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BE PART OF SOMETHING BIGGER THAN ONESELF

As teachers and students embark on their journey to do good in society, they must understand their purpose and the means by which they can bring change. This chapter introduces human rights goals and frameworks that can offer them inspiration, as well as design thinking principles that can help them devise and implement actions.

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Inspiration: Power of a Teacher's Presence

The quick brown fox jumps over the lazy dog.

Etched in my mind is the memory of this sentence, written in dusty white chalk on our classroom blackboard. Had it been a different class from a different year of my schooling, I might have said "a blackboard *in the front of the room*," but this classroom was unlike others I had known. Our fourth-grade teacher, Mrs. Buttery, had purposefully arranged our individual desks into one large open rectangle, so the room never had a front or a back or a "good seat" or a "not-so-good one." I imagine we were known by other teachers as quite the chatty group, but Mrs. Buttery loved us just the way we were. She welcomed our conversations and laughed and dreamed right along with us. I can still picture her as she walked around the perimeter of our room, always moving and always smiling. Each day she wore long, flowing skirts that would nearly touch the floor, which gave me the illusion she was almost floating.

This day, she directed our attention to the sentence: "The quick brown fox jumps over the lazy dog." Our task was to uncover what was special about the sentence, and we were to solve this puzzle through an inspired process of inquiry and exploration. Our classroom was alive with ideas. As to be expected from the literal minds of nine- and ten-year-old children, we narrowed in on the nouns and on possible explanations for why this dog was so lazy and what might be causing this fox to be filled with such energy. Through Mrs. Buttery's scaffolded questions and gentle guidance, we finally found what made this sentence so special and unique—the letters. All letters of our English alphabet represented. In one sentence! For me, a child who loved words and letters as if they were my friends, this was magical.

That lesson was one of many from that year in Mrs. Buttery's class that would stick with me. Each day that we entered her classroom—our classroom—we knew she would share a new adventure with us. With stories of distant cultures and maps of lands old and new, she opened up a world beyond our chatty little class on the Gulf Coast of Florida.

Later that same year, I learned of Africa. This wasn't the type of learning I had experienced before, where Africa was an item in a memorized list of continents. By that point, I had lists and lists of information I had learned by rote: planets and state capitals and food groups. This new type of learning brought me to a place of wanting not just to learn, but to *know*. Noticing this new interest of mine, Mrs. Buttery brought me books and newspaper clippings, and I soon came to understand the incredible challenges faced by many African children.

It never occurred to me that I was learning *about* the struggles of the people of Africa; in my mind I was learning *with* them. How could a child like me—just born in a different place on our planet—be without schools that had books and blackboards and, even more troubling, without access to medication and water and food? Doorways that led to teachers who invited wonder and discovery were not part of many of these children's days. And so, with a teacher who told me to keep going and parents who always inspired me to think bigger than myself, I set out to do anything I could. I told anyone who would listen about the conditions for children in these certain parts of Africa at the time (this was during the 1985 Ethiopian famine), and I worked to collect as many coin and dollar donations as I possibly could. After months of collecting money and a constant play-rewind-repeat of "We Are the World" (my self-selected theme song), I delivered my little (but big to me) $300 of funds raised to the Red Cross.

Today, looking back, I can see the signpost moments in my life and the way my experiences in education shaped me as an educator—and as a person. With teachers like Mrs. Buttery who were fully present, who inspired and empowered our ideas as students, and who offered us spaces to explore new worlds beyond our own with the best technologies and resources available at the time, education opened up pathways to let each of us mold and design our own futures. Since those days in 1985, my journey has been dedicated to seeking quality education for all. I have found my community of other globally minded educators who, like me, see all the world's children as their own.

Positioning students as knowledge constructors and empowered, creative communicators enables us as teachers to help foster the passions and dreams of all our students. We don't just open doorways, we build them.

Through technology-infused practices that allow for design, collaboration, and digital citizenship in learning, I believe that educators of the world, present in this moment of teaching and learning, can come together in solidarity to help rewrite the "stories of possible" in our global communities, so that students can move beyond concerns about seeking out quality learning or meals or water, and instead can explore puzzles of energetic foxes and lazy dogs and dream with chatty classmates about stories that seem filled with wonder and magic. I have hope.

SOCIAL GOOD IN EDUCATION

In classrooms and in schools, teachers and students are coming together to take action on creating change. Technology for social good makes it possible to share diverse perspectives, values, and beliefs. It allows for engagement through collaborative activities and coordination of efforts for increased impact. Social good provides purpose for inquiry-driven practices and project-based learning (PBL) by giving students the opportunity to engage in work that is relevant, interesting, and connected to the human experience. Though dedicated efforts for social good are relatively new in K—12 education, students and teachers are seeing how and where their voices fit in the global conversation, and that they are needed.

Traditionally, work around social good has been mostly reserved for the profession of social work. Programs, services, and products would target areas of need to promote well-being and to support causes in areas such as human rights, immigration, the environment, poverty, and access to housing, food, and clean water. In recent years, however, work around social good has spread into other professional sectors such as business, technology, and social entrepreneurship. With a sense of urgency and purpose, people from all areas of life, in all parts of the world, and of all ages are responding through committed grassroots efforts. Those of us in education are finding that innovative methods of awareness, advocacy, and activism are enabling us to make a positive difference for our world.

CONCEPTUAL MODEL OF SOCIAL GOOD

"Social good refers to services or products that promote human well-being on a large scale" (Mor Barak, 2018, p. 762). Three anchor themes that serve as a conceptual model for social good and describe the universal elements for the work within social good include (a) environmental justice and sustainability, (b) social inclusion, and (c) peace, harmony, and collaboration (Mor Barak, 2018).

These themes, fitting in at all grade levels and across all content areas within K—12 education, provide logical pathways for educators ready to support students in social-good efforts.

