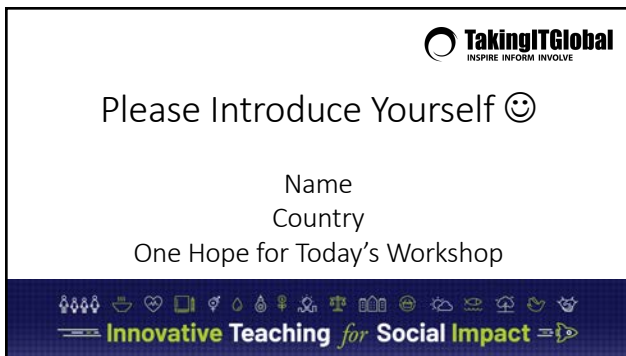




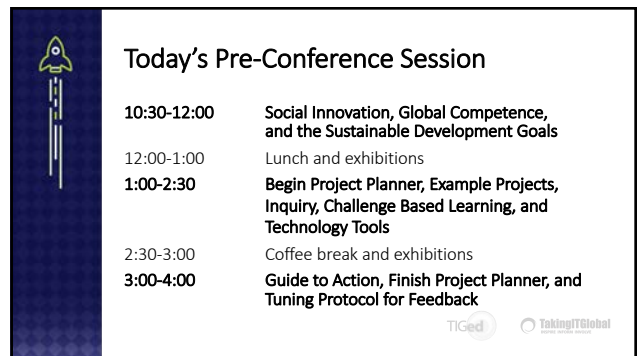
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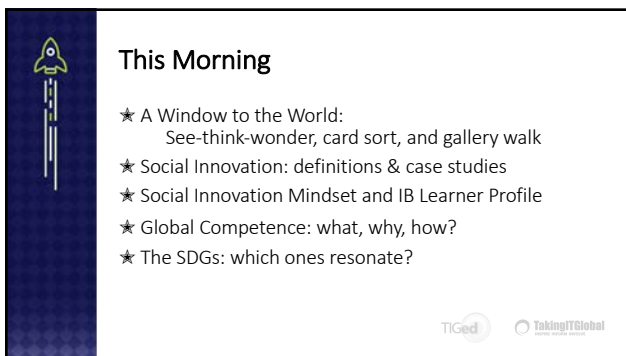
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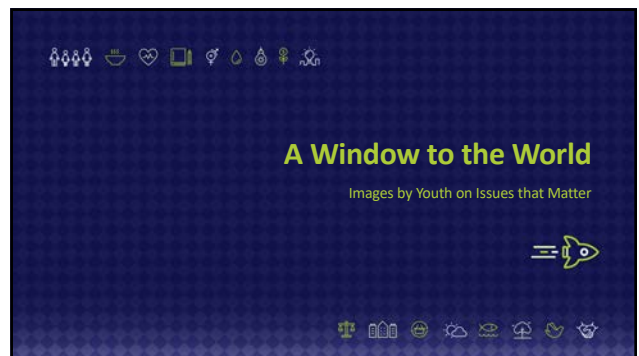
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4



5



6



7

Window to the World | See-Think-Wonder

- Each person selects a card.
- Take turns introducing yourselves.
- Share an observation, a thought, and a question about the image on your card using the See-Think-Wonder routine: "I see . . . I think . . . I wonder . . ."

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8

Window to the World | Card Sort

- Continue exploring the cards as you prepare to sort them into categories.
- Read the artist's message on the back of each card.
- Sort the cards into any categories you determine.
- Once you've finished, use sticky notes to label your categories.
- We will have a gallery walk to view each others' work.

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Window to the World | Gallery Walk

- Move from table to table viewing the collections of images.
- Reflect on what you see.
- Share out: Collectively and individually, what do these images make us wonder?

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How might we foster a culture of social innovation in our schools, communities, and beyond?


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How might we foster a culture of social innovation in our classrooms, communities, and beyond?



13

What is *social innovation*, and why is it important?



14


What is social innovation?




Urban Harvest

15

What the heck is social innovation?
<https://youtu.be/Flw9g6rzTJo>



16

What is Social Innovation?

“A social innovation is a novel solution to a social problem that is more effective, efficient, sustainable, or just than current solutions. The value created accrues primarily to society rather than to private individuals.”

Stanford Social Innovation Review

17


What is Social Entrepreneurship?

“Applying practical, innovative and sustainable approaches to benefit society in general, with an emphasis on those who are marginalized and poor.”

