



Kids Can! Innovation Camp Framework

Building a Better World One Simple Idea at a Time

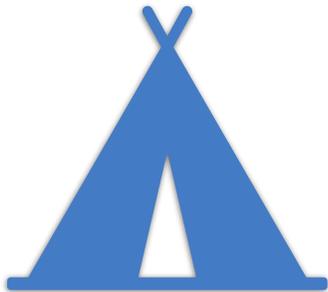
Resources, worksheets, and international translations included

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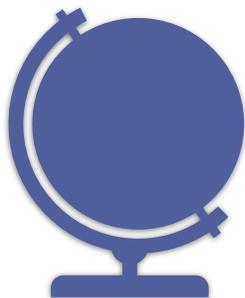
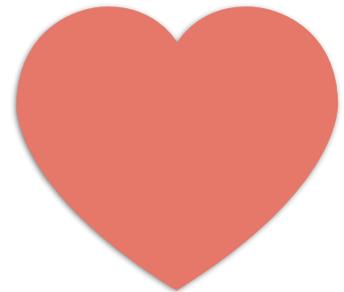


QUICK INFO



In May 2017, the Kids Can! Innovation Camp was conceived as an after-school club synergy activity in Xavier School - San Juan City, Philippines. Members of the four clubs dedicated their club time and even their lunch breaks to developed solutions to global problems related to a Global Goal that they identified in a small makeshift Makerspace room in the school. This became the pilot launching of the Innovation Camp.

The Kids Can! Innovation Camp helps learners to develop soft skills that are essential in the 21st century. The Camp challenges students to become creative and critical thinkers, as they collaborate on innovative solutions. All of these starts with core skill that the Camp aims to instill in students - **empathy** for persons who are affected by the global or local problems that they aim to solve.



The Kids Can! Innovation Camp was launched globally in March 2018 in a teacher summit in Dubai. The global community has started to grow since then. The Camp has more than twenty global ambassadors and teacher translators who are working on international language translations of the camp toolkit and resources. The Camp has been translated into five languages and five more projects are in the process.

In its first year, Kids Can! Innovation Camp has conducted several PD trainings to more than one hundred educators in and outside the Philippines. Almost a hundred students have also joined the camp. The Camp has also helped a few students in creating mobile apps about sustainability that have been recognized in international app-making competitions.

The Global Kids Can! Innovation Camp is set to happen on August 2018 with almost more than 1, 400 student from almost 50 schools around the world registered!



PROJECT FRAMEWORK AND BIG IDEAS

AGENTS OF CHANGE

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! brings in the ***United Nations Global Goals*** or ***the Sustainability Development Goals of 2030*** as a guiding tool for the students.

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)

SUSTAINABLE DEVELOPMENT GOALS



1 NO POVERTY 	2 ZERO HUNGER 	3 GOOD HEALTH AND WELL-BEING 	4 QUALITY EDUCATION 	5 GENDER EQUALITY 	6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY 	8 DECENT WORK AND ECONOMIC GROWTH 	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 	10 REDUCED INEQUALITIES 	11 SUSTAINABLE CITIES AND COMMUNITIES 	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION 	14 LIFE BELOW WATER 	15 LIFE ON LAND 	16 PEACE, JUSTICE AND STRONG INSTITUTIONS 	17 PARTNERSHIPS FOR THE GOALS 	

DESIGN-THINKING APPROACH

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.

