



# Innovation Methods

*Supporting Agroecosystem Living Labs in Practice*

**Ann Lévesque & Faby Anne Gagné-Mimeault**  
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Innovation Methods: Supporting Agroecosystems Living Labs in Practice

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# Introduction

## Purpose of this booklet

This booklet has been designed to support and equip participants in their living lab project. It is for anyone who wants to maximize all participants' contribution to achieving their innovation objectives, through sustained engagement throughout their project. It focuses on concrete methods, useful tips and advice for working together in a creative, inclusive and structured way. Based on three essential dynamics—*connecting and engaging, co-creating, and putting things into perspective*—it aims to facilitate the co-creation of innovative agri-environmental practices, rooted in the realities of agricultural producers and agroecosystems.

### Connect and engage

Tips are offered for creating spaces where participants can communicate their expectations and motivations for taking part in a living lab. This section aims to encourage everyone to participate in a living lab. It helps to lay a solid foundation for collective commitment, through collaborative methods and practices that foster a good group dynamic, reinforcing trust and adherence to a shared vision.

### Co-create

Various collaborative methods are presented to collectively generate ideas, structure exchanges and co-create solutions adapted to the real-life context of agricultural producers and their needs, as well as those of the various partners. This section provides working methods and tips to encourage creativity and collective decision-making. It aims to support co-creation while making the most of everyone's knowledge and experience.

### Put things into perspective and adapt over time

Because a living lab project is constantly evolving due to iterative innovation cycles, this section proposes collective feedback methods and benchmarks for improving the innovations being tested according to the needs of agricultural producers. It guides participants in analyzing and assessing the practices they have implemented in order to adapt them to farm realities, available resources and emerging issues so that they can be adopted by all producers.

## What is a living lab?

Living labs represent an innovative approach that fosters collaboration to create and refine innovations tailored to user needs and challenges. In an agroecosystem context, living labs bring together farmers, scientists, and other partners to co-develop, test, and evaluate innovative practices and technologies to address the agri-environmental challenges. Additionally, living labs provide a platform for evaluating successes, enabling ongoing improvement, iterative reflection, and social learning.



### Living labs' three core principles:

1. **User-centred innovation** ensures that users' needs and requirements are central to the innovation process and that users are actively involved throughout it.
2. **Working in partnership** lies at the heart of the living lab approach. This approach brings together a wide range of stakeholders, including farmers, researchers, non-profit organizations, industry representatives, policymakers, and members of society.
3. **Testing in the real-life context of use** stresses that users in living labs test the innovations in their own real-life settings.

To learn more about the living lab approach, please see the following booklet:

- **The Living Lab Approach to Agricultural Innovation**, which offers a general introduction to the living lab approach to innovation in agriculture, including its key processes and how they can be put into action.
  - Available at [www.publications.gc.ca](http://www.publications.gc.ca)

## How to use this booklet

The booklet is intended as a practical tool to support you at every stage of collaboration in a living lab. It will help you structure and lead your innovation initiatives, taking into account the realities of agricultural producers and the diversity of the partners involved.

You are free to consult the sections according to your interests or to follow the suggested dynamics to structure your innovation processes over time.



# Section 1: Connect and Engage



## Section 1: Connect and Engage

A living lab is not only a space for innovation but also a place for human interaction, as innovation is both something we do and something we achieve. In a living lab, the focus is on developing and improving practices through collaboration, rather than simply promoting the adoption of existing ones. While an innovation does not need to be entirely new, it should undergo a process of change and refinement that adds value and makes it more effective. The degree of novelty is subjective, as what feels innovative to one person may seem familiar to another, but the key is that the practice itself evolves through co-creation.

It is important to distinguish between adopting a practice and innovating it. In the living lab, the focus is on innovating the practice itself so that it can be adopted widely, rather than just integrating it into the farms that are participating. Producers are partners in this process, contributing their knowledge and experience to co-create practices that others can adopt. The goal is not adoption for its own sake, but innovation leads to better, more widely applicable solutions.

### Connect with participants

In a living lab, the quality of human relations and partnerships is crucial to the project's success. Establishing a climate of trust, encouraging mutual listening and recognizing the diversity of knowledge are means to enable participants to become fully involved. Whether they are producers, scientists, representatives of agricultural or environmental organizations, or members of Indigenous communities, everyone must be able to contribute according to their own realities and expertise. This collective intelligence is the strength of a living lab!

### Formal activities: An essential component of innovation

This booklet focuses on formal activities, i.e., those that are structured, planned and supported by methodological tools, with a view to co-creating solutions that meet the needs of the agricultural producers and partners involved in the project.

Formal activities, such as co-development workshops, field days, conferences or structured work sessions, play a central role in the co-creation process. They help understand and harmonize participants' expectations, establish and clarify project objectives, and build a common understanding of the issues at stake. These supervised activities provide a space for structuring discussions, sharing knowledge, laying solid foundations for collective decision-making and finding solutions adapted to the concrete contexts of agroecosystems. They help to ensure that the project moves forward in a coherent way, while reinforcing member participation in the achievement of common goals.



## The importance of informal activities

Although the booklet focuses on formal activities, the value of informal activities should not be underestimated. These more relaxed activities, such as small-group discussions or breaks during a co-development session or field visit, create a freer, less structured space, conducive to spontaneous exchanges and building connections between participants. During these informal activities, people often feel more at ease expressing innovative ideas, asking questions or questioning the agri-environmental practices currently being tested in order to make them more suited to the agronomic and operational context of producers. Many excellent and innovative ideas are born from informal, unplanned discussions, so they should not be undervalued.

Mechanisms should be put in place to record these exchanges and ideas so that they can be put to good use in the innovation process. Some examples are given in section 3 (box titled “A few tips on how to develop observation skills and record your thoughts throughout a living lab project”) to encourage this habit throughout the project.

## A few tips to get participants engaged

### 1. Build a climate of trust

Trust is essential for co-creation. It allows us to share ideas that are still vague or not well thought out yet, to say that we don't know, or to dare to question established practices. Trust is built over time, through simple actions: being on time, listening to others actively and without judging, keeping commitments, recognizing everyone's efforts.

At the start of the meeting, icebreakers and warm-ups create an atmosphere that encourages social interaction. These activities can take different forms, depending on the objectives of the meeting. Icebreakers can be used to stimulate interaction between people who don't know each other or to improve participation and warm-ups could help participants concentrate or stimulate enthusiasm for the rest of the meeting.

### The importance of introductions

At the start of a workshop, allow time for participants to take turns introducing themselves. This facilitates exchanges and listening and contributes to the smooth running of a co-creation workshop. It can be as simple as going around the table, but there are also other ways for people to introduce themselves and gather information about those present or to foster a friendly atmosphere within the group. If the number of participants is too large, introductions can be done using a few questions through a platform such as Slido or via the chat tool.



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## Need icebreaker ideas for your workshops?

Explore the icebreaker and warm-up activity [sheets](#)! They will help you create a good atmosphere, encourage exchanges and get your meetings off to a smooth start.

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### 2. Adapt to everyone's realities and preferences

Not all participants have the same availability or resources. Geographical distance, agricultural calendars and family, cultural or community commitments can influence their level of participation at certain times of the year. For example, it may be advisable to avoid scheduling workshops during planting or harvesting periods, or when there is a risk of snowstorms, as these situations can negatively impact attendance. It is also important that facilitation and communication stay grounded in producers' realities, using clear, practical language and examples drawn from their everyday farm's experience. Asking simple opening questions at the start helps to foster producer engagement and keeps the discussion centred on producers' needs.

This is why it's important to decide together, in advance, on the methods of communication and the frequency and intensity of meetings, in order to build a truly inclusive approach. Offering flexible and diversified participation (online presence, field activities, ad hoc involvement) helps to respect individual realities while maintaining collective momentum. And to maintain the connection even when some are absent, it is a good idea to send a clear, accessible report on the activity, including the objectives achieved and the next steps planned. This way, everyone can stay in touch with the rest of the process and continue to participate.



### 3. Name and encourage motivations and expectations

Each participant joins a living lab for different reasons (see box titled “Understanding each other to move forward together!”). It is important for everyone to be able to say why they are taking part and what they hope to gain from the experience. By asking detailed questions, it’s possible to clarify the motivation behind certain ideas, as ideas are sometimes inspired by an unmet need. A better understanding of participants’ motivations and expectations enables the group to come up with ideas that respond to these needs. This exercise lays the foundations for mutual understanding and defines realistic, shared objectives, while also managing expectations on both sides.



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### What’s Your Motivational Currency?

What motivates people to participate in a living lab? This activity will give you a better understanding of what matters to each person in your living lab. Take a look at the activity [sheet](#) to learn how to lead the discussion!

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#### Understanding each other to move forward together!

In agriculture, a living lab often brings together:

- agricultural producers with very concrete realities in the field;
- scientists or technical experts with academic frames of reference;
- agricultural or environmental organizations with their respective mandates;
- members of Indigenous communities with traditional knowledge and integrated visions of the land;
- local governments engaged in the future of their region.

These groups don’t always know each other, speak the same language or have the same priorities. That’s why it is essential to build connections and trust from the outset. These spaces allow us to forge human relationships that will support long-term collaboration.



#### 4. Work together to build a shared vision

To create together, you need a shared vision. It may be a shared ambition (e.g., making agricultural practices more effective in the fight against climate change) or a concrete problem to be solved (e.g., improving the water quality of X stream), but it must enable all participants to look ahead collectively. The vision must be clear, but open, it should guide without restricting. For a shared vision to be powerful, it must be developed by all involved. It must take into account the local context and the strengths of the living lab, such as the strength of partnerships, the diversity of knowledge (scientific, practical, Indigenous) or the ability to test and learn collectively. When a shared vision is combined with the advantages of a living lab, innovation becomes possible.



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### World Café: Exploring Our Common Vision

Activity to reflect together on a shared vision and align on objectives. Take a look at the activity [sheet](#) to learn how to lead the discussion!

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#### Develop a spirit of collaboration for successful group dynamics

In a living lab, engagement depends on the quality of human relations and the group's ability to collaborate. Healthy group dynamics don't just happen. They require attention, practice and intention. Here are a few best practices.

##### 1. Clarify roles from the outset

In a living lab, it's important that each participant knows their role, not only in the co-development work sessions, but throughout the project, as this role may evolve over time. Who prepares and leads the meetings? Who handles logistics? Who facilitates discussions? Who follows up on the steps taken? Who guides the assessment of innovation activities?