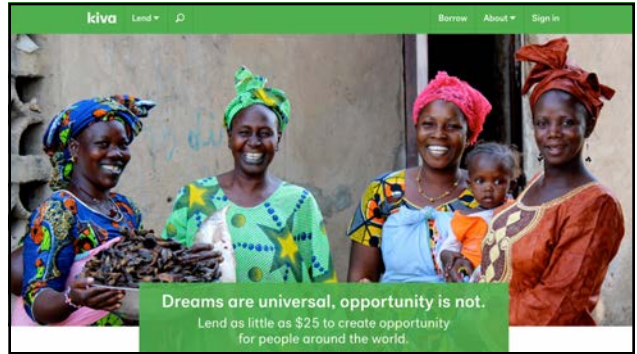
Schwab Foundation for Social Entrepreneurship

18

What can we learn from examples of impactful social innovation?



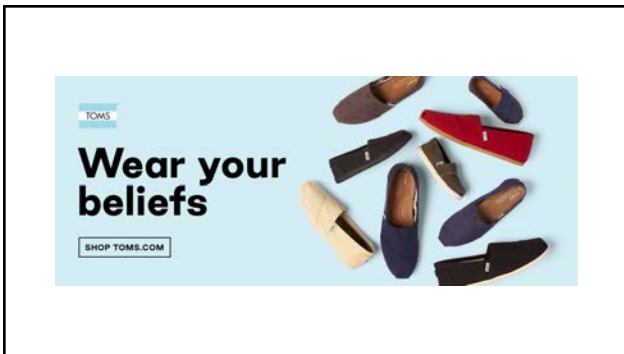
19



kiva Lend Borrow About Sign in

Dreams are universal, opportunity is not.
Lend as little as \$25 to create opportunity for people around the world.

20

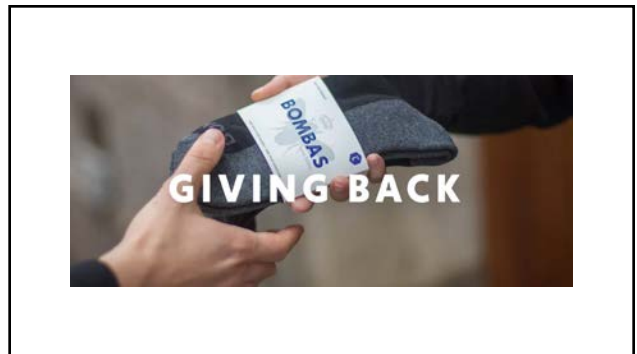


TOMS

Wear your beliefs

SHOP TOMS.COM

21




BOMBAS

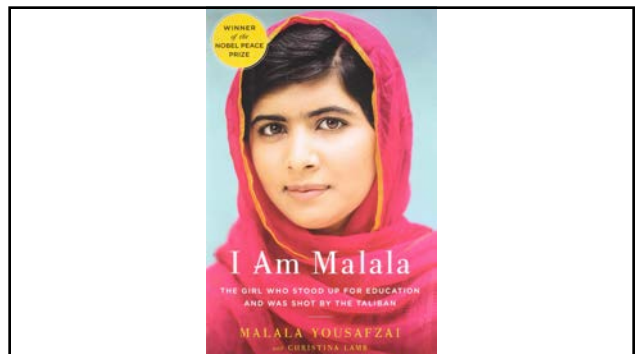
GIVING BACK

22

The Greatest Sock Never Sold
<https://vimeo.com/298167036>



23



WINNER OF THE NOBEL PEACE PRIZE

I Am Malala

THE GIRL WHO STOOD UP FOR EDUCATION AND WAS SHOT BY THE TALIBAN

MALALA YOUSAFZAI

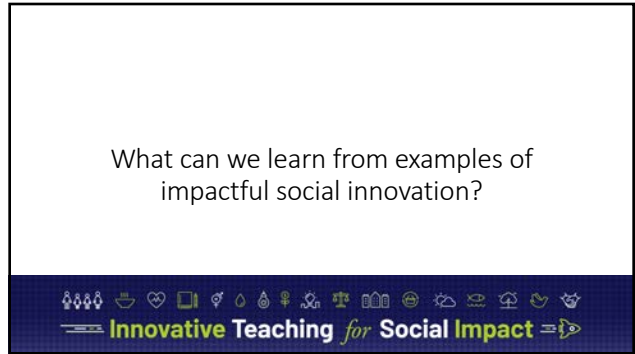
BY CHRISTINA LARSSON

24



Greta Thunberg, climate activist

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What can we learn from examples of impactful social innovation?

