SOCIAL INNOVATION CURRICULUM
PHASE 1
SOCIAL INNOVATION CURRICULUM

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Introduction to UPSHIFT

Module 1 introduces the concept of social innovation and the core skills the participants will acquire and apply for their journey ahead.

Activities

Activity 1
Name in a basket

Activity 2
Introduction to UPSHIFT

Activity 3
Building an understanding of social innovation

Activity 4
Co-design a group

Objectives

1. Developing empathy
2. Working with a team
3. Understanding the concept of social innovation

Outcomes

- Develops changemaker skills
- Develops collaborative skills
- Develops sectoral skills
Activity 1
Names in a basket

**TYPE OF ACTIVITY**
Optional

**DURATION**
30 minutes

**DIFFICULTY LEVEL**
2

**SAVE IT?**
Do not save

**RESOURCES**
Coloured paper and pens

**Introduction**
When introducing this exercise, facilitators emphasize the importance of getting to know one another, especially during their social innovation journey as participants will need to share ideas, work together, and support each other.

You can choose to participate in this activity to encourage the feeling of openness and social cohesion.

**Step 1 – Preparation (10 minutes)**
1. Introduce the exercise and distribute coloured cards and pens to the participants.
2. Ask each participant to write the letters that make up their first name on a small piece of paper in a scattered manner: for example, the name ‘Ahmad’ could be written as (D, M, A, A, H). Then ask each participant to draw a face expressing how he or she is currently feeling (for example: smiling face 🧡 or nervous face 😐).
   
   Note: If some participants are unable to read and write, there are a couple of suggested options:
   1) if there are only a few participants in this situation, help them write or
   2) replace the writing of their initials with a drawing that represents their names.
3. Ask the participants to fold their pieces of paper and put them in a basket. Shuffle the papers within the basket.

**Step 2 – Sharing (20 minutes)**
4. Ask each participant to choose a piece of paper from the basket in a random manner.
5. Ask the participants to form a circle.
6. Ask the participants to open the card they chose from the basket, and identify the name of the person whose name is on the card (or what the drawing indicates, and who drew it).
7. Ask a participant to decipher the name he or she has on their card, and return the card to its owner.
8. Ask the owner of the card to share why she or he feels that way (as expressed by the facial expression they drew on the card).
9. The next participant will be the individual who has just expressed/explained their feelings indicated on the card. He or she will reveal the name of the person written on the card she/he withdrew out of the basket. This will go on until all of the names of the participants are revealed.

Activity 2
Introduction to UPSHIFT

**TYPE OF ACTIVITY**
Main

**DURATION**
30 minutes

**DIFFICULTY LEVEL**
2

**SAVE IT?**
Do not save

**RESOURCES**
Journey Map printed, drawn or in a PowerPoint presentation

**Introduction**
While each country that is implementing the social innovation programme will have its own purpose and goals, the overall goals that this program has been designed to achieve are:

- Young people acquire competency in social innovation
- Young people understand how to apply their innovation skills to create positive impact
- Young people have developed positive relationships with the community in which they live

As a facilitator, it is useful to remember that the primary aspect of your role is to create an environment that is safe and respectful, one in which different viewpoints can be heard. By introducing yourself, you are modeling what it means to be open and a trusting environment within which participants can feel able to do the same.

An open disposition and high levels of motivation are important, not only to engage young people but in the process of innovation itself.
Step 1 - Welcoming (10 minutes)
Welcome all of the participants and introduce yourself; mentioning why you have committed to work with young social innovators, your background, and what your hopes are.

Step 2 – Introducing the Journey (10 minutes)
Deliver a short presentation about the training program and the journey that you will be going on together. It may be useful at this point to use the map of the modules of the journey supplied in this guide. It would be very useful to have this printed and on the wall of the room that you are working in so that you can refer to it as you go along.

Step 3 - Providing examples (10 minutes)
1. If possible, share some stories of other young people that have gone through a similar process and the opportunity that is open to them by attending and engaging with this. After several iterations, it may be valuable to ask a former participant to come and speak to the group about their experience of the programme.
2. Talk to the participants about these key points that are often valuable to mention at this stage. These are a guide - please select which of these are most relevant and add others from your own experience.
   - Each person here has the potential and capability to play a role in changing any society, and you can be an influential and inspirational group member.
   - Social innovation is a way of working that helps to solve social problems.
   - Social innovations are produced by working with other people!
   - All ideas are welcome; there is no such thing as a bad idea
   - Creativity relies on an open and positive environment – that means we must listen to each other
   - There are no silly questions and all your concerns are valid.
3. Make sure to ask the participants if they have any questions at this stage, and take time to answer these.

Activity 3
Building an understanding of social innovation

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<th>TYPE OF ACTIVITY</th>
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<th>DIFFICULTY LEVEL</th>
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<td>Main</td>
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<td>Do not save</td>
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**RESOURCES**
If possible, view a downloaded video to show example of a social innovator. If you cannot access or show a video, use a story of a social innovator that you can tell the class or invite a local social innovator to tell their story.

Introduction
Social innovation is the application of a new idea, product, service, or process, or an improvement to an existing solution that benefits a community by addressing their unmet needs.

By 'social' we mean that the value created is for the public good rather than for private gain. This includes environmental value.

To be considered innovative, a social innovation solution should:
- Be new (to the user, the context, or in its application)
- Be better than the existing reality (more efficient, effective, sustainable, or just)
- Add value to a large number of people in the community, or even the whole population

In this exercise, we recommend inviting a local social innovator to talk to the group. If that is not possible, we are providing you with four stories of social innovators.

Step 1 – What is social innovation? (15 minutes)
1. Start this exercise by reminding the participants of what social innovation is.
2. Ask the group if they can think of any examples of social innovation (this could be in their own community or at a national level).
3. Ask if they can think of any social innovators that are their age.
4. Tell the participants that they are about to watch a short video or listen to someone speaking about a social innovation that they created and that a discussion will follow.
Step 2 – Show a video, share a story or listen to a local innovator speaking (15 minutes)

Show a video or tell a story of a young innovator (there are options below). If possible, it would be very valuable if you were able to invite a local innovator to talk to the participants.

Suggested story 1. Richard Turere, Kenya

This TED talk is a video that is downloadable with subtitles in approximately 40 languages: https://www.ted.com/talks/richard_turere_a_peace_treaty_with_the_lions

It is a wonderful example of being innovative in an environment with few technical resources and also shows the power of combining personal strengths with a community problem.

Suggested story 2. Jason Yeates, Ireland

Here is another story of a young social innovator from Ireland named Jason Yeates. His project addressed the issue of “cyber bullying” in which young people are bullied on social media. This story is also useful if there is no video access. This transcript is taken from the following link: https://www.youngsocialinnovators.ie/social-innovators/innovators-blog/jason-yeates

- When did you take part in Young Social Innovators (YSI) Ireland and what was your project about? “My project was called “Don’t Be Mean Behind the Screen” and it was about raising awareness about the effects of cyber bullying. Our goal was to educate others about the issue and the effects. We held many talks to promote our project as well as create innovative ideas on ways to stamp out bullying in our community. We found through research that differences in others was a cause of bullying so we held friendship weeks, cultural days, and held an anti-bullying week. We believe that our project achieved its goal and made a significant difference in our community.”

- What impact did your project have on your local (or the wider) community? “Our school designed anti-bullying petition which everyone signed. We held many talks, did a lot of research. Our cultural week was amazing, as it allowed others to express their views and ways of life. We had a buddy system, where first and fourth years met at break time to have a chat. First years as well as other junior and senior year groups looked up to us, and this felt like a great achievement for our project.”

- What impact did taking part in YSI have on you? “Taking part in YSI has boosted my confidence, it has enabled me to stand up and talk in front of others, this year our school had a musical and I had a main part in it, if I didn’t do YSI, I never would have joined up. It has encouraged me to stand up for what I believe in. I appreciate teamwork a lot more now and find it easier to work in a group. I discovered that I like performing and that I have a creative side that I never knew about. With regards to my experience of school I think YSI has helped to keep me focused - it gave me something to look forward to, as it’s different to everyday lessons. I feel I have what it takes to make a difference in the world because I was listened to and my ideas were heard.”

Suggested story 3 – Rizikisource

Rizikisource is a social enterprise based in Nairobi, Kenya formed by Fredrick Ouko Alucheli. Frederick was unable to find a job because of his disability. He realised that there was a large lack of awareness and an effective way for prospective employers and disabled people to discuss opportunities. This was one key reason that has led to high rates of unemployment for disabled people. The World Disability Report of 2011 reported that people with disabilities are often among the poorest of the poor. Rizikisource is now providing a solution to supporting the connection between prospective employers and disabled people to discuss opportunities.

Rizikisource is providing a service that was not previously available in Kenya. People with disabilities in any county in Kenya are now able to upload their profiles and a CV to a platform where interested employers can now find suitable candidates – and advertise roles.

At first Rizikisource brought together employers and disabled people through a traditional network; advocacy and conversations. This is now augmented by a mobile solution, which allows a disabled person with a basic mobile phone to answer a series of questions via SMS to create a profile on their platform. The user is then required to send in their CV electronically or as a hard copy, which is then digitised. Employers are also able to advertise positions on the platform. The solution being offered by Rizikisource gives greater access using mobile technology across Kenya in areas where these options were simply not available before.

While private individuals will benefit from this, the service being provided is helping to create a more equitable jobs market in Kenya, as well as awareness of the capacities of disabled people.

Suggested story 4 - Refugees Welcome International

Refugees Welcome was founded in Berlin in 2015 by Mareike Geiling, and Golde Ebbing and Jonas Kakoschke in response to the influx of refugees into Europe, and Germany in particular. They observed the problems and poor conditions that refugees were living in, in Germany and realised that there were local people with spare rooms who were willing to accommodate these people.

They have now expanded into a large network called Refugees Welcome, which is a set of organisations across Europe, Canada and Australia. The network has provided a match between 1,136 refugees in shared flats.

Previously there was no easy way for people to offer accommodation to refugees in such a coordinated way. It takes its inspiration from the website Airbnb which is a platform for people that wish to easily rent their homes or rooms to tourists and business people for short periods.

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They are using existing technology and an emerging openness of people in Europe and other places around the world to use free space in their homes.

Prior to this, it was not easy for people that wanted to help refugees in their country to do so. Refugees Welcome makes it easy for people to have a conversation with an asylum seeker or refugee that is in their country and to see if what they can offer will suit both parties. Refugees Welcome provides financial and administrative support to people offering accommodation, as well as advocating locally for refugee rights.

The solution is low cost and the organisation aims to be sustainable rather than profit making. The aim is to create connections between refugees and local inhabitants as well as provide pragmatic support for refugees.

→ Step 3 - Follow up questions (20 minutes)

Split the class into groups of 5 or 6 to discuss these questions, or keep them together as you discuss as a larger group. These questions are focused on Richard’s story, but many can be adapted for another story too.

• What did Richard notice?
• What was the current way of dealing with this issue?
• What effect did it have?
• What was his first step?
• Where did he find the materials and ideas for his idea?
• What other skills and behaviors did you notice in him?
• What is now possible for him?
• Can you see where the various parts of our journey (as seen in the program roadmap) show up in Richard’s story?

→ Step 4 - Group reflection (10 minutes)

Invite the groups to return to a big circle and debrief the following questions with them:

• What impressed you about this example?
• What have you learned about what social innovation is?
• What is possible for you now?
→ Step 3 - What does the ideal team member look like? (10 minutes)

Suggested story 4 - Refugees Welcome International

Each team should now:

1. Draw a stick person on a flipchart with plenty of space to write around the drawing to write notes. Ask the participants to add characteristics of a really good team member.
2. On the left-hand side, ask the participants to list qualities, behaviours and attitudes that a good team member can exhibit to create a positive environment.
3. On the right-hand side, ask the participants to list behaviours and actions that a team member can take when they face a challenge or have an issue with another team member.

→ Step 4 – Bringing it together (10 minutes)

Suggested story 4 - Refugees Welcome International

1. Ask each group to present what they have discussed, and each group can add to what the others have produced.
2. During and at the end of this conversation, synthesise the key points from across the groups, highlighting key points, and checking with the groups that
3. Let the group know that this should form the guidelines for how this group of people will act together – and that it will be a ‘living’ document that we will refer back to.
4. Ask the group if they think these guidelines for action reflect how they will work together at their best, and answer any questions.

→ Step 5 - What will I focus on? (5 minutes)

Suggested story 4 - Refugees Welcome International

1. Ask each participant write on a post-it note or a piece of paper something that they will focus on as an individual over the next few classes. It may be useful to frame this with a question such as “What can you commit to do to be a valuable team member and companion to other group members?”

Note: During every other session, check the participants’ opinions on how well they are doing in relation to this. The following questions may be used:

- Does anything need to be added?
- Does anything need to be adjusted?
- Does anyone have a request that they would like to make of someone, an offer that they would like to make, or any feedback?
Module 2

Understanding Myself: Who am I?

Module 2 supports young people to learn about themselves and looks at why this is important in the context of social innovation.

Activities

Activity 1
Focusing on strengths

Activity 2
My personality on the wall

Activity 3
Positive introductions

Activity 4
“I have a dream”

Objectives

1. Developing self-awareness
2. Developing the ability to recognize what matters to others
3. Developing a vision for self-incorporating strengths

Outcomes

- Develops changemaker skills
- Develops visionary skills
Focusing on Strengths

Introduction

This is an opportunity for you, as the facilitator, to introduce the participants to the concept of focusing on their strengths rather than their weaknesses.

Later in this module each participant will identify their strengths. These can be character strengths such as “being a good friend” or “I can make people laugh” to skills such as “I can draw cartoons” or “I know how to sew” to passions and interests such as “I love football”.

Step 1 – Introduce the topic of strengths (15 minutes)

Open a discussion on why it is important to focus on what we are good at or like doing rather than to concentrate on our weaknesses or trying to improve an area that we are deficient in. Here are some main points to cover:

• Many of us normally focus on what we need to improve on and lose sight of our strengths
• It’s normal for us to compare ourselves with others and we can feel superior or inferior based on what we see as their strengths and our weaknesses.
• Every individual is unique - we all function differently and have our own history, interests and habits. It is important to know yourself and your capacities!
• Often, it takes a lot of energy to address a weakness. It can be much easier and more sustainable to use strengths to tackle an issue rather than trying to “fix” a weakness as well!
• Your strengths are things that you can use and rely upon - things you can use to help you to push yourself further.