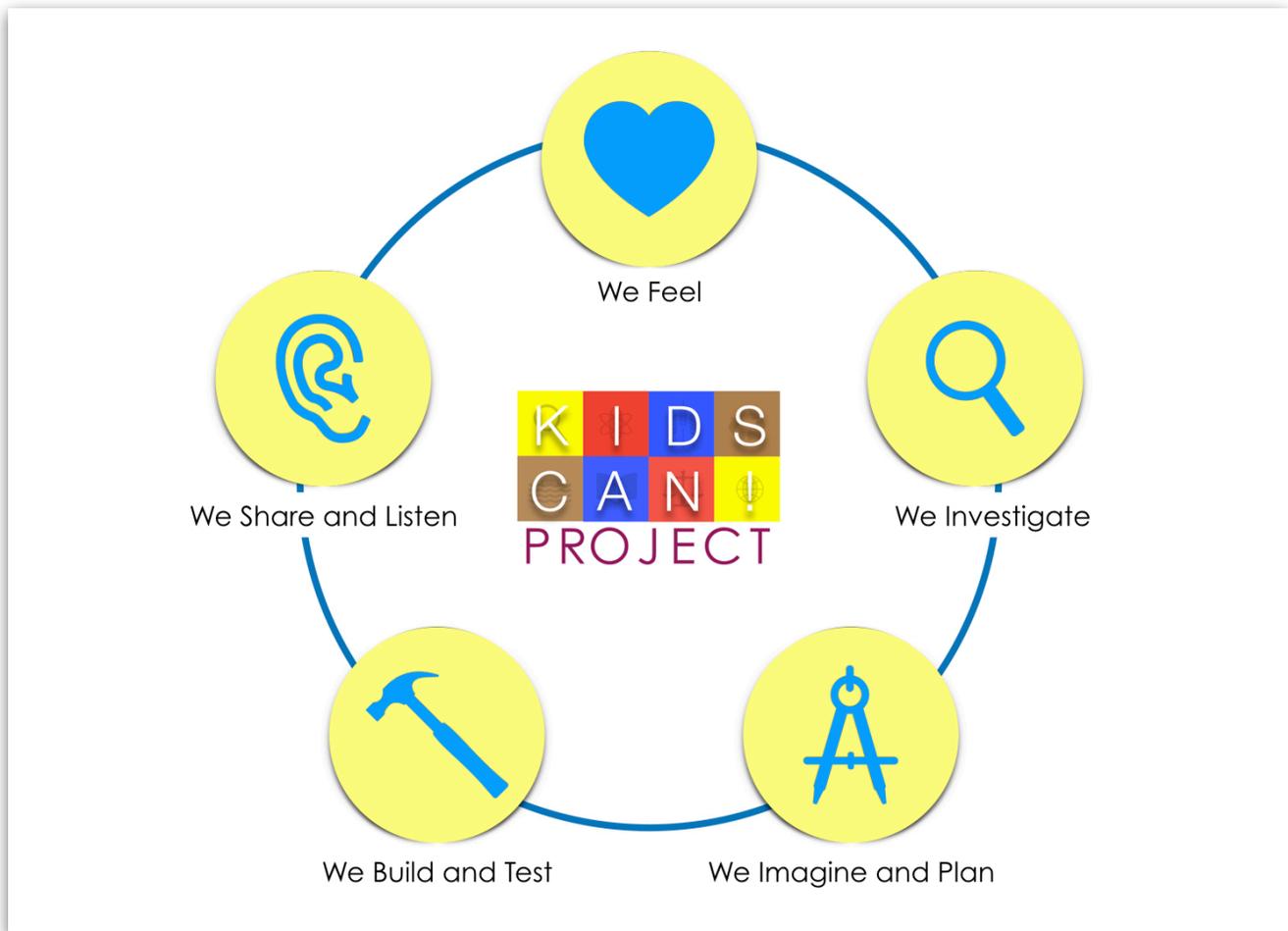
We Build and Test

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.

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The use of design-thinking helps the students to focus on the person or communities being affected by the real-life problems they are solving. The approach guides the students to create innovative solutions that centers on the betterment of humanity. This helps the Camp push for innovations that start from empathizing with other people who are undergoing problems. It's innovation driven by empathy, or what we refer to as **E+STEAM**.

