectives, and, as the process moves forward, it may even change. However, the outcome is a finished concept.

Some of the task cards state whether they are intended to be completed alone or in a group.

You will need to set aside time to work on the Innobox, ranging from one day to several days*. Innoboxes are not intended to be completed in one go; it is advisable to take breaks between tasks to allow thoughts and ideas to mature. In addition, external help may be needed for some of the tasks, so these will naturally take longer to complete.

In addition to time and enthusiasm, you will need an internet connection. Everything else you need is in the box.

* The time needed to complete the Box is affected by the number of participants and the composition of the group.

Section 1

Card 4 // Instructions

If you have a large group of people around the Innobox, you can choose a team leader to take care of task instructions and timing. No need to worry – the team leader will also have time to participate in the tasks with everybody else.

While you are working on the Innobox, it is a good idea to silence your phones and emails. You will need the internet for some of the tasks, so keep your devices on you. Working with the Innobox requires creativity, so try to focus solely on this.

You will also need the following in addition to the items in the Innobox:

- A4 paper
- Felt-tip pens
- Other types of pen
- Flipchart paper
- Food and drink
- A clock
- A creative mindset and stress-free time

Section 1

Card 5 // Your organisation's activities

When developing new things, it is important to take into consideration the organisation's existing objectives and policies that form the foundation on which to build. It is also possible to identify areas for development in existing policies or strategies. The Innobox is also suitable for the type of work where the participants are aware of clear problems and are aiming to solve them. The Innobox can be used to develop tangible services or functions, but it is equally useful for creating new strategies.

If you aim to create new operations rather than reforming strategy or policies, you should keep your operational policies in mind. There is no need to make something new if it is in major conflict with the existing policies. However good a new idea may be, it can be very difficult to implement it into practical work if it does not lean on any policies or strategies.

For this reason, the following exercise focuses on identifying the objectives of your organisation and considering wider policies.

Section 1

Card 6 // Strategy and instructions

The names of the documents referred to in the tasks may vary depending on the organisation. The aim is to identify and become as familiar as possible with the documents that guide your work and sector.

Reading

- Familiarise yourself with the action plan, strategy or other corresponding documents from your unit (youth services, etc.).
- Familiarise yourself with the entire organisation's strategy or other documents that materially guide or affect your operations regionally or nationally.

Individual task (exercise book, task 1)

- From the top-level strategy, pick one thing that you consider important and that you think should have more direction or effort in your work. At this stage, it is worth thinking about an aspect of your work that has not received enough attention. Note your observations in the exercise book.
- Examine your action plan/strategy or other guiding documents. Pick out two things that you think require greater attention. Note these observations in the exercise book.
- You will come back to these answers at a later stage in the work.

Time

60–120 minutes

Section 1

Card 7 // A changing world

The world is changing rapidly and the change will affect young people in ways that we are not yet even able to guess. To provide meaningful and functional services for young people in the future, youth work must keep pace with development.

One way of perceiving the changing world is to analyse it through Sitra's megatrends. When considering the future, it is important to be able to perceive large entities and think about how they will affect youth work and other matters. Sitra's megatrends examine the work from angles including work and livelihoods, democracy and inclusion, and growth and progress.

Familiarise yourself with Sitra's megatrends and answer these three questions in your exercise book (task 2)

- In your opinion, which is the most significant megatrend?
- How do you think it will affect young people?
- How do you think it will affect your work?

Time

30-60 minutes

Read more / megatrends available for download at:

https://www.sitra.fi/en/topics/megatrends/

Section 1

Card 8 // Technological development

The main focus of Verke's Innobox is developing innovations that exploit digitalisation or technology. However, your idea does not necessarily need to be technological; the important thing is that it helps to achieve the objectives of youth work. Later on, the exercises in the Innobox will invite you to analyse how the idea looks as a purely digital idea or as an idea that has had all of the digital elements removed.

It is also good to be aware of what takes place outside youth work. Technology is developing rapidly, and new apps, technologies and services are being released around the world every day; these will affect the day-to-day lives of many people.

Section 1

Card 9 // Technological development

Familiarise yourself with the technology news and other similar sources. Concentrate on reading news about new inventions, innovations and services. Find out how things are done outside your own country. You can begin exploring from a list of links on a newsletter or a technology news website.

- Take a look at the offerings of five different websites.
- In the exercise book (task 3), list five observations that you find interesting. They may be apps, technologies or other related things.
- Choose one major technological change and think about how it will affect your work in the future.
- Briefly consider what type of digital competencies young people will need in five years' time.

Write down all of your answers in the exercise book.