Step 2 – Explaining why strengths are important (15 minutes)

1. Share with the participants the results of the research done by the University of Wisconsin.
2. The University of Wisconsin did a research study where they videotaped two sports teams during some games. The two teams then watched video recordings to see where they could improve their performance. However, they were shown two slightly different videos of the action. The video of group number 1 showed only the errors they made while playing. The video of group number 2 also included the team’s good performance.
3. After watching the videos, the groups played again.
4. Ask the participants which group do they think improved their performance more?
5. Share with them that group number 2 improved more – this group had watched the positive aspects of the performance. They improved twice as much as group number 1. Evidently, looking only at your mistakes can generate feelings of frustration, blame and resistance that don’t allow you to improve. Seeing good performance motivates individuals and taps into our creativity and desire to succeed.
6. After sharing this study, ask the participants “Why is it important to focus on our strengths?” and discuss how often that happens at school, with their friends or with themselves.
7. indicated on the card. He or she will reveal the name of the person written on the card she/he withdrew out of the basket. This will go on until all of the names of the participants are revealed.

Step 3 – Discussion in small groups (20 minute)

Ask the class to have a short conversation with the person next to them about someone they admire and what strengths they think they have (this could be a famous person such as Malala Yousufzai, a sports star, a singer, or someone that they know in their family or community).

Step 4 – Reflection back in the group (10 minute)

Ask participants to share some answers with the group. Some questions that participants could answer are:

• What are the strengths of the person you discussed?
• Which of those strengths do you think are important for social innovators? Why?
Activity 2
A Personality on the Wall

Introduction
Introduce the exercise by highlighting that this is an opportunity for the participants to discover what their character strengths, interests, skills, and capabilities are.
Remember that the experience of finding strengths should be a positive one and that some participants may find it more difficult than others to identify these. Character strengths are important as they can show up in many different ways, whereas skills and capabilities are often restricted to a certain domain of activity.

Step 1 – Getting clear about the concepts (10 minutes)
Introduce the concepts and give examples of character strengths, capabilities and skills and passions and interests. Each participant is required to think of the capabilities and skills they have, which is a great foundation for them on their journey as social innovators. We recommend that you do not get too particular about the distinctions.
• Character strengths include things like “I am very fair”, “I sometimes show courage”.
• Capabilities and skills: a capability is the ability to do something. A skill is the ability to use that capability in action to a certain degree. For example, a person might be capable of writing poetry, but her poems may still require some improvement, so we can say that an individual has the capability to write poetry but still has the opportunity to develop that skill further.
• Passions and Interests are things that a person leans towards or pays attention to. For example, we could say that someone is very interested in football – they may or may not be good at playing the game, but there is something about the game that captures their attention. This is not trivial, as opportunities can emerge from our interests, and interests will often influence what we are passionate about and what we are good at observing.

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<th>TYPE OF ACTIVITY</th>
<th>DURATION</th>
<th>DIFFICULTY LEVEL</th>
<th>SAVE IT?</th>
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RESOURCES
Paper and glue (or sticky notes) and pens

Step 2 – Harvesting strengths (20 minutes)
1. Give the participants paper and glue or sticky notes and pens.
2. Ask each participant to draw a body of a person on one of the papers. Ask each participant to think of their own skills and capabilities, character strengths and interests.
3. Tell the participants that they can write or express these with drawings, on the sticky notes or paper, and then stick them onto the body of the character (stomach, arms, and legs).
4. Ask the participants to write and draw the strengths that they think really define them on the head of the character.

Step 3 – Getting to know each other’s strengths (20 minutes)
1. Ask the participants to stick their bodies with the strengths on the wall.
2. Display some of the participants’ drawings and emphasise that each individual can develop their skills and capabilities continuously until they reach their goals, and that learning about our own strengths and weaknesses is a lifelong task that never stops.
3. Remind participants that social innovators are open to learning about themselves, others, and the society they live in. They know and accept the world around them is always changing.

Step 4 – Getting to know each other’s strengths (10 minutes)
Ask the group what this exercise has revealed to them and how they feel having seen and heard the strengths of the people in the room.

→ Step 2 – Harvesting strengths (20 minutes)
→ Step 3 – Getting to know each other’s strengths (20 minutes)
→ Step 4 – Getting to know each other’s strengths (10 minutes)
Introduction

Participants are going to make what we will refer to as “Positive Introductions” of themselves to each other.

During this exercise, you should tell the participants that this is an unusual exercise, and it may feel awkward at first (it may feel like you are being boastful or “bragging”—something that many of us have been taught not to do!)

Bear in mind that during this exercise, the participants will be exchanging stories and experiences. The more meaningful the experience the participants entrust to their fellow team members, the deeper and richer the work they will do together. Having said this, you should invite the young people to share only what they are comfortable with.

→ Step 1 – Mining your past experience (15 minutes)

1. Ask participants to think of a time in their life when they were at their best. It may have been in response to a particular challenge, or it may have been simply an initiative that they took to make a good situation even better, or a time when they were having a lot of fun. Their ‘positive introduction’ will be based on this.
2. Ask the participants to write some notes about this, draw something or simply reflect about what they will say. Tell them that they should be as ‘concrete’ as possible, allowing the facts of the story to demonstrate their strengths. In addition, ask them to think of a powerful or interesting way to conclude.
3. Remind participants that they should be as real or “authentic” as possible; the story may or may not include any type of heroism. Your introduction may be about an extraordinary, life-changing experience, or it may just be about them being at their everyday best in a way that did not attract outside attention.
4. Tell them that they will have 7 minutes to share their story.

→ Step 2 – Telling your story (35 minutes)

1. Ask the participants to get into teams of 3-5. In each team, each participant tells their story and the other members will ask questions to find out more about their experience.
2. Encourage the participants to listen for the strengths, capabilities, skills and interests of their teammates as they tell their story. Ask the other participants to be attentive and compassionate listeners. To do this, ask them to show a lot of interest but to try not to interrupt the person telling their story.
3. Emphasise that if you are a good listener, you will show your commitment to each other’s success and build trust quickly.

→ Step 3 – Questions (20 minutes)

1. Tell the participants that when the story has finished, the person that told the story will now listen to questions and comments from the other members in the group. They should listen to what is being said without interrupting the conversation.
2. The others in the group will then talk about what they have heard from their teammate and answer the following questions for around 5 minutes:
3. What did you like about the story?
4. What sort of person is this teammate?
5. What types of things do you think they are good at?
6. Rotate the roles so that each person tells their story and gets feedback

→ Step 4 – Group sharing and social innovation (10 minutes)

Bring the teams together, and in a large group, you can now ask questions such as:
- Why is it useful to be clear about your own strengths and the strengths of others?
- How could the strengths that you all have help you throughout the process of social innovation?
Activity 4
“1 Have a Dream”

**Introduction**

This exercise aims at building on the personal strengths of each participant, and to articulate a vision of a different future.

This exercise allows participants to learn more about Martin Luther King Jr., one of the most famous social leaders in modern history. It focuses on how he articulated his vision of the future and how his strengths may have played a part.

A core skill of an innovator is the ability to see and articulate an alternative future that is not currently being imagined by others.

→ **Step 1 – Martin Luther King Jr.’s Story (15 minutes)**

1. Read the participants the one page history of Martin Luther King Jr. that is in the Participant’s Guide. Note that there are numerous short videos of Martin Luther King Jr.’s speech online with subtitles if the facility to show videos is available.

2. Ask participants what they noticed in the speech and how they felt when they heard, listened to, or read the speech.

3. Point out to them that Martin Luther King did not say “I have a clever plan.” or “What do you think of this as an idea?”. He had developed a vision by listening to and being part of a community. He spoke passionately and articulated his vision using emotion. It was something positive for all human beings and addressed something they felt was important – equality and justice. He had noticed that something was wrong in the society that he lived in – something that affected him and his family and his community.

→ **Step 2 – What are you passionate about? (20 minutes)**

1. Ask the participants to each list 5 things that frustrate them, disappoint them or make them angry (for example, lack of opportunities, discrimination of some sort, not being able to use the internet, not being able to go to school)

2. Then ask them to list 5 things that really excite them and make them excited (for example, having a local sports club for young people, creating job opportunities locally)

3. Then ask them to respond to what frustrates and excites them:
   - How do you feel when you think of these frustrating and exciting things?
   - What stands out for you as something you would like to do something about?

→ **Step 3 – My dream (15 minutes)**

1. Tell participants that they will now act upon their passion, anger or sense of opportunity. They will do this by developing a vision of what the world would be like if the problem was resolved or addressed in some way.

2. Ask participants to take 15 minutes on their own, or with a friend to think of a problem or issue in their community for which they have a vision/dream of a better solution. This problem or issue could be relevant to their family or a group of people in their community and could address one of the issues identified in Part 2.

→ **Step 4 – Sharing my dream (30 minutes)**

1. In groups of 3 or 4, ask participants to exchange their ‘dreams’, starting with the phrase “I have a dream that...”. When they have finished presenting their ‘dream’, group members should remind each other of each other’s strengths. They can discuss their team mates’ visions and how they believe their strengths will help them achieve their dreams.
Module 3 develops awareness of the world from the perspective of the wider community.

### Activities

**Activity 1**  
Perspective taking

**Activity 2**  
Mapping changes in my community

**Activity 3**  
Integrity and trust

**Activity 4**  
Empathic interviews

**Activity 5**  
Interviewing my community

### Objectives

1. Building positive relationships with the community/family and friends
2. Developing an understanding of looking at problems/issues from others' points of view
3. Conducting empathetic interviews

### Outcomes

- **Core**
  - Develops collaborator skills
  - Develops visionary skills
  - Develops change maker skills
- **Additional**
  - Develops Sectoral literacy
Introduction

Recognizing that there are multiple ways of seeing the same issue (different perspectives) is very important for the innovation process. There are very few absolute truths in the social world because ‘reality’ can look different for different people, depending on the social, economic, and historical context.

This exercise gives the participants an experience in which they will see that different people in the room will have completely different perspectives of what an image is showing or represents.

→ Step 1 – Working with the pictures (10 minutes)

1. Tell the participants to look at each picture and answer the questions related to the question.
   - Picture 1: What do you see? (Answer: an old lady AND a young lady)
   - Picture 2: What do you see? (Answers: an old couple AND a room with musicians and a woman in the door)
   - Picture 3: Are the lines straight? (Answer: yes)

2. Give them time to think about the answers and discuss among themselves until they reach their own conclusions. You can allow them to work in pairs or teams to help each other.

→ Step 2 – Debriefing about perception (20 minutes)

1. Ask the participants:
   - Why do you think different people experience situations differently?
   - Can you think of any examples of similar situations in real life?
   - Why is it sometimes hard to experience what others experience?

2. You may wish to summaries by saying that it is often better to work in a collaborative way to check-in on our assumptions, incorporate different perspectives to reach better and more accurate conclusions.
Step 1 – Identifying the issues (30 minutes)

1. Ask the participants to work in two or three groups. Participants will identify some of the major social, environmental, political, and economic changes that have occurred, and the impact of these changes in the past five years. These changes can be local, national, regional or global. It is important to stress that changes are not necessarily negative - many are positive. Many changes could create new challenges that need solutions or even raise the possibility of a new way of acting – here is an example:
   - The increase in the number of internet users in Jordan (is widely regarded as positive).
   - The increase in Facebook users in Irbid.
   - My grades have gone down because I spend too much time on social media.

2. Ask the groups to discuss the most important issues (whether positive or negative) that they think face society today. You can give some examples if participants are finding it hard to answer this question. It is recommended that you observe the way in which people talk about the issues and underlying beliefs or prejudices that arise.

3. Summarise the main issues that have been identified by each group.

Step 2 – Sharing the issues (20 minutes)

1. Give the groups the yellow cards (3 for each group), and ask the group members to write/draw the most important changes that they have seen or felt during the past 5 years from their point of view - in their country or the world. For example: a change at a high level could be the availability of mobile technology and the internet.

2. Ask the groups to hang their yellow cards on the first rope using the clothes pegs.

3. Next, give the groups blue cards (3 for each group), and ask them to write/draw the most important changes in the local area/city/region where the participants live during the past 5 years. For example, the availability of internet and mobile devices means that people can communicate with large groups of people using social media, or they are able to work from home instead of the office.

4. Ask the participants to hang up their blue cards on the second rope using the clothes pegs.

5. Provide the groups with red cards (1 for each participant), and ask each participant to write/draw the most important changes that happened in his/her life during the past 5 years (for example: changes in their family life with the addition of a new member, moving to a new house or country, buying a new mobile phone or laptop - this access to mobile technology allows them to keep in touch with friends and family more easily.

6. Ask participants to hang up their red cards on the third rope using the clothes pegs.

Step 3 – Group discussion (20 minutes)

1. Lead a discussion with the participants showing:
   - Links between the changes that occurred in the society, their community and their private lives.
   - Add that any change in a society is bound to have an impact on the life of the individuals. Feel free to include examples from your local community.

2. Ask the participants if any of these changes are related to their vision or dream that they developed in the last module.
Introduction

You will need to prepare this activity beforehand. This may require some organization and a risk assessment. Please refer to the UNICEF Safety Guidelines or else the guidelines governing this type of activity in your own organization.

The ‘Care in Action’ activity should be something like picking up litter, recycling, planting trees, or organizing games to play in a daycare or nursing home. This should be something that is quite simple to do, and which members of the community find valuable. It should be short, but at the same time, it should allow participants to experience how it feels to help others.

Depending on the activity, this could be done as a one big group or you can divide the group into the teams they are working in already.

This activity could be done as homework if prefer.

→ Step 1 – Before leaving the room (10 minutes)

1. Tell the teams that the central idea of this exercise is that they are doing something that is useful in the community to demonstrate care for the community in an active way.
2. Remind the teams of any points around safety issues that are required in this exercise.
3. Remind the teams of the group alliance that they have all agreed to. (This only applies if they have done the respective activity. If not, please set some common guidelines and rules of respect to do this exercise)
4. Ask each team to have a 5-minute conversation to agree on how they will approach the task and share that with the group.

→ Step 2 – During the Care in Action activity (60 minutes)

Observe the participants while doing this activity. It would be valuable if you also participate actively in this to be a role model for the participants.

Activity 4

Empathetic interviews

Introduction

Empathy is the experience of understanding another person’s condition from their perspective. Empathy is a choice. We have to choose to be intentionally empathetic in our role as social innovators. Empathy is the starting point for social innovation as it opens us to understand how people or community experience their world, both the good and the bad.

As aspiring social innovators, we need to develop the skills of being empathetic. This means to understand what other people are feeling and to be able to respond effectively.

In this group exercise, the participants will practice the key skill of interviewing and developing empathy.

→ Step 1 – Setting the stage to do the interviews (10 minutes)

1. Split the class into groups of 3.
2. Ask the group to choose a theme from the Timeline activity from this module that they feel is important to their community, region, or country. If they have not done the Timeline activity, you can suggest the themes. There may be an issue or existing solutions participants identified that they will naturally group around – if not, you can help them to form groups. The type of issues that could be discussed includes healthcare, education, disability, transport,
waste, and environmental issues. Make sure that they know that they should not feel limited or constrained by such definitions, particularly if there are other issues facing their local community.

