



孩子们能行！创新营：

一次一个简单的想法 建立一个更美好的世界

*(Kids Can! Innovation Camp:
Building a Better World One Simple Idea at a Time)*

Developed by: Francis Jim B. Tuscano
Manila, Philippines | francisbtuscano@gmail.com

Translated to Chinese Mandarin by: Sophia Chen
China

Visit: <http://globalinnovationcamp.com/>
Follow us: <https://twitter.com/KidsCanInnovate>

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.

重要思想 1：在“孩子能行项目”是以让儿童参与其中、为孩子们提供机会成为批判性思考者、创造性问题解决者和变革的积极推动者为目标的项目。

- As *critical thinkers*, they investigate and ask questions about the problems and challenges that the world is experiencing.
- *作为批判性思想家，他们调查并提出有关世界正在经历和挑战的问题。*
- As *creative problem-solvers*, they used their talents, skills, and immediate resources to plan, create, test, and improve their solutions to the problems.

作为创造性的问题解决者，他们利用自己的才能、技能和即时资源来规划、创造、测试和改进问题的解决方案。

- 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.

作为变革的积极推动者，他们利用自己的想法和产品来影响周围的人，从而使世界变得更美好。

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.

为了做到这一点，孩子们能行！项目将联合国的 2030 个全球目标或可持续发展目标作为儿童的指导工具。

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.

可持续发展目标(SDG), 又称“全球目标”(Global Goals), 是呼吁消除贫困、保护地球和确保所有人享有和平与繁荣而采取的行动。

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.

这 17 项目标以千年发展目标的成功为基础, 同时包括气候变化、经济不平等、创新、可持续消费、和平与正义等新领域。这些目标是相互关联的-在一个目标上取得成功的关键往往是处理与另一个目标更常见的问题。

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

可持续发展目标本着伙伴关系和务实精神而开展工作。现在作出正确的选择, 以可持续的方式改善子孙后代的生活。它们为所有国家提供了明确的指导方针和目标, 供它们根据自己的优先事项和全世界的环境从而通过挑战。可持续发展目标是一个包容性的议程。它们解决贫穷的根源, 使我们团结起来, 为人民和地球带来积极的变化。



(开发署)全球目标

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

重要思想 2：项目框架将设计思维引入小学和初中生的设计思维水平中。

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.

设计思维阶段的伟大思想被归纳为五个简单的步骤，孩子们可以独立地或在老师的监督下遵循这些步骤。

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.

我们觉得

学生们有时间去同情或感受那些可能有问题或者面临着问题的人。他们关注的是他们所同情的人的需要和关注，以及他们所处的社会处境或个人处境。

We Investigate

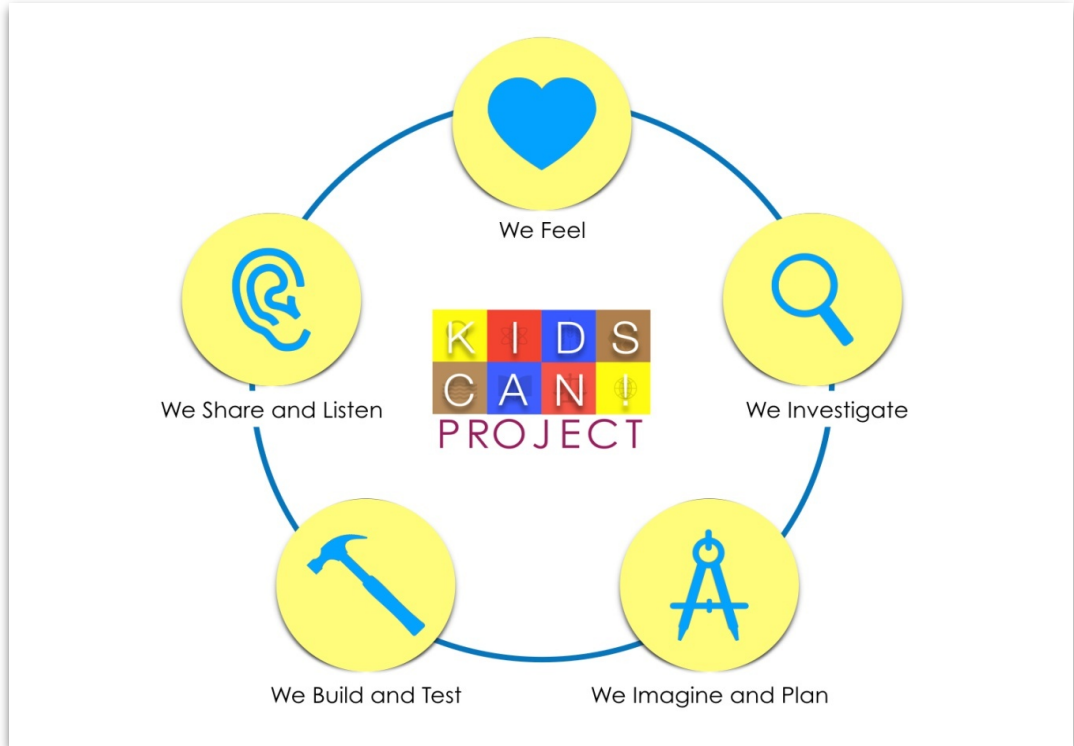
Students dig deeper into the problem that they have identified. They clearly identify the problem and its root, the conditions, and consequences that go with it. They start to ask: “How can we...”

