IDENTIFYING OUR LEGACY POTENTIAL

What problem could serve as an opportunity for the event to have a lasting effect on the local destination and global society at large?

NARROWING OUR SCOPE

What concrete problem will be the focus of your legacy efforts?

IDENTIFYING OUR LEGACY POTENTIAL

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3. BRANCHES AND LEAVES - CONSEQUENCES

What are the consequences and problems that derive from the main problem in the local context.

EXAMPLE:

Decline in school performance.

Signs of depression.

Higher chance of unemployment.

1. TRUNK OF THE TREE - MAIN PROBLEM

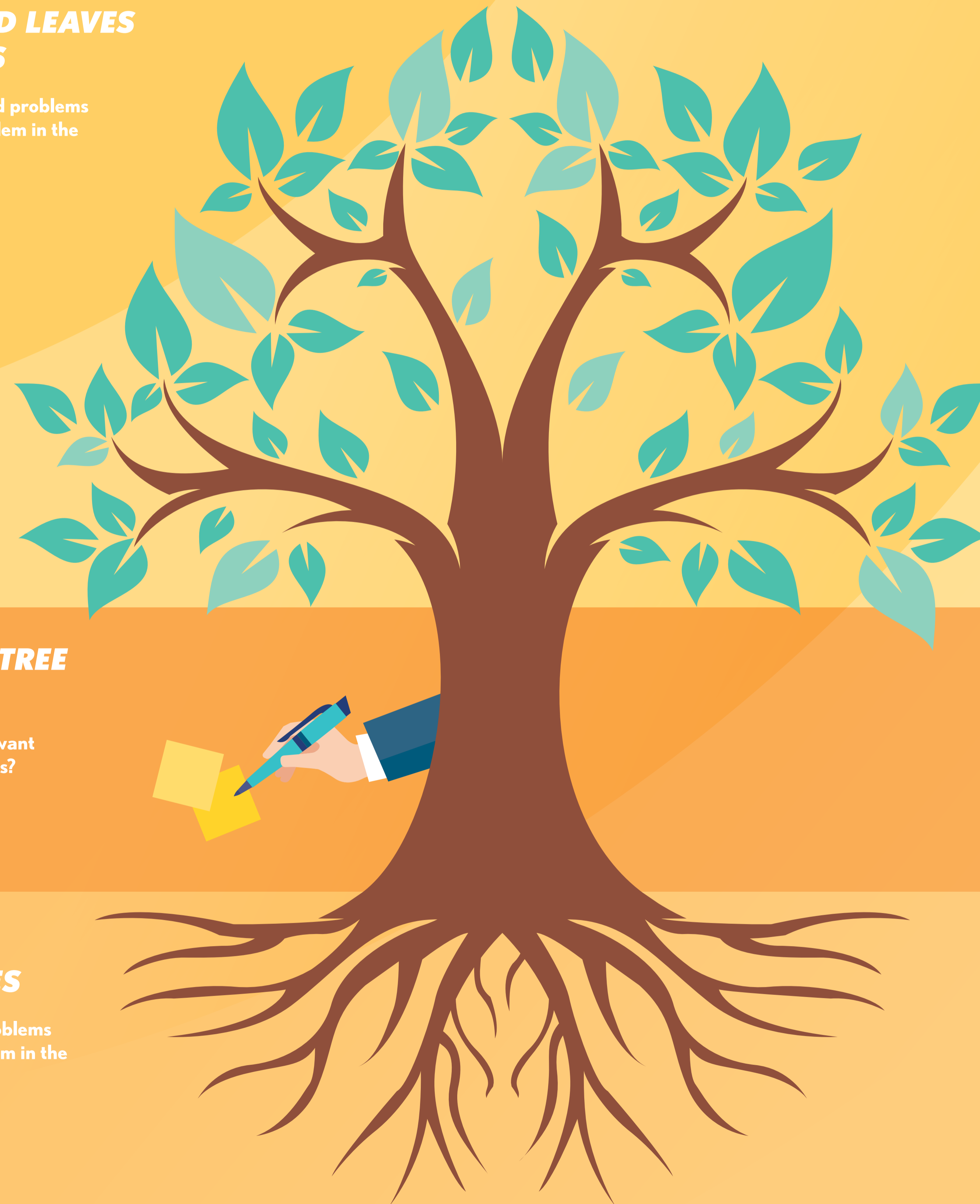**What is the main problem you want to focus on in your legacy efforts?**

EXAMPLE:

Child Bullying.

2. THE ROOTS OF THE TREE - CAUSES

What are the causes or sub-problems contributing to the main problem in the local context?

EXAMPLE:

Outdated school policies.

Lack of collaboration between school and parents.

4. SELECTING THE FOCUS OF YOUR LEGACY PROJECT

Pick a concrete problem from the roots of the tree. Identify the problem with the most likelihood of solving the most important problem or sub-problem.

EXAMPLE:

Impact: Which focus will have the greatest impact on the issue?

(e.g., can this focus help prevent bullying from occurring in primary school in the first place? Can our focus on school policies help to reduce the extent of bullying (minimize negative consequences) and, at the same time, help to improve the students' school attendance (maximize positive consequences?)