Clarifying roles from the outset helps avoid misunderstandings and establishes a framework where everyone can contribute in their own way, according to their strengths and responsibilities. The aim is not to set roles in stone, but to keep them clear, shared and flexible in order to adapt to the evolution of the project and the needs of the group.



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## Let's Clarify Our Roles!

Method for establishing and defining the different roles in your team. Take a look at the activity [sheet!](#)

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### 2. Plan meetings that are structured but flexible

Each workshop, activity or meeting requires preparation time. Good preparation, often invisible to participants, is designed to spark their interest and help them achieve their objectives. Sending out a clear invitation, with a precise agenda attached, enables those invited to prepare and know what to expect. It's also important to specify the objectives of the meeting and what is expected of participants to achieve them.

A good agenda indicates the topics to be discussed. It provides a framework, but this framework must remain flexible enough to leave room for discussion, questions and answers, informal discussions (during breaks, meals, etc.), new ideas and the unexpected. The best ideas can emerge when the right balance is struck between structure and flexibility. For example, the activities on the meeting agenda may change and not proceed as planned. It's important to be flexible, such as by extending an activity that generates a lot of interaction or removing certain items perceived as less important at that time for various reasons.

### 3. Celebrate progress, no matter how small

Acknowledging efforts and milestones, however modest, is essential for maintaining motivation and reinforcing a sense of belonging. A celebration could be as simple as a group photo, a word of thanks, a moment to underline what has worked well and recognize how far we've come. It's also possible to plan a closing activity that can transform the ideas generated during the workshop into concrete actions, thus ensuring that the participants' collaboration has a lasting impact. These gestures nurture the group's cohesion and remind us that innovation is also a journey taken together.



#### 4. Name tensions when they appear

Disagreements are inevitable in a diverse group, and even desirable when managed well. The goal is to ensure disagreements do not fragment the group or lead the discussion in a negative direction. It is important to:

- identify and name tensions with care and respect so that they don't remain unspoken;
- seek to understand other's points of view, rather than try to convince at all costs;
- see conflicts as opportunities to learn and develop collective practices.

#### **Managing tensions according to Susan Scott's model and the importance of "I" statements**

Susan Scott's fierce conversations model (2004) helps resolve tensions by focusing on how we express our emotions and needs without blaming the other person. Using "I" statements allows us to talk about our feelings without accusing the other person, thus avoiding triggering defences. This encourages a more open and honest response, focusing on problem-solving rather than guilt-tripping. Below are the seven main steps.

1. Name the issue: Explain the situation clearly.
2. Give a specific example: Show a specific fact or action.
3. Express emotions using "I" statements: Say how it is affecting you personally.
4. Describe the issue: Clarify why it's important to you.
5. Acknowledge your own responsibility: Recognize what I could have done differently.
6. Express the desire to solve the problem: Show willingness to find a solution.
7. Invite the other person to respond: Open up the space for conversation.



## Section 2: Co-Create Innovations



## Section 2: Co-Create Innovations

In the context of living labs, co-creation—also referred to as the co-development phase—is a key process during which participants share ideas, identify needs and lay the groundwork for the project. This process recurs multiple times in a living lab project, as it precedes and follows the testing and evaluation phases in the innovation cycle. It is therefore an iterative process that repeats over time.

Co-creation depends on the active engagement of participants to transform ideas into practical, useful solutions tailored to the real needs of producers and other partners. It is a creative process with a clear purpose for all involved (Fortin and Louesdon, 2021). Co-creation is based on mutual trust, recognition of everyone’s knowledge, and a shared desire to develop practices throughout the project.

### Foster innovation within a group

#### 1. Creativity can be cultivated!

Creativity refers to the ability to go beyond the usual ideas to come up with ones that are new, original and conducive to innovation. Creativity is based on curiosity and open-mindedness. It is important to encourage free expression, even of far-fetched ideas, as this fosters innovation. To stimulate creativity in a living lab, it can be useful to use visual aids (Post-it notes, drawings, objects), start with an icebreaker activity, or mix participants’ profiles to cross-fertilize ideas.



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### The Snowball Game: Let’s Innovate Together!

A method for creating and enriching ideas in small groups, by pooling expertise and points of view. Take a look at the activity [sheet](#)!

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## 2. Recognize and promote all types of knowledge

Innovation in a living lab is based on a wealth of knowledge, including scientific knowledge, the practical knowledge of producers, agricultural advisors and local communities, as well as Indigenous knowledge rooted in the land. Valuing this diversity of knowledge, and considering it in a complementary way, is essential to fostering co-creation. It's important that this knowledge is shared among all the partners, and that we find ways of communicating that are adapted to everyone, going beyond ways of conventional knowledge-sharing.



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### Fishbowl: Listen, Exchange, Go Deeper

A method that consists of giving the floor to those who experience the challenges of agroecosystems on a daily basis and then launching a discussion. Take a look at the activity [sheet!](#)

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## 3. Structure exchanges to encourage co-creation

For participants to truly collaborate and create together, you need more than just free discussion. It's all about setting a clear framework for the meeting: following an agenda, keeping the floor moving, keeping a good pace and making sure that everyone can express themselves. It also helps to manage tensions and misunderstandings and to move ideas forward. Structuring exchanges is what makes collective intelligence really work.



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### 1-2-4-All: Get Everyone Involved!

A method for co-creating ideas, questions or suggestions and working together towards a common understanding. Take a look at the activity [sheet!](#)

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### A few best practices for a successful meeting

The following are a few simple guidelines to keep in mind during your meetings:

- **Adapt methods to the group:** Use small-group discussions, round-table discussions or visual activities. The idea is to vary the formats to encourage everyone to participate.
- **Make sure everyone has space to speak:** Some people are very comfortable expressing themselves, others less so. Each participant should be actively invited to express their views, while respecting those who prefer to remain silent.
- **Manage speaking time:** Avoid allowing a few voices to monopolize the discussion. If necessary, set time limits or give the floor to another person.
- **Support listening and attention:** Rephrase, pause, try to draw out those who are quieter, and keep participants focused.
- **Clarify what is said:** Rephrase what is being said and explain technical terms or context when necessary to avoid misunderstandings.
- **Encourage differences of opinion:** Aim to exchange ideas rather than seek consensus at all costs. The best innovations come out of diversity.
- **Plan a follow-up:** At the end of the meeting, summarize any decisions or lessons learned, determine next steps and say who will do what.

#### 4. Ask the right questions to encourage co-creation

By asking the right questions, you encourage rich, constructive exchanges that allow everyone to express themselves and move discussions forward. These questions can be submitted before or during the meeting. Open-ended questions help get people thinking, open up perspectives and encourage co-creation. Here are some examples of open-ended guiding questions:

- Why did you decide to join the living lab?
- What are your expectations in joining this living lab?
- What sorts of challenges are you experiencing (or seeing others struggling with) that might be relevant to this project?
- Are there any areas where you wonder, “If only I could...”?



Guiding questions can also be formulated to be more specific to encourage the sharing of each participant's knowledge. These questions are particularly relevant when specific feedback on testing or a decision is expected from partners. Here are some examples:

- What is working well with this practice? What aspects of this practice do you find most useful? Why?
- How can we improve the practice? What is currently missing to bring it into line with actual farm conditions?
- What are the challenges involved in implementing or adopting this practice on your farm? These challenges may be technical, agronomic, financial or environmental in nature.
- How can we make this farming practice more widespread?

For more sample questions, see [Annex I](#).

## Some basic principles for effective dialogue during co-creation

### 1. Use language that is understood by all participants

The language used can have a major impact on achieving the objectives of the co-creation workshop. Using depersonalized language when discussing problems allows us to think objectively about the solutions to be considered. For example, we could use the terms “people” or “participants” instead of “you” and “us.” The diversity of people involved in a living lab also means a diversity of definitions and jargon. To encourage good dialogue and deepen discussions, use language that others understand and avoid using overly technical terms.



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## 2. Practise two-way listening

As a participant in a living lab, practising two-way listening contributes to the collective dynamic and optimizes discussions (Fortin and Louesdon, 2021). Here's how this works in meetings:

- **Pay attention:** Be fully present and listen carefully. Show that you are engaged or committed to the discussion by looking at the speaker and focusing on what they are saying.
- **Don't interrupt:** Let each party finish presenting their idea before responding. This way, everyone can express themselves fully, and there's no need to cut off other participants.
- **Rephrase or summarize:** When you understand something, don't hesitate to rephrase or summarize what you heard. This can help clarify the message, avoid misunderstandings and strengthen communication.
- **Ask open-ended questions:** If something isn't clear or seems interesting, ask open-ended questions to invite the person to develop their idea further.
- **Show empathy:** Recognize and respect other people's emotions and points of view. Even if you disagree with each other, empathy helps maintain a climate of mutual respect.
- **Offer constructive feedback:** When you respond or give your opinion, do so in a constructive, non-judgmental way, in line with what has been said. This encourages productive exchanges.

Two-way listening is not just the facilitator's responsibility; it's a responsibility shared by all participants. While the facilitator can support this process by creating an environment conducive to listening and encouraging exchanges, each participant plays a crucial role in practising these listening techniques. Giving all participants a clear basis for these practices not only enriches discussions but also ensures that everyone can feel fully engaged in the co-creation process.

## 3. Create tools to capture the audience's attention

A co-creation workshop often includes visual or tactile elements to ensure a dynamic encounter. This may mean using a whiteboard to record participants' ideas or collages to bring together similar or complementary ideas, but in all cases, the tools used should optimize the experience and collaboration of all participants.



### **Presenting differently: tips and tricks to capture attention**

Creativity often comes out of a playful context. Presentation tools should foster this type of atmosphere. Incorporating original equipment into co-creation workshops, such as a microphone people can pass around when they take turns speaking, or a noisy object to call participants back together, can encourage participation and break the ice.

Visually, presentations should be simple and accessible. Too much information on the screen can hinder comprehension. It's often best to rely on strong visual aids and not much text to leave plenty of room for discussion.

An interesting presentation technique to explore is the [PechaKucha](#) format developed by Astrid Klein and Mark Dytham (2003). It makes it possible to share ideas concisely, following these rules:

- Choose a topic that engages the audience.
- Choose 20 visually captivating photos to support the oral narrative.
- Write a concise text (to be delivered orally) synchronized with the 20 slides, which change automatically after 20 seconds.
- Practise the presentation to keep to the time limit and maintain the flow.
- Give the presentation with confidence and enthusiasm, relying on the spoken word complemented by the photos.