Time

60–90 minutes

At this stage, you can take a break and move onto section 2 on a different day.

Section 2

Card 1 // What are warm-up exercises needed for?

The purpose of the following exercises is to warm up the mind and brain. If you begin brainstorming without warming up, there is a danger that your ideas will be too familiar and boring. Indeed, the best ideas are sometimes born of crazy thoughts that can be altered to create the perfect project.

Some people use music to get into a creative mindset, others may prefer a different form of cultural expression, while some may stir their creativity by taking a walk in natural surroundings.

We have compiled 10 activities intended to inspire thinking. You should approach all of the exercises in this package with an open mind. The purpose of the exercises is to lead you away from conventional, customary thinking and into a creative mindset.

Section 2

Card 2 // Warm-up exercises

The following cards include a wide variety of exercises, some of which should be done individually and some should be done in a group. Remember that all of the exercises can always be adapted. At this stage, it worth considering all of the new ideas as *bad ideas*. In later exercises, we will improve these *bad ideas*.

→ When you have completed the warm-up exercises, go to section 3.

Task

Select and do three to five of the following tasks.

- Exercise 1   New uses   **Card 3**
- Exercise 2   World peace **Card 4**
- Exercise 3   Supplementation   **Card 5**
- Exercise 4   Drawing   **Card 6**
- Exercise 5   Dream map   **Card 7**
- Exercise 6   Dinosaur   **Card 8**
- Exercise 7   Paper aeroplane   **Card 9**
- Exercise 8   iPad   **Card 10**
- Exercise 9   Combination **Card 11**
- Exercise 10 Something new   **Card 12**

Section 2

Card 3 // Exercise 1 (New uses)

Number of people

Alone or in a group

Equipment

Exercise book, pen, clock

Description

The aim is to invent new uses for familiar objects.

Task (exercise book, task 4)

Invent 20 new uses for paper books, and write them all down. If you are doing the exercise in a group, choose a scribe for the group.

Time

5 minutes

Section 2

Card 4 // Exercise 2 (World peace)

Number of people

Alone or in a group

Equipment

Exercise book, pen, clock

Description

The aim is to think about how different objects could be used to bring about world peace.

Task (exercise book, task 5)

Look around you for a moment. Which objects are nearby?

Pick three and think about how these objects could be used to bring about world peace. Write down the name of the object along with a brief description of how it can be used to bring peace to the world.

Time

6 minutes

Section 2

Card 5 // Exercise 3 (Supplementation)

Number of people

Alone

Equipment

Exercise book, pen, clock

Description

This is an empty circle mystery. The aim is to think up new content for as many circles as possible in the given time.

Task (exercise book, task 6)

The basis for the exercise is in the exercise book. Draw, write or otherwise mark something in as many of the circles as possible. For example, you could choose to turn the circle into a football, a clock or something similar.

Time

5 minutes

Section 2

Card 6 // Exercise 4 (Drawing)

Number of people

Alone

Equipment

Computer, phone or tablet. Exercise book, pen, clock.

Description

The aim is to learn a new skill quickly.

Task (exercise book, task 7)

Search for "Learn to draw a cat" on YouTube. Choose one of the first videos on the list with a duration of less than 5 minutes. Follow the instructions in the video and try to do the drawing in less than 20 minutes. Draw your final version of a cat in the exercise book. You have now learned to draw a cat.

Time

30 minutes

Section 2

Card 7 // Exercise 5 (Dream map)

Number of people

Alone

Equipment

Flipchart paper or another large piece of paper, felt-tip pens, old newspapers/magazines, glue, scissors OR computer

Description

This exercise involves building a dream map of a perfect world. The purpose of the exercise is to visualise.

Task

The exercise can be done either entirely on paper or, alternatively, using a computer. If you do the exercise on paper, try to find newspapers/magazines with as many images as possible. Make sure you have scissors, glue and card or a large piece of paper nearby. The aim is to cut and stick or draw things that represent a perfect world. You can also do this exercise on a computer with the help of websites such as the following.

http://www.gomoodboard.com

www.canva.com

www.pinterest.com

Time

30 minutes

Section 2

Card 8 // Exercise 6 (Dinosaur)

Number of people

Alone

Equipment

Exercise book, pen, clock.

Description

The aim of this exercise is to think about how you formulate opinions.

Task (exercise book, task 8)

What comes to mind when you think about dinosaurs? Write your thoughts about dinosaurs in the grid in the exercise book: what would you like to say to them? How do you feel about them? What would you do with a dinosaur?