学生们更深入地研究他们发现的问题。他们清楚地确定了问题的根源、条件以及随之而来的后果。他们开始问：“我们怎么能...？”

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.

学生们就如何解决或提供问题的解决方案制定了计划。他们尽可能多地找出解决方案。最后，他们需要根据可行性、有效性和效率选择“最佳”解决方案。



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.

学生建立并创建解决方案的原型。他们在构建原型时可以充满智慧和创造力。学生可以让别人使用和测试他们的原型，根据第一批用户或测试人员的反馈，从而进一步对他们的原型进行评估和改进。

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.

学生们准备在公众面前提出解决方案。他们分享他们的产品和背后的故事。他们听取别人的反馈和意见，以进一步改善他们的解决方案。

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

重要思想 3：该项目是基于激情的学

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.

这个项目体现了学生对创造产品的热情。 学生将参与在所研究的问题，创建解决方案的活动中，从而充分发挥他们的热情，才能和技能（个人和协作）。

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

重要思想 4：该项目旨在帮助孩子们提出不同的真正解决方案。

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:

学生可以创建的解决方案的种类和性质取决于他们已经确定的问题的性质。 因此，可能的解决方案可能包括但不限于：

- Making or inventing *制作或发明*
- Information and advocacy campaigns *信息和宣传运动*
- Call to action through service *号召行动*
- Philanthropy *慈善事业*

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.

该项目可能在一天内完成。根据活动或营地目标，创新营也可能在不同的日子里完成。

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.

无论创新营的天数如何，项目都包含以下会议或阶段。每个课程或阶段的长度可根据学生的需要进行调整。

Session /Phase #	Title of Activity/ Topic	Description	Resources	Estimated Time
1	Exploring the UN Sustainable Development Goals <i>探索联合国可持续发展目标</i>	In this session, the students are introduced to the UN SDGs, which basically are the core of this project. The SDGs are the goals to these projects, providing social relevance and basis for the works of the participants. <i>在本次会议中，学生们将了解联合国可持续发展目标，这些计划基本上是该项目的核心。SDG是这些项目的目标，为参与者的工作提供社会相关性和基础。</i>	SDG Info cards SDG app	40 minutes
2	Diving into the Design-Thinking Framework <i>深入了解设计思维框架</i>	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. <i>在这个研讨会上，学生们探索设</i>	Design Thinking Framework for Kids	50 - 60 minutes

Session /Phase #	Title of Activity/ Topic	Description	Resources	Estimated Time
		<i>计思维框架。这项内容旨在让学生熟悉这个过程。</i>		
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. <i>在这个阶段，学生们按照孩子们能行计划的第一步和第二步进行操作！设计思维框架。</i>	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. <i>在这个阶段，学生们按照孩子们能行的第三步，设计思维框架。</i>	We Imagine and Plan Worksheet	50 - 60 minutes
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. <i>在这个阶段，学生们按照孩子们能行的第四步，设计思维框架。</i>	Materials needed for their project	50 - 60 minutes *also depends on the students, more time might be needed.

Session /Phase #	Title of Activity/ Topic	Description	Resources	Estimated Time
6	Project Creation Phase 4 (We Share and Listen)	<p>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.</p> <p><i>在这个阶段，学生向更广泛的人群展示他们的产品或项目。它可以通过项目演示，公共演示或展示，私人演示给与其相关的关键人物。</i></p>	Finished project or product	Depends on the mode of public presentation or demonstration.

Innovation Camp 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 <i>引导项目规划</i> <i>监督项目的实施</i> <i>引导对项目执行的评估</i>
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 <i>负责向学生提交安全数据单</i> <i>处理可持续发展目标会议</i> <i>检查项目的对齐情况以及可持续发展目标的原因</i> <i>充当项目组的导师</i>
Design Thinking Mentor	In charge of the session on the Design-Thinking Acts as a mentor to project groups <i>负责设计思维会议</i> <i>充当项目组的导师</i>
Logistics Head	In charge of venue, promotion, and logistical concerns

Team Positions	Responsibilities
Project Mentors	<p>Acts as a mentor to project groups Project group mentoring assignment may depend on the expertise of the mentor:</p> <p><i>充当项目组的导师</i></p> <p><i>项目组指导任务可能取决于指导者的专业知识：</i></p> <ul style="list-style-type: none">a. Innovation Mentor - mentors groups working on STEAM related projectsb. Information and Advocacy Mentor - mentors groups working on information, awareness, and advocacy projectsc. Service Mentor - mentors groups working on service-related causesd. Philanthropy Mentor - mentors groups working on philanthropy-related causes