#### 4. Support dialogue to pursue convergence

Convergence is a collective decision-making process in which participants interact with each other and cross-check their different perspectives. To move towards a shared decision in co-creation, it is necessary to clarify a common objective that gets the whole group involved. The objective can take many forms: reaching a goal, making a choice among several options, finding solutions, etc.

When pursuing convergence, participants must be actively engaged so that the decisions made reflect the diversity of viewpoints in the group. However, achieving real convergence is not always straightforward. It takes time, listening, flexibility, and sometimes the ability to compromise. Disagreements can be rich and necessary, but they must be welcomed with openness to allow collective decisions to emerge.



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### Idea Alignment Jam: Converge on the Best Ideas!

A method for finding solutions, voting on them and ranking them in order of priority so that we can move forward together towards convergence. Take a look at the activity [sheet!](#)

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## **Section 3: Put Things into Perspective and Adapt Over Time**



## Section 3: Put Things into Perspective and Adapt over Time

A living lab project is constantly evolving due to iterative innovation cycles that include co-development and testing, as well as rigorous and continuous evaluation.

Evaluation activities provide an opportunity to take stock of what has been learned; they highlight successes and help to improve results. Innovations tested in living labs are assessed using a multidimensional approach to ensure their eventual adoption by agricultural producers. They are therefore analyzed from several angles:

- **Practical applicability:** Is it realistic to implement the innovation under actual farm conditions (geography, climate, time, machinery, available workforce)?
- **Relevance to producers:** Does the innovation truly meet the needs expressed by producers?
- **Scientific validity:** Can the data collected objectively demonstrate the value and robustness of the innovation?
- **Environmental and economic efficiency:** Does the innovation produce measurable benefits in terms of performance, costs and sustainability?
- **Social acceptability and potential for adoption:** Is the innovation considered interesting, profitable, accessible and sufficiently adapted to be integrated into the current farming system?

By combining technical, scientific, economic and social perspectives, evaluation ensures that innovations do not remain at the experimental stage, but can be transformed into solutions that are adopted, useful and viable in the long term.

The various iterative activities involved in a living lab project (co-development, testing and assessment) serve to ensure that the solutions proposed to agricultural producers are both practical and scientifically validated.

In addition to evaluating agricultural practices or other solutions being tested, living labs are also interested in assessing their wider impact, particularly in social and environmental terms. Thinking through from the beginning what you want to evaluate (and for whom, and for what purpose) lays a solid foundation for the future.



## Plan from the beginning to anticipate future changes

In a living lab, agricultural practices are tested under real production conditions. This means dealing with diverse and changing contexts and, as a result, be prepared to make the necessary adjustments along the way. To maintain relevance for the farming community, scientific rigour and social and economic feasibility, we need to plan opportunities for adaptation from the outset. A few ways of incorporating this flexibility into your project are as follows.

A few examples of what can be changed:

- **The implementation of farming practices** (e.g., equipment used, timing of intervention) to reflect the reality of producers, taking into account not only the resources available (time, labour), but also their work habits, constraints, and motivation and interest in adopting the practice.
- **Monitoring tools** (e.g., observation sheets or rating scales), as long as they enable us to collect the data needed for the project, while being usable and realistic for the participants.

A few examples of what must remain stable:

- **The project's main objectives:** What we're trying to understand or measure must remain clear to stay on course.
- **Evaluation criteria** (e.g., yields, greenhouse gas emissions, production costs or the social and economic desirability of the practice): Keeping these criteria constant makes it possible to compare results from one farm to another and across time periods.
- **Analysis methods:** These must be defined in advance and applied as consistently as possible to guarantee scientific validity.

How to get organized to adapt and the possible benefits:

- **Clarify from the outset what can be changed and what must remain stable in the ideas being tested, including social and economic aspects.** Living labs are always evolving with changing climate, economic or social conditions. Things happen and it's best that we are prepared. This helps everyone understand the living lab project and avoid misunderstandings.
- **Plan regular exchange periods to discuss and validate the changes to be made.** This encourages innovation and participant engagement.
- **Record all changes, why they were made, and their effects.** This not only helps us to better understand the results, but also highlights the experimentation process, including social, organizational and economic learning.
- **Adapt the analysis of results to account for differences.** This helps us to better understand what works, and what doesn't, in different contexts.



In a living lab, we don't have to choose between adapting and remaining rigorous: we can and must do both. But we have to do things in an organized way, ensuring proper follow-up. It is this combination of field flexibility and solid method that enables living labs to produce reliable, useful, adoptable and meaningful results for agricultural producers, scientists and partners.

## 1. Are we on the right track?

In a living lab, innovations are co-developed by all participants. Producers are at the heart of this approach. Their involvement from the outset ensures that the farming practices being developed are both feasible on their farm and relevant to their reality. It's not just a question of assessing the technical or scientific aspects, but also of taking into account the social components: the desirability of the practice, its profitability, and the availability of manpower and machinery. This increases the chances that the practices will actually be adopted and implemented in the farming community. This is how an idea being tested can become an actual innovation: by being adopted. It is therefore important to create opportunities for feedback so that certain measures or decisions can be adapted to maximize their impact.

Feedback is an important step in the iterative process of innovation, since it makes it possible to:

- analyze and assess the practices implemented;
- adapt them to the resources available;
- respond to emerging issues;
- validate certain choices made;
- improve on what has already been put in place and adapt for the following agricultural seasons.

To ensure that the measures taken remain in tune with the needs of the community, it is essential to regularly incorporate periods of shared reflection, for example, in an in-person or online workshop, where we take the time to look back at what was done during the year, what worked well, what was more difficult and why. Taking a step back not only serves to correct our aim if necessary but also lets us learn together and reinforce the relevance of



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## All in the Same Boat!

A method that consists of exploring on ideas and obstacles related to good agricultural practices by encouraging discussions to move forward together. Take a look at the activity [sheet!](#)

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the choices made. Establishing this culture of questioning throughout the project enables us to assess not only the technical feasibility, but also the social and economic acceptability of innovations.

## 2. Value the contributions of participants

In a living lab, it is essential to make changes during the course of a project to adapt solutions to realities in the field. For these changes to be relevant and shared, it is important to value the contributions of participants.

Acknowledging ideas, criticism and feedback not only strengthens commitment, but also enriches the innovation process in concrete terms. By showing that suggestions lead to decisions or that ideas influence action, we give meaning to participation.



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## 3Cs Method: Continue, Cease, Change

A tool for jointly assessing farming practices and adapting them as effectively as possible. Take a look at the activity [sheet!](#)

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### Follow-up, a simple act: Maintain engagement and support innovation

Following up with participants is a simple but powerful way to:

- maintain the connection with the group and its engagement;
- value everyone's contributions;
- support the innovation dynamic.

Follow-up can be an email to all participants, including those who were unable to attend the meeting, presenting updates and highlights of the activity. Following up shows the people involved in the project how important their contribution is to its success. It shows that every contribution counts.

It is also important to explain what the contributions will be used for: what changes will be made; what ideas will be taken up; how it all fits into the innovation process.



### 3. Adapt to realities in the field to help practices evolve

Living labs enable us to test farming practices under real production conditions, leading to improvements along the way. As we explained in the box “Plan from the beginning to anticipate future changes”, this flexibility is essential if innovations are to be truly adaptable and adoptable.

These changes are based on:

- actively listening to the needs of producers, researchers and partners;
- collectively assessing the results obtained;
- continuously adapting practices in line with lessons learned.

Beyond planning, it is also important to encourage agricultural producers, researchers, and other partners to develop observation skills and record their thoughts throughout the farming season.

#### **A few tips on how to develop observation skills and record your thoughts throughout a living lab project**

- Regularly note any changes or deviations from the original plan, even if only briefly (in a notebook, cell phone application or voice recording).
- Take note of ideas or anecdotes presented during informal discussions that might be relevant to share with others to help move farming practices forward.
- Take the time, alone or in a group, to ask yourself a few fundamental questions, such as: What is working well? How could this practice be better integrated into the farmer’s other agricultural activities?
- Share these reflections at follow-up meetings (in the summer during a demonstration day, or in the winter during a co-development activity), so that individual learning can enhance the innovation process.
- Putting words to one’s experience, whether through comments on photos or a short testimonial, helps to enhance efforts, build connections and feed into the assessment of agricultural practices under development.

These simple acts will help to not only improve practice during the season, but also better understand why certain innovations succeed or fail. This requires rigour, but it is the concrete details in the field that fuel the evolution of farming practices.



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## The Compass of Innovation

A tool for assessing the strengths, improvements, impact and feasibility of agricultural practices under development. Take a look at the activity [sheet](#)!

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## Section 4: Methods for Collaborative Innovation

Note: All methods presented should be viewed as flexible formats that can be adapted to the specific needs and context of a living lab. This booklet is intended to suggest approaches and inspire its readers; however, its content should be tailored to the unique realities of each living lab.

# Icebreakers and Warm-ups

To create a warm and welcoming atmosphere



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## Duration

5 to 20 min.

## Number of participants

Variable

## Format

In-person/online

## Preparation

Preparation depends on the chosen method.

## Resources needed

These methods require relatively little equipment, as they serve as an introduction to the workshop.

## Description

Icebreakers and warm-ups are short activities used to kick off a co-development session or workshop. They are designed to encourage interaction and creativity, strengthen bonds between participants and create a relaxed atmosphere where everyone feels comfortable. These methods allow participants to introduce themselves and get to know one another and also allow the facilitator to become familiar with the participants and observe the group dynamics.

There are multiple icebreakers and warm-up methods. To choose the most appropriate method for your audience, you must understand your participants' profiles, interests and comfort levels. The chosen method should also encourage interaction and communication between participants and align with the workshop objectives. The icebreaker or warm-up should not take more than 20 minutes and should not delay the workshop agenda.

## 1. Mood Scale

The Mood Scale, inspired by the [Sheep Scale](#) developed by Wool for Every Day, allows the facilitator to assess how participants feel at the beginning of the workshop. Each participant expresses themselves using the mood visual, which needs to be printed beforehand or projected (see [Annex II](#)).

The facilitator invites each participant to look at the visual and choose the numbered animal that best represents their state of mind, asking: “Based on this mood scale, how do you feel today?” When everyone has chosen their animal, participants take turns sharing their selected number. The facilitator can invite participants to justify

their choice to better understand what energy participants are bringing to the workshop.

This method could also be useful at the end of a workshop to evaluate how participants felt at the end of it. For an online session, the facilitator or animator can virtually share the mood visual, and the participants can share their choice in the chat.