Change: Which focus has the potential to get critical actors to do something different?

(e.g., primary school teachers, school leaders, children, or parents?)

Relevance: Which focus is more suitable for our event and allows us to target a specific group of people?

(e.g., politicians with a focus on school policy?)

Novelty: Within which focus do we have new knowledge allowing us to test new approaches?

(e.g., do we bring a new perspective to the chosen focus, e.g., focus on digital school policies? Do we have the opportunity to use new methods or optimize existing ones, e.g., AULA collaborates with Redbarnet?)

Measurerability: Which focus area can we measure?

(e.g., how many parents have been trained in relation to child bullying?)

Leaves (effects):
- Play truant
- Decrease in concentration
- Low grades
- Lower school involvement
- Decreased Friendships
- Anxiety
- Mental disorder
- Depression
- Higher chance of Unemployment
- Increased need of psychological help
- Loneliness
- Low selfesteem

Trunk:
- SCHOOL BULLYING

Roots (causes):
- Digital system
- Collaboration between school and parents
- Outdated school policies
- Family upbringing
- Care failure
- Local municipalities
- Economic ressources
- Family Problems
- Authority letdown
- Sexual abuse
- Family divorce
- Drug addiction
- Violence

The purpose of this template is to describe your legacy challenge and desired impact as specific and concrete as possible with the problem owner in focus, while still keeping the focus open so you can invite people to come up with many different possible solutions. You will use the boxes to map important insights and knowledge you have around the challenge, and step by step become more clear and specific around the challenge and the desired impact. By the end, you should have the backbone for writing a legacy challenge brief document, that you can later use when coming up with ideas for possible solutions.

1. Work through the boxes from 1-9 and use the guiding questions to map the knowledge and insights you each have.

2. When you get to box 9 you will come up with an open-ended question that sums up the challenge you are trying to solve. Here are a few tips for coming up with the question:

   Use the following formula to formulate your question:

   How might we (intended action) _____
   For (Problem owner) _____
   So that (Desired impact) _____

   For example: How might we increase awareness around bullying as a group phenomenon for parents, so they can help build non-bullying groups and communities."

   Make sure it isn't too broad (e.g., "how might we eradicate bullying?"). We want a question that helps people come up with focused solutions.

   Make sure it isn't too narrow either (e.g., "how might we build the perfect information campaign using the most popular local celebrities as ambassadors?"). We want people to come up with various solutions.

   Come up with multiple versions of your question before you decide. Pick the one that seems most relevant and most inspiring.

3. After completing this session continue with the word template "Writing Your Legacy Challenge Brief" and write the full brief text that you will use to invite stakeholders to brainstorm with you.

FRAMING OUR LEGACY CHALLENGE AND DESIRED IMPACT

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FRAMING OUR LEGACY CHALLENGE AND DESIRED IMPACT

Describing the problem we want to contribute solving through our legacy challenge, and the impact we are hoping our solution will have if we are successful.

1. THE FOCUS PROBLEM

Describe the problem and/ opportunity you want to solve or push through your legacy challenge.

EXAMPLE:

Improve school policies to prevent and overcome child bullying.

2. PROBLEM OWNER

Who is this a problem for? And who are we trying to create value for in the end?

EXAMPLE:

Children who experience bullying.

3. ACTANTS

Who should be included in the legacy challenge? These might be key players in the local community surrounding the problem owner.

EXAMPLE:

Teachers, parents, and families, etc. It might also be local authorities or local associations working in the field.

4. CONTEXT

Describe the constraints surrounding the problem. Which specific barriers do we need to consider?

EXAMPLE:

It might be worth knowing that a lot of bullying happens on social media and is invisible to teachers and parents.

5. POSSIBLE DIRECTIONS

What are some possible directions to guide the problem and/ solution towards? We are not trying to design activities here to support the problem and solution, but rather discuss directions that have already been considered or even tried before.

EXAMPLE:

We know that training around building non-bullying groups has been requested by teachers for some time.

6. LONG-TERM IMPACT AND LEGACY

What are the long-term changes we are hoping to create if we are successful for both our destination and global society at large?

EXAMPLE:

Fewer children experiencing bullying from their peers.

7. SHORT-TERM AND MID-TERM

What is the short-term outputs and mid-term outcomes we are hoping to create - these would be indicators telling us if our solution is having a result shortly upon end congress.

EXAMPLE:

Parents and teachers embracing new findings from research around bullying and applying it in their everyday life.

8. CONCRETE CHANGES

What are the concrete changes we want to see and from whom - these might be shifts in attitude, behavior, and habits in a specific group of people.

EXAMPLE:

FROM: "Parents believing individual children are bullies."
TO: "Parents understand bullying as a group phenomenon."

FROM: "Parents dealing with bullying kids in isolation."
TO "Parents collaborating with other parents and teachers around building non-bullying groups."

9. THE CHALLENGE AS A QUESTION

Consider everything you mapped out in the previous boxes and see if you can capture your challenge in a single, open-ended question.

EXAMPLE:

How might we increase awareness around bullying as a group phenomenon for parents, so they can help build non-bullying groups and communities.