OUR ROLE IN TEACHING SOCIAL GOOD

What are our roles as educators in spaces of social good and social change? The job of a teacher involves developing skills in areas such as reading, writing, math, science, and history, but how do competencies such as kindness, empathy, commitment to action, and resilience fit in?

In considering this question, the phrase "raising our children" comes to mind. I use this phrase often—as a mother of three, as a teacher, and even in writing hopeful sentences such as, "As teachers, we must help raise children to reach their full potentials." The verb "raise" has a powerful meaning: "to lift up, to move to a higher position or level." In our work as teachers, we are in fact raising the children in our care. We hold them up and give them the right amount of boost when needed.

As my teacher Mrs. Buttery did for me, we can help shape the experiences of our students by meeting them with curiosity and interest. By endorsing a general trajectory while leaving room for exploration and wonder, we can invite our students to connect to their passions and to discover possibilities that may ultimately change their paths in life. But it takes discipline on our part to use our power as educators responsibly.

To "teach boldly" may mean that we take action, or it may mean that we simply listen without judgment. To build a culture grounded in inquiry and discourse, we need to guide our students so that they build on questions, seek out experts, and become confident individuals who are comfortable with imperfection and change. As teachers, we raise these children; we help them to chart their own visions for a better world and to establish the way they hope to contribute.

COLLECTIVE POWER TO CHANGE THE WORLD

Nil neart gancur le cheile. Translated from Irish to English, this means "There is no strength without unity." Bernadette Dwyer (@dwyerbe) of Ireland, one of my friends and mentors, shared this phrase with me when emphasizing the power of people coming together for progress.

For adults, moments of mindset change may not come easily or often, but as educators we witness this in children every day. We see those little "aha" moments, when students pause, readjust, and move forward. And in those moments, we know that life for them, in a tiny way, will be changed forever. All those little flashes of awareness and understanding ultimately can combine to create a society anchored in kindness, empathy, and inclusivity.

By using edtech for social good, we can collectively drive change. Work in this area can take many forms: students creating campaigns, advocating for causes, or taking dedicated actions as activists for change. There are subtle differences in terminology and in scope, but all serve as options for taking action for social good in education.

Campaigning

Students passionate about a school or local initiative can create campaigns. These might take the form of a schoolwide book drive for literacy efforts or a class program for recycling. Campaigning gives students of all ages a way to take action and give back to their own community.

Advocacy

Students involved in advocacy work take action on behalf of another person, group, or cause. They often combine their efforts with those of a larger group of people and look to the leaders of that group for direction, organization, or specific actions. Service-learning projects often encourage advocacy- and

awareness-building activities in addition to the service. Examples might include students joining efforts to provide a community with access to clean water or students joining a project to help animals in need of protection.

Activism

Student activism is typically associated with students taking intentional action to lead efforts with a specific goal of creating change, often in areas such as social justice, politics, or the environment. Activists take a position on an issue that is personally meaningful to them and offer a strong stance of support or dissent on a debatable topic. Means of activism by students most recently have included social media campaigns, marches, and the use of outreach, including blogging, podcasting, television interviews, and professional speaking.

In this work today, students are leading the way. A new generation of activists and global changemakers is engaging with radical kindness and having an impact on the international dialogue on societal issues and policy. Through the use of networks and compelling messages of solidarity and resilience, these activists are taking causes beyond the classroom to social media, city streets, and the steps of government buildings. By taking control of the story of their world and the one they want for their futures, they are attracting like-minded individuals and together changing the narrative surrounding issues that matter to them. These young people, as citizens of the world, are demonstrating that an individual person can make a positive impact on society. They are mighty and fearless and serve as voices of hope; the whole world is watching them.

March for Our Lives

March for Our Lives is a student-led activist movement dedicated to ending gun violence. Developed by Florida students from Marjory Stoneman Douglas High School who were seeking justice and action following the tragic shooting at their school in February 2018, the organization showed the world that student voice is strong and deserves to be heard. Through use of social media and

televised town hall gatherings, and by assembling students across the country in voter registration events, the young activists spread their message far and wide. The March for Our Lives demonstrations held on March 24, 2018, were the beginning of their work to mobilize on gun control; more than 1.2 million people took part in more than 450 marches all over the United States. Today, the students work to change policy, advocating for gun violence prevention and for voter registration. Follow the efforts of their movement at marchforourlives.com and on Twitter at @AMarch4OurLives.

Climate Strike

In August 2018, fifteen-year-old Greta Thunberg (@GretaThunberg), a Swedish student activist, decided to skip school on a Friday to strike outside the parliament building in Stockholm in an attempt to get action on climate change. Several months later, she spoke at TEDxStockholm (youtube.com/watch?v=H2QxFM9y0tY) and then at the World Economic Forum at Davos.

With her mission expressed on a handmade sign that read "Skolstrejk för klimatet" ("School Strike for the Climate") and in a hashtag (#fridaysforfuture), she marched every Friday leading up to a world march in March of 2019. The #ClimateStrike march in 2019 brought more than one million students to the streets of the world. In 2019, *Time* named Greta one of the world's twenty-five most influential leaders, and she was nominated for the Nobel Peace Prize. At the time of publication of this book, she still marched every Friday.