Time

8 minutes

Section 2

Card 9 // Exercise 7 (Paper aeroplane)

Number of people

Group

Equipment

A4 paper (as many sheets as there are groups)

Description

The aim of the exercise is to find out how the group members go about building a paper aeroplane by working together.

Task

Jointly make one paper aeroplane for the group.

The group members are only allowed to use their weaker hands (right-handed people use their left hands and vice-versa).

You have five minutes to make the paper aeroplane.

When the time is up and the paper aeroplanes are finished, everybody should stand on the same line and take it in terms to throw using their weaker hands. The winning group is the one whose paper aeroplane flies furthest.

Time

10 minutes

Section 2

Card 10 // Exercise 8 (iPad)

Number of people

Group

Equipment

Exercise book, pen, clock

Description

This exercise will awaken your creativity.

Task (exercise book, task 9)

The task is to invent various uses for an iPad without a screen.

What would your group use an iPad for if the screen did not work? Write down as many ideas as possible in the exercise book and prepare to present the best one to the others when the time is up.

Time

5 minutes + 5 minutes

Section 2

Card 11 // Exercise 9 (Combination)

Number of people

Group

Equipment

Exercise book, pen, clock

Description

This exercise will awaken your creativity.

In this exercise, the task is to combine two different objects and come up with as many new uses as possible for the combination. At the end, the best idea for both pairs of objects will be selected.

Task (exercise book, task 10)

This exercise is done in pairs or small groups. Prepare to present the best ideas to the other groups when the time is up. You have five minutes to complete the exercise. You can write down your answers in the exercise book.

Time

10 minutes

Section 2

Card 12 // Exercise 10 (Something new)

Number of people

Alone or in a group

Equipment

Pen and exercise book

Description

This exercise involves creating new services.

Task (task sheet 1 – combination)

The task is to take Post-It notes and write down as many things that come to mind on each theme, and then stick the Post-It notes in the correct places on the grids on task sheet 1 (combination) in the boxes.

Write human-related things (sleep, affection, exercise, nutrition, etc.) on the Post-It notes for the "Human" section.

Write technology-related things (computer, website, chat, console, etc.) on the Post-It notes for the "Technology" section.

Write society-related things (bank, school, swimming pool, money, etc.) on the Post-It notes for the "Society" section.

When you have stuck the Post-It notes, pick one from each section (Human, Technology, Society) at random and stick them in a row in the "Combination" section. Then invent a new service or innovation based on the words.

Card 1 // Background

The best ideas are not necessarily great innovations – they can mean doing old things differently. To innovate, it is important 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. In addition, we will also 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.

Section 3

Card 2 // Background

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 important for you to achieve change and what motivates you to be innovative with this Innobox.
- Also, write down your targets for innovation.

Section 3

Card 3 // Problem analysis – young person

The task in this exercise is to list as many problems faced by young people as possible, problems 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 may actually 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 problems 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 important that the problems are primarily related to 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

Section 3

Card 4 // Problem analysis – youth worker

In the previous exercise, we considered problems from the young person's perspective. Now they will be examined from the perspective of youth workers. It is a good idea to examine problems from a wide range of perspectives to do 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 related 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 problems 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 problems should be as concrete as possible.

Time

20 minutes

30

Section 3

Card 5 // Problem-solving – young person

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 problems 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 problems and solutions in the exercise book.

Time

25 minutes

Section 3

Card 6 // Problem-solving – youth worker

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 problems 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 problems and solutions in the exercise book.

Time

25 minutes

Section 3

Card 7 // Problem-solving 2

Note: if you are creating innovations alone, you can skip this card and go straight to card 8.

At this point, it is time to choose one idea to present to the other groups. You can choose an idea from the 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

Section 3

Card 8 // 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 idea. 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

Section 4

Card 1 // Refining ideas

In this section, you will get to share ideas with others. You will hear elevator pitches, evaluate proposals, give scores and select ideas for onward development.

It is important to take an open approach to ideas, and also to be willing to give up on your own ideas and contribute your expertise to developing other people's ideas.

- If you are being guided by a facilitator, go to card 2 in this section.
- If you are working as an independent group, continue onto card 3 in this section.
- If you are working alone, go to card 5 in this section.

Section 4

Card 2 // Guided

Every group now has one idea that it is prepared to present. Your idea may be a world-beater but, if you are not able to present it properly, other people may not be interested.

At this stage in the process, it is still possible to switch groups if a different group's idea sounds better. The aim of this exercise is to eliminate some of the ideas and attempt to identify the best group for each participant to join in order to continue innovating.