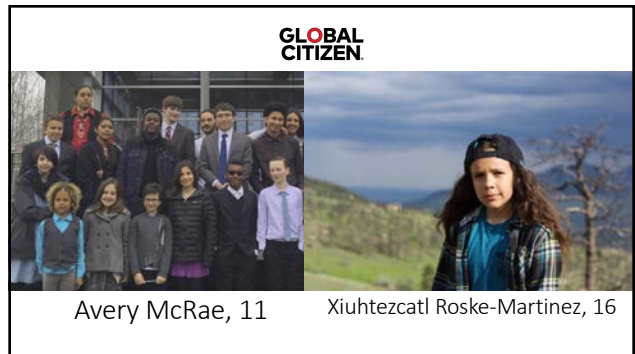
26



Marley Dias, 11

Sophie Cruz, 6

27



Avery McRae, 11

Xiuhtezcatl Roske-Martinez, 16

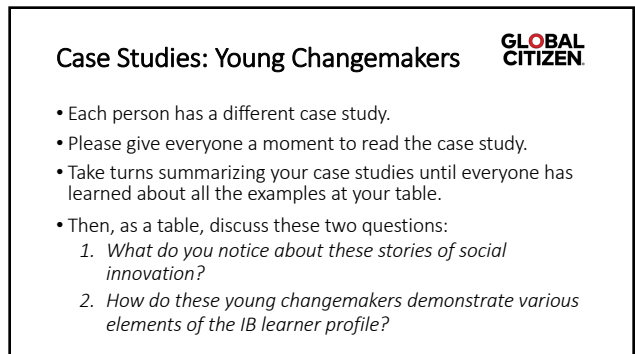
28



Payal Jangid, 16

Melati & Isabel Wijsen, 15 & 13

29



Case Studies: Young Changemakers



- Each person has a different case study.
- Please give everyone a moment to read the case study.
- Take turns summarizing your case studies until everyone has learned about all the examples at your table.
- Then, as a table, discuss these two questions:
 1. *What do you notice about these stories of social innovation?*
 2. *How do these young changemakers demonstrate various elements of the IB learner profile?*

30



31



32

Graffiti Boards: Silent Conversation

How would you describe a social innovation mindset, and how can we foster this mindset in our students?

- Jot your ideas in response to the question.
- Respond to each other's thoughts as well.
- Connect ideas with lines, etc.
- Feel free to use symbols or sketches.

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Ways Young People Can Change the World

- As voices against injustice
- As promoters of environmental and social awareness
- As presenters at conferences, forums and summits
- As trainers, mentors, coaches and tutors
- As artists, musicians and actors

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Ways Young People Can Change the World

- As organizers of petitions, campaigns and protests
- As entrepreneurs creating businesses and jobs
- As volunteers and fund-raisers for charity
- As conscious consumers
- As responsible users of natural resources

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How do social innovation projects foster global competence?

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What is global competence? 

“Global competence is the capacity and disposition to understand and act on issues of global significance.”

Veronica Boix-Mansilla and Anthony Jackson
Educating for Global Competence: Preparing Our Youth to Engage the World

37

38

Why foster global competence? 

Global Competence is necessary to . . .


- live harmoniously in multicultural communities
- thrive in a changing labour market
- use media platforms effectively and responsibly
- support the Sustainable Development Goals

39

“Employers rate knowledge and awareness of the wider world as more important than an applicant’s degree or final grades.”

40

World Savvy Student Survey 

80% believe jobs are becoming more global	60% believe they would be better employees if they had a strong understanding of different cultures	77% hope to work with people from different cultures
---	---	--

41

What is global competence? 



42

What is Global Competence?
<https://asiasociety.org/video/what-global-competence>



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Turn and Talk with a Partner

How does global competence relate to the social innovation mindset and the IB learner profile?



45

How can we design and facilitate projects that will prepare our students to face the future and thrive in a challenging world?