#KeepReading

Olivia Van Ledtje (@TheLivBits) is a student activist for literacy and digital citizenship for children and the creator of LivBits, a project she started when she was only eight years old. She shares short videos about reading and connecting with passions, and she talks to students and teachers about the importance of student voice and ensuring that children feel they belong. "Technology helps me amplify my voice. I'm able to connect and be encouraged in my LivBits work

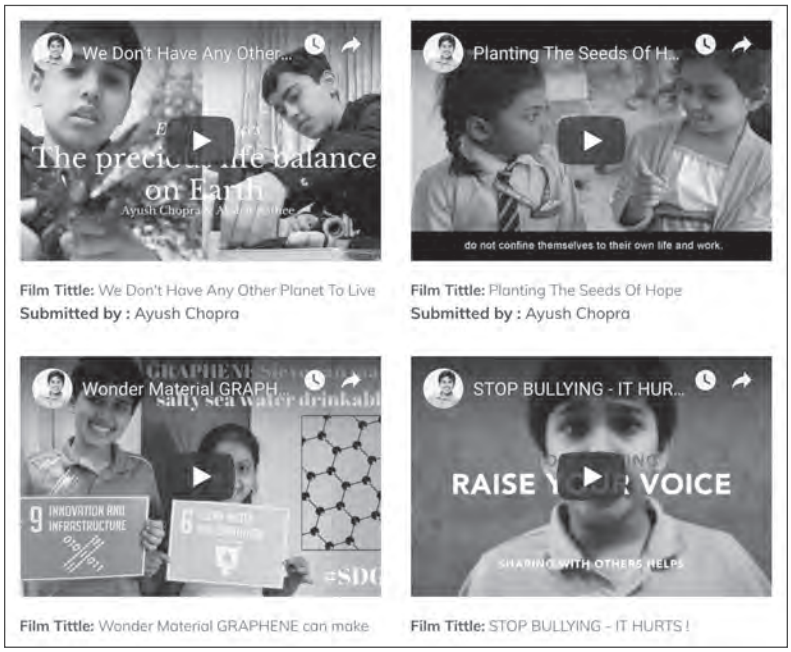
by people all over the world," Liv shared with me. You can check out Liv's story of using digital tools for good on her website (thelivbits.com) and through her blog, videos, and social media.

Here are Liv's top three tips for students to take action for social good:

1. Stay hopeful and follow people who inspire you to create more.
2. Notice other people's messages and encourage their work.
3. Remember that your story can inspire others to take the risk to share their own.

#SDGSforChildren

1.1 Activist Ayush Chopra posts videos inspired by the Sustainable Development Goals.



Ayush Chopra (@WizardAyush), known as Wizard Ayush by his peers and friends on social media, is a fifteen-year-old global activist working to create a safer and more sustainable future by empowering the voices of youth. He is the

Ariel Foundation International Youth Ambassador at the United Nations and is the founder of the SDGs for Children community (sdgsforchildren.org). In 2019, he published his first book, *Shaping a Fairer World with SDGs and Human Rights*, telling of his experiences with social transformation, and he shares weekly on his podcast and in YouTube videos. His efforts on human rights have been recognized with the 2019 Diana Award, and as the youngest ambassador to be invited to the Youth Human Rights International Summit at the United Nations in New York City, Ayush is set to continue to take action for good through activism and awareness efforts.

#FoodMilesMatter

1.2 Sixth-grade students at North Broward Preparatory School in Coconut Creek, Florida, created the Global Gardening Project and #FoodMilesMatter.

"We set out to reduce climate change and the excess emissions of fossil fuels by growing local food for our school cafeteria," the students of Food Miles Matter shared in 2019. Formed as a small group of sixth-grade students

interested in creating a garden in their science class, the student team at Food Miles Matter moved swiftly from being campaigners to becoming activists. After seeing the benefits of their school garden and how it reduced the number of miles their food traveled from production to plate, they created the Global Gardening Project.

The students created videos and used their student-designed website (bit.ly /foodmilesmatter) and their student-run Twitter account (@FoodMilesMatter) to promote their work and connect with schools and experts. Each week, they meet with students in classrooms around the world to share their experiences and promote the message that food miles matter. In spring 2019, they were awarded $30,000 for their work when they won the Lexus Eco Challenge sponsored by Lexus and Scholastic. Through purpose and perseverance, they are making a difference in our world.

ESTABLISH PURPOSE

What might it look like to take action for social good in your classroom? Perhaps you and your students are interested in joining a global collaboration project. Maybe you want to create a project of your own. Or you might find that your students are interested in building an invention to solve a problem we are facing in the world. But before you decide what you want to do, you need to understand your "why" behind it all.

Take time to establish your purpose. This, I think, is the best lesson I have learned from working with students on social good and social action projects. Though it is tempting for educators to move students right into a cause ("Okay students, I would like you to pick something you care about and let's get going . . ."), the outcomes and impact will ultimately suffer. The difference between an exercise and an experience lies in the work you and your students do to establish purpose. The time spent in this phase is valuable and important.

Inspiration for Action

For us as educators, I have good news! There are two frameworks ideal for students seeking ways to connect to purpose:

1. The Universal Declaration of Human Rights
2. The Sustainable Development Goals

These are available to inspire lessons, help generate ideas for student projects, and drive change.

Universal Declaration of Human Rights

Adopted by the United Nations (UN) General Assembly on December 10, 1948, the Universal Declaration of Human Rights (UDHR) provided our world with a vision for protecting the rights of all humans. Organized and offered as a six-page document of thirty articles, it has been translated into more than 500 languages and is recognized by the Guinness Book of World Records as the most translated document in the world (GWR, 2009).

Students and teachers can visit the **UN website** (un.org/en/universal-declaration-human-rights) to access the document and translated versions, watch videos of people around the world reading the articles, read the illustrated version, read about the women who shaped the Universal Declaration, and listen to the famous 1948 audio clip, "The Declaration," in which Eleanor Roosevelt reads the preamble and all the articles.

Classrooms can also access and join in the conversation around the UDHR with the hashtags #RightsOutLoud and #StandUp4HumanRights.

The Sustainable Development Goals

In 2015, a document titled "Transforming Our World: The 2030 Agenda for Sustainable Development" laid out a plan to bring forth solutions to the most complex and urgent problems that we as global citizens are facing. The first

line of the agenda's preamble, "This Agenda is a plan of action for people, planet, and prosperity," boldly frames a comprehensive road map for success and offers hope that the world will come together in common purpose to preserve and protect our futures.

This plan set forth by the United Nations identifies seventeen initiatives, known as the Sustainable Development Goals (SDGs or Global Goals) (**Figure 1.3**). Each of the goals—which range from eliminating poverty (Goal 1) to reducing inequalities (Goal 10) to climate action (Goal 13)—offers clear and measurable targets for countries and citizens to meet by the year 2030.