The procedure for the next phase is as follows:

1. Every group gives its elevator pitch (maximum 90 seconds).
2. Everybody gets to choose a topic that interests them, and it does not need to be the one they have been working on so far.
3. Forming the final groups.

→ When you are ready, go to card 1 in section 5.

Section 4

Card 3 // Independently in a group

Every group now has one idea that it is prepared to present. Your idea may be a world-beater but, if you are not able to present it properly, other people may not be interested. At this stage in the process, it is still possible to switch groups if a different group's idea sounds better. The aim of this exercise is to eliminate some of the ideas and attempt to identify the best group for each participant to join in order to continue innovating.

Hopefully, there will not be too many ideas left after this phase because it needs to be possible to adapt the idea(s). The number depends on the size of your group: if you have fewer than 10 people, it is advisable to have only one idea to work on; if you have 20 people, it is advisable to have no more than two ideas; etc.

See the next card for instructions on how to proceed.

Section 4

Card 4 // Independently in a group

Equipment

Flipchart paper, felt-tip pens, evaluation table

Tools have been created to help you compare and eliminate ideas. Keep in mind that the ideas will be adapted further after this stage. If it feels like none of the ideas are exactly what you want to see, work on an idea that seems interesting on some level. You can also use methods other than the scoring scheme described below for eliminating ideas and forming new groups, if applicable.

1. Every group gives its elevator pitch and attaches its flipchart to the wall. Remember to stop on time (90 seconds).
2. Every person fills in the evaluation table in the Innobox.
3. When the table has been filled in, calculate which ideas got the most points on your table.
4. Then, add together the scores from all of the tables, and rank the ideas by score.
5. Choose the same number of ideas from the ranking as the number of groups.
6. Leave the flipcharts on the wall for the ideas that each participant has chosen as interesting. The groups should be the same size if possible.
7. Now you should have your final group(s), and you can move onto the next phase.

→ When you are ready, go to card 1 in section 5.

Section 4

Card 5 // Alone

Equipment

Evaluation table

The idea at this stage of the Innobox is to limit the number of ideas.

This limitation does not need to be final, as you will be able to evaluate and adapt ideas at later stages. However, it is now important to select one idea to take forward. If you are thinking of a clear idea that you want to develop, you can select that. Alternatively, you could use the scoring chart or some colleagues to help you.

The evaluation table is in the Innobox, and it comes with instructions.

In any case, it may be helpful to hear the opinions of others. Move on to the next card.

Section 4

Card 6 // Alone

Equipment

Evaluation table

So far, you have probably been thinking about your ideas alone. At this stage, it would be good to hear other people's thoughts and opinions. If you have 10 good ideas, you should not set out to present all of them to your colleagues, as they may get frustrated or bored. Choose 2–4 of the best ideas. Prepare and practise giving a brief, concise presentation lasting no longer than 90 seconds per idea. When you are preparing your elevator pitch, take the following into consideration:

- 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?

When you have prepared your elevator pitches, present them to colleagues or to an individual person, or even to the potential target group of the idea.

If you have several ideas, instruct the listener(s) to use the evaluation table, and ask them to score your ideas on the card in the Innobox. Collect the scorecards and calculate which of your ideas received the highest score.

The aim of the next step is to begin refining the winning idea.

Section 5

Card 1 // Modifying the idea

You have already come a long way with your innovation, but the process is not over yet. You have had an idea, but that is not enough. The idea must be reassessed, and you need to consider whether things could be done differently. The first idea that comes to mind is not necessarily the best idea, but you will find out over the next few exercises. We would like to remind you once again to keep an open mind and avoid becoming engrossed or locked into your first idea.

The next few cards contain five exercises that will help you reassess your idea. As you go through these exercises, your original idea may change completely – this is part of the innovation process.

In the next few exercises, scrutinise your idea from several viewpoints.

Section 5

Card 2 // Related ideas

Equipment

Task sheet 2 – Lotus.

Write your idea in the square in the centre. After this, write other ideas that are somehow related to your idea in the surrounding circles. They could be things that come to mind such as certain words related to your idea or anything related to your original idea in one way or another. One sentence is enough. When you have filled in all of the circles, choose one of the circles and write it in the middle of a new task sheet and proceed in the same way. Keep going for as long as you can come up with ideas.

At the end, examine whether any of the new ideas is better than the original or whether any of the ideas brings something new to the original idea.

Time

20–40 minutes

42

Section 5

Card 3 // Resource exercise

Equipment

A4 paper, pens, exercise book

This task involves considering how the idea would change if a tangible resource were removed from it. Your first task is to list which resources are connected to the idea, and then consider how significant they are to your idea. "Resources" are concrete things related to the idea (working time, tools, people, money or similar).