## **2. Find Your Magnet**

Find Your Magnet groups together participants based on shared preferences or commonalities. The facilitator asks participants to gather in a group according to their preferences to a prompt, such as:

- What is their favourite season
- Which element they identify with (earth, wood, water, fire, or metal)
- What is their favourite outdoor activity
- etc.

Each participant says their answer out loud and looks for others who gave the same response, forming a group accordingly. As this method requests participants to walk around a room and to interact in real time, it can only take place in person.

## **3. The Bucket List**

The Bucket List is a great warm-up method for participants who already know one another well but wish to learn something new. It helps living lab members better understand one another's motivations and interests and build connections.

Each participant takes turns sharing a wish, project or dream they hope to achieve through their participation in their living lab. Participants briefly explain why these wishes and dreams matter to them. The facilitator encourages participants to ask questions, so the conversation keeps going about shared experiences and interests.

For large groups, divide participants into subgroups to make sure the time limit is not exceeded. For an online session, each participant is invited to share their wish, project or dream with the group, or write it in the chat. Participants can use emoji reactions to show interest in other people's bucket list items.

This method is adapted from the [Bucket List](#) developed by Livestorm.

## To investigate more methods

### References (English only)

- [67 engaging icebreakers - SessionLab](#)
- [80 Fun Meeting Icebreakers your Team will Love in 2025 – Science of People](#)
- [42 Fun Icebreaker Games & Activities for Adults – teambuilding.com](#)

### Références (français seulement)

- [Les jeux et les animations brise glace - S'engager pour le monde](#)
- [Les outils d'animation - CommunAgir](#)
- [Icebreaker : 20 activités de brise-glace pour vos réunions - Lovestorm](#)

# What's Your Motivational Currency?

## To assess motivations



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Duration	Number of participants	Format
65 min.	4 +	In-person/online

### Preparation

Identify each bowl according to the different motivational currencies.

### Resources needed

- 6 bowls (ideally transparent, e.g. Mason jars)
- 10 pieces of paper per participant
- Sheets and pens for each participant
- A table

### Description

What's Your Motivational Currency? aims to better understand what motivates participants to take part in a living lab. In this context, motivation consists of a set of factors that encourage participants to engage in the living lab and persevere in the innovation process to achieve their objectives. For this method, motivations are represented as currencies. A participant's motivation can be extrinsic, where motivation is driven by external factors, or intrinsic, which is based on the participants' interests and needs. This method asks participants to choose which motivation(s) resonate most with them out of 6 types of motivations.

## Instructions

### 1. Introduction & activity presentation (10 min.)

- Explain the workshop objectives
- Introduce the What's Your Motivational Currency? method
  - This method helps to better understand the participants' motivations in taking part in a living lab.
  - Motivation is represented as a currency.
  - Participants only have 10 pieces of paper to represent their currency, and there are 6 different banks of currency.

### 2. Presentation of motivational currencies (5 min.)

The facilitator shows the 6 bowls placed on a table in the center of the room. Each bowl represents a currency bank (motivational category):

- Learning/Competence Currency
  - Participation is driven by the desire to gain knowledge and build personal and professional skills. There is also a desire to feel competent, capable and confident when facing challenges.
- Self-fulfillment/Achievement Currency
  - Participation is driven by the participant's desire to achieve their fullest potential, contribute to change and feel a sense of accomplishment. There is a motivation for personal growth, creativity and the achievement of challenging goals.
- Incentive/Rewards Currency
  - Participation is driven by tangible or symbolic rewards (such as visibility, financial incentives, or appreciation) offered through the living lab. This could also include a desire for recognition, doing a favour for others or gaining recognition from others about the progress made.
- Benefits/Professional Value Currency
  - Participation is driven by a participant's desire to gain concrete benefits that allow positive outcomes in their work, such as career progression, exerting influence over innovation and applying existing skills in practical projects.
- Affiliation/Social Currency
  - Participation is driven by the desire to belong to a group, build relationships and collaborate with others. There is also a desire to seek peer support and shared purpose.
- Curiosity/Discovery Currency
  - Participation is fueled by curiosity and interest. This could also include the excitement of trying new things, having fun or engaging in innovation.

Each participant must identify which of these currencies resonate with them.

### **3. Motivational budgets (10 min.)**

The facilitator invites participants to individually reflect on the following questions:

- What drove you to take part in this living lab?
- What are your goals or expectations in participating in a living lab?
- What personal value do you see in taking part?
- Etc.

Participants write down their reflection on their sheet of paper. Then, they try to connect their reflection to one currency bank or to multiple banks.

Participants create their personal "motivation budget" by distributing their personal currency (10 pieces of paper in total) among the 6 bowls, based on how important each one is to their reflection. Participants can put all their currency in one bank or split it into multiple bowls. The more currency a participant puts into a bank, the more importance they place on that bank/motivation.

#### 4. Money in the collective bank! (10 min.)

The facilitator asks participants to distribute their currency according to their individual budget. This creates a collective picture of what motivates the group as a whole.

#### 5. Harvest: The currencies of motivations (20 min.)

The facilitator asks the participants to take turns explaining the distribution of their currency and what it means for them.

The facilitator listens and shares their overall observations:

- Which motivations/currencies are most common?
- What stands out across the group?

#### 6. Conclusion & wrap-up (10 min.)

- The facilitator reviews key takeaways from the Harvest round and discusses how these insights will be used to better support participants' motivations in the living lab.
- Open floor for final comments/questions.
- Wrap-up and thanking of the participants.

#### Tips

- If more than one participant is from the same organization, each participant can distribute their currency individually.
- The facilitator could give out pieces of paper of a specific colour to every type of participant (farmer, scientist, advisor, etc.)

#### References

The motivations' typology was adapted from:

- [Theories of Motivation – Psychology – 1<sup>st</sup> Canadian Edition](#)
- [Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being – Ryan, R.M. & Deci E.L.](#)

#### How to adjust for an online session

A whiteboard on which the 6 bowls (motivational currencies) are represented can be used. Participants can be asked to use a distinctive colour for their virtual notes, so the facilitator knows where each participant has put their currencies.

# World Café: Exploring Our Common Vision



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## To brainstorm

Duration	Number of participants	Format
110 min.	10 +	In-person/online

### Preparation

- The facilitator must identify the questions to be discussed ahead of the World Café.
- The facilitator should identify and brief the table hosts and note takers ahead of time on the agenda and their role.
- The table host stays at the table, welcomes participants and summarizes previous discussions, whereas the note takers write down key points and ideas from the conversation.

### Resources needed

- Tables and chairs to be used by the participants as they discuss the questions.
- Sheets and pens for note takers
- Table hosts and note takers for each table (a table should include 5 to 7 participants)

### Description

This method is designed to help producers, scientists and partners work together to discuss a common vision for the future of a situation or a community. It allows participants to share their vision of how a situation or a community could evolve and to incorporate common objectives into it. World Café involves multiple focused rounds of conversation centred on specific guiding questions. Each round builds on the previous one, encouraging deeper discussion, without requiring participants to make final decisions. This open format fosters creativity and imagination. The World Café approach must encourage everyone's contribution, connect diverse perspectives and create a hospitable space.

This method is adapted from the [World Cafe Method](#) developed by The World Café Community Foundation under a Creative Commons License.

## Instructions

### 1. Introduction & activity presentation (10 min.)

Seating can be assigned to mix people who don't usually work together or left up to participants, but each table should have from 5 to 7 participants. The facilitator sets the stage for the workshop by describing the process and purpose of the workshop. The workshop introduction should introduce the World Café Method goal and format:

- Goal: This workshop encourages focused rounds of conversations to collaboratively build a shared vision for a situation or a community.
- Format: Small-group discussions centred on guiding questions, with participants rotating between tables.

The agenda template below is based on two 30-minute rounds, plus introduction and summary, for a total workshop time of 110 minutes, but it can be adjusted as needed. The workshop features two breakout sessions in the World Café style:

- Session #1: Imagining the future together
- Session #2: From ideas to action

### 2. Session #1 (30 min.)

The table host introduces the topic/question for discussion.

Then, the table hosts guide discussions on 3 questions (spending roughly 10 min. on each) such as:

- What should we aim to achieve together over the next five years?
- What outcomes do we want to see?
- What ideas do you have to help us move in that direction?

For Session #2, participants move to another table, as each table builds on previous discussions.

### 3. Session #2 (30 min.)

Once all participants have joined a new table, the table host will summarize the discussions of the previous group, so that each session builds upon the previous discussion, and that the same points are not re-hashed completely. The table host will first lead the group in a new set of questions, such as:

- Which ideas from the first round seem most promising?
- What challenges should we anticipate in reaching our shared goals?
- To reach our 5-year goal, what should we start doing this year? What can wait?

#### 4. Harvest: Summary of breakouts and discussion (30 min.)

Table hosts and note takers prepare for the report-back to the whole group to summarize:

- the focus of the discussion
- main ideas and points of agreement
- actions or recommendations to support the shared vision

Table hosts briefly report back to the whole group and invite questions and discussion from the bigger group.

#### 5. Conclusion & wrap-up (10 min.)

- The facilitator reviews key takeaways and discusses how the input will inform the living lab moving forward.
- Open floor for final comments/questions.
- Wrap-up and thanking of the participants.

#### Tips

- Remember the importance of creating the right atmosphere: all viewpoints are valuable, everyone is given a chance to contribute, there is an emphasis on listening, etc.
- This template can be adapted as needed to address diverse questions or topics.
- To move into action, the facilitator can also link this activity with the Fishbowl or the Idea Alignment Jam.

#### References

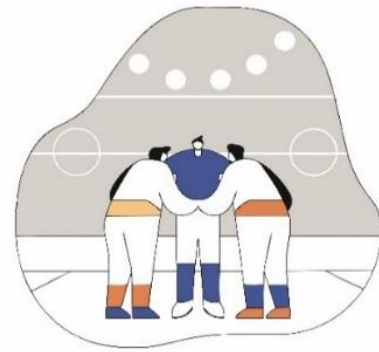
- [The World Café Method](#)
- Brown, J., Homer, K., Isaacs, D. (2007). The World Café [Collective book]. In Holman, P., Devane, T., Cady, S. (dir.), The Change Handbook: The Definitive Resource on Today's Best Methods for Engaging Whole Systems (2<sup>nd</sup> edition). Holman, P., Devane, T., Cady, S. (ed.)
- [Café du monde – CommunAgir](#)

#### How to adjust for an online session

Each table can be a virtual breakout room for an online session.