Students and teachers can learn more about the Global Goals by visiting sustainabledevelopment.un.org. There they can view goals by targets and indicators, by progress, and by related resources.

1.3 Teachers can use the UN's 17 Sustainable Development Goals to guide students toward purpose (UN, 2015).

Using the UDHR and SDGs to Connect to Purpose and Action

The UDHR and SDGs can be entry points into conversations about social good with students in the classroom. Here are a few simple ways you as an educator can gear up for the learning experience with students:

- Find a cause aligned to the UDHR or the SDGs and your own work. Contribute time or public support to causes and use the tag #RightsOutLoud and #TeachSDGs on social media.
- Consider ways to keep people and the planet at the center of all that you do. Invest in relationships and invite people who are representative of diverse perspectives or experiences into conversations and projects.
- Take action and stay informed. Follow @UN, @UNFoundation, and @TeachSDGs on Twitter, and download the SDGs in Action app (sdgsinaction.com) to get updates on the progress of the global goals.
- Print out the Global Goals poster or images of the individual goals (sustainabledevelopment.un.org/sdgs) and post them in your classroom. They're available in the six official languages of the UN: Arabic, Chinese, English, French, Russian, and Spanish. Find small ways to join forces and partner with others to take steps to reach these ambitious goals as part of a united and cooperative world.
- To work on investigations for extended periods of time, connect the UDHR and the SDGs to high quality Project Based Learning (HQPBL). Visit the HQPBL website (hqpbl.org) to download frameworks available in English and Spanish.

1.4 Students learn about the Global Goals.

WORLD'S LARGEST LESSON

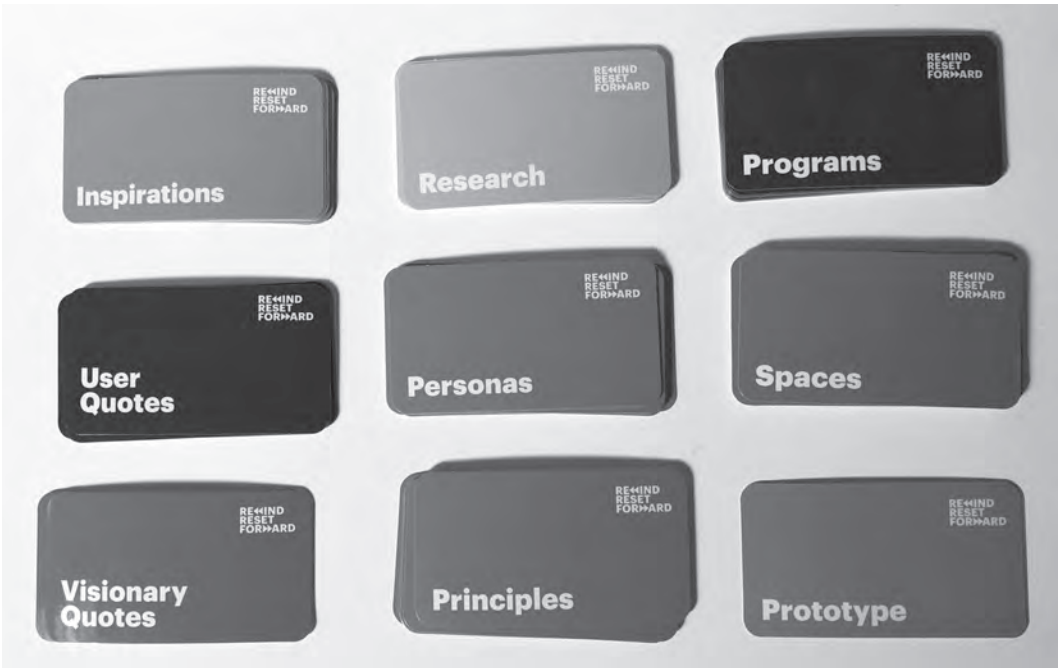
DESIGN THINKING AND HUMAN-CENTERED DESIGN

In our efforts to help students develop as global citizens, we as educators are working to build student global competence. Global competency is defined as the "possession of knowledge, skills, and dispositions to understand and act creatively on issues of global significance" (Asia Society & OECD, 2018).

Design thinking and human-centered design (HCD) frameworks support development of global competence and efforts of social good. Though the terms are sometimes used interchangeably, there are distinctions between the two. Design thinking is an iterative problem-solving approach that consists of five phases: (1) emphasize, (2) define, (3) ideate, (4) prototype, and (5) test. Human-centered design is a form of design thinking organized into three phases: (1) inspiration, (2) ideation, and (3) implementation. Both frameworks prioritize creative problem solving, creativity and innovation, and the user and the problems he or she faces. Thus, design thinking and HCD frameworks provide instructional design structures that are complementary to the work of social good and social action in the classroom.

Design Thinking Frameworks

Through design thinking activities, students can strategically work to get to purpose through a process of active thinking and creative problem-solving. Though design thinking frameworks are relatively new to many educators, they have been applied to education for a long time. Don Buckley (Twitter and Instagram: @donbuckley) has been working in design thinking spaces since their inception, creating tools for educators to use (**Figure 1.5**). I asked him for his thoughts on design thinking in terms of social good in education. "Social good problems are complex and ambiguous," he shared. "Design thinking can be easy to teach, but it is as much about mindset as it is methods. Changing a mindset is changing behavior, and that's hard."



