Kids Can! Innovation Camp:

Building a Better World One Idea at a Time

EXECUTIVE SUMMARY

Project Framework and Big Ideas

Big Idea 1: At the heart of "Kids Can! Project" is the goal of involving, engaging, and providing children the opportunity to become critical thinkers, creative problem-solvers, and active agents of change.

- As *critical thinkers*, they investigate and ask questions about the problems and challenges that the world is experiencing.

- As *creative problem-solvers*, they used their talents, skills, and immediate resources to plan, create, test, and improve their solutions to the problems.

- As *active agents of change*, they use their ideas and products to influence the people around them to take part in making the world a better place.

In order to do this, Kids Can! Project brings in the **United Nations Global Goals or the Sustainability Development Goals of 2030** as a guiding tool for the children.

> The Sustainable Development Goals (SDGs), otherwise known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity.

> These 17 Goals build on the successes of the Millennium Development Goals, while including new areas such as climate change, economic inequality, innovation, sustainable consumption, peace and justice, among other priorities. The goals are interconnected – often the key to success on one will involve tackling issues more commonly associated with another.

> The SDGs work in the spirit of partnership and pragmatism to make the right choices now to improve life, in a sustainable way, for future generations. They provide clear guidelines and targets for all countries to adopt in accordance with their own priorities and the environmental challenges of the world at large. The SDGs are an inclusive agenda. They tackle the root causes of poverty and unite us together to make a positive change for both people and planet. (UNDP)

The Global Goals

Big Idea 2: The project framework brings Design-Thinking into the level of young students in the grade school and early middle school.

The big ideas of the phases in Design Thinking are incorporated into five simpler steps that children can follow, independently or with the supervision of a teacher.

We Feel

Students are given time to empathize or feel for someone who may have or facing some problems. They look at the needs and concerns of the person whom they are empathizing with, as well as, the social or personal situations they are in.

We Investigate

Students dig deeper into the problem that they have identified. They clearly identify the problem and its root, the conditions, and consequences that go with it. They start to ask: "How can we…"
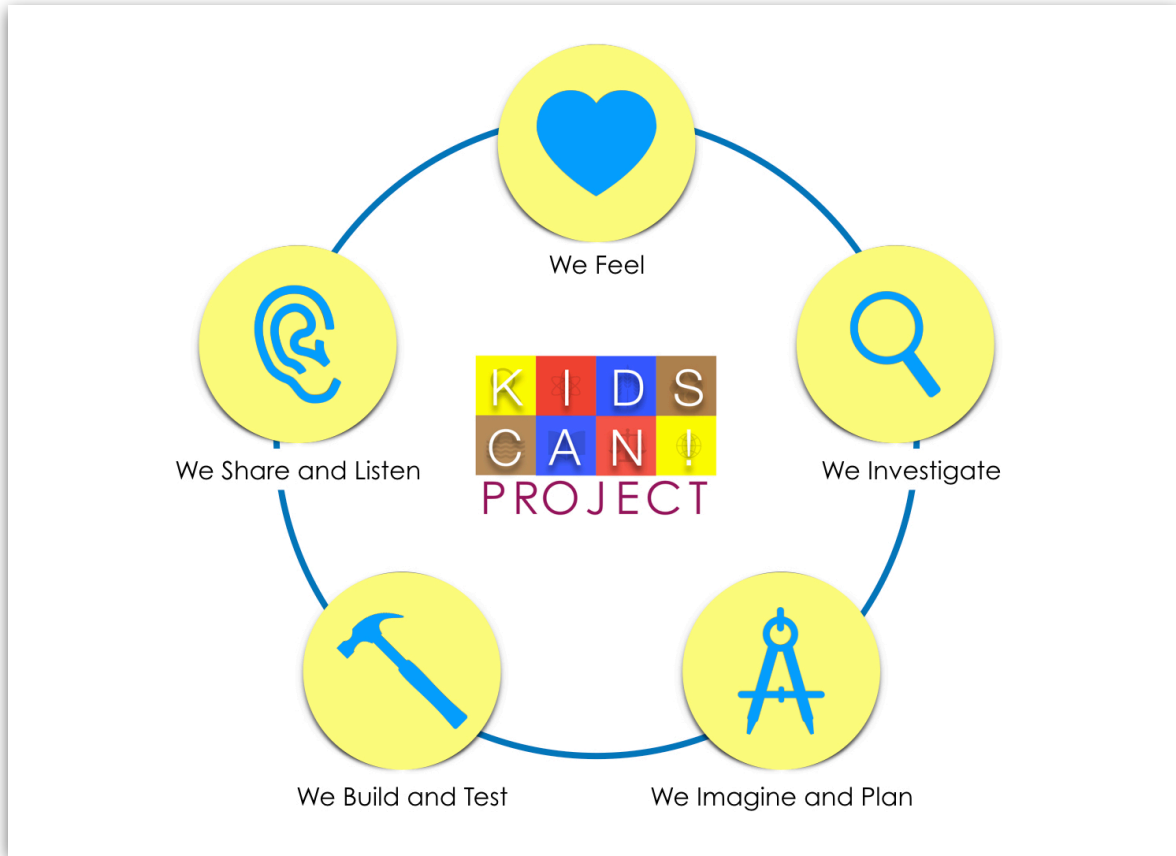
We Imagine and Plan