3. Ask each group to assign 3 roles:
   - Interviewee (person being interviewed) – this person puts themselves in the shoes of a person that might be affected by this issue. In the interview this person should speak as though they are a person affected by this issue – for example they should use “I” statements
   - Interviewer – this person will ask questions to understand the challenge that the interviewee is facing
   - Observer – this person will watch and observe the interaction to gain insights about the person being interviewed, and also to give feedback to the interviewer

4. Ask the group to agree on the issue that they will talk about, and then ask them to think about the type of person that is affected by this issue – someone quite different from them. It could be an older person and/or a person of a different gender or background.

5. Ask the team to identify a person who might be directly affected by the issue or problem – we will call people in this group ‘Target’ stakeholders

6. Explain that professionals in fields from advertising to software design agree that it’s easier to build for one person than a group, and have developed a method to help us do just that—called ‘personas’.

7. Explain that a persona is a fictional “character” we create to represent a group of stakeholders—we ascribe to that persona the characteristics, needs, and behaviours of that group. We use personas when designing our solution to make sure that our solution meets the needs and satisfies the conditions of stakeholder groups. Personas become the “people” we build our solutions for.

8. The person in the Interviewee role should imagine a fictitious character / persona that would fit in the Target group and ask themselves the following questions to help to understand what it is like to “live in their shoes”– the goal is to imagine as much as possible about their lives and what is important to them.
   - Are your stakeholders male or female?
   - What age are they?
   - What is their job, are they a student?
   - Where do they live?
   - What size of family do they have?
   - How does this issue impact them?
   - What are their goals, motivations and what frustrates them?

9. The person being interviewed will try to put themselves ‘in the shoes’ of that person that they think might be affected by this issue. The interviewee will tell the interviewer who they are, their name, age, where they live, and other details that they can imagine.

→ Step 2 – Interviewing (50 minutes)

1. Now, it is time to start the interview role playing! Please note that while there are suggested questions and areas for the interview to cover, you should tell participants to be curious about what appears to be important to the interviewee and ask questions accordingly.

2. The interviewer should interview the interviewee for 10 minutes with the following guidelines:
   - Begin by expressing gratitude for their time and asking them how they are doing.
   - Try to find out how this issue affects this person, such as what are they worried about, pleased about etc.
   - Find out what is important to them now and in the future
   - Ask how this issue affects their lives?
   - Do they see opportunities to improve the situation?

3. The role of the observer is to observe what is happening in the conversation and to give thoughts and feedback on the exercise.

4. After 10 minutes, ask the interviews to stop and ask them what they noticed, what worked well and what they might do better next time.

5. Each time the group rotates, discuss the following debrief questions.
   - Interviewer – What did they find out was important to this person?
   - Interviewee – How did it feel to be in the shoes of another person and how did it feel to be interviewed? Did you gain any insights into how the problem impacts this persona?
   - Observer – What did they observe or learn from the interaction?

6. Rotate roles within the group of 3 to make sure everyone gets a chance to play all 3 roles.

→ Step 3 – Group reflection and debrief (10 minutes)

Lead the group in a discussion about what they have learnt from this exercise about interviewing and how well they were able to put themselves in another person’s shoes when being interviewed.
Activity 5
Interviewing members of the community

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RESOURCES
Paper and pen

Introduction
Note that this exercise could also be run as homework between sessions and with people that the participants know well (members of their family, friends etc.)

You may feel it is useful or necessary to organize people that the participants can interview prior to this session to make sure that the participants can interview a range of people that are engaged and that the interviews happen in a way that is safe.

Please refer to the UNICEF Safety Guidelines or else the guidelines governing this type of activity in your own organisation.

→ Step 1 – Introducing the activity (10 minutes)
1. If it is feasible and safe for the group to conduct interviews in the community together, explain that they are going to go into the community in groups of 3 to perform interviews with members of the public to find out more about the issues that have been identified already by the groups.
2. Ask the participants what the main issues are that they would like to focus on, or that they are interested in finding out more about (for example: health, nutrition, education, transport, employment, garbage and waste, disability, sports and recreation, security, housing, culture, decision making, rights).
3. Explain and go through the guidelines provided in the Participant Guide for asking different types of questions that are conducive to a good interview.

→ Step 2 – Preparing the interview (30 minutes)
1. Tell the participants that they will now have an opportunity to interview some people in the community.
2. Tell them that when they come back they will be asked to make a short radio or TV report of 2 minutes based on the findings of the interviews.

→ Step 3 – Running the interview (70 minutes)
The expectation is that each group will run around 3-4 interviews of 10-20 minutes each.

→ Step 4 – Create a news report (40 minutes)
When the participants return, tell them that they will have 20 minutes to prepare a radio or TV report based on their interviews and 5 minutes to present it to the rest of the participants.

3. Guide the participants to make some notes on the interview and the roles within each group (for example, if they do this in a group of 3, one person may ask questions, one might take notes if possible, and the other might simply be listening to the interview to give feedback to their friends and listen for any questions that haven’t been asked).

4. Before participants leave for interviews, check that they are clear on their roles, how they will rotate roles, what they will ask, what they will record, and how they will record it.
Module 4

Understanding my community: health check

Introduces mapping tools to gather useful information from the ecosystem and use it effectively when decision-making.

Activities

Activity 1
Research charades

Activity 2
Desk research

Activity 3
Preparing for field research

Activity 4
Field research

Activity 5
Community mapping about your challenge

Activity 6
Stakeholder mapping

Activity 7
Future creation

Objectives

1. Developing an in depth understanding of the sector
2. Learning mapping skills and how to use them effectively
3. Developing the ability to visualize problems from community members perspectives

Outcomes

Core
- Develops visionary skills
- Develops changemaker skills
- Develops sectoral literacy

Additional
- Develops collaborator skills
Research charades

Introduction

The aim of this activity is to raise participants’ awareness of the different ways in which we can research an issue or a problem.

Broadly speaking, there are two main types of research – ‘field’ research and ‘desk’ research.

Within those two areas there are many different types of field research and desk research. For example, field research may consist of simple observation and watching how people behave in a certain environment over a period of time, or interviewing people using pen and paper, or talking to a group of people about a certain theme. Sometimes, this type of research is called ‘primary source research’.

Desk research is about understanding what other people have learned already about the challenge we are trying to solve. If we become aware of books that have been written, reports and data that others have recorded, then we are less likely to duplicate effort and to acknowledge what others have done. Sometimes this type of research is called “secondary source research”.

Both types of research are important and complement each other.

Desk Research

Examining data and anecdotes through

- Online research
- News reports in newspapers and magazines
- Books on the topic being researched
- Reports or documents from organizations working in a specialized field

Field Research

Examining data and anecdotes through

- Interviews: talking to people who are affected or whose insights you value on an issue. The interviews can be conducted with individuals or with a group

Activity 1

Short discussion about researching existing literature (10 minutes)

1. Tell the class that one common mistake that people make is that they do not do enough research into the problem as it currently is before creating a new idea:

   - The idea that you have might be new to you, but may not be very new in the field that you are looking to work in, or there may be aspects of the problem that you have not yet been able to see.

   - There might be people and organisations already doing work that you can work alongside or do something to complement their work, instead of duplicating the same effort.

2. Tell the group that we are going to play a game called “Research Charades” which is a classic game of acting, drama and guessing to start to understand research better – and to have fun!

Step 2 – Research charades (20 minutes)

1. Divide the group into teams before playing and provide them with the research method cards in the Participant’s Guide. Players from each team take turns acting for their teammates. The first team to guess the word or phrase gets 3 points.

2. There is a time limit on each clue of 2 minutes.

3. Keep track of the points earned by each player or team.

4. The one with the most points at the end of the game wins.

5. Choose a team and a player to start the game.

6. Place the charade cards from the Participant’s Guide in the middle of the table and the selected individual will take one and enact the research methods mentioned.

7. The rest of the team will try to guess the research method being acted out – have fun with it!

Step 3 – Reviewing the content! (10 minutes)

At the end, remind the teams of the various types of research methods that were identified in the game by going through all of the different research method cards.

• Observation: spending some time observing your users in different contexts to see how they behave

• 360 Experience: spending some time living (literally) the life of an individual of your target audience for a certain period. This could last as little as a few hours to some weeks
Introduction

As the purpose of this process is to create social innovations for the world, it is essential that participants explore the context of their project and what has already been done, or how other people, including experts, approach similar problems. Although field research will likely bring a lot of new insights for you, it might be the case that other people/projects have already come to similar conclusions.

So, to make sure that participants' potential solution builds on previous learning and evidence, it is worth spending some time collecting and analyzing data, history, news, reports, books, and other sources of information to help participants better understand what is being done and said about the issue that you are trying to solve.

There is a desk research canvas in the Participant’s Guide, which the participants will use in this activity.

Note: If there is no access to internet, you may need to think creatively about how they can support the participants in this. For example, they could assign this activity as homework (if participants have access to internet elsewhere), or they could invite experts in the topics the participants are proposing to learn about. This person may be able to bring in some relevant books, newspapers or printed materials for participants to read in class.

Activity 2
Desk research

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<tr>
<td>Optional</td>
<td>60 minutes</td>
<td>2</td>
<td>Save it!</td>
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RESOURCES
Computer or cellphones with internet connection. Alternatively, magazines, reports and newspapers with relevant information could be used.

Explaining the exercise (10 minutes)

1. Ask participants to get into their teams. If possible, and if appropriate, the teams may split into smaller groups. If there are new participants, they may join the team that they find most interesting or relevant.

2. Introduce the simple Desk Research Canvas to the class saying something like “A canvas such as this is a good tool to help guide us in a very broad or wide search. Split your team into people that will perform the searches, people that will help to guide the searcher, and a person to complete the canvas as you go.”

3. Demonstrate how to use it by running through it with an example.

4. Let the participants know that the goal is to complete the canvas by the end of the exercise.

5. The participants should be told that the main aim of this exercise is not to have a nice looking neat canvas, but to create a valuable resource for the team. This is a resource that they can refer back to and make sure that they are asking themselves good questions!

6. Let the team know that one of the best places to start is the internet. Note that you will need to outline safe internet search protocols. There are several resources available such as this one put together by the British Council for young people. We suggest that to take a look at it for this activity:

7. Check in with the class to understand if they are familiar with internet searches.

8. Show the class basic search methods if required highlighting good and safe internet search protocols.

Step 2 – Completing the canvas (40 minutes)

Ask each team to work through the Desk Research Canvas with the guidelines such as these:

- Spend a good amount of time browsing the internet for information about your challenge. Read news, reports, articles etc. To do this, go to Google and enter some words that you think might get good results. For example, if a participant was trying to address a problem regarding sanitation in Lagos, they might enter “sanitation problems and impact in Lagos”

- Visit websites of organisations that are working or involved in your challenge.

- Try to find recent innovations related to your challenge.

- Try to find interesting statistics, data, history, and figures to create a more solid knowledge foundation around your challenge. An example of this for a youth employment project could be the number of young people that leave school without good qualifications, or for a sanitation project could be the percentage of people in a country that don’t have access to clean drinking water, or the number of children that become sick or die due to diarrhea.

Step 3 – Reflection and feedback for each team (10 minutes)

Ask each team to briefly show the others a Desk Research Canvas from their team and to summarise the following:

- What did they find out?

- Have they found something that might change how they will approach the problem?

- Is their approach to the problem now likely to change?
Preparing for field research

Introduction
This activity prepares the participants for the next activity ‘Field Research’.

Field Research is a term that is used to describe any activity aimed at collecting ‘primary’ data which means information and insights about a community or a situation using methods such as face to face interviewing, surveys and observing a situation or a group, rather than using ‘secondary’ data which includes activities such as reading about a situation or a group or data collected by other people.

The field research itself can be done as homework or as part of the UPSHIFT sessions. Please remember this may require some organisation and risk assessment. Please refer to the UNICEF Safety Guidelines or else the guidelines governing this type of activity in your own organisation.

The participants will use these resources that they created earlier:

- The stakeholder map
- The target group personas

They will think of particular target group personas and 3-4 stakeholders that they would like to interview.

Note that this activity has a field research canvas in the Participant’s Guide.

→ Step 1 – Explaining the activity (10 minutes)
Ask each team to work through the Desk Research Canvas with the guidelines such as these:

1. Explain that in this short exercise that they will be planning their field research into users’ understanding of the problem.
2. Explain that the overall objective of the research in this case is to understand the user and that this will help them to design a specific innovation, service, or product that will address the challenge you have identified and be attractive to customers (sometimes referred to as a ‘value proposition’).

→ Step 2 – Getting organized! (30 minutes)
1. To help the teams to organise their approach, ask the participants to discuss the following points about users or customers:
   - Who do we need to speak to and why? (There may be a diverse group affected or interested – for example men and women, old and /or young people, people living in a certain part of town, people from a specific background etc.)
   - Which members of our team will speak to whom?
2. Now ask the participants to discuss then following questions about organisations (note that you may need to help with making contacts)
   - Which people within the organisation would we like to talk to?
   - How will we contact them?
   - Which members of our team will speak to them and when?
3. With all of the information from this activity, you may need to help arrange the interviews and meetings in the community.
Introduction

The field research will look at users’ understanding of the problem and capture their lived experience in their everyday environment. The objective is to understand the user and how to create a specific offer of a service or product that might address something important to them in a way that fits into their lives.

Please refer to the UNICEF Safety Guidelines or else the guidelines governing this type of activity in your own organisation. Note: If there is no access to internet, you may need to think creatively about how they can support the participants in this. For example, they could assign this activity as homework (if participants have access to internet elsewhere), or they could invite experts in the topics the participants are proposing to learn about. This person may be able to bring in some relevant books, newspapers or printed materials for participants to read in class.

→ Step 1 – Preparation and Field Research (90 minutes)

1. For the next 1-2 hours, the participants will do field research.
2. Before they go to do this, encourage the participants to review the interview tips explained in Module 3. Below are some extracts from those tips:
   • “The facilitator should guide the participants to take some notes on the interview and the roles within each group (for example, if they do this in a group of 3, one person may ask questions, one might take notes if possible, and the other might simply be listening to the interview to give feedback to their friends and listen for any questions that haven’t been asked).”
   • “Before participants leave for interviews, they should be clear on their roles, how they will rotate roles, what they will ask, what they will record, and how they will record it.”
3. In addition to interviews, encourage teams to try other field research methods e.g. observation of people using a certain service, or surveying the number of users of a shop or clinic in a certain time.
4. Let the participants know that after the field research is completed, each team will present their Field Research Canvas to the other teams
5. Summarise any other key points and send the teams out to do their field research!

→ Step 2 – Reflection and debrief (30 minutes)

1. When all of the teams are back from the field research, debrief by asking each team to present their Field Research Canvas and ask them questions such as:
   • How did you feel about the process of conducting the interviews?
   • How was it observing the users and their context? Did you observe something that surprised you?
   • What new information did you gather?
   • What worked well and what can your group improve for the next time?
Activity 5

Community mapping about your challenge

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<th>DIFFICULTY LEVEL</th>
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<table>
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<tr>
<th>RESOURCES</th>
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<td>Flipchart and markers</td>
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**Introduction**

In this exercise, the participants will draw a map of the community and begin to demonstrate how each challenge shows up in their community. This will help the teams to begin to see where problems show up, how resources are distributed, and the role that geography might play in their solution.