Imagine that your idea is to begin weekly game console tournaments between employees and young people in the youth centre. The resources involved in this idea include young people, an employee, a console, a controller, a youth centre, a sofa, a game, etc. How would your idea change if one of these – for example, the youth worker – were removed? What would the idea be like if it involved the young person's grandparents instead of a youth worker?

Now it is your turn to list the resources and consider how your idea will change.

Task (exercise book, task 18)

- List the tangible resources connected to your idea.
- Select the most critical resource on your list.
- Consider how your idea would change if that resource were removed.
- In the exercise book, write down three new ways to realise your idea if the critical resource is not available.
- If you wish, you could repeat this exercise by removing a different resource.
- Evaluate whether any of the new versions is better than your original idea.

Section 5

Card 4 // Impact

Equipment

Task sheet 3 – Impact.

This exercise involves considering the impact of your idea on young people, either locally or nationally. You will also consider how your idea will impact youth work as a whole. In other words, will your idea have a major impact on all young people or will it only affect the young people in your target group? Will your idea change the way that youth work is done throughout Finland? (In other words, is it replicable?) Or is it only a way for your working community to operate?

Task

- Take task sheet 3 (Impact) out of the Innobox.
- Write down your original idea on a Post-It note.
- Think about your idea and put it in the appropriate place on the sheet.
- Think how your idea would need to change if you put it in a different place on the chart.
- Make three new versions of your idea, so that there is one version in each box in the four fields.

Section 5

Card 5 // Digital or not?

Equipment

Task sheet 4 – Scale.

Now you will evaluate how your idea relates to technology. Is your idea ahead of technological development or could a technological dimension be added to it?

Task

- Take task sheet 4 (scale) out of the Innobox.
- Write down your idea on a Post-It note.
- Place your idea in the appropriate place on the scale according to how much technology is connected to it.
- Then, invent two new versions of your idea. Try to think up things that are as far away from each other as possible on the scale.

Section 5

Card 6 // Wow

Equipment

Task sheet 5 – Wow.

This is the final exercise, and the aim is to examine your selected idea from four different perspectives.

The aim of this exercise is to write down on Post-It notes what is "blah" (dull) about your idea and what is "wow" (jaw-dropping). You may also come up with new features at this stage. In addition, you should consider what could be eliminated from your idea and create version 0.5 – the bare-bones version. Finally, write down what would need to be added to your idea to double its value and significance and create version 2.0.

Task

- Everyone in the group should think of at least one thing to put in each place in the grid.
- Stick your Post-It notes on task sheet 5 (Wow), which is in the Innobox.
- Together, go through the ideas in the grid.
- Consider whether any of these notes will change your original idea.

Section 5

Card 7 // Summary

The idea has now been examined from several different perspectives, and it is finally time to decide on the ultimate form of your idea. The idea that you will work on may have undergone changes in the preceding exercises. Now it is time to decide on your ultimate idea.

Innovation requires a lot of work, and you have already come far, but there is still work to do. The next phases are all about clarifying your idea and testing it in practice. Hopefully, it will also involve making your idea a reality.

Task (exercise book, task 19)

- Look at all the preceding alternatives of your idea and choose the one you are most satisfied with and have the most belief in.
- Write down your idea in the exercise book. One paragraph of text is enough at this stage.
- You could also formulate a name for your idea, but the actual work on this will take place during the next phase.

Section 6

Card 1 // Packaging

Congratulations! You now have one idea to work with until the end of the process. However, you should still think about the idea and see whether you have any new insights into what could be changed or corrected.

The Innobox contains task sheet 6 (canvas), which is intended to help you in this moulding process. Take out the canvas sheet and the Post-It notes, as well as some pens. If you are working in a group, try to have every member of the group come up with one thing about your idea for each place. When everyone has put their Post-It notes on the canvas, go through them and discuss whether anything new was created and should be taken into consideration.

Based on this, write your idea down in the exercise book or on a computer. (Exercise book, task 20)

Card 2 // Prototype

Equipment

Depending on what your idea is, the equipment you need may be card, tape, felt-tip pens, flipchart paper or a computer/phone, scissors, pipe cleaners, Lego bricks, Play-Doh

When you are developing a new service, method or product, it is important to make a prototype that you can test on the users of the idea. Usually, the product continues to evolve during the prototype construction phase, but it is more important to receive feedback on the idea based on the prototype. As such, the prototype should be built on the premise that you can learn about user experiences and receive feedback.

Task

Make your prototype in such a way that the user experience of the product is clearly apparent to a representative of the target group, who can test the product's features.