# Let's Clarify our Roles

## To clarify roles



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Duration	Number of participants	Format
55 min.	4 to 8 (for more, see the tips)	In-person/online

### Preparation

- Download or print the cards provided ([Annex III](#)).
- Print multiple copies of each role card (create a stack) so participants can take one with them during the workshop, as several people may play the same role in a living lab.

### Resources needed

- Printed cards ([Annex III](#))
- Flip-chart pages
- Markers
- Post-it notes

### Description

Let's Clarify our Roles is a workshop allowing participants in a living lab to reflect on the different roles within their living lab to build a clearer, more collaborative space. Through a simple card-based activity, participants will identify their current roles, the roles they aspire to and areas where clarification is needed. The cards provided ([Annex III](#)) are meant as a starting point for discussion, not as fixed roles, to keep everyone engaged and support open conversations.

## Instructions

### 1. Introduction & activity presentation (5 min.)

- Explain the workshop objectives:
  - This workshop is aimed at having living lab participants reflect on the roles they currently hold in their living lab and identify any unfilled roles or roles for which support is needed within a living lab.
- Introduce the cards by spreading them out on a table so everyone can see them.
- You can group them by categories if so desired:

- Communication ♠
- Collaboration ♥
- Farmer Engagement ♣
- Innovation ♦
- Support 🐷
- Wild Card ❄️

## 2. Choosing the cards (10 min.)

- The facilitator asks participants to choose from 2 to 4 cards that most represent:
  - their current role, or the role they would like to play in the living lab.
  - the facilitator then determines whether there are any roles missing. If so, write down new roles using the Wild Card.
- The facilitator asks participants to think about why they chose those cards.

## 3. Sharing and Visualization (20 min.)

- The facilitator asks participants to share their cards. Each person shares:
  - which cards they picked and why they picked them;
  - how they see themselves contributing to the living lab.
- As people share, the facilitator groups similar roles together on a wall (or a table) to visualize a role cluster in their living lab.

## 4. Plenary session: Presenting & Discussing results (15 min.)

- The facilitator asks all of the participants to answer these questions:
  - Do you perceive that the roles are well defined in your living lab?
  - Which of these roles should everyone play in a living lab?
  - Are there important roles that seem to be missing or need more support in your living lab?
  - Which roles feel most important right now?
  - Is there a role that you play in your living lab that is not represented on a card?

## 5. Conclusion & wrap-up (10 min.)

- The facilitator reviews key takeaways and discusses how the input from the participants from this workshop will be used to improve the living lab project.
- Open floor for final comments/questions.
- Wrap-up and thanking of the participants.

## Tips

- Encourage everyone to speak, even those who are unsure of their role.
- Use cards as conversation starters, not fixed labels.
- Emphasize that roles can be shared, rotated or evolved over time.
- If there are more than 8 participants, make two groups and print enough cards for each group.

## References

- The role's typology was adapted from:
  - Nyström, A. G., Leminen, S., Westerlund, M., & Kortelainen, M. (2014). Actor roles and role patterns influencing innovation in living labs. *Industrial Marketing Management*, 43(3), 483-495.
- And refined by the input of the CALL-Net Innovation and Knowledge Working Group members

## How to adjust for an online session

Prepare the cards (multiple cards per role, since several people can play the same role in a living lab) and place them on a whiteboard platform of your choice (e.g., Microsoft Teams Whiteboard, Mural, Jamboard, Miro) before the session starts. You can also use a shared document, such as a PowerPoint file, with the cards already prepared and ready to use. Ask participants to group their selected card(s) in a specific area of the whiteboard or PowerPoint file so that their role choices can be easily identified before the group sharing and visualization activity begins.

# The Snowball Game: Let's Innovate Together

To generate ideas



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## Duration

60 min.

## Number of participants

10 +

## Format

In-person

## Preparation

Prepare the question the group will have to reflect on (see [Annex I](#) for sample questions). For example, a question could be for practices ideation:

- What ideas or practices from your own experience or knowledge could we explore and co-develop together in this living lab?

## Resources needed

- 5 sheets of paper for each subgroup (one colour per subgroup)
- Pens for each subgroup
- Pieces of paper for each subgroup for the initial brainstorming

## Description

The Snowball Game aims to help participants reflect on and co-construct ideas in subgroups to facilitate interactions and to enhance the knowledge and skills of all participants. It encourages the co-creation of new ideas about key issues by pooling the expertise of all participants. This method includes an initial idea generation step in subgroups, which can then be improved or added onto by another subgroup. The two-stage co-development process enables the highlighting of ideas on which consensus has been reached and the emergence of innovative new ideas. This is useful for finding new perspectives for actions or solutions.

This method is adapted from [Boulettes](#), developed by [Communagir](#), and is based on [Les idées catapultées](#) by Fondation J. Armand Bombardier.

# Instructions

## 1. Introduction & activity presentation (5 min.)

- Explain the workshop objectives
- Introduce the Snowball Game
  - This method helps to generate a multitude of ideas in a playful atmosphere, through a two-round brainstorming process. The first round is an initial idea generation step in subgroups, while the second round is to improve another subgroup's ideas.

The facilitator shares and displays the question of reflection, then explains that participants will have to answer it in subgroups, through an open discussion. Subgroups are formed according to the number of participants. A subgroup should be of 5 to 7 participants. Participants have a specific amount of time for each brainstorm round.

## 2. Brainstorm round #1 (15 min.)

For this first round, participants are asked to conduct an initial brainstorming session where all ideas are accepted.

- Participants let all ideas come out and write them all down. They can also build new ideas based on those that are proposed. (10 min.)
- Subgroups select 3 to 5 ideas that resonate with them the most and write them down on coloured sheets of paper (one idea per sheet). (5 min.)

The selected ideas will be shared with another subgroup for the second brainstorm.

### **Tips for participants:**

Please keep your ideas short and simple. This will help other groups quickly understand them and build on or improve them in the next rounds of the game. The goal is to co-develop solutions or action ideas step by step, together.

## 3. Crumpled ideas! (5 min.)

- Subgroups crumple their sheets of paper into paper balls.
- Each subgroup is asked to throw their paper balls to the subgroup to their left.

## 4. Brainstorm round #2 (15 min.)

The facilitator invites participants to unwrap the paper balls and to read the ideas they received.

- The goal of this round is to build on unwrapped ideas, rather than adding new ideas. Allowing time in subgroups to explore each other's ideas in more depth adds a layer of reflection and contributes to the emergence of innovative ideas.

- Participants add information to the first subgroup’s proposals and clarify some ideas. For example, if a new farming practice was suggested as a new idea by the first subgroup, the second subgroup can specify how, when or by whom the farming practice could be implemented.

Once time is up, the facilitator invites all subgroups to choose a spokesperson for the plenary.

### **5. Plenary (15 min.)**

The facilitator invites the spokespersons to share any ideas they have (i.e. ideas from the other subgroup) that they have improved upon. By presenting one another’s ideas with improvements, participants have ownership and consensual ideas can emerge.

The facilitator must keep track of the time and make sure each subgroup has time to share with the group. A period of 5 minutes should be given to each subgroup. At the end of the workshop, the facilitator could also gather all pieces of paper at the end of the workshop to share a synthesis with participants.

### **6. Conclusion & wrap-up (5 min.)**

- The facilitator reviews key takeaways and discusses how feedback will be used to capture everyone’s ideas in the co-development processes.
- Open floor for final comments/questions.
- Wrap-up and thanking of the participants.

#### **Tips**

- A third round of brainstorming to deepen the co-development of ideas can also be done if time is unlimited.
- The question must be clear – if participants spent most of their time explaining the question and its context, the generated ideas will not be explored in enough depth.

#### **References**

- [Boulettes – CommunAgir](#)
- [Les idées catapultées - Fondation J. Armand Bombardier](#)

#### **How to adjust for an online session**

Prepare a shared Word document or a whiteboard with the platform of your choice (e.g., Microsoft Teams Whiteboard, Mural, Jamboard, Miro) before the session starts. You can also use a shared document, such as a PowerPoint file, with one page for each subgroup. When it’s time to throw the snowball, participants can share a link to their document to another subgroup or be assigned to another area of a whiteboard (if used).

# Fishbowl: Listen, Exchange, Go Deeper

To identify user needs and challenges



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Duration	Number of participants	Format
60 min.	10 +	In-person/online

## Preparation

Prepare at least two open-ended questions about an issue for the inner circle, which should include producers with direct experience of the issue being discussed (see [Annex I](#) for sample questions).

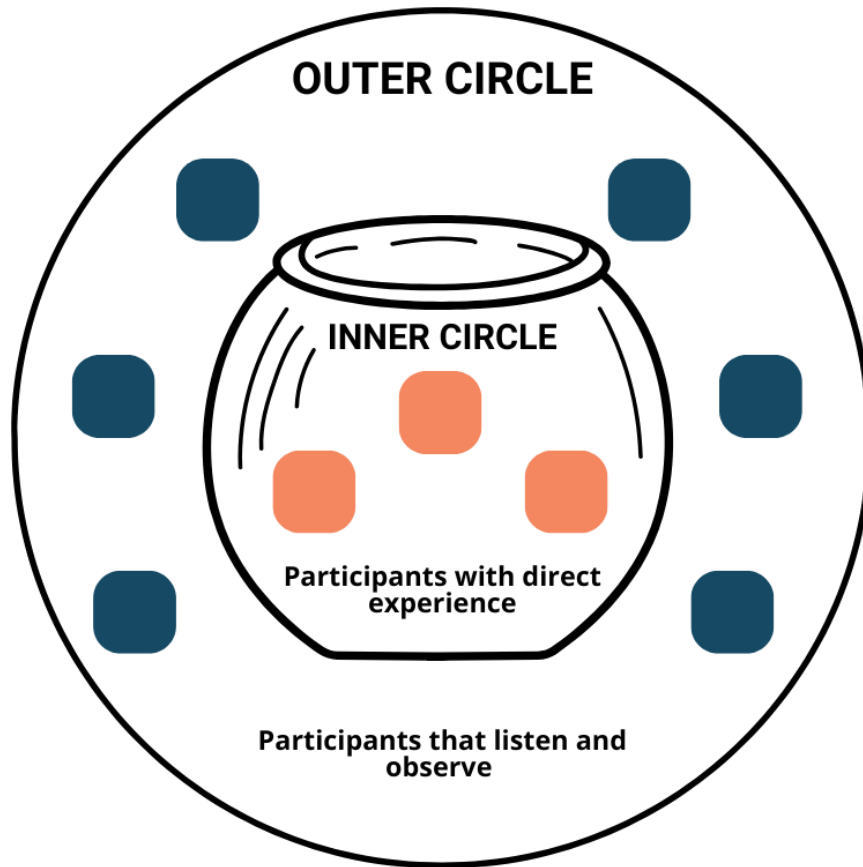
## Resources needed

- A notepad for outer circle participants to use to write down important points during the inner circle discussion.
- 3 to 5 chairs (if in-person) in a circle in the middle of the room for the inner circle.
- As many chairs as needed for the outer circle, placed around the inner circle.