1.5 At rewind.reset.forward, Don Buckley develops tools for design thinking work.

Here are a few tenets of design thinking to consider as you develop your lessons and identify the skills you want to cultivate:

- embrace ambiguity
- build creative confidence
- create with empathy and optimism (IDEO, 2015)

Human-Centered Design

Human-centered design (HCD) is a form of design thinking. A three-phase approach to problem-solving and learning, it keeps the human central to all decision-making. Described and coined by Cooley (1980) and popularized by the Stanford d.school and the design firm IDEO (ideo.org), HCD builds upon participatory action research by offering proposed solutions to problems. Rooted in empathy and sincerity of thought, HCD moves students through these three phases:

1. **INSPIRATION.** In this phase, the students are immersed in context. They ask many questions and engage in observation, interviews, and journaling. This phase helps students understand how to get started before executing ideas. Here, learning is messy, exploratory, and centered on the people students ultimately want to help.
2. **IDEATION.** In the ideation phase, you and your students bring together and formulate ideas from the inspiration phase. Here you brainstorm many solutions to the established "problem" or steps toward meeting a goal.
3. **IMPLEMENTATION.** In the final phase of HCD, students prepare to execute concepts or ideas.

Human-centered design is meant to be a continuous process that encourages students to iterate and develop ideas over time. Students can create roadmaps, prototypes, peer-review feedback loops, and even pilots of their concepts.

In the classroom, you can use these three phases of HCD to guide students toward purpose in their efforts to improve the lives of others.

Here are a few human-centered design activities that can help your students establish purpose and get to the point of their project, prototype, or campaign.

INSPIRATION ACTIVITIES

As you prepare to begin work in social good, the inspiration phase is a good place to start. The Five Whys and the Card Sort are two exercises to get ideas flowing.

The Five Whys

The Five Whys is a way to help expand ideas and move beyond initial responses. The Five Whys technique was developed by the Toyota Motor Company in the 1950s as part of its problem-solving training (Ohno, 1988). For this activity, start by asking a student a question related to the work. Take the response and change it into a why question. Do this four times. The resulting responses should provide a deeper understanding and connection to the root cause or purpose. Here is a simplified example:

QUESTION 1: *In the story of the Three Little Pigs, why did the third pig build a house of bricks?*

RESPONSE 1: Because she wanted to have a strong house.

QUESTION 2: *Why did the third pig want to have a strong house?*

RESPONSE 2: Because she knew the wolf would try to blow it down.

QUESTION 3: *Why did she think the wolf would try to blow it down?*

RESPONSE 3: Because the wolf blew down the house of straw and the house of sticks.

QUESTION 4: *Why did the wolf blow down the house of straw and the house of sticks?*

RESPONSE 4: Because he wanted to get to the three pigs.

QUESTION 5: *Why did the wolf want to get to the three pigs?*

RESPONSE 5: Because he wanted to eat the pigs.

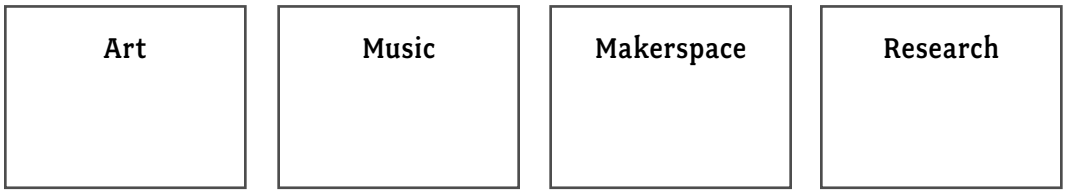
Even without background knowledge of the story, you can understand the third pig's intention, purpose, and motivation for building a strong house—she wanted to survive! As you and your students engage in The Five Whys activity, be sure questions and responses are recorded for future analysis.

Card Sorts

Card Sorts are one of my favorite activities for understanding student thinking routines and preferences. Card Sorts can be used with students of all ages and with any lesson, and offer a tangible, hands-on conversation starter. To conduct a Card Sort, add images, photos, sketches, or words to individual cards and follow these guidelines:

- one concept per card
- three to five cards total
- can be handwritten index cards or printed from a digital design

A simplified example might be preference of activity: art, music, makerspace, or research.



1.6 This is an example of a card sort.

Hand the cards to a student and ask him or her to put them in order. Here, students may look at you for direction ("Order, as in . . .?"), but just say, "Please put them in an order that makes sense to you." After the student has ordered the cards, invite him or her to share the thinking behind the order. Why did the student prioritize one over the other? Why did he or she sort in that physical manner (horizontal, vertical, diagonal, in a stack, etc.)? As in The Five Whys, be sure to document responses.

IDEATION ACTIVITIES

Affinity mapping and journey mapping are two ideation activities to try out with your students.

Affinity Mapping

Affinity mapping is a great activity for classroom groups to do together. Use sticky notes or tech tools such as **Stickies.io** (stickies.io) or **Padlet** (padlet.com) for capturing and sharing ideas.

For the first part of the process, invite students to note as many answers to a question as possible (e.g., "How might our classroom contribute to the Earth Day celebration at our school next month?"). Let them know that ideas do not need to be completely formed—unfinished, incomplete, or even impossible is okay. The main point to get across for the first step is that there should only be one idea per sticky note.

After all ideas are added, either to an accessible wall space or virtual idea board, invite students to group ideas by association/likeness/affinity. If you have a large group, invite several representatives to lead the mapping by talking out loud and moving the stickies as they go.

At the conclusion of the activity, you should have several affinity groups and perhaps a few outliers. This helps to narrow ideas and options and provides synthesized understandings for the group. Final ideas could even be used in a Card Sort activity in the future.

Journey Mapping

To build a journey map, students will take an idea from the inspiration phase and map out a "user journey" (the steps a person would go through when interacting with the solution or experience). At the top of the paper, students should include a title and a brief description of the "end user profile" (i.e., a description of the person for whom they are designing or building). Words, short phrases, and images should capture ideas for the journey. Encourage students to use boxes and arrows as they go. The journey map can lead students to build an advocacy campaign, an invention, or even a sustainability program. Completed journey maps can be added to the design plans as artifacts of the process.

IMPLEMENTATION ACTIVITIES

Here are two activities to get you and your students into a start-up thought process: define success and prepare a pitch.