Students lay their plan on how to solve or provide a solution to the problem. They identify as many solutions as they can. In the end, they need to choose the "best" solution according to feasibility, effectivity, and efficiency.

We Build and Test

Students build and create the prototype of the solution. They can be as resourceful and creative in building their prototype. Students can let others use and test their prototype. They further evaluate and work on improving their prototype based on the feedback from the first users or testers.

We Share and Listen

Students are ready to bring their solution out in the public. They share their product and the story behind it. They listen to the feedback and comments of other people to further improve their solution.

Big Idea 3: The project is passion-based learning.

This is project also acknowledges the passion of students in creating products. Students will bank on their passion, talents, skills (individual and collaborative) as they participate in creating solutions for the problems they are working on.

Big Idea 4: The project aims to help kids come up with different and genuine solutions.

The kind and nature of solutions that the students can create depends on the nature of the problem they have identified. Hence, possible solutions may include but not limited to:

- Making or inventing
- Information and advocacy campaigns
- Call to action through service
- Philanthropy

Project Outline/ Schedule

The project may be done in one day. Depending on the activity or camp goals, the Innovation Camp may also be done across different days.

Regardless of the length or number of days for the Innovation Camp, the following sessions or phases are needed for the project. Length of each session or phase is adjustable depending on the needs of the students.

Session / Phase #	Title of Activity/ Topic	Description	Resources	Estimated Time
1	Exploring the UN Sustainable Development Goals	In this session, the students are introduced to the UN SDGs, which basically are the core of this project. The SGDs are the goals to these projects, providing social relevance and basis for the works of the participants.	SDG Info cards SDG app	40 minutes
2	Diving into the Kids for Change (Bata Para sa Pagbabago) Design-Thinking Framework	In this workshop, the students explore the design-thinking framework. This aims to make the students familiar with the process since this is a crucial framework for the projects.	Design Thinking Framework for Kids	50 - 60 minutes
3	Project Creation Phase 1 (We Feel and Investigate)	In this phase, the students follow the first and second steps in the Kids Can! Design-Thinking Framework.	We Feel Worksheet We Investigate Worksheet	50 - 60 minutes
4	Project Creation Phase 2 (We Imagine and Plan)	In this phase, the students follow the third step in the Kids Can! Design-Thinking Framework.	We Imagine and Plan Worksheet	50 - 60 minutes

Session / Phase #	Title of Activity/ Topic	Description	Resources	Estimated Time
5	Project Creation Phase 3 (We Build and Test)	In this phase, the students follow the fourth step in the Kids Can! Design-Thinking Framework.	Materials needed for their project	50 - 60 minutes *also depends on the students, more time might be needed.
6	Project Creation Phase 4 (We Share and Listen)	In this phase, the students present their product or project to a wider audience. It can be through a project presentation, public demo or display, or private presentations to key persons connected to their cause.	Finished project or product	Depends on the mode of public presentation or demonstration.

Project Team

The following are team members and the roles for each member:

Team Positions	Responsibilities
Project Head	Leads the planning of the project Oversees the implementation of the project Leads the evaluation of the execution of the project
SDG Mentor	In charge of presenting the SDSs to the students Handles the session on SDGs Checks on the alignment of projects and causes to the SDGs Acts as a mentor to project groups
Design Thinking Mentor	In charge of the session on the Design-Thinking Acts as a mentor to project groups
Project Mentors	Acts as a mentor to project groups Project group mentoring assignment may depend on the expertise of the mentor: a.　Innovation Mentor - mentors groups working on STEAM related projects b.　Information and Advocacy Mentor - mentors groups working on information, awareness, and advocacy projects c.　Service Mentor - mentors groups working on service-related causes d.　Philanthropy Mentor - mentors groups working on philanthrophy-related causes
Logistics Head	In charge of venue, promotion, and logistical concerns