## Description

The Fishbowl helps participants reflect on a question or issue, while focusing on exchange through open and non-structured discussion. This method allows a small group of people in the fishbowl, referred to as the inner circle group, to share their insights/experiences in a natural, flowing conversation, while others (the outer circle group) observe, listen, and later contribute to the discussion with follow-up questions. The inner circle group is made up of participants who have direct experience with the issue being discussed, and the outer circle group consists of listeners who will later ask questions based on what they heard. The informality aims to stimulate direct communication, with questions and answers flowing back and forth.

The content of this method is adapted from [The Winner Trainer: Winning Ways to Involve People in Learning](#) by Julius E. Eittington (2002).



## Instructions

### 1. Introduction & activity presentation (10 min.)

- Explain the workshop objective: to explore specific issues and better understand farmer perspectives to inform co-development in a living lab
- Introduce the Fishbowl method
  - This method helps participants reflect on an issue or deepen the conversation on it, focusing on exchange through an open and non-structured discussion.
  - The Fishbowl method allows us to share about both the good and the bad, in a conversational manner.

The Fishbowl method takes place over two sessions of discussion, where two subgroups have different roles. An outer circle of participants sits around a smaller, inner circle group of 3 to 5 participants. The role of the participants differs for each circle:

Inner circle:

- Participants with direct experience related to the issue.

Outer circle:

- Listeners will later ask questions based on what they heard.

## **2. Session #1 – Lived experience sharing (20 min.)**

The facilitator explains the issue to the inner circle group, or asks them specific questions, and the discussion begins. Only inner circle participants will speak. For example, a question could relate to designing ongoing innovation:

- What are the biggest challenges you currently face in your farming practices that you would like to see addressed in the living lab?

Outer circle participants remain silent, listen, observe actively and take notes on the content of the discussion, as they will address any issues that arise in the follow-up discussion:

- What are the challenges?
- What are the suggested ideas?
- What are the unmet needs?
- What are the named uncertainties?

The facilitator must be discreet but should encourage the inner circle participants to share concrete descriptive examples, rather than opinions. Ideally, the conversation continues until it ends on its own, which could take between 10 and 25 minutes.

## **3. Session #2 – Deepening the dialogue (20 min.)**

- The facilitator invites both circles for a discussion to deepen the dialogue.
- A back-and-forth discussion will happen, allowing the outer circle to engage while keeping the focus on the lived experiences of the inner group.
- The outer circle group asks the inner circle group questions according to their observations.
- This session continues between the outer and inner circles until all of the questions are answered, which could take between 10 and 25 minutes.

## **4. Conclusion & wrap-up (5 min.)**

- The facilitator reviews key takeaways and discusses how these insights will help shape future co-development efforts in the living lab.
- Open floor for final comments/questions.
- Wrap-up and thanking of the participants.

## Tips

- Trust is an important component for this method, as the inner group is put on the spot to discuss a specific issue.
- If the group is too large, participants can form multiple fishbowls.
- Depending on the issue to be addressed, the inner circle participants can be changed up after one session of discussion.

## References

- Eitington, J. E. (2002). *The Winning Trainer: Winning Ways to Involve People in Learning* (4<sup>th</sup> edition). Butterworth Heinemann.
- [Fishbowl – Communagir](#)
- [User Experience Fishbowl – Liberating Structures](#)

## How to adjust for an online session

This method might not be as effective online. It can still be conducted online by turning on the inner circle participants' cameras and masking all other participants with their cameras off.

# 1-2-4-All: Get Everyone Involved!



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## To generate ideas

Duration	Number of participants	Format
25 min.	4 +	In-person/online

### Preparation

Identify clear questions for participants to reflect on (see [Annex I](#) for sample questions). For example, a question could be for designing ongoing innovation:

- If you could team up with other producers and scientists to solve one problem, what would it be?

### Resources needed

- Sheets and pens for each participant
- Space for people to talk face to face and in groups of 4

### Description

1-2-4-All aims to engage everyone simultaneously by efficiently generating collective ideas, suggestions, or questions. It is intended to be rapid and to include everyone, regardless of the group size. This method can also help create a consensual or shared understanding. By generating ideas through several steps, participants own the ideas; follow-up and implementation is therefore facilitated.

This method is adapted from *The Surprising Power of Liberating Structures: Simple Rules to Unleash A Culture of Innovation* by Henri Lipmanowicz and Keith McCandless (2014) under a Creative Commons License.

## Instructions

### 1. Introduction & activity presentation (5 min.)

- Explain the workshop objectives
- Introduce the 1-2-4-All method
  - This method aims to generate ideas in a fast and effective way.
  - It helps people better understand what is important for all participants in relation to a specific topic.

The facilitator shares the question about an issue that the participants must answer. The question could be about what opportunities participants see in the living lab or ideas or

practices that could be tested during the project. As this method aims to be quick and effective, it is important to be strict with the allocated time for each step.

## **2. Self-reflection (2 min.)**

This step ensures that all participants reflect on the collective question and engage in searching for answers.

- The facilitator invites each participant to brainstorm silently on the question.
- Participants write down all the answers/ideas that come to their minds, as there are no restrictions at this point and no wrong answers.

## **3. Generate ideas in pairs (3 min.)**

The facilitator asks participants to move around the room to form pairs.

- Pairs are formed to share the ideas generated during the self-reflection.
- Participants should generate new ideas with their partner, while building on ideas from the self-reflection.

## **4. Share ideas in groups of four (5 min.)**

The facilitator asks participants to move around the room to form new groups. The pairs from the previous step should be broken up.

- Participants are mixed up again to form groups of 4 people.
- Each person shares ideas that emerged from the previous step. Similarities and differences should be noticed by participants.
- Groups are asked to develop ideas from their pairs.
- The facilitator asks every group to come up with 3 key points that they agree on to bring forward.

## **5. Harvest collective ideas (5 min.)**

Each group names a spokesperson to share their key points with all participants.

- The facilitator invites each group to share one strong idea by asking: “What is one idea that stood out in your discussion?”
- Each group should share one insight, without repeating insights that were already shared. If all insights were shared, a spokesperson can share that insight again while adding why their group agreed on that idea.

This idea-generation cycle can be repeated with a different question as needed. A second round could also occur if the idea generation did not go deep enough to address the question.

## **6. Conclusion & wrap-up (5 min.)**

- The facilitator reviews key takeaways and discusses how they will be used in the living lab project.
- Open floor for final comments/questions.
- Wrap-up and thanking of the participants.

## Tips

- Use a bell for announcing transitions
- Each step must remain short in allocated time as the activity is intended to be quick. For a longer discussion, opt for another co-creating method.
- To move into action, string together with the [Idea Alignment Jam](#).

## References

- Lipmanowicz, H. & McCandless, K. (2014). *The Surprising Power of Liberating Structures: Simple Rules to Unleash A Culture of Innovation* (1<sup>st</sup> edition). Liberating Structures Press
- [1-2-4-all - CommunAgir](#)

## How to adjust for an online session

Instead of moving around, participants can be moved by the facilitator in virtual breakout rooms. Various digital collaborative tools (such as Google Docs, Teams Whiteboard, Jamboard, Mural or Miro) can be used to capture ideas. The facilitator can prepare a visual workspace or a template in advance to fit the group's needs.

# Idea Alignment Jam: Converge on the Best Ideas!



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## To make decisions and assess ideas

Duration	Number of participants	Format
70 min.	5 to 9 (or subgroups)	In-person/online

### Preparation

Define the issue and question to be addressed and prepare an index card for each participant (see [Annex I](#) for sample questions or issues).

### Resources needed

- Flip chart(s)
- Markers
- Masking tape
- Index card for each participant
- Pencils for each participant

### Description

The Idea Alignment Jam is inspired by the Nominal Group Technique. It is a structured group problem-solving method that encourages all participants to contribute and to reach an agreement on a given issue. This method includes a presentation on a given issue, followed by an opportunity to generate ideas on how to address this issue. Ideas are voted on and ranked, which allows participants to prioritize ideas to take into the next steps. This method could be used when diverse input is sought on a topic.

The content of this method is adapted from *The Winning Trainer: Winning Ways to Involve People in Learning* by Julius E. Eitingon (2002). It was adapted to fit the context of this booklet.

## Instructions

### 1. Introduction & activity presentation (10 min.)

- Explain the workshop objectives
- Introduce the Idea Alignment Jam
  - This method provides a framework for generating ideas and decision making and is designed to encourage equal participation.

The facilitator must have a question on an issue that they wish to address with the participants. The question should be open-ended, solution-focused and easy to understand. For example, if an innovative farming practice and its outcomes are well documented by research, but not widely adopted by producers, the question could be:

- If you had one suggestion to make this farming practice more appealing to producers, what would it be?

Other questions for specific contexts are presented in [Annex I](#).

## **2. State the issue and question (10 min.)**

The facilitator proceeds to present the issue to the group of participants, including essential background information or data for understanding the issue. This is an important step that ensures all participants have an equivalent level of comprehension about the given topic. Then, the facilitator states the question that is the subject of the brainstorming.

Before moving to the next step, the facilitator must ensure that all participants understand the stated issue by briefly rephrasing it, inviting questions or giving a simple example.

## **3. Idea generation (5 min.)**

The facilitator invites all participants to individually write down ideas that answer the given question.

- Each participant silently thinks about the brainstorming question.
- All ideas that come to mind should be written down on index cards using brief phrases or a few words.

When time is up, the facilitator asks each participant to select the (one) idea they feel is best.

## **4. Sharing ideas (15 min.)**

The facilitator invites all participants to share their ideas with the group. Participants should summarize their answer using only a few words; their answer should allow them and the group to capture their idea. If an idea has already been shared by another participant, it should not be repeated, except if there is an important perspective to be added. Therefore, a participant should share the next idea on their index card.

While ideas are shared, the facilitator (or a note taker) records all ideas on a flip chart. Each idea must be associated with a number.

## **5. Group discussion (10 min.)**

The group discussion aims to clarify the meaning of each idea, rather than debate them. Participants are welcome to discuss viewpoints and to share their disagreement, but the original author of the idea does not have to defend their idea.