The purpose of this template is to explore concrete and novel solutions to your legacy challenge. You will use the legacy challenge question as a springboard for exploring a variety of possible solutions. In the end, you will decide which solution(s) is worth developing further and investing in.

1. Come up with as many concrete ideas as possible (e.g. Let's use the host of the most famous car TV show in Denmark and build a social media campaign).

2. Explore and get inspired by possible direction(s) and/or the concrete change(s) we want to see.

3. When you have a number of ideas it's time to select the ideas you think are worth pursuing going forward.

You can use 'dot- voting' as a way for the group to identify the best ideas: Each group member gets three votes. Without talking to each other each group member indicates three different favorite ideas, with the dot of a marker. The idea with the most dots is selected to be investigated further. If you arrive at a draw you can do a second vote between the winning ideas.

BUILDING OUR LEGACY SOLUTIONS

LEGACY LAB TOOLKIT

BUILDING OUR LEGACY SOLUTIONS

Explore as many alternative solutions to your legacy challenge as possible before you decide which one to develop further

YOUR LEGACY CHALLENGE AS A QUESTION

EXAMPLE:

How might we increase awareness around bullying as a group phenomenon for parents, so they can help build non-bullying groups and communities.

IDEAS

Come up with as many concrete ideas as possible.

DURING THE EVENT

BEFORE THE EVENT

AFTER THE EVENT

POSSIBLE DIRECTION

EXAMPLE:

An educational offering targeting teachers.

THE CONCRETE CHANGES WE WANT TO SEE

EXAMPLE:

FROM: "Parents believing individual children are bullies."

TO: "Parents understand bullying as a group phenomenon."

SELECT THE BEST IDEA(S)

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MEASURING OUR LEGACY IMPACT

MEASURING OUR LEGACY IMPACT

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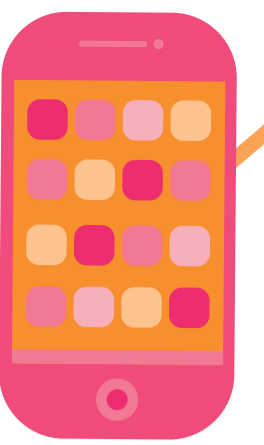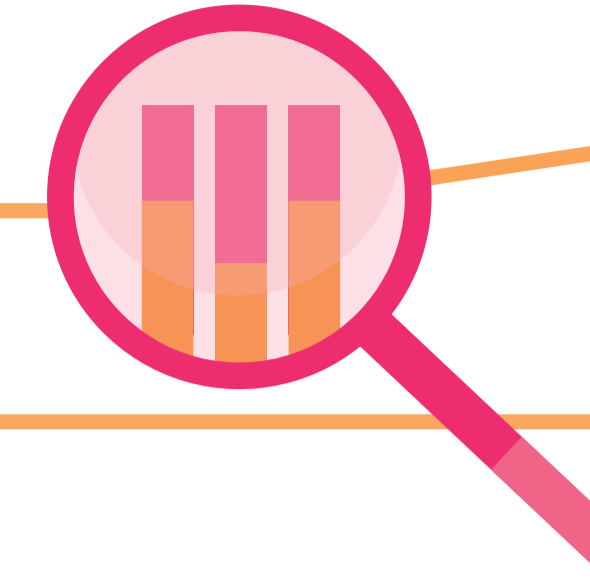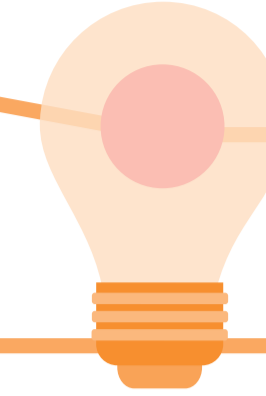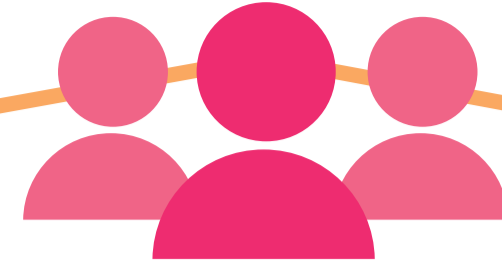
WHAT

FOR ACTIVITY _____ , WHAT IS OUR...

1. AMBITION AND STRATEGIC GOALS

Which drivers of economic growth and societal transformation do we want to address with the congress activity? Which target groups should we focus on?

2. KPIS / INDICATORS

What data do we want to collect to measure outputs and outcomes? When should we expect outputs and outcomes to materialise? What background variables do we want to collect? Need for a baseline?

3. METHOD (CAPI OR CAWI)

Which method is best suited to collect the data?

4. MEASUREMENT / QUESTIONS

How do we set up the measurement in the best possible way? What questions and answer options should we include?

HOW

5. HOW DO WE DO IT?

How will we practically carry out our evaluation study?

6. WHEN WILL WE DO IT?

What is the timeline for our study preparation, implementation, analysis, and reporting?

7. WHO IS RESPONSIBLE?

Who is responsible for the different parts of the study preparation, implementation, analysis, and reporting?