Define Success

In human-centered design, as with strong instructional design, success is clearly defined and detailed. This is of critical importance in innovation and invention, as ideas are often new and without exemplars or examples from experience. To help students define success for their design, have them consider and answer these questions:

1. What is the anticipated timeline of your project?
2. What are the steps in your roadmap?
3. What are the key objectives at each point?
4. What is your anticipated impact?
5. How do you plan to measure impact?

Answers to questions can be prepared in a presentation, illustration, or writing assignment.

Prepare Your Pitch

In business, developers create pitch presentations to share their ideas and their purpose in creating a new product, service, or program. As students finalize their ideas, roadmaps, and measures of success, guide them to create an elevator speech as an innovative method of sharing. Elevator speeches (sometimes called elevator pitches) are brief and focused statements created to spark interest in an idea. They are typically twenty to thirty seconds long (or about the length of a short elevator ride). The speech should clearly state the goal, vision, and anticipated impact, and end with an interesting question to encourage engagement. As students create their elevator speeches, have them work with classmates to practice and receive feedback. Give students an authentic audience by inviting a panel of parents or community members to hear the pitches and share advice, questions, and recognition. Record pitches with video and save for the future.

AFFIRMATION OF PURPOSE–DRIVEN PROJECTS

As mentioned previously, we as teachers have a responsibility to guide students in the process of learning. Our role, particularly in the process of design-thinking routines, is one of facilitation. My friend Koen Timmers (@zelfstudie), an educator in Belgium, says the teacher should be a "help desk" in the classroom, with the students discovering and constructing learning on their own.

Students who go through an exploratory process to discover purpose and then design projects or programs intentionally based on that purpose will look to you for a response. Your supportive comment will be an important one. Here are a few quick responses to encourage a growth mindset and build confidence and self-affirming beliefs:

- "Yes, and . . ." as opposed to "No."
- "How might we . . ." as opposed to "That won't work."
- "Have you researched . . ." as opposed to "That is incorrect."

Design Thinking at Scale: International School of Brussels

The International School of Brussels (ISB), located on a forty-acre campus near the city center of Brussels, Belgium, serves more than 1,500 students aged two to nineteen from sixty-two countries. As the educators at ISB work each day to meet the school mission of "everyone included, everyone challenged, everyone successful," they incorporate design thinking and student voice throughout all levels of learning. Here, David Willows (@davidwillows), Mike Crowley (@crowley_mike), and Mary Jeanne Farris (@mjfarris) of ISB share what they have learned.

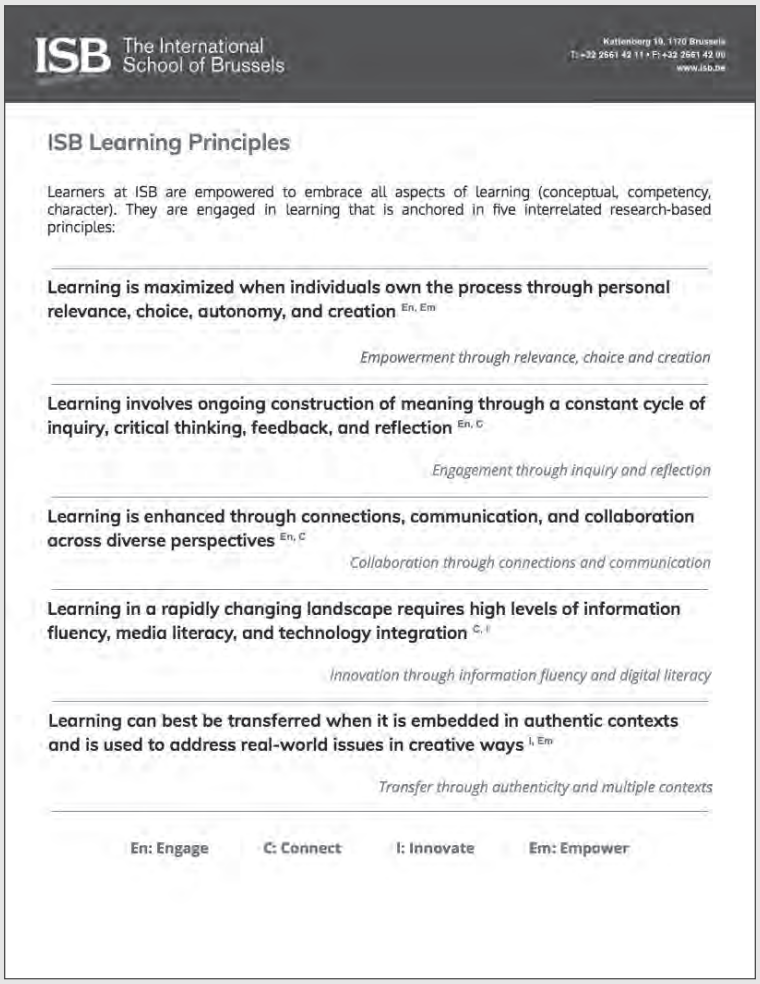
At its most basic level—particularly in the field of education—innovation can be as simple as demonstrating a willingness to consider doing things differently, an openness to new thinking and potentially disruptive ideas, and a disposition to listen to beliefs and perspectives that may challenge our own. Our mission and beliefs about learning and innovation at ISB are framed by a set of research-based Learning Principles (**Figure 1.7**). The questions we are committed to continuously asking as a school are based on seeking the best possible contexts and opportunities for our learners as outlined in these principles.

Our Learning Principles and our Character Standards (Openness, Reflection, Resilience, Integrity, Fairness, Compassion) drove our initial research into design thinking. Developing engaged, connected, and empowered learners who were resilient, reflective, and open would require a shift in teaching, learning, and assessment. The design process aligned with these aspirations.