46

We the People for the Global Goals  THE GLOBAL GOALS For Sustainable Development

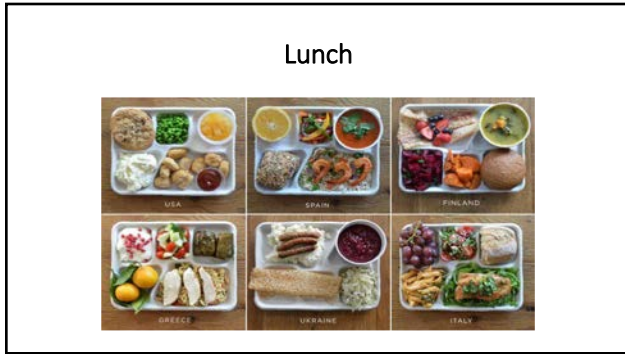


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We the People for the Global Goals
<https://youtu.be/RpqVmvMCmp0>




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Lunch

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This Afternoon

- ★Project Planner
- ★Example Projects
- ★Guiding Students Through the Inquiry Process
- ★Challenge Based Learning
- ★Technology Tools
- ★Guide to Action
- ★Tuning Protocol for Feedback

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Education for Social Innovation



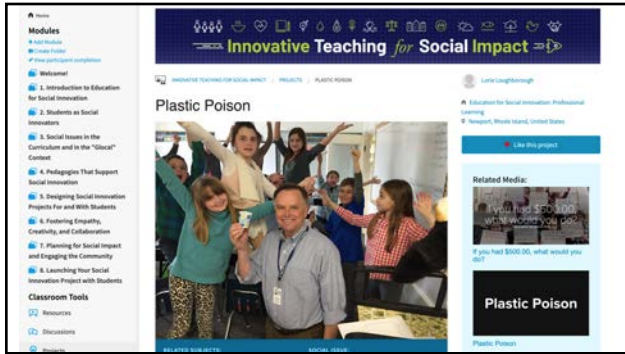
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Education for Social Innovation 2017 - Ontario

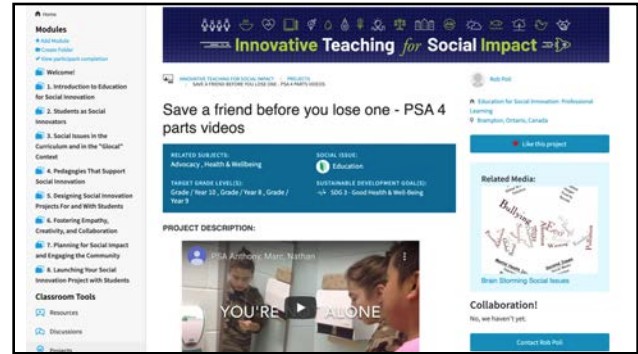
https://youtu.be/AZURS_eqgfg



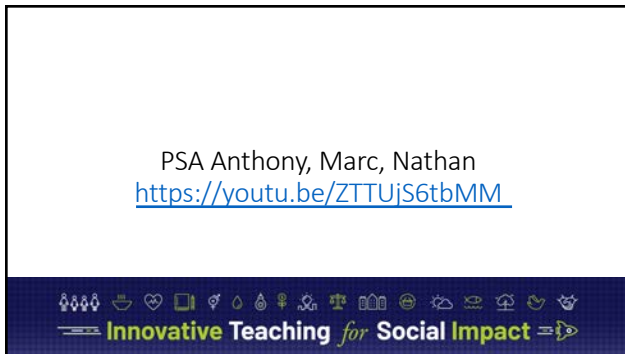
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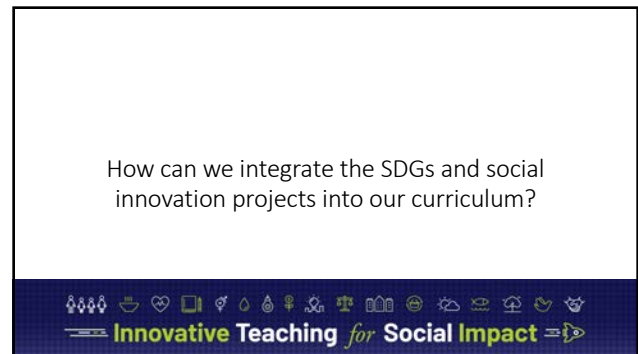
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SDG Project Brainstorm 


- Visit sustainabledevelopment.un.org and explore one or more goals in depth.
- Use post it notes to jot down action projects students might develop based on the SDGs.
- Add your project ideas to the posters.

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How can we use inquiry to frame social innovation projects with students?




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Inquiry-Based Learning 

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Inquiry-Based Learning: Developing Student-Driven Questions
<https://youtu.be/OdYev6MXTOA>




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Inquiry (Essential/Driving) Question → Lines of Inquiry → Student-Driven Questions


12 RESPONSIBLE CONSUMPTION AND PRODUCTION



14 LIFE BELOW WATER




15 LIFE ON LAND



66



Inquiry (Essential/Driving) Question → Lines of Inquiry → Student-Driven Questions
 What are the most serious challenges to the environment globally?

