

# **Global Innovation Camp**

## ***Lesson Guide for Weeks 3 and 4***

### ***Innovation Camp Proper***

Francis Jim B. Tuscano  
Manila, Philippines | [francisbtuscano@gmail.com](mailto:francisbtuscano@gmail.com)  
T: @jimtuscano

More info: <http://globalinnovationcamp.com>  
Follow at: <http://twitter.com/KidsCanInnovate>  
<http://facebook.com/globalinnovationcamp/>

## Weeks 4-5: Innovation Camp Proper

**Session Duration: 2 sessions of 40-50 minutes (for Weeks 4 and 5)**

**Session description:** This session aims to give the students the proper opportunity to start working on the local/global problem related to an SDG that they have chosen. Following the design-thinking process, students will go through the different stages in order to design a solution for their chosen problem.

Target goals:

- Define specifically the problem that they are going to solve
- Undergo the design-thinking process to design a solution to their problem

**NOTE: Be flexible in running these sessions. The different student groups may work through the different stages in various rates. However, your role as the camp leader is to make sure that the Innovation Groups are productive and are moving forward. If the group finds a very challenging obstacle during the process, provide some helpful prompts while allowing them to make sense of the obstacles on their own.**

Lesson Flow:

Parts of the Lesson	Learning Activity Instructions	Materials Needed
<b>Part I: Explore (5 minutes)</b>	Ask students to go back to their groupings from last session and ask them to remember the local/global problem that they have chosen during the last session.  Before this part ends, ensure that they have chosen a final problem so that they can proceed to the next part.	Weeks 4-5 PowerPoint Presentation
<b>Part II: Innovation Camp Proper (30-40 minutes)</b>	1. Distribute the Innovation Camp worksheets. 2. Go through the Innovation Camp worksheet with them and remind them about the design-thinking process.	Innovation Camp Worksheets (the same worksheet used last week)

	<p>For younger students, it is recommended that the whole class go through the different stages of the design thinking at the same time.</p> <p>For example, for Week 4, students can do:</p> <ul style="list-style-type: none"><li>• Empathize/ We Feel Stage</li><li>• Define/ We Investigate Stage</li><li>• Ideate/ We Imagine and Plan</li></ul> <p>Week 5:</p> <ul style="list-style-type: none"><li>• Prototype/ We Build</li><li>• Test/ We Share and Listen</li></ul> <p>For older students, the recommended flow mentioned above can still apply but be more flexible in allowing them to direct their own learning process and experiences</p> <p><b>Some considerations:</b></p> <ol style="list-style-type: none"><li>1. Note that when student groups come up with solutions, they can choose to:<ul style="list-style-type: none"><li>• Create a product</li><li>• Design an advocacy/ information campaign material</li><li>• Service-orientated programs and materials</li><li>• Philanthropical programs</li></ul></li><li>2. For the empathize stage, if the students do not have access to the people affected by the problem that they are solving, they may work on the empathy map via researching how real people would answer their questions. It is possible that students can research for more information via Internet.</li></ol>	
--	--	--

	<p>3. If there is no makerspace or innovation room that has materials available, you may ask students to bring their own materials needed to construct their work.</p>	
<p><b>Part III: Closure (5 minutes)</b></p>	<p>In each session, give the class a closure activity of 5 minutes in order to provide a good reflection on the activities that happened.</p> <p>Teacher can ask students the challenges and positive things that came out throughout the process. This would allow students to learn from each other, given that they are working in groups, hence, having different experiences.</p>	

**To get the badge for Weeks 3 and 4, accomplish this task and send to [francisbtuscano@gmail.com](mailto:francisbtuscano@gmail.com):**

- **Take pictures of students working on their own problems**
- **Take pictures of students' worksheets**
- **Take pictures of students' prototypes**