→ **Explaining the exercise (10 minutes)**

1. Ask each group to draw a ‘map’ of the community. This does not have to be an accurate map; however, it should include the main places, streets, natural features and other aspects of the human and physical geography of the place that are relevant to the issue. Participants should include the following on their map:
   - Aspects that are relevant to the community challenge based on the team’s knowledge, experience and interviews to date. For example, if your community challenge is about recycling or waste collection issues, what is important will be very different from a community challenge aimed at reducing youth unemployment
   - Community “assets” which benefit the community (places, resources, features etc. which benefit the community in some way – for example a community centre, a river where people wash clothes and bathe, a marketplace, a place where people grow food, schools etc.) Encourage participants to think broadly about what they consider an asset or a resource. (For example, an information center or an unused space)
   - Where the team members live
   - Key communities and people
   - Key dates or notes about recent history
   - Key institutions, offices and bodies
   - Places where people meet

2. Each group should ask themselves the following questions:
   - What does our map show us about this issue?
   - What are we curious about now?
   - Who do we need to speak to next?

→ **Step 2 – Knowledge sharing (15 minutes)**

Ask each team to tell the other groups about what they have found and what they have learned. Each group should talk about any links that they see between the issue that they were looking at and the issues of the other groups.

→ **Step 3 – Enriching our maps (30 minutes)**

The teams may need to go back to the community to ask more questions to add more details to their maps. The more times they are able to go to the community the better. This can be completed as homework if needed.

→ **Step 4 – Reflection and debrief (10 minutes)**

1. When the participants have completed their maps ask questions such as:
   - What do you notice about how the assets of the community are distributed and where the problems show up? Is there a link?
   - How can a map like this be useful to a social innovator?
Stakeholder mapping

Introduction

A stakeholder is a person or an organization who has influence over and/or interest in the challenge you are trying to solve. For example, if you are thinking about improving healthy eating habits in young people, stakeholders could include parents, professors, a family doctor, supermarket owners, the manager of a school cafeteria, and so on.

This exercise will also use a way of distinguishing between three different types of stakeholders:

- **Target**
- **Indirect**
- **Others**

If you want your idea to be successful and make a real impact, you will need to map, understand, and include your stakeholders in your solution!

→ **Step 1 – Identify Target, Indirect and Other Stakeholders (30 minutes)**

1. Explain to the participants that in this exercise we will begin to identify different groups of people that are affected or impacted by the issue that each team is looking at.
2. On a piece of flipchart paper recreate the diagram below with Target, Indirect and Other and ask each team to do the same on a piece of flipchart paper.
3. Start by asking one of the teams “Who directly experiences the problem that you have identified?” Try to be as specific as possible.
   - Is it people of a specific age?
   - People who live in a specific area?
   - People who belong in a specific group?
4. Tell the participants that this is the ‘Target’ group for that team (also called beneficiaries, users or rights holders). This means that this team will prioritise their needs when designing their solution. Write these down on the flipchart in the ‘Target’ section of the diagram.
5. Ask all the other teams to go through the same process.

→ **Step 2 - Mind map (20 minutes)**

1. Now that you have identified your stakeholders according to whether they are Target, Indirect or Other you can now begin to look at the connections between them.
2. Tell the participants that they are now going to create a ‘mind map’ to look at the connections and relationships between them. A mind map is an easy way to gather thoughts as they arise without worrying about order and structure. It allows you to visually structure your ideas!
3. To draw a mind map, start by drawing a circle in the middle of a piece of A4 or flipchart paper with the challenge in the center. Show the class how to do this.
4. Then, start drawing arrows that connect the challenge with the main stakeholders, and then connect the stakeholders to each other, where relevant. You can also map the target, indirect and others.
5. In addition, begin to identify various themes in the stakeholders that were not immediately obvious in Step 1.
6. At the end of the activity, each group will have a useful picture of the challenge and all of the stakeholders. This mind map and the stakeholder map from Step 1 should be captured or displayed somewhere where this group can see it.

→ **Step 3 – Group reflection and debrief (10 minutes)**

Guide a discussion with the teams following these questions:

- Which people or groups do you now see as important that you did not see before?

6. Ask a different team “Who is indirectly impacted by the problem that you have identified?”
7. This might include family members, peers and other groups or people associated with your target group, or that indirectly experience effects of the problem.
8. Tell the team that these are people who may be motivated to support or otherwise participate in your solution.
9. Ask the other teams to do the same for their issue or problem, and write these down on the flipchart in the ‘Indirect’ section of the diagram.
10. Ask a third group “Who else is connected to the problem – are there people, groups or institutions that contribute to the problem? Groups already trying to solve the problem?” Ask the participants to be specific – there’s a big difference between “the government” and “the Director of Vocational Education”.
11. Ask participants to write these down on the flipchart in the circle for Other stakeholders
12. Ask the other teams to do the same for their issue or problem, write these down on the flipchart in the circle for Other stakeholders
13. Give each team 5 minutes to add any other groups or people that may be missing from their diagram.
• How might you use the stakeholder map and the mind map?
• Do you think these will change as you get to know the community better?

Activity 7
Future creation

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<thead>
<tr>
<th>TYPE OF ACTIVITY</th>
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<th>DIFFICULTY LEVEL</th>
<th>SAVE IT?</th>
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Introduction
Participants will coach each other through a short process to allow each person to envision a future in which the issue that they are working on has been resolved. This exercise uses experiential learning in which participants can use their imagination in a way that goes beyond trying to rationally “work it out”.

Where possible and safe to do so, this exercise would work well outdoors as it may be beneficial to have some space. If that is not possible, it also works well in a smaller space and even sitting down.

→ Step 1 - Preparing the stage (15 minutes)
1. Ask the participants to form groups of three. It will work best if the people in each team have the same or a similar challenge.
2. Give them the script that is on this page or that is printed in the Participant’s Guide.
3. Ask the participants to make sure that they go through these stages. Be sure to designate one person as Person A, one as Person B, and one as Person C:
   • Person A stands on a spot representing the present day – this exercise works particularly well if Person A is on their feet and closes their eyes.
   • Person B is the coach and reads out the questions in Step 2 below, making sure each time that Person A has had enough time to think through their answer.
   • Person C takes notes and observes what happens.

→ Step 2 – Role playing (40 minutes)
1. Make sure each team is ready. When all of the teams are ready, they will start following the script:
2. B asks the following question in an encouraging tone of curiosity and wonder “Imagine you are standing in the present day and this issue is stretching out in front of you as an imaginary line to the future. You may close your eyes if that helps”
3. Person A answers (after each question give them time to answer. There may be gaps and silence at times and that is ok.).
4. Person B goes on to ask the following questions with A’s answers:
   • “I want you to imagine what it is like in the present day for this issue to go unresolved. What do you see, hear, and feel?”
   • “Who is affected by this issue?”
   • “Now, please step forward into the future to a time when you think this issue will have improved.”
   • Wait until the person steps forward. When they have done so, ask the following:
     • “You are a social innovator that has played a role in making this situation better and finding a solution”
     • “What do you see, hear, and feel? Can you see or imagine something happening in particular? What is different?”
   • “Great! How do you feel?”
   • “Now, can you tell me what the first step was to address this issue?”
   • “What challenges did you overcome to get to this point?”
   • “Thank you, that’s wonderful! Now, please step back to the present day and then open your eyes”
   • Wait for the person to return to step back to where they started – the present day.
   • “I have a final question for you… what will happen if people like you and me do nothing to help to resolve this issue?”
5. Rotate the groups so that everyone gets a turn.

→ Step 3 – Reflection and debrief (20 minutes)
1. Debrief the exercise as a team and if possible write down notes to the following answers:
   • What will be different if we resolve this problem?
   • What new things have we seen or thought of?
   • Who will benefit if we succeed?
   • As we listen to each other’s visions of the future, is there a common or collective vision that we can see coming out of this exercise?
2. Ask teams to identify their collective vision and describe it to the other teams.
Module 5

Redefining our challenge

Module 5 focuses on building teamwork skills and introduces the teams to design thinking in action.

Activities

Activity 1
Thinking creatively

Activity 2
Team building

Activity 3
Team canvas

Activity 4
Tower exercise

Activity 5
Who is our user?

Activity 6
Redefining our challenge

Activity 7
What have we learned about the problem so far

Activity 8
The problem tree

Activity 9
5 why’s

Objectives

1. Developing collaborator skills within the team
2. Carrying out a socially impactful project in community
3. Developing understanding of the social innovation process

Outcomes

Core
- Develops collaborator skills
- Develops changemaker skills
- Develops courageous leader skills

Additional
- Develops sectoral literacy
- Develops evidence based decision making skills
- Develops visionary skills
Activity 1

Thinking creatively

Introduction

This is a fun way of introducing creative thinking and shows that creative solutions can be found even in very ordinary places.

As a facilitator, you will need to let the group struggle a little with the solution – but it may be useful to pay close attention to how well they are listening to each other and working together.

→ Step 1 – Preparation (10 minutes)

1. Tell the participants that they are going to take part in an activity that will challenge them, will possibly amaze them, and get them thinking creatively with the help of their teammates!
2. Split the participants into groups; they can choose their own groups or you may wish to split the groups yourself.
3. Give each group a piece of A4 white paper.
4. Ask the teams the question “How can a normal person pass through such a small piece of A4 paper?”
5. Tell the participants the rules. “We want each group to cut the paper in a certain manner, provided that they do not separate the top of the paper from the bottom, and you cannot use glue. When you are done, one of the group members should be able to walk through the paper”.

→ Step 2 – Trying it out! (15 minutes)

1. Tell the teams that they have 15 minutes and that there are spare pieces of paper. Let them try to find a solution together!
2. Once 15 minutes are up, display the ideas and solutions that the groups have come up with.
3. If no one managed to solve the problem, explain the solution below as a way to walk through the paper.

Clarification for you as the Facilitator:

- Fold the paper in half
- Cut along the dotted lines as depicted in the picture
- Open the paper. The participants can now pass through it, as shown here

→ Step 3 – Reflection and debrief (20 minutes)

1. Summarise what we have achieved with ordinary tools but creative ideas. We have had to “think outside the box” to find an innovative solution to the problem at hand.
2. Highlight to the participants that they are learning that some things that look impossible are possible! This is a first step in learning to think creatively. Guide a discussion using the points below about creativity.

Creative thinking means looking at things differently to achieve new results, often when there appear to be barriers and constraints.

The role of creativity and innovation involves looking at things in a new way and using our imagination and skills in order to create new results.

3. Perhaps at this stage show the group the example of Liter of Light - [https://m.youtube.com/watch?v=o-Fpsw_yYPg](https://m.youtube.com/watch?v=o-Fpsw_yYPg) and how they have achieved something very valuable by thinking creatively with everyday materials.
4. If you do not have access to the internet to show this story, or if it is not suitable, use the pictures below that tell the story of Liter of Light.
Team building

Introduction
This exercise is aimed at helping participants organize themselves into teams to address certain community challenges.

You should prepare the room with the names of the various community issues that were identified in module 3 – the names / issues should be distributed around the room.

Step 1 – Checking for any issues that can be added (5 minutes)
Invite the participants to walk around the room and look at the challenges that they identified in previous sessions. Ask them to think about whether there is an issue that they are very passionate about which isn’t here. If so, ask them to write it on a piece of paper and add it.

Step 2 – Selecting a community challenge (15 minutes)
1. Invite the participants to select which community challenge that they would like to be a part of. Ask them to consider which area they feel drawn to, most passionate about, or even where they feel that their strengths would be valuable.
   Note that if the participants are finding it difficult to decide, they may be anxious about making the ‘wrong’ decision. Let participants know that the decision that they make at this stage is not final. Assure them that there are no wrong decisions since all of the challenges need someone to solve them.

2. Make the participants aware that it is important that they form groups that are diverse and inclusive. Tell them it is a wonderful opportunity to work with people that they do not yet know well.
   Be aware of potential participants that may not naturally put themselves forward to work in a group. Also, be sure to outline the variety of challenges that you have heard and observed them talking about to ensure that not everyone works on the same challenge.

Activity 2

Putty over bottle top
1 Liter plastic bottle
12”X12” Roof panel section
Putty

Cut hole bigger than bottle
Water and Ammonia

Introduction
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2. Make the participants aware that it is important that they form groups that are diverse and inclusive. Tell them it is a wonderful opportunity to work with people that they do not yet know well.
   Be aware of potential participants that may not naturally put themselves forward to work in a group. Also, be sure to outline the variety of challenges that you have heard and observed them talking about to ensure that not everyone works on the same challenge.
3. They are free to discuss this with friends – as mentioned above, you should look out for participants that appear isolated or uninvolved. If any participants appear isolated, be subtle and talk to them calmly as though this is natural and just something that you have noticed. You could:

- Approach the participant that does not have a group and ask them if they would like to join a group (if they do not, try and explore some of the reasons. There may be other issues that you are unaware of). If so, ask them which group they would like to join.
- Then, talk with the group and ask them to invite or to integrate the person that does not have a group.

→ Step 3 – Forming a team (30 minutes)

Once the participants have chosen a community challenge, ask them to discuss the following questions, and write their answers on a flipchart or get ready to tell the rest of the class in some other way:

- Why did each person choose this challenge?
- Each person should share the strengths that they can bring to the group.
- What types of roles do they think are needed to take on this community challenge?
- Finally, they should think of a team name!

→ Step 4 – Sharing (10 minutes)

Ask each group to share their answer to the questions from step 2.

Activity 3

Team canvas

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**Introduction**

This exercise helps the teams to focus on how they will work together in the future. They will explore and agree how they would like to work together using a tool called the Team Canvas which is in their Participants Guide. The team canvas is simply a tool that shows on one page various aspects that are important for teams to agree and pay attention to in order to be aligned and effective.

→ Step 1 – Introducing the tool (5 minutes)

1. Introduce the team canvas activity to the group as a tool that can help a team to be clear about the common purpose of the team, their goals, the different roles each person might play and the values of the team. A blank Team Canvas is in their Participants Guide, but at this stage they can use a piece of flipchart paper with a large copy of the Team Canvas drawn on it to write down their initial ideas.

2. Introduce each part of the canvas to the teams answering questions as you go through each area.

→ Step 2 – Designing a Common Goal and Purpose (10 minutes)

1. Ask the team members to agree on common goals and discuss their personal goals for the project by discussing and answering the following questions:
   - What do we really want to achieve together?
   - What is our key goal that is feasible, measurable, and time-bound?
   - What are our personal goals that we want to share with each other?