67



A Good Inquiry Question Should . . .

- Invite multiple answers
- Be “un-Googleable”
- Be relevant to students
- Require an answer
- Be authentic and grounded in real-world issues
- Give students a real-world role


68

Inquiry (Essential/Driving) Question → Lines of Inquiry → Student-Driven Questions
 What are the most serious challenges to the environment globally?

As young environmentalists, how can we help people in our community change their behavior to help address our environmental challenges?

69


Inquiry (Essential/Driving) Question → Lines of Inquiry → Student-Driven Questions



70



Inquiry (Essential/Driving) Question → Lines of Inquiry → Student-Driven Questions
 What is global warming and why is it happening?

71



A Good Inquiry Question Should . . .

- Invite multiple answers
- Be “un-Googleable”
- Be relevant to students
- Require an answer
- Be authentic and grounded in real-world issues
- Give students a real-world role

72

Inquiry (Essential/Driving) Question → Lines of Inquiry → Student-Driven Questions
~~What is global warming and why is it happening?~~

What can we do as a community to be active advocates for limiting climate change?

73

With a thought partner . . .

Draft some potential inquiry questions and anticipated student-driven questions that will result from their inquiry.

Spend 5 minutes on partner A's questions, then 5 minutes on partner B's questions.

74

How can we use challenge-based learning to facilitate social innovation projects with our students?



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Challenge Based Learning



76

Challenge Based Learning at Windward School
<https://youtu.be/SDp3xv-WoFw>



77



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How will you structure and support the process for students as they . . .

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Engage | Sources of Inspiration

- Read stories about inspirational young people
- Spend time outside and connect with nature
- Surf the Internet and look through inspirational sites
- Go to your local art gallery, museum or cultural centre

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Investigate | Get Informed

- What makes this issue unique and important to address?
- Who is most affected by the issue and why?
- How does this issue differ locally, nationally, regionally and globally?
- What different approaches have been taken to understand and tackle the issue?
- What groups are currently working on addressing the issue? (consider different sectors such as government, corporations, non-profit organizations, youth groups, United Nations agencies, etc.)

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Investigate | Problem Tree

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Investigate | Understanding Root Causes

Fishbone Diagram

A Fishbone Diagram is a structured brainstorming tool using categories to explore root causes for an undesirable effect.

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Investigate | The Five Whys Technique

Getting to the Root of a Problem Quickly

- Ask the question “Why?”
- Based on the answer, ask the question “Why?” again.
- Continue at least three more times.
- Note: some problems need more than five whys


85

Investigate | Stakeholder Perspective

People/Group	Perceptions on the Issue	Responding to the Issue
(e.g. GOVERNMENT, BUSINESS, NON-PROFIT, COMMUNITY, ACADEMIC, etc.)	How does the issue affect them? Are they for or against solving the issue? Include quotes and stories from your research.	How might they want to solve the issue? What are some key barriers or negative results?

86

How can we use technology to support inquiry and challenge-based learning?



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Go to www.menti.com and use the code 61 09 34

What are some tech tools students can use to document, reflect, and share their learning?

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Investigate | Stakeholder Perspective

People/Group	Perceptions on the Issue	Responding to the Issue
(e.g. GOVERNMENT, BUSINESS, NON-PROFIT, COMMUNITY, ACADEMIC, etc.)	How does the issue affect them? Are they for or against solving the issue? Include quotes and stories from your research.	How might they want to solve the issue? What are some key barriers or negative results?

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How will you structure and support the process for students as they . . .

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Guide to Action

Introduction
 Welcome to TakingGlobal's Guide to Action. It has been designed to help you turn your dreams into reality. This guide is informed by the experiences of youth leaders from around the world in addition to Masters research conducted by TakingGlobal's Co-Founder, Jennifer Corriero, on Youth-Led Action in an International Context (<http://research.takingglobal.org/youthaction/>). We hope this guide will provide you with the direction and support you need to better work towards making the change you want to see in the world. Good luck and remember to have fun!