Incorporating inquiry cycles into learning requires educators to rethink how students develop and demonstrate understanding. Across several subject areas, teachers define the big understandings and use ISB's *Inquiry Cycle* to help students explore those ideas. We have clearly defined each stage of the process, and teachers monitor and assess student progress throughout. This shift has required professional development for teachers, paring down curriculum "to be covered," and a focus on what students really need to understand.

1.7

The International School of Brussels (ISB) has developed a set of learning principles that frame their mission and beliefs.



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ISB Learning Principles

Learners at ISB are empowered to embrace all aspects of learning (conceptual, competency, character). They are engaged in learning that is anchored in five interrelated research-based principles:

Learning is maximized when individuals own the process through personal relevance, choice, autonomy, and creation En, Em

Empowerment through relevance, choice and creation

Learning involves ongoing construction of meaning through a constant cycle of inquiry, critical thinking, feedback, and reflection En, C

Engagement through inquiry and reflection

Learning is enhanced through connections, communication, and collaboration across diverse perspectives En, C

Collaboration through connections and communication

Learning in a rapidly changing landscape requires high levels of information fluency, media literacy, and technology integration C, I

Innovation through information fluency and digital literacy

Learning can best be transferred when it is embedded in authentic contexts and is used to address real-world issues in creative ways I, Em

Transfer through authenticity and multiple contexts

En: Engage C: Connect I: Innovate Em: Empower

Most importantly, there are elements within the day-to-day experience at ISB that reflect its commitment to social good. Numerous service-learning activities, ample volunteering opportunities within the community, and an ethos of continuous improvement in all that the school sets out to do are testimonials of the school's public and transparent goal of creating a better world.

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continued

For schools thinking about adding design thinking, we would suggest starting with some of the following questions:

- **What kinds of learners do we want to our students to be?**
- **What would learning in our school need to look like to meet that goal?**
- **What would we need to be explicitly teaching students to be successful?**
- **How will we support teachers and students to make this shift?**

ISB's Major Learnings:

- **We must continually challenge all of our assumptions about learning and school.**
- **Students are capable of great things if schools are willing to empower them.**
- **Change is an ongoing process that requires bold, committed leadership and constant dialogue.**

To learn more about the work of the educators at ISB, check out the hashtag #ISBLbD.

DIGITAL CITIZENSHIP IN ACTION

After their work in the phases of inspiration, ideation, and implementation, your students will be armed with a purpose and prepared to move into planning for their next steps of action. Work in social good provides an opportunity for the immediate application of skills, so pedagogy and practice must move from preparing students for the future to plugging them into the world in front of them here and now. Instead of reading about the world, students can learn *with* the world, not just thinking in the abstract about digital citizenship and collaboration skills, but actually developing them. This moves us as educators to a place of designing experiences instead of scenarios.

Social good and social action require multi-level thinking. Students need to consider a variety of viewpoints, attitudes, and beliefs. They need to move from egocentric vantage points to seeing the world through the eyes of another—shifting from individual to community to global positions. To take action, they are required to be thoughtful, measured, inventive, and persistent—to have "stick-to-it-iveness," an essential skill of success, as my grandpa used to tell me.

Students today, already leveraging technology for communication, creative problem-solving, and organization of ideas, are independently beginning to use innovative technologies to work with the world in their personal lives. As digital citizens, students in our classrooms are proactive in sharing messages and perspectives. Through use of edtech for social good, we can meet them as co-learners to execute on solutions—their solutions—for a better world.

Power of Mobile Learning and Social Networking

Learning today is on the go! It is social and mobile, no longer isolated within classroom walls. Instead of a unidirectional teacher-to-student transmission of knowledge, learning now can be connected and participatory, allowing for discovery of themes and points of convergence. Networked mobile devices allow for anytime-anywhere learning and sharing, which empowers students to research, record, and relate:

- **RESEARCH.** Conduct online searches, access experts, find up-to-date information
- **RECORD.** Capture learning with photos, audio, and video, contribute to message boards and social media, curate information, ideas, and experiences
- **RELATE.** Assess the accuracy and credibility of sources, connect to other points of view, find relevance and relationship

Global Collaboration

Global collaboration provides the opportunity for students to connect with people around the world from different backgrounds, cultures, and traditions. By communicating and collaborating across lines of difference, student learning can be informed and enriched, broadened and expanded.

Formats and Practices for Engagement

To minimize barriers that may arise when collaborating with international groups, work with your students to consider practices for effective engagement:

- Awareness of and respect for cultural practices and norms.
- Consideration of access and reliability of WiFi connection. (Be sure to have back-up plans ready!)
- Meeting options: Synchronous (meeting together at the same time either in person or online) vs. asynchronous (communicating digitally with each other with time delays in formats such as email, video-recorded messages, or text messages).

Digital Tools

As students move beyond introductions and into true collaboration, there are many tools that can facilitate their global communications and help them bring their social action projects or inquiries to the world.

- **COMMUNICATION: WhatsApp** (whatsapp.com), **Voxer** (voxer.com), **Remind** (remind.com)
- **VIDEOCONFERENCING: Skype** (skype.com), **Zoom** (zoom.us/education), **Google Hangouts** (hangouts.google.com)
- **TRANSLATION: Google Translate** (translate.google.com), **Bing Translator** (bing.com/translator)

- **SCHEDULING:** Email for coordination of times, **Doodle** (doodle.com)
- **WORKFLOW:** **Trello** (trello.com), **Padlet** (padlet.com)
- **DATA COLLECTION AND ANALYSIS:** **Google Sheets** (google.com/sheets), **Microsoft Excel** (products.office.com/en-us/excel)
- **DOCUMENTATION:** **Google Docs** (google.com/docs), **Microsoft Word** (microsoft.com)
- **CURATION:** **Wakelet** (wakelet.com), **Evernote** (evernote.com), **Feedly** (feedly.com), **Pocket** (getpocket.com)
- **GAMES FOR GOOD:** **Freerice** (freerice.com), **Spent** (playspent.org)
- **MULTI-PLAYER GAMES:** **Minecraft** (minecraft.net), **Kahoot!** (kahoot.com)

Virtual Reality Field Trips

Though not a replacement for real-life experience through travel and cultural immersion, virtual reality (VR) can be used to augment learning and expand understanding. Virtual environments offer 3D views into new worlds. Accessible through mobile devices, web links, or virtual reality headsets, VR can cross all content areas in education, including humanities and social studies, geography, literacy and language, science, arts, physical education, and math.