If your idea is an app, you can make a prototype or draw and cut it out on paper. It is important to prepare a prototype that is as concrete as possible. If your idea is a service desk, make a cardboard one. A more concrete prototype makes it possible to gain more concrete development ideas and feedback.

If your idea is an app, there are tips for creating prototypes online.

Section 6

Card 3 // Testing and modifying

Now the idea and the prototype are ready, it is time to test the product in practice. You can test the product by controlling the test scenario or allowing the tester to operate independently while you observe what he/she does. Think about which option is better for your prototype.

The target group was defined earlier, and now you need to find out the target group's opinions, user experiences and development ideas, and open yourself up to criticism.

Go to the places where young people get together, meet them online, test the idea in practice, ask your colleagues – now is the time to meet the right target group for the idea.

If you are doing the Innobox in a group, it is a good idea to think about the roles before you begin testing: who will present the idea, or will you split up to test in different environments?

Card 4 // Testing and modifying

Compile the feedback and the user experience information. Which questions did your testers have? Were they doubtful about anything? Did they want something more from the idea? What was particularly good?

Think which pieces of feedback can take your idea forward, and modify the content accordingly. When you are developing an idea, keep in mind that it is important to experiment with it at the earliest possible stage and as often as possible. This will make it easier to correct, modify and develop. If you only begin testing once your idea is finished, you risk failing to meet your target group's needs. Read more about the Lean model on the Innobox website. www.verke.org
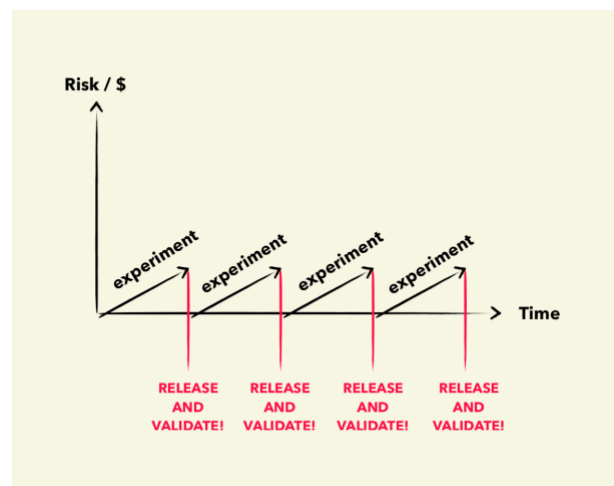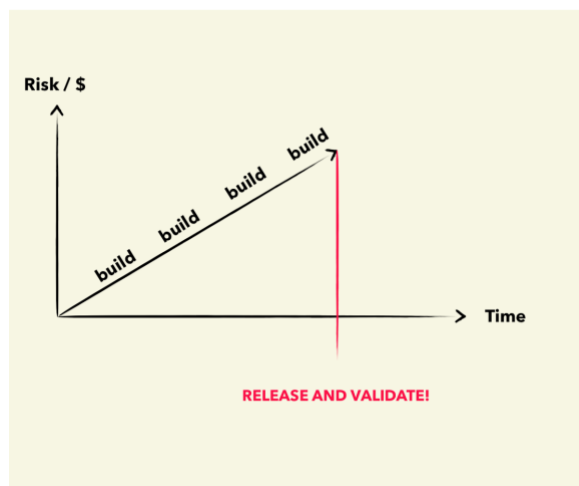
Section 6

Card 5 // Writing up the finished concept

The last step.

You have reached the final stage of the innovation process, and now it is time to package your idea into a concept. This phase will make it easier to put your idea into practice. A concept paper will enable you to present your idea to supervisors, colleagues or potential financiers.

In the previous phases, you wrote your idea on paper, made prototypes and conducted tests. Now bring together everything you have learned, your insights and experiences, and write a final description of the idea. Think about who you are trying to sell the idea to – which person or entity. At this stage, it is advisable to review whether any equivalent activities can be found elsewhere and utilise the experiences gained there to describe your idea.

The next card contains a checklist of things that you should consider including in the final version of your idea.

Section 6

Card 6 // Writing up the finished concept

At this stage, it is advisable to invest time and effort into writing to ensure that your idea is in such a form that anyone could gain an adequate understanding of what you are doing just by reading your paper. This description should also be used if you decide to seek financing for your idea.