Process Overview

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Guide available at: <http://www.takingglobal.org/guidetoaction>

INTRODUCTION

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Taking Action - Decision Chart

Possible Actions	Plus	Minus	Global Context	Local Context

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Develop a Team

- A sense of trust and belonging
- A shared sense of ownership
- Clear roles and responsibilities
- Effective and ongoing communication
- Respect for diversity
- A sense of fun, creativity and openness
- A space for ongoing learning and growth



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Students' SING Profiles



- **Strengths:** *What do you know you are great at?*
- **Interests:** *What lights your fire?*
- **Needs:** *What structures and supports do you need in order to work effectively?*
- **Goals:** *In what areas of work and learning do you want to grow?*

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Possible Project Activities:

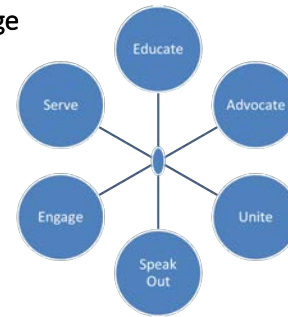
What action can you take to work towards achieving the mission of your project? Here are examples of what other young people have done in different parts of the world.

<ul style="list-style-type: none"> • Advocacy Campaigns <ul style="list-style-type: none"> • Get Star Traded • Linking graduates with employment (support with resumes and promotions) • Awards Program (winners through top 100) • Awareness Campaigns (e.g. human rights violations) • Mapping Youth Organizations and Groups (creating a directory of services) • Building Homes Mentorship Programs • Cleaning Public Spaces • National Student Day of Action • Community Service • Announcement Video • Open Discussion Forums (on topics relevant to community) • Community Service Internships • Peer Education • Conference Playground Project (invited guests for activity tent) • Contents Policy Advocacy • Consulting Centre Policy Text • Cultural Events • Public Speaking Competition (topic of agriculture) • Development of a Network • Reading to illustrate people 	<ul style="list-style-type: none"> • Distribution of health kits • Research and sharing of best practices • Eye Theatre Role Playing • Educational Materials (create and distribute) • Setting up volunteerism (internet access and training centres) • Environmental Education Skills & Vocational Training • Exchange Program Student Clubs • Food/Clothes drive • Summer Camp • Friendship (pen pal program) • Seminars & Festivals • Fundations (e.g. Baba Sabir) Therapy through Art • Fundraising for Libraries • Tolerance Theatre • Games (with social message) • The Planning Initiative • Improve waste management systems • Volunteerism Promotion (holding a volunteer festival) • Internet Literacy programs and workshops • Youth Councils (Municipal level or National level) • Leadership Training • Youth Forums and Consultations • Lesson Plans (on social issues) • Youth Radio/Video
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Guide to Action page 15

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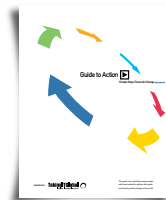
Knowledge to Action



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Possible Actions

- reduce your energy consumption
- join a socially beneficial organization
- speak up when someone tells a racist joke
- wear a positive message on your t-shirt
- take part in organized peace marches and protests
- buy fair trade certified products



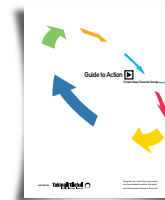
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Possible Actions

- create a website for charity
- run for student council
- give your opinion on a radio "call in" show
- educate your friends and get others interested
- participate in the discussion boards on TIG
- write an article for TakingITGlobal's e-journal Panorama



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Implementation and Evaluation

Personal and Group Action Plans, pp. 16-17

Implement and Problem Solving, p. 18

Monitoring and Evaluation, pp. 19-21

Sustainability, p. 22



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Tunette (Tuning + Charrette) Protocol

1. Presenter describes the project plan. (3 minutes)
2. Listeners ask clarifying questions; presenter answers. (1 minute)
3. Listeners jot down feedback on sticky notes using the stems:
I like . . . I wonder . . . What if . . . ?
4. Listeners share feedback in three rounds (2 minutes each):
 - I like . . .
 - I wonder . . .
 - What if . . . ?

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Pedagogical Strategies We've Used

- [See-Think-Wonder](#), Project Zero
- [Concept Sort](#), Teaching Tolerance
- [Gallery Walk](#), Facing History and Ourselves
- [Case Study Approach](#), World Savvy
- [Graffiti Boards / Big Paper](#), Facing History and Ourselves
- [The 3 Ys](#), Project Zero
- [Tuning Protocol](#) & [Charrette Protocol](#), School Reform Initiative

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The Way I See It #48

I wonder...if young people were actively engaged in all aspects of society, and thought of themselves as community leaders, problem-solvers, role models, mentors and key "stakeholders"...how would the world change?

~ Jennifer Corriero
Co-founder of TakingITGlobal.org

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The Way I See It – Your Turn

I used to think . . .
And now I think/know/wonder . . .

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Thank You!

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