Through this step, ideas can be modified or combined, and new ideas can also be generated.

## **6. Voting and ranking ideas (10 min.)**

The facilitator establishes what criteria participants should consider when ranking ideas (e.g. feasibility, adoption potential, success potential).

To start ranking, each participant is asked to select the five best ideas from the group's list on the flip chart and to write them on three index cards. Then, each participant proceeds to individually rank those three ideas from the most important (receiving 3 points) to the least important (receiving 1 point). The facilitator then creates a tally sheet on the flip chart with selected ideas. The facilitator collects all the index cards from the participants, and a participant is asked to read the idea number and the points allocated for each idea. The facilitator adds the scores to the tally sheet. The higher-ranked ideas should be the most preferred group ideas that relate to the initial question.

There are other ways to rank and prioritize ideas. For some issues, it could be useful to rank all listed ideas to achieve a complete prioritization plan, instead of focusing on top ideas.

Once ranking is completed, the facilitator ensures that participants agree with the results and that the ranking accurately represents their collective perspective.

## **7. Conclusion & wrap-up (10 min.)**

- The facilitator reviews key takeaways and discusses the main points and explains how participants' ideas and preferences will be integrated into the next steps of their living lab project.
- Open floor for final comments/questions.
- Wrap-up and thanking of the participants.

## Tips

- This method is helpful when there is concern about some members not participating in idea generation or when there is a desire to reach consensus.
- The facilitator could give out three stickers to all participants, with each sticker representing a number of points, so participants could stick their stickers next to the chosen ideas.
- The idea generation step could also be carried out with a survey sent out to all participants ahead of the workshop.
- If the group is large, it is possible to conduct multiple decision-making cycles through subgroups with a moderator/note taker for each group.

## References

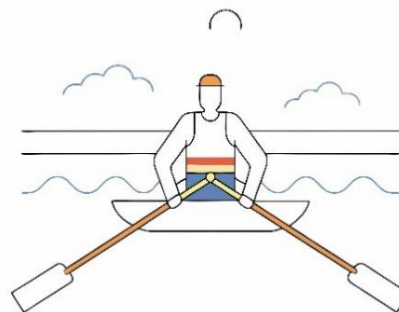
- Eitington, J. E. (2002). *The Winning Trainer: Winning Ways to Involve People in Learning* (4<sup>th</sup> edition). Butterworth Heinemann.
- [Nominal Group Technique – DICE Methods](#)

## How to adjust for an online session

Instead of a flip chart, you could use collaborative online tools (such as Miro, Mural, Jamboard, Microsoft Whiteboard, Shared Google doc, etc.) to record ideas. A ranking matrix (tally sheet) should be prepared in advance to ensure the effectiveness of the activity. As a suggestion, you could use an Excel spreadsheet or Shared Google Sheet for the ranking matrix to easily collect and analyze votes.

# All in the Same Boat!

To capture users' concerns and ideas



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## Duration

90 min.

## Number of participants

3 to 15

## Format

In-person/online

## Preparation

Download or print the visual provided ([annex IV](#))

## Resources needed

- Flipchart
- Markers
- Post-it notes (4 different colours)

## Description

This method aims to capture producers' concerns and ideas about practices under co-development in a constructive environment. All in the same boat! provides a way to express concerns or issues on farming practices without one person or a specific group of people dominating the discussion. The boat represents the collective goal of your living lab (such as to support sustainable agriculture through innovation and strong knowledge networks), and the anchors represent the obstacles slowing the movement toward a desired phase.

The content of this method is adapted from *Innovation Games: Creating Breakthrough Products Through Collaborative Play* by Luke Hohmann (2006).

## Instructions

### 1. Introduction & activity presentation (10 min.)

- Explain the workshop objectives:
  - To reflect together on the living lab's progress
  - To gather living lab participants' perspectives to improve or adjust co-developed farming practices
- Introduce the All in the same boat! method
  - All in the same boat! is a game designed to gather everyone's experiences, concerns, and ideas—especially those of producers—to help improve the practices we are developing together.
- Describe the drawing to participants:

- The boat represents living lab activities or farming practices being tested or developed.
- The island represents the goals to be achieved (green sticky notes).
- The wind represents the elements that move the team forward (blue sticky notes).
- The anchor represents the elements that are holding you and your team back (orange sticky notes).
- The reef represents potential future obstacles (red sticky notes).

## **2. Idea generation (10 min.)**

The facilitator asks the participants to review the question, or the name of the boat, and take a few minutes to think about the current state of the living lab.

For example, the facilitator invites participants to think about how their living lab is going:

- From your perspective, what aspects of this practice are working well?
- What's making it harder to adopt, scale up, or evaluate this practice?
- Are we still working toward the right goal? If not, what should change?
- What concerns or uncertainties do you see ahead at the farm operation level?
- What's missing from the way we work together that could help us improve?

Each participant writes down their ideas on their sticky notes. Participants must write from 8 to 12 ideas in total referring to any aspect (or question) represented by the visual. Each idea should be written on the corresponding coloured post-it.

## **3. Pooling (30 min.)**

Once participants have written down their input, the facilitator invites them to place their sticky notes on the drawing and talk about their ideas.

The group facilitator makes observations about each theme, pointing out areas of overlap or disagreement. Be sure to highlight participants' common concerns and emphasize farmer experience, while welcoming scientific, technical, social or economic insight to contextualize them.

## **4. Discussion (30 min.)**

Once everyone has placed their sticky notes, the facilitator invites them to discuss the content on each sticky note, in this order: island, the wind, the anchor, and the reef.

The facilitator shares points that stand out. Other points will require discussion between participants.

The facilitator invites the participants to look for solutions collectively:

- What's helping the living lab succeed, and how can we make those elements even stronger?
- How can we reduce or remove the obstacles we're facing now?
- How could we prevent future obstacles?

## 5. Conclusion & wrap-up (20 min.)

- The facilitator reviews key takeaways and explains how the participants' feedback will be used to help achieve farmer-centred innovation.
- Open floor for final comments/questions.
- Wrap-up and thanking of the participants.

### Tips

- If the group is too large, the idea generation can be done in subgroups instead of individually.
- You can use this method for iterative cycles to identify improvements opportunities.

### References

- Hohmann, L. (2006). *Innovation Games: Creating Breakthrough Products Through Collaborative Play* (1<sup>st</sup> edition). Pearson Education.
- [Tous dans le même bateau : la pratique pour animer votre atelier de A à Z - WorkLab](#)

### How to adjust for an online session

The facilitator can start by sharing the visual ([Annex IV](#)) on the screen to help online participants better understand the goal of the workshop. Participants can write down their ideas individually (idea generation) and share them through the chat (pooling), while specifying what element their idea is associated with. This could also be achieved with an online collaborative tool.

# 3Cs Method: Continue, Cease, Change



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## To refine farming practices

Duration	Number of participants	Format
120 min.	10 +	In-person/online

### Preparation

Install 3 flip-chart pages (per group), on which you will have previously written each of the 3Cs: Continue, Cease, Change.

### Resources needed

- Flipchart
- Markers
- Post-it notes

### Description

The 3Cs Method gathers feedback on farming practices currently being co-developed in the living lab to ensure they fit real farm conditions. It is a decision-making tool used to identify what works well and should be kept, what does not work as well and should be stopped, or what could work better if it was modified.

The content of this method is adapted from [Les 3C : Conserver, cesser, créer](#) developed by [Communagir](#) and based on Emery's Search Conference (1999).

## Instructions

### 1. Introduction & activity presentation (10 min.)

- Explain the workshop objectives
- Introduce the 3Cs Method
  - The 3Cs Method is a structured approach used to assess farming practices currently being co-developed in the living lab by identifying what works well, what needs improvement and what is missing. It helps ensure that farming practices remain practical, relevant and aligned with real farm conditions.
    - **Continue:** What works well and should always be present in the future?
    - **Cease:** What was relevant but is less so now or no longer relevant in real farm conditions?
    - **Change/improve:** How can the practice be improved? What is currently missing and needed to achieve our shared goals?

- Present the format of the workshop and expected outcomes.

## 2. Small group discussions (50 min.)

Each small group discusses the following, focusing on the practical aspects of farming practices being co-developed in the living lab:

- Continue (15 min): What works well and should always be present in the future?
- Cease (15 min): What was relevant but is less so now or no longer relevant in real farm conditions?
- Change/improve (15 min): How can the practice be improved? What is currently missing and needed to achieve our shared goals?
- Organizing ideas (5 min): Groups summarize their key points for plenary sharing.

Participants write their ideas on the post-it notes and place them on the sheets according to the 3Cs in progress. The facilitator ensures all groups cover the 3 questions and organizes ideas at the end for the plenary session.

## 3. Plenary session: presenting & discussing results (40 min.)

- Each group briefly shares key ideas under each category (25 min.)
- Once each group has shared their results, the facilitator identifies common themes, key challenges and solutions in adapting living lab activities to real farm contexts (15 min.)

## 4. Conclusion & wrap-up (20 min.)

- The facilitator reviews key takeaways and discusses how concerns and solutions coming from this workshop will be used to refine the farming practices being co-developed in the living lab.
- Open floor for final comments/questions.
- Wrap-up and thanking of the participants.

### Tips

- If the number of participants is limited, discussions can take place in one large group.
- A common vision or shared target for all participants ensures rich discussions.

### References

- [3C : Conserver, cesser, créer - CommunAgir](#)

### How to adjust for an online session

Small group discussions can take place in virtual breakout rooms.

# The Compass of Innovation

To evaluate and identify priorities



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Duration	Number of participants	Format
120 min.	3 to 30	In-person

**Preparation**  
Prepare both matrixes and identify what activities or farming practices should be discussed

- Resources needed**
- 2 large sheets (one for each matrix)
  - Markers
  - Post-it notes

## Description

The Compass of Innovation uses two simple tools to support reflection and action in the living lab. The Strengths/Tweaks Matrix, also called the Plus/Delta matrix, helps identify what has worked well so far and what could be improved. The Impact/Feasibility Matrix evaluates the potential impact and feasibility of an idea and identifies the most promising options. By combining both matrixes, this method helps to gather practical feedback on farming practices currently being co-developed in the living lab to ensure they fit real farm conditions. Like a compass, this method helps the team find direction by showing what’s working, what could be better and which ideas are worth moving forward. It supports decisions based on what matters for producers and what is possible in real farm conditions.