- When you write your description, keep the following in mind:
    - The long-term impacts
    - Replicability
    - Costs and other resources
        - People, premises, supplies and equipment
    - Does the concept correspond to your organisation's objectives?
    - Timetable for realisation
    - Division of responsibilities
    - Any applicable joint work patterns
    - Youth participation
    - Description of operations (objectives and practical actions, outcomes)

Card 7 // Sales exercise

Many different types of innovation, large and small, can be created using Innobox. Some require a financial investment, while others can be realised using only time resourcing. Some ideas may need to be actively driven forward by a dedicated organisation to inspire the enthusiasm of decision-makers, while others need little more than an elevator pitch. However, you may be called upon to explain your idea to outsiders or other parties, and, for this reason, the final exercise is in selling your concept.

Task

- Prepare a PowerPoint/Keynote presentation of your idea.
- Check that the prototype has been updated to correspond to the idea.
- Review your elevator pitch.
- It is advisable to prepare a few presentations of different lengths, such as 90 seconds, 5 minutes and 15 minutes.

Now you have a finished idea, so it is time to make a concrete plan to drive it forward. If you feel that you need help with onward development, we at Verke will be happy to help.

Card 8 // Congratulations

Congratulations! You have reached the final card in the Innobox.

You now have something new, unique and innovative in your hands. Be proud of yourselves – you have been through a fairly long process and you have done an enormous amount of work on your idea. Hopefully, this journey with the Innobox has been educational and rewarding. We at Verke wish you luck and success with your idea. And remember that you can always contact us if you need help with anything later on.

Greetings from everyone at Verke!

PS Please give us your feedback on the Innobox at www.verke.org

Exercise book

Task 1.

a) What do you think is the most important thing in a strategy?

b) Which two things should receive the greatest attention?

Task 2.

a) In your opinion, which is the most significant megatrend?

b) How do you think it will affect young people?

c) How do you think it will affect your work?

Task 3.

a) Write down which five websites you chose.

b) In your opinion, which were the five most interesting observations?

c) How will your selected change affect your work in the future?

d) Which digital competencies will young people need in the future?

Task 4.

20 uses for a paper book

1.

2.

3.

4.

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10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

59

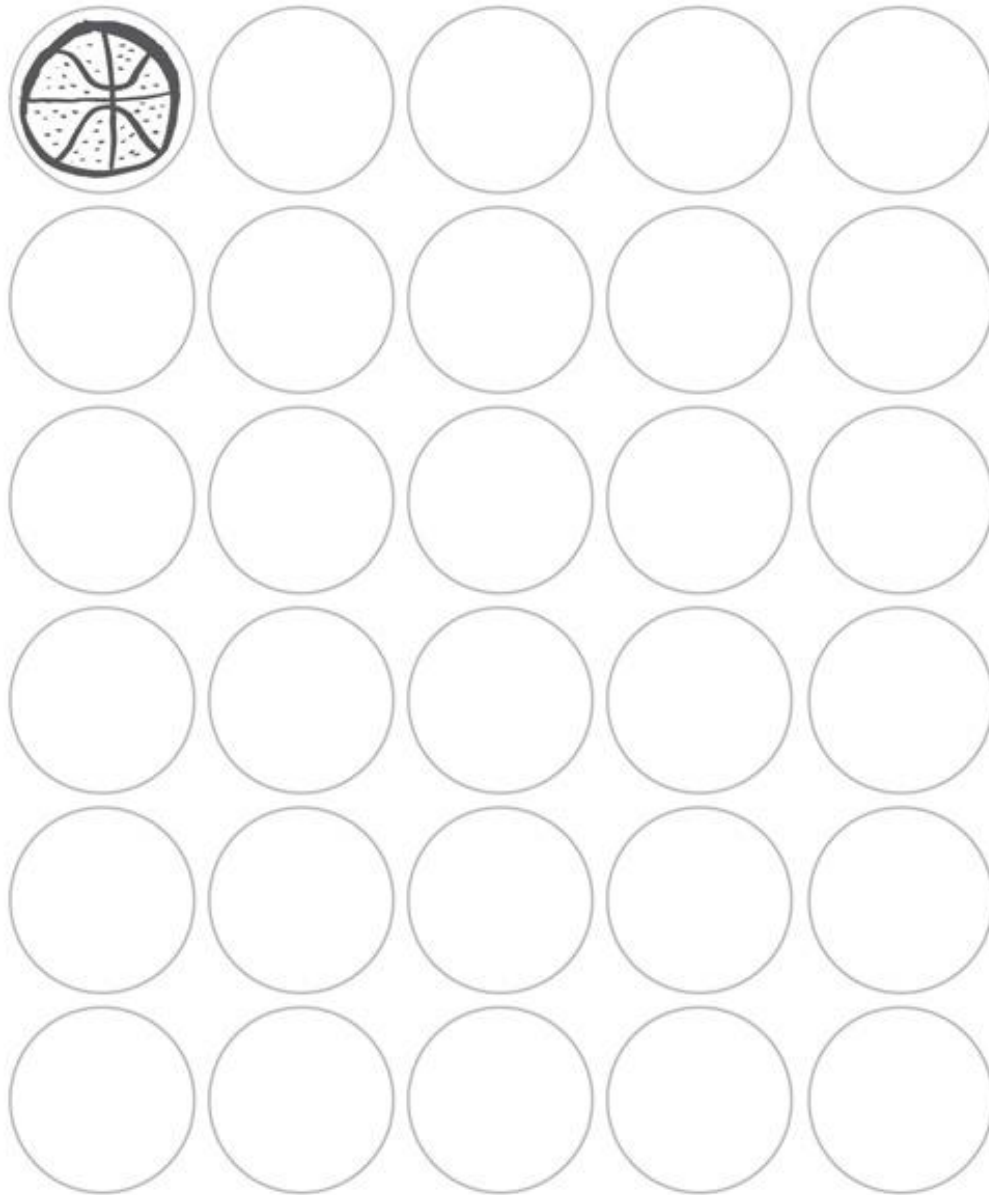## Task 5.