2. Ask the team to go one step beyond their common goal by discussing and answering the following questions:
   - If we were to achieve our common goal what benefit would we see in society?
   - Why are we doing what we are doing in the first place? E.g. To create a positive impact on people’s lives through social innovation
Step 3 – Designing the Roles (15 minutes)
1. Ask people to put their names and roles on sticky notes or pieces of paper. If a person has multiple roles, use separate notes.
   - What are our strengths?
   - What are the roles that we could have in the team? The roles can be “I will be the one coordinating our meetings”, “I will come up with ideas” or “the one that will make sure things get done”. Any role is allowed and encouraged!
   - What is our team name?
2. Be alert to tensions in this conversation and be alert for participants that may not be making themselves heard in teams.

Step 4 – Identifying the Values (10 minutes)
1. Shared values are the core beliefs that guide the behaviours of a group. These values are not just words written down; they should be actively used to make decisions, especially difficult ones.
2. The team should agree on a short list of values, so everyone accepts the final set. These can be actions or they can be words such as respect, pushing the boundaries, supporting each other, transparency etc. Sometimes the values are a few single words. We recommend no more than five or six (for memorability), with explanatory sentences for each word. Sometimes the values are expressed in brief sentences.
3. Ask the participants the following questions to help define an initial set of team values:
   - How do we work together at our best? (E.g. supporting each other, make decisions with users in mind, always act with respect and empathy, working fast etc.)
   - How do we work together in difficult situations? (Listen well to each other, support each other, be open and honest and caring, always focused on the goal)
   - What are our team’s core values?

Step 5 – Getting organised (15 minutes)
Ask the team to agree on common rules and activities. Think of this as an outcome of the previous sections; a concrete set of rules and activities they want to implement. The team can use the following as guiding questions:
- What are the rules we want to introduce after doing this session about how we will work together?
- How do we communicate and keep everyone up to date?
- How do we make decisions?

Step 6 – Canvas Exhibition (10 minutes)
1. Ask the team members to display their team canvas on the wall so everyone can see each other’s canvas.
2. While walking and looking at the canvases, ask each team how they feel about what they have produced and what they have learned about working in a team.

Step 7 – Make adjustments (5 minutes)
1. Ask teams to return to their own canvas to make any adjustments based on what they have seen from other teams.
2. Let the teams know that they can go back at any point in their own time to amend their Team Canvas

Activity 4
Tower exercise

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Resources
Paper (can be recycled), newspaper, sticky tape and scissors

Introduction
This exercise focuses on how to work together as a team and gives them an opportunity to develop their teamwork skills in a risk free and fun environment.

The participants will work together to build the tallest freestanding tower with the resources. Before the activity, you should make a batch of supplies for each team. Try and keep these as even as possible across the teams.

The most basic resources required for this exercise are sticky tape, scissors, and paper or newspaper but you can use whatever you have in your training space. It is recommended that you use recycled or previously used paper where possible.

Note that in this exercise there are points at which some participants are asked to close their eyes and others to try not to use their hands. Please use your discretion as a facilitator in case there is any sensitivity around this for the young people, and feel free to invent restrictions and rules of your own! The idea of those two conditions is to later debrief about how we behave when we work with teammates who have different capabilities.
Also note that this exercise can be replaced with another similar exercise related with technology such as building a solar lamp together or any other team building activity that you think is most appropriate in the local context.

→ **Step 1 – Understanding the instructions (10 minutes)**

1. Divide the group into teams of 3-7 (depending on the size of your group).
2. Tell the participants that the objective of the challenge is for teams to work to build the tallest freestanding tower they can with the supplies given. Announce that they will have just 20 minutes to build their tower.
3. Tell them that they have one more chance to ask questions at this stage before going into the exercise.
4. One important aspect of the game is that one of the participants in the group should close their eyes and one will have to put their hands behind their back so he or she won’t be able to use them. It is important that both participants respect these conditions until the end of the game.
5. Tell the teams that once the 20 minutes is finished, all the teams will gather around each tower as you measure them.

→ **Step 2 – Building the towers (20 minutes)**

1. While each group is building the towers, you should observe:
   - Their behaviours
   - Who is leading and in which way
   - Who is participating or not and why
   - What is happening with the people that have their eyes closed and their hand behind their back
2. These observations will help you to add questions or comments during the debrief and to get to know your participants better.

→ **Step 3 – Group Reflection and Debrief (20 minutes)**

1. Ask the teams how well each of them worked together and especially how they acted in relation to the participants that had their eyes closed or were not able to use their hands. Share your observations of the same thing.
2. Remind the teams that good teamwork can suffer when under time pressure. This is the most important time to focus on our communication and teamwork.
3. Have a short discussion about how to balance relationships across a team, how to include teammates, and focusing on the task.
4. Ask the group at this stage if anyone would like to change teams as they are now about to move to create a Team Canvas.

### Activity 5

**Who is our user?**

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<th>TYPE OF ACTIVITY</th>
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<td>80 minutes</td>
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**Resources**

- Flipchart and markers

**Introduction**

Remind the teams that effective solutions focus on human needs. A solution might make a lot of sense on paper and in our heads, but it will not create the change we want if people do not see it as useful and valuable for them. Therefore, we need to develop ways of getting to know our stakeholders’ needs and habits.

In earlier exercises, we were introduced to a “human-centred” approach which focuses on how an issue or a problem actually shows up for human beings in their everyday lives and how it affects them when we looked at personas in interviewing. In this exercise, we will dive deeper.

→ **Step 1 – Explaining the activity (10 minutes)**

1. Tell the participants that during this activity they will work on identifying the targeted users for a solution to this problem that the team is working on. To do this, they will create what is called a “persona profile”. This is a technique that helps us understand what is important to individual human beings. This helps us to ensure that our solutions are human-centered.
2. Talk to the participants about this approach, which is used by many companies who design services, products, and programs. These organisations have found that the design of a service with individuals in mind is much easier than designing it for a large group of people, therefore the ‘Persona Technique’ was devised in order to identify the personality, behaviour, and typical practices of individual human beings in the targeted group.
3. This is a chance for participants to study others’ preferences and what is important to them in order to understand how their persona will reflect on a proposed solution or product.
4. The notes that the participants will make about the person are called “assumptions”. We will proceed to check these assumptions later in the exercise.
Step 2 - Short discussion (15 minutes)

Ask the class to run through the following questions:

- Can anyone think of examples of designs or ‘solutions’ that have been badly designed or have not worked?
- Can anyone think of designs or solutions that they really like or that they see really work?
- What usually gets your attention? Is it a news article about a large group of people, whose identities are not revealed, or a specific person whose name and picture is shown?

Step 3 – Create personas (30 minutes)

In this step, we will identify some needs and characteristics of a persona in the target group that needs to be taken into consideration when designing an appropriate solution for the problem.

1. Ask the teams to undertake the following steps and write the information they acquire during each step, on the small sticky notes or coloured papers, and glue them on to the flipchart.

2. Tell the participants that the goal is to create three personas. To do this, they may need to separate into smaller groups to divide the work.

3. Give the teams a flipchart and a set of markers.

4. Ask each team to go through the following steps – it may be useful to write these on a flipchart at the front of the room where the teams can see this

5. Using your stakeholder map from Module 5, identify exactly who the Targeted audience is and for whom the solution for the problem will be offered. For example, if we talk about early marriage, then who is our target audience? Is it girls or their parents? It is likely to be both. Since participants have to create 3 personas, they can create 3 different girls that have different profiles or they can decide to draw a girl, a mother and a father.

6. For each of the three personas:
   - Draw the individual from the target group – this is the ‘persona’
   - Give a name to your persona, for example, for the early child marriage problem, we can offer a solution to a girl named Sana (the team writes the name in big writing on the head of the drawing.)
   - Is the person male or female? What age are they?
   - Where does this person live?
   - What does this person do? How do they spend their time?
   - Where does this person usually spend their day?
   - Who does this person spend their time with?
   - Who (or what) influences this person?
   - What really counts for this person? What are their aspirations?
   - What does this person worry about? What frustrates them?
   - Add any other details that the team wishes to add about their person.
   - Write a few quotes expressing the way the person might actually speak about the problem.

7. Ask the teams to hang the drawing of the personas next to the drawing of the problem tree.

Step 4 – Testing our assumptions (30 minutes)

1. Tell the participants that they are now going to look at the assumptions that they have made about these personas.

2. Explain to the participants that the answers to the questions in Step 4 are what we call assumptions, (i.e. ideas that we have about what is important to this person and how they see the world). Any of our views or opinions about a group’s preferences or beliefs can be called an assumption before we have actually checked if it is true or not. Assumptions are very useful and important to get us moving and into action, but we need to test them out.

3. Ask the participants to get together in their teams and discuss:
   - What assumptions have we made about our three personas?
   - How might we start to test these assumptions? This could be using interviews, observing people, etc.
   - How could we bring those insights back in a way that we can use to develop our personas and understanding of our customer?
   - Can you think of specific people that you would like to speak to test these assumptions?
   - Which user persona each of them will speak to and what they would like to find out. Remind them that while it is good to have an idea of what you would like to find out during interviews, it is always good to remain open and flexible to whatever the interviewee thinks is important.
Activity 6
Redefining our challenge

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RESOURCES
Sticky notes / paper and glue

Introduction
By now, the participants will have gathered a lot of information and insights. It is important that they document everything that might give them insight into the problem, the potential users, and the solution.

To help with this, try to ensure that each participant is given post-it notes or paper and is making a note of their thoughts. Sticky notes are ideal to allow them to move their ideas around into new groups and play around with the insights and information – of course, if sticky notes are not available, this can also be done with pieces of paper.

– Step 1 – Downloading the information! (20 minutes)
1. Explain that each team should begin to write down or draw things they have discovered during the field and desk research. They can use their canvases to help remember what happened.
2. Tell the teams it is important to try to note down all of their insights and notes -- everything they have discovered. It is important that each group writes one thing they have discovered per post-it or piece of paper. Some examples can be: “there are not enough schools in the area”, “young people like to learn through games” or any other piece of information they have collected through the interviews, observation or desk research.

– Step 2 – Organising the information! (15 minutes)
1. In this step, the participants will organise the information that they have on their sticky notes or paper from step 1.
2. Ask the participants to begin to cluster their notes according to various themes, helping them to see the patterns. They should have at least 3-5 different themes, with several of the notes and insights on paper or sticky notes under them.

– Step 3 – Generating new targeted questions (15 minutes)
1. Help the participants to see any patterns or themes in the notes in front of them. Many of the notes will probably relate to a similar theme. For instance, one could be related to true desires that people are afraid to articulate. Another could be around financial considerations. A third might revolve around the need for new skills.
2. If there is a theme that contains almost all the notes, you should ask the groups to break the theme into a few smaller themes and move the notes around into new clusters and groups that are related to each other.

3. Once the participants have organised their information into clusters, explain that the next step is to identify clear opportunities for the challenge they are trying to solve based on these.
4. These opportunities can go in different directions, so it is important to identify as many as possible in order to give them a broad perspective.
5. Ensure that the participants identify 2-3 new questions per cluster of insights that they formed in step 2 of this exercise.

Step 3: Generating new targeted questions (15 minutes)
1. Show the participants the structure that is called a “How Might We?” sentence, which can be used to articulate an opportunity. All we need to do here is to fill in the blanks:
   • “How might we ________ [Insert how you will fill a gap / bring an advantage / improve something] to ________ [Who - Insert who the potential target audience is]?”
2. Emphasise the 2 parts of the “How Might We...” sentence:
   • Fill a gap / bring an advantage / improve something - in this part of the “How Might We” question, participants must state the main benefit and advantage that their opportunity brings (e.g. bringing important topics and subjects to that are neither being covered by the school nor discussed with the families).
   • Who: In this part of the exercise, the participants need to identity who their potential target audience for the opportunity they have identified is. Ensure that the participants are as specific as possible (e.g., adolescents (aged 12–16) from low-income family backgrounds living in the city of São Paulo).

6. Take the class through the following example which shows how another team approached this and how they arrived at these questions:
   • When the participants started, they picked the challenge: “changing unhealthy behaviour habits in low income families”.
   • After doing the field and desk research they gathered a lot of information and insights.
   • When organising and downloading the information, they clustered them in four themes:
     • First, limited resources (money, charcoal, time and others).
• Second, lack of information and knowledge about food nutrition.
• Third, cultural practices around food and eating.
• Fourth, consequences of unhealthy habits like poor school performance, feelings of tiredness.
• When thinking about opportunities for each of these themes, they thought of these “How Might We…” questions:
  • How might we help families in our community to nutritious, low-cost meals that don’t take long to prepare?
  • How might we engage local markets in promoting healthy practices and selling nutritious food?
  • How might we use the cultural practices of our community (community meetings and traditional festivities) as a tool to promote healthy eating habits?
  • How might we train the families in an engaging and effective way about the benefits and consequences of healthy food?

7. Ask the participants to create as many “How Might We …” questions as they can!

→ Step 4 – Selecting new questions (10 minutes)

1. Ask the participants to select the two “How Might We …” questions that they think are the most crucial or interesting and present them to the rest of the group.

2. From now on, let the teams know that these 2 questions are their new targeted challenge. They will enter the next module with those 2 questions.

Activity 7
What have we learned about the problem so far?

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**Introduction**

This activity allows those that have completed previous modules to reflect on the work done so far in each group and to continue their learning.

In countries in which the program has a modular structure or allows participants to join at different stages, this is a good opportunity for new participants to ‘get up to speed’.

New joiners may want to join one of the teams from the start or they might like to listen to different teams and participate in the conversations to identify which team they would like to join.

A canvas for this activity will be available in the Participant’s Guide.

→ Step 1 – Gathering everything together (30 minutes)

1. Ask each team to gather all of their maps, their stakeholder map, mind map, team canvas, their other learning documents, and any important notes. This will help them to remember what they have learnt so far about the problem, the community, and how they are working together as a team.

2. Ask the teams to have a conversation about the following questions (new members can listen and ask questions for clarification):
   • What are we enjoying about this process the most?
   • How did we discover this community challenge that we are working on?
   • What are the things that might be keeping this problem in place?
   • Who are all of the different types of people that are affected by this problem?
   • Why has it not been solved yet?
   • What have been the surprises?
   • What do we not know enough about yet?
   • What links are there to what the other groups are doing?
Step 2 – Sharing the conclusions (30 minutes)
1. Ask each group to share their answers to these questions with the rest of the participants.
2. Bring out areas of commonality and links between projects.
3. Encourage the groups to take a broad view of the causes, who is affected and what might be sustaining the problem.

Activity 8
The problem tree

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<td>Flipchart, markers, sticky notes, or coloured paper, glue, and pens</td>
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Introduction
In this exercise, participants will identify the causes and consequences of the problem that they are looking at in a way that will help them take practical action.

A blank Problem Tree is available in the Participant’s Guide.