The content of the Strengths/Tweaks Matrix is adapted from *Gamestorming: A Playbook for Innovators, Rulebreakers, and Changemakers* by Dave Gray, Sunni Brown and James Macanufo (2010).

## Instructions

### 1. Introduction & activity presentation (10 min.)

- Explain the workshop objectives
  - This workshop aims to identify what has worked well, and what could be improved in a living lab, but also supports decision-making.
- Introduce the Strengths/Tweaks Matrix
  - This matrix helps to identify what could be improved through a brainstorming format.

- Strengths: What worked well? What were the successes?
  - Tweaks (change): What should change or be improved? What didn't work as expected?
- Introduce the Impact/Feasibility Matrix
  - This matrix is useful for evaluating and prioritizing innovative ideas that have the potential for high impact and are feasible.
    - Impact: How significant would the change be?
    - Feasibility: How easy or difficult would it be to implement?
- Present the format of the workshop and expected outcomes:
  - Participants will assess the farming practices under development based on their practical experience.
  - Ensure that high-priority, actionable changes are identified based on their impact and feasibility.
  - A stronger collaboration between partners to ensure that farming practices meet producers' needs

## **2. Small group discussions: Filling the Plus/Delta Matrix (30 min.)**

The groups are divided by farming practices being tested. If there is only one practice to be discussed, participants could still be in subgroups of 5 to 6 people. Provide a sheet containing a table with two columns: “Strengths” (positive observations) and “Tweaks” (changes/improvements needed). Each small group will focus on evaluating farming practices under development using the Plus/Delta Matrix.

### **Step 1: Brainstorm Strengths (15 min.)**

- Using post-it notes, ask each participant to reflect on the positive aspects of an activity/project and write them in the “Strengths” column:
  - What aspects of the farming practices being co-developed in the living lab were effective, practical, and valuable?
  - What should continue or be enhanced?

### **Step 2: Brainstorm Tweaks (15 min.)**

- Encourage participants to think about what changes/improvements could improve the activity/project and note these in the “Tweaks” column:
  - What aspects did not work well or need modification?
  - What should be adjusted, stopped or rethought to better fit producers' needs/realities?

## **3. Prioritization with the Impact/Feasibility Matrix (30 min.)**

At the end of the exercise, leave the Strengths/Tweaks matrix sheet on the table, and place the other sheet with the Impact/Feasibility Matrix next to it so that participants can transfer their post-it notes (from the Strengths/Tweaks column) onto it.

The Impact/Feasibility matrix will have two axes:

- Horizontal axis: Feasibility (from low to high)
- Vertical axis: Impact (from low to high)

Invite participants to use the Impact/Feasibility Matrix to prioritize ideas from the Strengths/Tweaks discussion (15 min.):

- Ask the group to position Strengths/Tweaks ideas based on their potential impact and feasibility.
- High Impact/High Feasibility: Quick wins that can have a big impact with little effort.
- High Impact/Low Feasibility: Big changes that may require more effort or resources.
- Low Impact/High Feasibility: Simple changes that may not have a big impact but are easy to implement.
- Low Impact/Low Feasibility: Least important and hard to implement.

Group discussion and final prioritization (15 min.):

- Participants are also invited to discuss next steps and actions that can be taken based on these priorities.

#### **4. Plenary session: presenting & discussing results (40 min.)**

Each group presents their key observations from the Strengths/Tweaks Matrix and shares the results from the Impact/Feasibility Matrix. Groups focus their presentation on their prioritized ideas based on the impact and feasibility of each action.

#### **5. Conclusion & wrap-up (10 min.)**

- The facilitator reviews key takeaways and discusses how feedback will be used to refine the farming practices being developed in the living lab.
- Open floor for final comments/questions.
- Wrap-up and thanking of the participants.

## Tips

- It's okay to point out what didn't work but say it constructively. The goal is shared learning and practical improvement.
- The Impact/Feasibility Matrix isn't about "ranking" ideas, but about sparking discussion around what is worth doing, and what is feasible.
- If your group identifies a promising idea, ask them: what comes next?

## References

- Gray, D., Brown, S. & Macanufo, J. (2010). *Gamestorming: A Playbook for Innovators, Rulebreakers, and Changemakers* (1<sup>st</sup> edition). O'Reilly Media.
- [How to Make and Use a Plus/Delta Chart – Center for Management & Organization Effectiveness](#)
- [Impact/Feasibility Matrix – Tamarack Institute](#)

## How to adjust for an online session

N/A



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## **ANNEX I – Sample questions to generate discussion**

These questions are provided as examples and should be adapted to fit the context of your project. If a question feels too intrusive or could be phrased more appropriately, make adjustments as needed. You have the best understanding of your project and its context, so you know what will work best to connect with your audience.

### **On ideation:**

- What are the biggest challenges you currently face in your farming practices that you would like to see addressed in the living lab?
- If you could team up with other producers or scientists to solve one problem, what would it be?
- If you could co-develop any practices, technologies or other solutions with researchers or other producers, what would they be, and why?
- What's one farming practice you have always wanted to try, but never had the chance or support to test?
- What ideas, methods, or practices from your own experience or knowledge could we explore and co-develop together in this living lab?

### **On farming practices/BMP adoption by producers:**

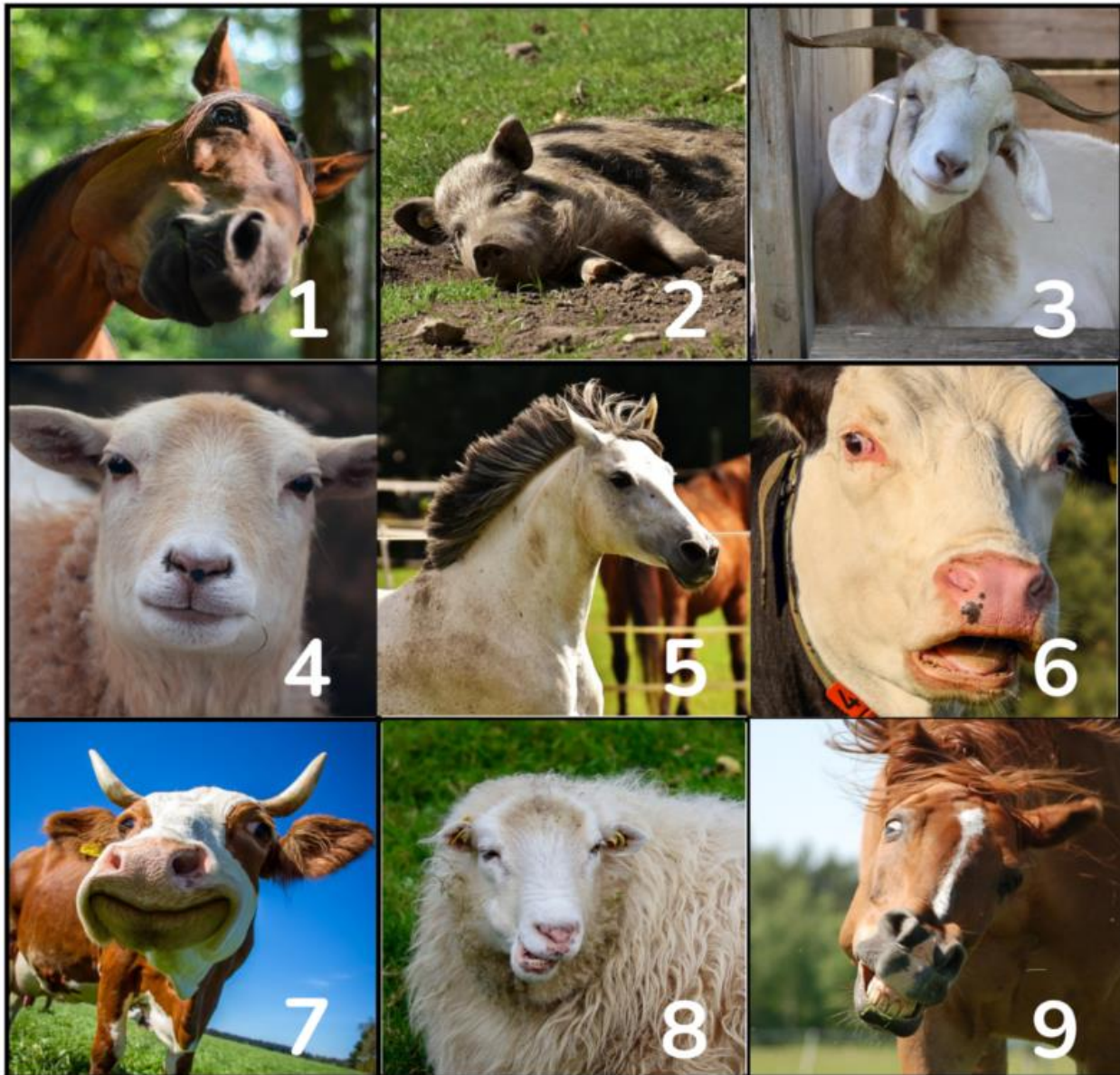
- What would help or encourage you to test this practice on your farm?
- What would help you feel confident enough to recommend this new practice to other producers? Why?
- As every farm is different, what could be changed about this practice (and its implementation) to make its adoption by your neighbouring producers more attractive?

### **On impact:**

- What small change or new practice could create a big impact in agri-environmental management?
- What is one visible change you've observed in farming practices since participating in the living lab?

ANNEX II – The mood-scale

On this mood-scale,  
how do you feel today?



## ANNEX III – Let’s Clarify our Roles!





**Agro-informant**

Brings real-life farming challenges into the project



**Innovator Champion**

Shares knowledge peer-to-peer and inspires BMP adoption



**Co-creator Orchestrator**

Guides the co-development process with all partners



**Co-innovator**

Co-designs and tests practices, ensuring they are useful for farmers



**On-site Experimenter**

Tries new practices in the field and shares practical feedback



**Integrator**

Connects environmental, social, and economic knowledge for better practices



**Innovation Accelerator**

Brings in methods, tools or technologies to speed up improvement



**Coordinator**

Keeps the team organized and on track





### Accountant

Makes sure deadlines, tasks, and budgets are respected



### Facilitator

Supports smooth teamwork and clear communication



### Capacity Builder

Trains and informs partners on working together and using innovations



### Boots-on-the-ground

Helps with fieldwork (like soil tests or measurements) as needed



### Quiet Enabler

Helps the LL in silence ways by listening, making room for others, boosting spirits, or keeping things running smoothly



## ANNEX IV – All in the same boat!

ALL IN THE SAME BOAT!