Object:

Solution:

Object:

Solution:

Object:

Solution:

Task 6.

This is an empty circle mystery. The aim is to think up a new meaning for as many circles as possible in the given time.

Draw a cat with the help of tips from YouTube.

Task 8.

Write your thoughts about dinosaurs in the grid: what would you like to say to them? How do you feel about them? What would you do with a dinosaur?

I think..	I say..
I feel..	I do..

Task 9.

Write down as many uses as possible for an iPad without a screen.

1.

2.

3.

4.

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7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

64

Co-funded by the
Erasmus+ Programme
of the European Union

Task 10.

Overhead projector + shoe rack =

Push-powered lawn mower + inflatable mattress =

Watering can + roll-along suitcase =

Task 11.

What motivates you to innovate?

Task 12.

Problems and challenges facing young people or related to them.

1.

2.

3.

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19.

20.

67

Problems and challenges related to youth work.

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16.

17.

18.

19.

20.

68

Solutions to problems related to youth.

Problem:

Solution:

Problem:

Solution:

Problem:

Solution:

Task 15.

Solutions to problems related to youth work.

Problem:

Solution:

Problem:

Solution:

Problem:

Solution:

Task 16.

Your selected problem and the solution.

Problem:

Solution:

Task 17.

Write down your elevator pitch:

Task 18.

Write down the concrete resources connected to your idea here.

*

*

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*

*

Write down the most important resource here.

*

Write down how your idea would change if the most important resource were removed.

*

*

*

*

*

*

Task 19.

Write your idea here:

Task 20.

Write down the changes that your idea underwent here, and what your final idea is.

Changes

*

Idea

*

Canvas

Problem	Solution	Unique features	Replicability of the idea	Target group
What are the problems with your idea? Maximum 3 things	How can you solve the problems? Maximum 3 ways	What differentiates this idea from the others and why should anybody utilise the idea?	How easy is it to replicate the idea/product in a different organisation?	Try to delimit the group as precisely as possible.
	Indicators How can the functionality of the idea/product be measured?	**Wow factor** Something jaw-dropping	**Channels** How can we market and disseminate the product?	

Resources required	Benefits
What will the implementation require? People, money, supplies, etc.	How does the idea/product benefit the target group?

Evaluation

Enter the names of the ideas in the vertical column. The ideas will be evaluated by comparing them. Begin by comparing idea A with all of the other ideas. Enter the letter of the better idea and the evaluation into the column.

Instructions for filling in the table:
Because all of the ideas must be compared with each other but not with themselves, some of the columns are black. Began by examining the idea in row A. The first column is black because the idea cannot be compared with itself. The next column (B) is empty. Decide which of the ideas (A or B) is better, and enter the letter here followed by a number (1, 2 or 3) to indicate how much better the other idea is. Continue onto the next blank cell on that row and compare idea A with idea C. Decide which idea is better and enter the letter, as well as a numerical evaluation. Continue to the end of the row and then go to row B, and continue the evaluation in the same manner.
Finally, calculate how many points alternatives A, B, C, D, E and F received. The best idea is the one with the most points.

	Ideas:	A	B	C	D	E	F
A	Idea 1	■					
B	Idea 2	■	■				
C	Idea 3	■	■	■			
D	Idea 4	■	■	■	■		
E	Idea 5	■	■	■	■	■	
F	Idea 6	■	■	■	■	■	■