Step 1 – Explaining the instructions (10 minutes)
1. Explain to the teams that during this activity each team will gain a better understanding about the social problem that they have chosen using a technique called “The Problem Tree”.
2. Give each team a piece of flipchart paper with a drawing of a tree in the center with a thick trunk, branches, and roots like the one drawn in the Participant’s Guide. In addition, provide the participants with a few small sticky notes (or pieces of coloured paper and glue) and pens.

Step 2 – Designing a tree together (15 minutes)
1. Build a tree with all of the participants. Write the problem in the trunk. An example problem used here is early child marriage among girls – please adapt and use an issue to illustrate this that is more locally relevant.
2. Place this problem on the trunk of the tree
3. Then, ask about the impact or consequences of that problem. The participants will answer the question: When girls get married early, what happens? Some of the consequences could be that the girls abandon their education, that they are not happy, that they will get pregnant before they planned, and that they are not able to realise their dream of working.
4. Place these consequences on the branches of the tree
5. Then, ask the participants why girls get married earlier than they would like. The roots are the ones “nurturing the tree”, or the problem. Some of the causes could be the feeling among girls that they have no other option but to get married, that they do it because of financial reasons, cultural traditions, or because of honour.
6. Place or write the causes or reasons of the problem in the roots of the tree

Step 3 – Designing the tree (40 minutes)
1. Now ask each team to write the problem that they are working on in the trunk of the tree drawn on the flipcharts.
2. Then, ask each team to write the consequences of this problem and impact that it has caused, or could cause on the sticky notes that they have, and stick them on the edge of the branches. (They should think of at least 3 consequences or impacts.) If you do not have sticky notes, the team can write the consequences on a piece of coloured paper.
3. Ask each team to think of reasons that cause this problem. The participants will write the reasons on sticky notes, and stick them to the end of the roots of the tree (or write them on the flipchart paper beside the roots).
4. By the end of this exercise, the problem should be better defined – the participants can now see the main problem, the impact that this problem has, and the root causes of the problem.

Step 4 – Debrief (5 minutes)
1. Remind participants that while this is a great starting point, this is unlikely to be the final answer – social innovation is an iterative process, and further revision may be required.
2. Clarify to the teams that as they go through the social innovation process, they may add more impacts and consequences that they discover when thinking about the problem in-depth.
3. Tell the participants that in the next exercise (5 Whys) they will be able to look into one of the causes of the problem in even more depth.
**Activity 9**

**5 Why’s**

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**RESOURCES**
Flipchart and markers

**Introduction**

This exercise is aimed at helping participants to develop a deeper and more powerful understanding of one of the root causes identified in the Problem Tree exercise.

To do this we will use a simple yet powerful strategy called "The 5 Whys", which is an approach used by large organisations and companies to understand the causes of the problem that have become clear to them.

A 5-whys canvas is available in the Participant’s Guide.

→ **Step 1 – Explaining the activity elements (10 minutes)**

1. Explain the “5 Whys strategy” using one of the causes identified in example that was used in the Problem Tree exercise.

2. Choose one of the reasons for the problem that was identified in the problem tree exercise and ask: Why did this happen? For example, if the problem is early child marriage and the reason given was “Parents force their daughters into such marriages”, we ask ourselves “why do parents force their daughter to get married at a young age?”

3. Answer the question and write it on a sticky note or piece of paper underneath the reason. The answer could be “In order to decrease their financial burden”.

4. Then ask again: “Why?” regarding the answer that they just wrote during the previous step. For example, “Why do parents want to decrease the financial burdens of their daughters?”

5. Then answer this question and write it on a sticky note or piece of paper under the previous one. For example, the answer could be “Because they believe that the future of any girl is dependent upon marriage, and therefore they will save what they are going to spend on her for her male siblings”.

6. The team continues in the same manner until they have asked the question “Why?” five times, bearing in mind that sometimes they could get stuck on a certain issue prior to finishing the five steps, and cannot analyse the reason any further.

→ **Step 2 – Finding the whys (20 minutes)**

1. Ask the teams to begin applying the “5 Whys” strategy to one of the causes that they identified in the Problem Tree exercise.

2. When they have finished, ask the teams to hang their flipcharts on the wall of the training hall. Note: It is better if you assign a wall for each team, so that each team will have a chance to display all of their products on the same wall.

→ **Step 3 – Group Reflection and Debrief (10 minutes)**

1. Debrief this exercise and guide reflection based around these points:
   - Make it clear to the teams that they will continue using this analysis as they look next at whom this issue might affect and what their needs are.
   - A core aspect of developing any innovation is to develop the practice of asking questions, and doing so throughout the process. A key aspect of asking questions is to consider how to ask questions of different people and to be aware of sensitivities around certain issues for people of a certain background, tradition, age, gender etc.

2. Tell the participants that in between this module 6 and the next one (module 7), they should continue to observe how people speak about this issue or how they think that people behave around it. The issue that they have chosen may in fact be something that people do not talk about often – and that is also very interesting to note. Also, the participants should ask people questions in their local communities who are concerned with this problem.

3. As a facilitator, you will know which issues are more sensitive than others – so, while you would like to encourage the participants to be curious and to ask questions, it may be important to guide them as to how to ask certain questions about potentially sensitive topics.

4. Ask the group how they think they might ask questions about these issues, how to appear non-confrontational, and use these examples to give them feedback.
Module 6

How might we?
Idea generation and solution selection

Module 6 Introduces key tools to generate ideas and select feasible solutions

Activities

Activity 1
Thinking creatively and critically?

Activity 2
Wallet exercise

Activity 3
Thought blender

Activity 4
Curiosity box

Activity 5
Brainstorming

Activity 6
Idea design

Activity 7
Persona hats

Activity 8
The impact I want to see in the world

Objectives

1. Developing critical thinking skills
2. Developing the ability to effectively use evidence, data and feedback to improve the social innovation
3. Understanding the perspective of others

Outcomes

Core
- Develops change maker skills
- Develops courageous leader skills
- Develops Evidence based decision making

Additional
- Develops collaborator skills
- Develops visionary skills
- Develops Sectoral Literacy
Activity 1

Thinking creatively and critically?

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Introduction

In this short exercise, we will talk about creativity, get diverse perspectives, and arrive at a common understanding of creativity. This will be done through a discussion and a game.

Creativity and innovation are often related, but they are distinct. Creativity is said to be the capacity to imagine or conceive of a fresh idea or plan, while innovation refers more to the application of that creativity in a way that people think is valuable to a market or a community of people, and changes the way that things are done or makes them more efficient.

→ Step 1 – What is creativity? (10 minutes)
1. Mix the participants into groups that are different from their normal teams.
2. Tell the participants that creativity is a key part of the innovation process. Give them two or three examples of creativity that really appeal to you as a facilitator.
3. Ask them to have a conversation about creativity based around the following questions:
   • Can you think of examples of a creative idea or solution that you have seen?
   • When is it valuable to be creative?
   • Can you think of examples of when you have been creative?
   • Can anyone be creative?

→ Step 2 – Group discussion (15 minutes)
1. Facilitate a discussion about what the participants think creativity is, while paying attention to any misconceptions that they have or where they are closing down options for themselves.
2. It is important to show that creativity comes from practice, particularly from talking and listening to a diverse range of people. Note that one significant assumption or belief that people have around creativity is that it is an innate quality that some people have and others do not. This often shows up when people say, “I’m simply not creative and I never will be”.
3. Highlight to the participants that people might not recognise creativity in different formats – for example one person could be very creative when cooking, another could be an amazing storyteller and another could be very good at fixing things at home.

→ Step 3 – Being creative! (15 minutes)
1. In groups of 3-5 ask the participants to follow the instructions below to practice creativity – in this case they will be reinventing a playground:
   • If you had an unlimited amount of money and you were required to spend it on building the best playground in the world, how would you design it?
   • Playground equipment is virtually the same as it was 20 years ago. Today’s children spend more a lot more time with technology than ever before. Today children might like things other than a playground.
   • Remember, you’ll be creating a playground built for contemporary kids. You have everything and anything at your disposal. You can go crazy as you want!
   • Draw the playground on a flipchart to present to the rest of the class.
2. Ask groups to present the design to the rest of the class
Activity 2

Wallet exercise

Introduction

This activity is intended to give participants an introduction to design thinking, to identify some shared words, and to get a feeling for being in a designer’s mindset. This exercise will take participants through the following ‘stages’: empathise, define, ideate, prototype, and test! It will also show participants what they can do quickly through listening well to people and having a bias towards action.

► Step 1 – Explanation (10 minutes)

1. Start by giving an overview of the stages of social innovation, which they will find in the beginning of this guide along with a reminder of the key aspects of social innovation.

2. Let the participants know that in this exercise they are going to focus on the initial stages of social innovation. They will take an idea through various stages, all the way from talking to users, to developing a prototype of a design.

3. Emphasise that in this exercise instead of talking about social innovation and listening to a facilitator, we are just going to get into action and do it through some simple steps followed by a chance to reflect and debrief.

4. Ask the participants to get into pairs. Tell them that the main objective of the game is to design the ideal wallet for their partners.

► Step 2 – Developing empathy (10 minutes)

1. Tell the pairs that they will have 10 minutes to interview each other (5 minutes each).

2. Explain that in their pairs, they are to interview their partner for 5 minutes about what would be important for them in a wallet that really suits their personality and lifestyle (For example, they might need the wallet to save the photo of a loved one or to put bills or coins in. They might also want a small wallet that fits in a pocket when they go walking or running.

3. Emphasise that in this exercise, instead of talking about social innovation and listening to a facilitator, we are just going to get into action and do it through some simple steps followed by a chance to reflect and debrief.

4. Ask the participants to get into pairs. Tell them that the main objective of the game is to design the ideal wallet for their partners.

► Step 3 – Reframing the problem (10 minutes)

At this stage, each participant will have had the chance to interview their partner and to be interviewed.

1. Ask the participants to capture their findings by listing the things that they need to do (use verbs or “doing” words). For example, they might need the wallet to save the photo of a loved one or to put bills or coins in. They might also want a small wallet that fits in a pocket when they go walking or running.

2. Capture insights – what are the new learnings about your partner’s feelings or what is important to them that you can use in your design so it is appealing to them? For example, they might need a waterproof wallet if their region rains a lot! Or they may not have pockets so may need a type of wallet that they can strap to their wrist.

► Step 4 – Defining the problem statement (10 minutes)

Ask the participants to define a problem statement by building sentences like the one from below:

- “________ (name) needs a way to __________ (insert user’s need). Unexpectedly in his or her world, ______________ (insert the insight you gathered)”

- For example: “Ahmed needs a way to save his family pictures in the wallet. Unexpectedly in his world, seeing his family pictures is what makes him happier during the day,”

- “Clara needs a way to save her wallet from the rain. Unexpectedly in her world, it rains a lot and she spends a lot of time outdoors as she walks to school.”

► Step 5 – Ideation and sketching of ideas (10 minutes)

1. Ask the participants to sketch 3-5 radical ways to meet their user’s needs. Incentivise them to think about the wallet in different ways. This could be different uses than a wallet normally has! Highlight the example of a smartphone, which is, much more than a phone – encourage participants to design something new if they feel it is appropriate.

2. Then, ask participants to show their sketch to their partners and receive feedback about what they liked about it or did not like.

► Step 6 – Building a prototype (10 minutes)

Ask the participants to reflect on the feedback they received and to generate a new solution. This time the solution should be something tangible! They might want to use the materials available to build a simple model of the wallet design - something that their partner can touch and hold!
Step 7 – Sharing the solution (10 minutes)
Ask each participant to ask the following questions of their partner:

- What worked?
- What could be improved?
- What questions do they have?
- What ideas does this give you?

Step 8 – Reflection and debriefing (20 minutes)
1. Explain that the process of creating a wallet follows the same process that they will use to address their own challenges. Share the following to recap the process and its importance:
   - Through the interview process, participants were able to better understand what the person needed, what the exact challenge was, and what the particularities were for that population.
   - All of this information was very important to design a solution that fits the needs of a specific population.
   - Then, they drew the ideas so they could get quick feedback from the users before building a more robust idea. It is important that they sketched more than one idea so the user was able to pick one or even combine more than one option.
   - After that, they built a prototype, a mock solution that the user was able to interact with. The participants might have noticed that it is different to draw than to build a tangible solution.
   - Only after showing the prototype to the partner and getting feedback were they able to design a real solution.

2. Ask the following questions to debrief the activity:
   - Regarding the wallet you designed, would it have been the same if you had not interviewed your partner? Please explain why you said yes or no.
   - What new information did you collect through the interview and feedback?
   - Would you have designed the same wallet for yourself?
   - How was it to test the prototyped wallet?
   - What should be the next step after receiving feedback about the prototyped wallet?
Step 3 – Sharing the product (15 minutes)
Ask the groups to display their work and exchange ideas.

Step 4 – Group reflection and debrief (10 minutes)
Bring the participants back together and ask them:

- What did they like about the exercise?
- Name 1 important thing that they have learned about creativity.

Activity 4
Curiosity box

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RESOURCES
A box or a bag and 10 random daily objects

Introduction
The participants should now have targeted questions and clarity around the definition of the problem that they are working on. They should have completed the problem tree exercise, conducted desk and field research, and developed “How Might We” questions.

As human beings go about inventing the future together, it is important to acknowledge what previous generations have done and what other people are doing now. Their ideas and experience are valuable inspiration and resources to draw upon.

This exercise will help the participants to expand the horizon of possibilities that they are considering, and encourage them to find connections and associations that could bring creative innovation to their project.

Connecting and combining ideas and different schools of thought fuels creativity and sparks ideas and solutions to important problems.

To prepare for this activity, put random objects into a bag or a box. The less you think about the selection of the objects the better. They can be from different places and can be everyday objects like plastic bottles, pencils, flowers, a coin, a cord, or a picture.

Step 1 – Introduction to connecting and combining (5 minutes)
1. Introduce the exercise by saying that they are going to continue with the topic of creativity.
2. Explain the concept of “connecting and combining” to the participants. This is to reinforce and let them know that combining and associating ideas from other areas, which might seem completely unconnected, can be a great source of inspiration for new ideas.
3. Emphasize that it is important to let go of the ‘inner critic’ and judgment at this stage. For example, participants should feel free to think of ideas with the emphasis on why it might work and how valuable it would be, rather than thinking immediately of why an idea will not work. The key question they should be adopting is “What if?” rather than saying “This is why it won’t work”.
4. An example that you could use to illustrate this from history is when John F. Kennedy the president of USA declared that they would put a man on the moon in the 1960s. There were many reasons to object to this, but the team had a clear mission with focused energy and effort to overcome obstacles until they were successful 8 years later. How might we start to test these assumptions? This could be using interviews, observing people, etc.