To enhance and inform the social good and social action work of your students, organize virtual reality field trips.

STEP 1: Select destination.

Have students determine a place or population of people they want to "visit" for their VR field trip.

- **By geographic location.** Better understand homelessness in El Salvador, overpopulation in the megacity of Mumbai, effects of pollution on underwater coral reefs

- **By perspective.** See the world through the eyes of an architect or sculptor, as a father in a refugee camp, as an eighty-year-old cancer patient

STEP 2: Determine objectives.

Help establish purpose and meaning by preparing a list of objectives. What do you anticipate you will see? What will you be searching for? How will the VR field trip give you a deeper understanding of the human experience? How will this new learning impact your current project/work? Without specific goals and outcomes in mind for the VR field trip, the experience could become a simple tech activity.

STEP 3: "Head out" for your VR field trip.

- For younger students, you can build excitement, "pack your bags," and head in. Website VR experiences projected on walls or screens are great for groups.
- For older students, encourage them to work independently and explore environments on a personal level. Mobile devices, headsets, and smartphones work well for this.

Some of my favorite VR programs include **Nearpod VR** (nearpod.com/nearpod-vr) and **Google Expeditions** (edu.google.com/products/vr-ar/expeditions).

STEP 4: Reflect.

Following the VR field trip, engage students in a reflection circle to debrief on the experience and share new or enhanced understandings of the world. What was surprising? What questions remain? How will your new views into the world impact the roadmap of your current projects?

TAKE ACTION
PLAN TO JOIN A GLOBAL PROJECT

Ready to dive into planning for global collaboration with your students? Here are a few of my favorite global projects and global activities:

- **Empatico Virtual Exchange** (empatico.org). Virtual exchange platform for K-6 grade classrooms with lessons focused on sparking empathy (see Appendix C for more information)
- **The Goals Project** (goalsproject.org). Annual September global project inviting PK—college educators to join teams with sixteen other classrooms; each class covers one of the SDGs (Global Goals) and shares with the whole team by email
- **Mystery Skype** (education.microsoft.com/skype-in-the-classroom/mystery-skype). Use of videoconferencing to guess the location of partner classrooms by asking yes/no questions and using maps and other resources; appropriate for students of all ages
- **Global Oneness Project** (globalonenessproject.org). Videos and lesson plans for high school and college students focused on cultural and environmental issues
- **Teens Dream Co Lab** (teensdreamcolab.org). Community of teens who meet in videoconference rooms to discuss global issues and sustainability
- **The Global Read Aloud** (theglobalreadaloud.com). Six-week global collaboration project held each fall; classrooms read and share on a yearly book selection
- **Rock Your World** (rock-your-world.org). Human rights advocacy campaign program for middle school and high school students (see Appendix C for more information)
- **World's Largest Lesson** (worldslargestlesson.globalgoals.org). Yearly lesson plan for the world around one of the Global Goals (see Appendix C for more information)

BOLD INVITATION

DESIGN A GLOBAL PROJECT

Designing a global project may sound like quite a commitment, but it is easier than you might think. To start a global project, all you need are (1) a lesson you have created (and in most cases have taught before and loved) and (2) the desire to bring students from outside your classroom into the lesson. You can use free tech tools and a global network of teachers to get your project up and running. Here is one way to get a global project started and out to the world:

STEP 1: Select a project you have created that you hope to do with your students.

STEP 2: Use tools such as **Adobe Spark** (spark.adobe.com) or **Weebly** (weebly.com) to create a free website. On your new site, share photos, ideas for the project, and a timeline with important project dates.

STEP 3: Invite others to join you. You can email colleagues in different parts of the world (or even from neighboring schools or classrooms next door). Create a hashtag to represent the project and share it with the link to your site on Twitter and Facebook.

STEP 4: Kick off your global project with the participating classrooms. Be sure to document the journey on your website. Consider **QuadBlogging** (quadblogging.net), in which students from four different classrooms co-author a blog.

STEP 5: End with a celebration! Use the project as a starting point for a continued classroom-to-classroom friendship.

MY PEACEMAKER PROFILE ACTIVITY #1
A STORYBOARD

Storyboarding is a prototyping method that stems from video production. As a filmmaker sets out to shoot a video, she or he may storyboard ideas to visually represent frames or shots or scenes. In education, teachers can use storyboards with students to serve as visual maps of anticipated plans for a project or design. Most often used in the ideation phase of human-centered design, storyboarding allows ideas to unfold in sequence, helping to identify anticipated roadblocks or missing steps.

To begin, think through the process of how you will guide your students to take action for social good. Will you encourage them to create a campaign? Do you hope to join a global project? Is there a schoolwide program you have all been wanting to develop? Use the template shown here in **Figure 1.8** (you can also download it from jenwilliamsedu.com/peacemaker-profile.html), create your own with hand-drawn squares to represent stages, or create a digital storyboard using design edtech tools such as **Canva** (canva.com) or **Storyboarder** (wonderunit.com/storyboarder). Include a project title and then use each square (frame) as a step in the process you are planning. The template here includes six frames, but feel free to use more if needed. Save your storyboard in a binder or digitally in a file, as this will be the first part of your profile that you will develop through the rest of this book.

My PeaceMAKER Profile

Activity #1

Using Edtech for Social Good Storyboard

Project:

1.8 My PeaceMAKER Profile Activity #1

1.9 My PeaceMAKER Profile Activity #1 Example . (Templates and examples for all My PeaceMAKER Profile activities can be found at jenwilliamsedu.com/peacemaker-profile.html.)