PASSION-BASED LEARNING

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

The camp also acknowledges the passion of students in creating products. Students bank on their passion, talents, skills (individual and collaborative) as they participate in brainstorming, planning, and 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

RECOMMENDED PROJECT TIMELINE

The project may be done in one day. However, 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, 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.	SDG Info cards SDG app	40 minutes
2	Diving into the Design-thinking Framework	In this workshop, 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, 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, students follow the third step in the Kids Can! Design-thinking Framework.	We Imagine and Plan Worksheet	50 - 60 minutes

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Session / Phase #	Title of Activity/ Topic	Description	Resources	Estimated Time
5	Project Creation Phase 3 (We Build and Test)	In this phase, 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, 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.

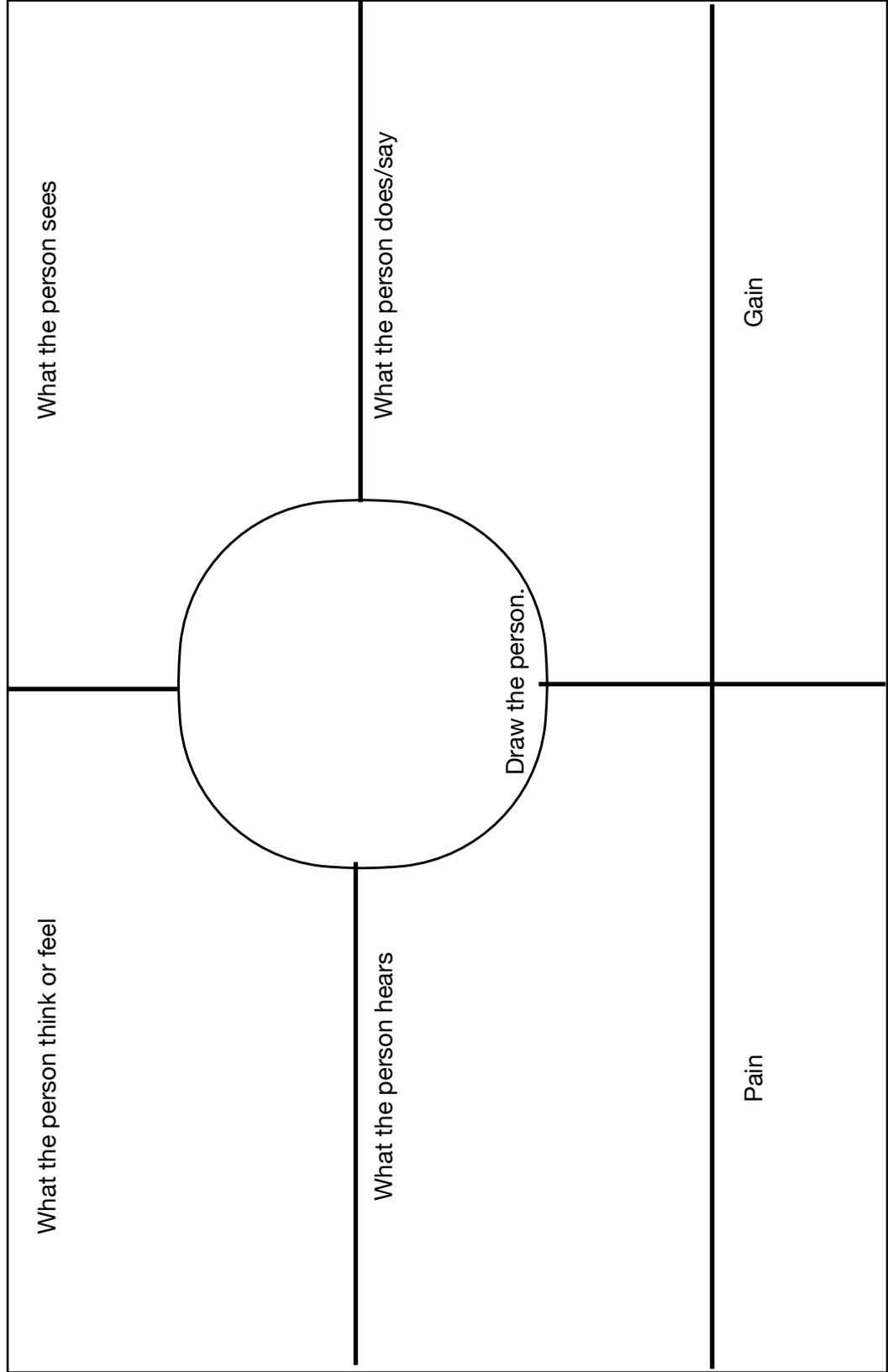
RECOMMENDED INNOVATION CAMP TEAM

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: <ul style="list-style-type: none"> 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 philanthropy-related causes
Logistics Head	In charge of venue, promotion, and logistical concerns

WORKSHEETS FOR THE CAMP

WE FEEL PHASE: EMPATHY MAP

- What does the person think or feel?
- What does the person see?
- What does the person hear?
- What does the person say or do?
- Pain: What are their biggest frustrations? What obstacles stand in their way? Which risks might they fear taking?
- Gain: What do they need to achieve? How can they become successful or have a good life?



WE FEEL PHASE: EMPATHY MAP

About this Phase:

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.

About the Empathy Map:

The empathy map is a tool that helps learners to know and feel for another person or simply, to be in the shoes of the person of interest. It helps the learners to empathize with the people for which they are designing a solution. The map leads the learner to examine what the person thinks or feel, sees, hears, says, or does. Lead the learners to use vivid descriptors.

Guide questions:

- What does the person think or feel?
- What does the person see?
- What does the person hear?
- What does the person say or do?