Step 2 – Associating (20 minutes)
1. Ask each team to sit together and check if they clearly understand the problem for which they are creatively looking for a solution.
2. Randomly pick an object from the box. Ask the participants to think about the various situations this object can be used in. Participants should be asked to take a close look at its design and consider its different features and uses.
3. For each object, ask the participants to think of possible associations that this object could have with their opportunity/idea, starting with the following sentence …
   • “Our problem is like a [INSERT OBJECT OR THING] because …”
4. You may supply the following example: if the problem that the team is trying to solve is to decrease female dropout rates in school, and the object is a piece of string, the sentence could be:
   • “Our problem is like a piece of string because the girls need to have good connections between them and their teachers so that they do not drop out of school”
   • Or if the object is a pencil … “Our problem is like a pencil because it may be that keeping a journal about the reason why they have to leave school can be a first step or part of a workshop series to help them prevent dropping out…”
→ **Step 3 – Brainstorming (15 minutes)**

1. Ask the teams to select one of the statements that came out of last stage that they would like to take further.

2. Encourage the team to brainstorm around the idea and how it might be relevant to the issue that they are trying to solve for approximately 15 minutes. Talk to the teams about the four basic rules in brainstorming which are intended to reduce the restrictions and inhibitions that people have when trying to arrive at something new and to stimulate the generation of new ideas:
   - Quantity is much more important than quality
   - Don’t criticise ideas – there is no such thing as a bad idea!
   - Encourage ideas that may seem wild and outlandish
   - Combine and improve – say “yes, and” instead of “no, but…”

3. Tell the class that the relevance of the object to the idea can be very direct i.e. it could be incorporate into the idea, or it could be something to do with the functionality, features or design principles that could be applied to the project.

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**Activity 5**

**Brainstorming**

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**Introduction**

The aim of a brainstorming session is to compose a series of ideas that lead to finding the best solution to a problem. This exercise builds on the Curiosity Box exercise from this module, the Problem Tree exercise and Who is our target group exercise from module 6.

Reinforce the importance of keeping the main brainstorming rules in mind:

- Do not judge or constrain! You never know where a good idea is going to come from. This is the right time for crazy ideas! The time for evaluating the viability of the idea comes later.
- Build on the ideas of others! You can get inspired by someone else’s idea. That is why it is important to try to use a lot of “Yes, and” instead of “No, but…”.
- Go for quantity of ideas, not for quality at this point. At this stage, the more ideas you have, the better!
- Record everything! It could be through post-its or flipcharts. It is important that the ideas are accessible and visible for everyone.

→ **Step 1 – Structured brainstorming (20 minutes)**

1. Explain that for the brainstorming session, the participants have to keep working on the ‘how might we?’ question that they selected in module 6. At this point in time, it is ideal if they are able to pick just one of the questions they have.

2. Provide the participants with coloured cards (red, green and yellow) or sticky notes or coloured paper of 3 different colors. Each participant should receive at least two of each colour.

3. Tell the participants that before beginning the brainstorming session, they should think of some aspects that could help them think of the largest number of possible solutions. This step is called the “traffic lights” step, which is explained below. If you do not have different colours, you can simply tell the participants that they will be creating 3 groups of ideas.
4. Ask the participants to work individually. Each person should follow these steps:

5. On the green cards, participants should write down what they think will be a positive point that will help solve the challenge. They can do this by assessing the ‘problem tree’ and the ‘personas’.
   - For example: if the problem is early child marriage, and one of the things that was written on the persona is, most of the girls have smart phones, this could help in finding an innovative solution for this problem. When possible, the participants should say what this solution is based on: Is it based on personal experience, or from field research or desk research?

6. On the red cards, participants should write some of the issues that they think could hinder them when thinking of proposed solutions, by looking at the problem tree and the nature of the target group.
   - For example: If the problem is early child marriage: one of the things that was written about the nature of the target group is that most girls who face such a problem are from poor, remote areas, and could be hard to reach.

7. On the yellow cards, the participants should write some issues that they think could be of interest to the persona representing the target group, even if they are not related to the original problem. For example, the target group may be interested in soccer or music.

8. By the end of stage 1 each group will have at least 2-3 cards of each colour for each member of the group. So, if the group has 3 people, they will have 6–9 cards of each colour.

9. Note: This step of the exercise is especially important for the introverts of the group since they are doing a brainstorming exercise with a lot of instructions. Ensure that within their groups they are not forced to produce under time pressure like in other more traditional brainstorming activities.

→ Step 2 – Unstructured brainstorming (20 minutes)

10. Ask the participants to place the glue and the red, green, and yellow cards (or the sticky notes) in a place where everyone can see them. It can be on a wall or on the floor.

11. Ask the team members to look at all of the cards and think of possible solutions, and write whatever occurs to him or her on a piece of white paper.

12. Each team should follow the brainstorming rules to create as many ideas as they want, but at least 20. You may want to step in to help if there is a very high number of ideas or if the group is struggling to get going.

13. When the groups have a good number of ideas, ask them to step back and review their ideas to check if there are any overlaps or repetition - or to see whether new themes are emerging.

→ Step 3 – Combining and selecting ideas (20 minutes)

1. When the groups have finished, ask the groups to connect and combine two or three ideas and try to build more robust ideas. This is a good moment for to remind the participants about the Thought Blender and the Curiosity Box activities they did in this module.

2. To do this, ask participants to identify the 5 most interesting ideas that they have and lay them out on the left-hand side of a column. Then, get the rest of the ideas and place each one beside each of the 5 ideas in turn and ask, “How might we combine the idea on the left with the idea on the right?”

3. Ask the teams to write their ideas on a flipchart and each team can share their ideas with the rest of the class.

Activity 6

Idea design

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/resources

Paper and pens

Introduction

In this exercise, the participants will work to give some more shape to their idea(s). In this exercise, we will be assessing the feasibility, developing an understanding of how it will run and estimate the eventual impact.

There is a canvas in the Participant’s Guide that will help guide this activity.

→ Step 1 – Describing the idea (35 minutes)

1. Ask participants to select 2–3 ideas (or groups of ideas) from the previous steps of the process (please see the Curiosity Box and Brainstorming activities in this module). They will be completing questions for each of them, as a team.

2. Note - ask participants to name each idea so they can distinguish between them when they are talking about them. These names can be as simple as ‘the platform’, ‘the app’, or any names that help them remember the idea easily.
3. Provide the participants with the following questions that they should ask about each of their ideas. Suggest to teams that they answer these questions for the idea that they think is best first:

- **Who is it for?** Who are we solving the problem for? Who will use this and who will be the people that will find it most valuable?
- **What is it?** Describe the idea in detail. What are its main characteristics? Be as descriptive as possible. You might be clear in your mind what your idea is, but it is important to be able to summarise the main aspects of your idea to other people.
- **How would it work?** Think about how people will first hear about the idea, how will they realise that it is something they would like to try, how would they start using it, and how would they interact with this in their lives? What value would they see and how would this show up?
- **Stakeholders?** Who is involved in the delivery or could be affected by the idea? This is a good opportunity to consider who you might need to work with to deliver the idea, who might be a supplier, and who might indirectly benefit from your idea?
- **Benefit/influence in the system:** What difference will users see in their lives and in what area of their lives? If that happens, then will people begin to see a difference in the community as a whole?
- **Rating:** Ask the participants to rank their ideas from 1-5 (1 being the lowest and 5 the highest) in regard to 1) how new the idea is, 2) how beneficial it will be, 3) how easy it will be to bring it to life.

→ **Step 2 – Presentation (15 minutes)**

1. Ask each team to present a summary of their findings to the rest of the group with a discussion around the rating that each team has given themselves across these three areas:
   - How new the idea is,
   - How beneficial it will be,
   - How easy it will be to bring to life.
2. Note: It is important at this stage that you explicitly identify any problems relating to the feasibility of an idea or a risk to health or security related to the idea.

### Activity 7

**Persona hats**

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**Introduction**

This exercise uses the participants’ skills at taking on different perspectives and personas in order for them to give each other some rich feedback about their ideas.

It is important that participants understand that all feedback given is for the sake of helping each other to develop great solutions.

If the team giving feedback sees a possible issue that they feel the other team needs to know about, then they should try and give that feedback with a lot of care and positive intention.

The team that is receiving the feedback should remind themselves that feedback is a valuable assessment – so while it is neither completely true nor false, it is invaluable for developing our ideas.

→ **Step 1 – Role playing! (30 minutes)**

1. Introduce the exercise to the groups and remind them about the importance of giving and receiving feedback about ideas. There is great value in developing the skill of using the “wisdom of the crowd” in idea development as it helps us to think and see issues early.
2. Pair up the groups. One group will listen first and the other one will present their idea, and then they will swap positions.
3. Explain to the teams that before they present the idea, that each participant giving feedback should choose a “hat” or persona that he/she would take on while listening to and discussing a. The 4 possible “hats” or personas are:
   - **Champion:** This individual will use his/her imagination and think of a way in which they can expand the idea presented even further and ask, “Why not? and “What if?”
   - **The Nurturer:** This individual says, “I see what you’re doing and I love it”, they encourage the team and gives feedback on the value that this could create for people.
   - **The Critical Friend:** This individual wants the team to succeed, and is pointing out what the obstacles and barriers are to success. They like the idea and assume it can be done.
   - **The Local Innovator:** This individual sees how the idea could be implemented locally and how it could be relevant to different problems and different groups.
Provide a maximum of five minutes for presentation and 1 minute of feedback from each of the individuals “wearing” the hats.

→ **Step 2 – Iterating the ideas (10 minutes)**

When each group has received feedback, ask each team to get together again to consider the feedback. They should consider the following questions:

- What have we learned about our innovation?
- What do we think needs to change?
- What decisions do we need to make?

### Activity 8

**The impact I want to see in the world**

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**RESOURCES**
Flipchart and markers

### Introduction

Every innovator knows that there are more challenges in implementing or executing an idea than simply coming up with an idea.

Creating an impact requires us to:

- Identify what the current situation is without our idea being implemented (called a “baseline”)
- Define the end goal (the future situation we want to achieve when the solution is implemented successfully)
- Create a way of implementing the idea in practice
- Evaluating progress and feedback and respond to it

The innovation the participants are bringing into the world should have an impact and should be based on a genuine need. We will be helping the participants to understand the impact of their solution in this activity.

→ **Step 1 – Stating the importance of social impact (10 minutes)**

1. Introduce the idea of creating an impact and what it requires.

2. Lead a group discussion asking about why it is important to know what our impact is and how to measure it.

3. Start by giving an example from daily life. For example: the house is untidy (current situation) and so there is a need to clean up and organise the house! Therefore, the children decide to do the dishes, clean the kitchen floor and organise the bedroom. The impact of the action is threefold: 1) The house is clean, 2) the parents are happy and proud of their children and 3) the children are now more united and have a new confidence in their ability to look after the house.

4. Discuss any local organisations or social business and discuss these examples and their impact with the participants.

→ **Step 2 – Asking the big questions of impact (30 minutes)**

1. Ask each group to answer the following questions in relation to their idea:

   - How will you have changed the life of a beneficiary/user in 1 year and in 5 years? (This is like asking how the family will feel after having the house organized and clean by the children)
   - Are there any ‘secondary’ effects? These are effects other than those that were directly intended. This is like asking in our example above if there are other effects apart from a house cleaned and organised. For example: now the children understand the value of being organised and that is helping them with their homework at school).

2. After answering these questions, ask each team to use a flipchart divided in two sections:

   - ‘Today’ on the left-hand side
   - 5 years from now’ on the right-hand side

3. Ask the participants to draw the current situation (Today) and the situation they want to create by impacting the lives of the users (5 years from now).

4. Ask participants to highlight what secondary effects may also be caused.

→ **Step 3 – World Fair (20 minutes)**

1. Explain that in this part of the exercise we are going to share what the world and its people will look like five years from now because of the innovations being brought together by the participants.

2. To do that, divide each team in two.

3. Half of each team will present to participants from other teams, while the other half will visit the other teams and their ideas.

4. Once the observers have had the chance to view all of the other teams’ ideas, ask the teams to switch roles.

5. Then the presenters will observe the other teams and their ideas. Those that observed previously will become the presenters.
Module 7

Building a solution: Test and refine

Module 7 introduces prototyping; what it involves and how is it used in social innovation.

Activities

Activity 1
An object I like

Activity 2
Marshmallow Challenge

Activity 3
User journey

Activity 4
A world of prototypes

Activity 5
Real world testing

Objectives

1. Developing the ability to turn ideas into projects
2. Developing the ability to incorporate feedback/data/evidence to improve an idea
3. Understanding empathy skills when building something for someone else

Outcomes

- Develops courageous leader skills
- Develops change maker skills
- Develops evidence based decision making skills
Activity 1
An object i like

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Introduction

This exercise is a fun way to develop appreciation for an object or a product, and understanding how people interact with certain objects and the different ways in which they value them.

This is a valuable insight for when the participants are prototyping and submitting their ideas to the public.

1. **Step 1 – Finding an object (10 minutes)**
   
   Ask the participants to take five minutes to find an object in the room or outside of the room that they like, find interesting or is symbolic of something important to them in some way.

2. **Step 2 – Analysing the object (20 minutes)**
   
   Facilitate a discussion about what the participants think creativity is, while paying attention to any misconceptions that they have or where they are closing down options for themselves.

   1. When the participants have returned with their object, ask them to take five long, deep breaths all the way in, and all the way out. Let the group know that they should breathe in a way that the person next to you can hear your breathing in and out. This should create a moment of calm reflection.

   2. Ask the participants to consider the following questions that will help them to look at the object in different ways. Go through each of these questions in a calm way, encouraging reflection and leaving some time between the questions for participants to give the object a close examination.

      - Notice how it feels to touch – what is the surface like?
      - Look at it from different angles. What do you notice?
      - Notice what feelings you notice as you look at it.
      - Think about where it came from. Is it a natural object, was it made by people? Did someone design it? For whom was it designed?

Activity 2
Marshmallow challenge

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Introduction

This is a fun way to understand why prototyping is important! This is an exercise popularized by Tom Wujec. The information for this exercise was extracted from the website: http://www.marshmallowchallenge.com/.

You can find more information about the game in the website and also in this TED Talk: https://www.ted.com/talks/tom_wujec_build_a_tower. The talk has subtitles available in 34 languages.

Before the activity, prepare a kit for each team (teams will consist of 4-6 people each). Each kit will have: twenty sticks of spaghetti, one metre of masking tape, one metre of string, one pair of scissors to cut the string, and one marshmallow.

If you do not have the materials available specified here, feel free to use a simpler set of materials or substitutes (such as newspaper, tape and scissors) ensuring that each team has the same set of resources.
Step 1 - Setting the rules (10 minutes)

1. Read out the following instructions to the participants:
   - **Build the tallest freestanding structure:** The winning team is the one that has the tallest structure measured from the tabletop surface to the top of the marshmallow. This means the structure cannot be suspended from a higher structure, like a chair, ceiling, or light fitting.
   - **The entire marshmallow must be on top:** The entire marshmallow needs to be on the top of the structure. Cutting or eating part of the marshmallow disqualifies the team!
   - **Use as much or as little of the kit:** The team can use as many or as few of the 20 spaghetti sticks, as much or as little of the string or tape as they would like. The team cannot use the paper bag as part of their structure.
   - **Break up the spaghetti, string or tape:** Teams are free to break the spaghetti, cut up the tape and string to create new structures.
   - **The challenge lasts 18 minutes:** Teams cannot hold on to the structure when the time runs out. Those touching or supporting the structure at the end of the exercise will be disqualified.