- Pain: What are their biggest frustrations? What obstacles stand in their way? Which risks might they fear taking?
- Gain: What do they need to achieve? How can they become successful or have a good life?

WE IMAGINE & PLAN PHASE PLANNING SHEET

<p>The solutions we are thinking right now ARE:</p>	
<p>The “BEST” Solution is... because...</p>	
<p>In order to build or make our solution, we need the following MATERIALS:</p>	
<p>In order to build or make our solution, we need to know the following SKILLS:</p> <p>Tip: It is great and helpful if your plan of action includes your passion or skills.</p>	

Sketch your plan here.

A large, empty rectangular box with a thin black border, occupying most of the page below the text. It is intended for a student to draw or sketch their plan.

WE IMAGINE & PLAN PHASE PLANNING SHEET

We Imagine and Plan Phase:

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.

Expectations:

Learners should be able to list as many solutions as possible. As they think of solutions, the following general paths for solutions can be of great help:

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

Then, they choose the “best” solution according to the following criteria:

- feasibility - Is the solution “do-able” or capable of being accomplished?
- effectivity - Is the solution effective enough to address and solve the problem?
- efficiency - Is the solution something that can be done with less effort, money, or materials?

After deciding on the “best” solution, the students start to plan on building or creating their solution.

INTERNATIONAL TRANSLATIONS

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A team of teachers from all over the world are collaborating to work on international translations of the Kids Can! Innovation Camp framework and resources. As part of the movement towards open educational resources, the translators have agreed to share their translated works to the global community for free! Please click the given links to download international translations. More translation projects are in the pipeline!

Vietnamese Translation
by: Nam Ngo Thanh
(Vietnam)

Polish Translation
by: Barbara Anna Zielonka
(Norway)

Korean Translation
by: Ji Ho Lee & Erica Gutierrez-Lee
(South Korea)

Bahasa Melayu Translation
by: Roy Rillera Marzo
(Malaysia)

Filipino Translation
by: Francis Jim Tuscano & Ivy Enaje
(Philippines)

In the works, soon to be released

*Serbia
Hindi
Japanese
Portuguese
Chinese Mandarin*

Download: <https://kidscanproject.weebly.com/resources.html>