2. Ensure everyone understands the rules: do not worry about repeating the rules too many times. Ask if anyone has any questions before starting.

Step 2 - Conducting the game (20 minutes)

1. During this game observe how well the teams are working together and take notes to discuss during the debrief of the game.

2. Begin by setting a timer for the 18 minutes the teams have to start building the towers. What normally happens is that the participants will first build the structure and then put the marshmallow on top. Also, they will often simply use the 18 minutes to build one tower instead of testing different tower options (prototyping!).

3. When time is up, ask everyone in the room to sit down so everyone can see the structures. Note: It is likely that just over half of the teams will have standing structures.

4. Measure the structures and announce the winner!

Step 3 - Reflection and debrief (15 minutes)

Begin by asking how participants felt during this exercise and why they think they succeeded or failed in building the tower. You can conclude by using the points below - or if possible, by showing the TED talk from Tom Wujec (https://www.ted.com/talks/tom_wujec_build_a_tower) explaining the main conclusions.

- **Kids do better than business participants:** nearly every time this activity is performed, kindergarteners create taller and more interesting structures.
- **Prototyping matters:** the reason that kids and young people generally perform better than business school students is that kids spend more time playing and prototyping. They naturally start with the marshmallow and stick it on top of the spaghetti sticks. The business school students spend a vast amount of time planning, then executing the plan and leave almost no time to fix the design once they put the marshmallow on top.
- **The marshmallow is a metaphor for the hidden assumptions of a project:** The assumption in the Marshmallow Challenge is that marshmallows are light and fluffy and easily supported by the spaghetti sticks. When you actually try to build the structure, the marshmallows don’t seem so light. The lesson in the marshmallow challenge is that we need to identify the assumptions in our project - the real user needs, the cost of the product, the duration of the service - and test them early and often. That’s an important aspect that leads to effective innovation.

Activity 3

A world of prototypes

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**Resources**

Paper and pens

Introduction

Prototyping is an approach that we use at an early stage to test, improve, and develop an idea. It allows an idea to be explored before any conclusions are drawn and makes sure that the users and other relevant people are involved at an early stage.

This method allows participants to involve users early and find out what really works before they commit lots of time and money to manufacturing and implementation.

A prototype can be a sketch, model, or a trial period of a service. It is a way to convey an idea quickly. By making abstract, new ideas tangible to potential stakeholders and beneficiaries, participants can better facilitate meaningful conversations and feedback about them.

A prototype also helps participants to move towards what is called a “Minimum Viable Product” (MVP). A Minimum Viable Product is a version of a product or service that is basic but can be used in a valuable way by users with the knowledge that you can develop the idea further.
There are many different types of prototypes:

- **Paper Prototypes:** Illustrations and cardboard models of design ideas
- **Physical Prototypes:** A physical representation of an idea made with any materials (as in the Wallet exercise earlier). In commercial settings now it is quite common to use 3D printing for physical prototypes. Used mainly for objects.
- **Storyboard:** A series of graphics almost like a cartoon that shows a sequence of scenes in a user interaction. It is mainly used for services but it can also be used for products.
- **Communication Prototype:** An advertisement or other form of publicity for the product or serving you are creating to see what people’s reaction is. This could be done on paper but also using digital tools like Facebook.
- **Roleplaying:** In its basic form, roleplaying is a theatrical representation of the service you want to offer where all of the participants are actors trying to be in someone else’s shoes. However, it can also be a theatre rehearsal of the service in the real-life surroundings where the team that is designing the solution will act together with real stakeholders and users.
- **Mockup:** A broad category of prototype that looks like the finished product but is completely lacking functionality. For example, a mockup could be a webpage depicted as an image on a piece of paper or card.

→ **Step 1 – Prototypes in everyday life (10 minutes)**

1. Point out to participants that one of the main benefits of prototyping is that it allows you to try out ideas without the pressure of trying to get everything right straight away! In fact prototyping is an everyday activity and an approach that we already use1.

2. Ask the group if they can think of scenarios or times when they have tried an approach ahead of time or where they have seen or heard someone else doing it.

3. Give them an example. Here is one that you can use – feel free to adapt this for the local context.

- **Trying a new recipe:** I am cooking a meal for some people for the first time and want everything to work out well. I might try cooking it ahead of time and prototype it! My first prototype might be to cook it for myself first. That would help me run through what I need to cook the dish. Also, it would allow me to check what needs to change - such as adding more spice or less salt. The next time I cook it I can try to cook it for some friends or family and get their feedback (usually I know if they like something or not before they even tell me!). I can keep making small changes myself and eventually I get to know the recipe very well and what works for some people and what works better for others. It’s rare that I get it right the first time, even with instructions from a recipe book!

4. Ask the participants if they can think of any other examples and have a short discussion about the benefits of this approach.

→ **Step 2 – Introduction to Prototypes (20 minutes)**

1. Introduce prototyping again and the value of this approach and engage the participants with questions and conversation.

2. Remind participants that they have gone through the wallet exercise have already had experience of developing a prototype. Ask the participants that took part in the Wallet activity in Module 5:
   - What was that experience like?
   - How did it feel to make a quick prototype?
   - What do they think a prototype is – and how useful is it?
   - What did they learn from the process?

3. Finally, ask the participants for other forms they think that a prototype could take. It may help to remind the participants that the aim of prototyping is a way of working that allows you to try things, learn about an idea, and refine it. For example, it makes it easier for people to give you feedback when they have something that they can see or hold in their hands.

→ **Step 3 – Getting familiar with types of prototypes (15 minutes)**

1. Divide the participants into groups of five. The groups can be different from the current work teams. The task for each group is to think of two companies or social organisations that they think are innovative. These could be companies or organisations as big as Facebook or Grameen Bank, or any other more local organisation such as Sanergy in Nairobi, Educate Girls in Mumbai, or Liter of Light or Shams Community in Amman.

2. Remind the participants of the various methods of prototyping that are available.

3. Ask the groups to discuss how these organisations might have prototyped their services or products. To do this, they will:
   - Identify the main elements of the service or product
   - Then will see which prototypes they could use to test each element of the service or product.

4. You may give them this example: if an organisation such as Liter of Light is the company in question, examples of needs that are applicable are “Lighting in dark shelters”, “Low cost solutions”, “Readily available materials”, “Opportunity to work for yourself” (such features help to form the differentiate them from competitors and make them appealing to customers). As well as making physical prototypes to test their designs and show them to possible users, Liter of Light could also use a paper-based prototype to illustrate the solution. → **Step 3 – Getting**
Activity 4

User journey

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**Resources**
Flipchart and markers and sticky notes or paper and glue

**Introduction**

In this activity, we are going to develop a "user journey". The user journey is a tool that helps us understand how, when and where the user and the different stakeholders interact with an idea in the course of a typical day, or over a longer period.

**Step 1 – Getting familiar with what a user journey is (15 minutes)**

1. Explain to the participants what a user journey is and explain that it can have different forms. The most basic explanation is that it can be like a series of cartoon frames where each frame explains one step in the user journey.

2. Ask participants to get into small groups of 2 or 3 and ask them to think of a product or a service that a close family member uses often and is familiar to them.

3. Next, ask participants to think about a typical day in the life of that family member when they use this product or service and highlight the following points about it:
   - How did they hear of this product or service?
   - Where did they buy the product or access service?
   - On a day when they use the product or service, what are the key points in the day when they use it? I.e. what is important to them or what is going on at those moments? (e.g. getting up, having breakfast, travelling to work, getting lunch etc.).

4. Each person should draw a simple timeline on a sheet of paper to show this simple user journey.

5. Ask one or two people in a group (if there is time) to talk others in their group through the journey that they have drawn.

**Step 2 – The user journey of our solution (15 minutes)**

1. Ask participants to draw the user journey of their possible solution, or in other words, the whole interaction between the user and the idea.

2. Note: It would be helpful for participants to design the journey on a large sheet of paper so they can present it to the group later. Ideally they should use post-it notes (or pieces of paper and glue) as you might realise you have missed steps of the journey and it is easier to add them in later.

3. Ask the participants to consider these questions as they construct this user journey:
   - How does the user find out about your idea?
   - What is the first thing the user will do when learning about your idea?
   - Where is the user? What is around them in their environment at this time?
   - How will the user access or interact with the idea? How does each step enable them to get to the next?
   - What is their emotional state in each step? E.g. are they delighted, downhearted, engaged, bored, annoyed?
   - Who else is involved in interacting with the idea?
   - What will happen after the user has finished interacting with the idea?

4. In conclusion, make it clear that participants should not be worried or upset if the idea does not gain lots of approval during the prototyping process – this is not a failure! It means that you may have saved yourself lots of time and effort later in the process, and you now have some very valuable information from the people that might use your service or product.

**Step 4 – Group reflection and debrief (15 minutes)**

1. Guide a group discussion around the importance of prototyping. Some of the main points to help the discussion can be that prototyping:
   - Reduces the pressure to get things completely right on the first try
   - Enables you to involve lots of different people in the process and develop engagement
   - Enables you to understand what the different questions are that you have about your product and service and to design a way to go out and find the answers to those questions
   - Allows you to see that learning and product development is an “iterative” process that involves conversation, listening, adaptation

2. Ask participants to get into small groups of 2 or 3 and ask them to think of a product or service that a close family member uses often and is familiar to them.

3. Next, ask participants to think about a typical day in the life of that family member when they use this product or service and highlight the following points about it:
   - How did they hear of this product or service?
   - Where did they buy the product or access service?
   - On a day when they use the product or service, what are the key points in the day when they use it? I.e. what is important to them or what is going on at those moments? (e.g. getting up, having breakfast, travelling to work, getting lunch etc.).

4. Each person should draw a simple timeline on a sheet of paper to show this simple user journey.

5. Ask one or two people in a group (if there is time) to talk others in their group through the journey that they have drawn.
Activity 5
Real world testing

TYPE OF ACTIVITY
Main

DURATION
100 minutes

DIFFICULTY LEVEL
3

SAVE IT?
Save it!

RESOURCES
Coloured paper, flipcharts, scissors, glue, old magazines, any additional arts and crafts materials you have

Introduction
This activity prepares participants to test their ideas in the real world, while first testing them with their peers in the classroom. If needed, step 2 of this activity can be done as homework.

For step 2 you will have to refer to the UNICEF Safety Guidelines, or the guidelines governing this type of activity in your own organization.

In the User Journey exercise of this module, the participants first made an iteration of their ideas. In the World of Prototypes activity, they became familiar with the different types of prototypes that they can use to test and generate user feedback. Both exercises will be important for the success of this activity.

Iteration is critical. In innovation, we create a product or service, test it, learn from it, improve it, test it again, learn from it, and improve it again. In many ways, we are like babies when they learn to walk. Babies try, fall down, try again, see what works, improve the way they use their bodies, try again, and improve - until one day they are walking! But for that to happen, they prototyped and iterated (and also failed) - a lot!

→ Step 1 - Prototyping in the classroom (20 minutes)
1. Ask the participants to identify the main elements of their ideas. When we talk about ‘elements’ we mean the key features that make the product or service valuable to the end users over any competition or the current way of doing things.
2. Once they have the list, ask them to decide which elements they want to prototype. They can decide to prototype the service or product as a whole, or to prototype a piece of it (pick one or two elements).
3. Once the participants have decided this, they can move on to designing the prototype. The goal here is to make something tangible that conveys the idea they want to test. There is no need to make it perfect at this stage, just make it good enough to get the basic idea across.
4. Once the participants are ready, each team will pair up with another team and they will give feedback to each other. Provide the participants with the following tips about asking for feedback:
   - Be open to receiving positive and negative feedback. You will learn a lot from both!
   - Don’t talk too much, just introduce the prototype, and check for the reactions from the audience.
   - Stay neutral! Don’t try to sell your idea; you want to really understand if it works and how!
   - Record everything people are saying about your prototype

→ Step 2 - Prototyping in the real world (60 minutes)
In this step, participants will go to the community to test their ideas with the people that will actually be using them to get the best kind of feedback.
1. Inform the teams that they will now prepare to present their prototypes to the stakeholder and go to the community. To prepare for this, they should go through the following steps:
   - Decide who is the right audience to test your prototype and when you will do the test.
   - Be sure about which elements you want to test and prepare questions around them
   - Decide on how are you going to run the test (which member of the team is doing what, where it will happen, how long will it take)
   - Are there any other logistics to think about?
   - Decide how you are going to capture the feedback (taking notes, video or voice recording).
2. When the teams have answered these questions, they are ready to go to the community. Go through these points about how to run a prototype and then go with the participants to the community:

- Watch out for “non-verbal communication” – for example, do people look engaged, excited, bored?
- Be open to receiving positive and negative feedback. You will learn a lot from both.
- You don’t need to talk much, just introduce your prototype and check for the reactions of the people.
- Stay neutral! Don’t try to sell your idea; you want to really understand if it works and how.
- Record everything that people say about your prototype.
- Things to look at: What did participants value the most? What got them excited? What would convince them about the idea? Which parts would participants like to improve? What did not work? What needs further investigation?

3. When the participants come back, it is time to incorporate the feedback and begin to iterate. To do that, ask participants to check their notes or recordings and answer these questions

- What did participants value the most?
- What got them excited?
- What would convince them about the idea?
- Which parts would participants like to improve?
- What did not work? What needs further investigation?

4. Based on the answers to these questions, invite participants to re-design their service or product. This version should be different and better than the last one!

→ Step 3 - Group reflection and debrief (10 minutes)

Once everyone has tested their prototypes it is important to discuss as a group how everyone felt about the process. Guide a discussion using questions such as:

- How did you feel asking for feedback?
- How did you feel receiving the feedback?
- What things did people like the most about your idea?
- What things do you still have to improve or change
Module 8 introduces the concept of pitching and supports participants to develop effective pitches in a style that suits their personality and strengths.

**Activities**

- **Activity 1**
  What makes a good pitch
- **Activity 2**
  Pitch perfect
- **Activity 3**
  Radical feedback

**Objectives**

1. Learning how to craft a vision for self and society
2. Developing confidence to present ideas and defend them
3. Learning to effectively communicate to an audience

**Outcomes**

**Core**
- Develops courageous leader skills
- Develops change maker skills
- Develops visionary skills

**Additional**
- Develops evidence-based decision-making skills
Activity 1
What makes a good pitch?

<table>
<thead>
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<th>TYPE OF ACTIVITY</th>
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<th>DIFFICULTY LEVEL</th>
<th>SAVE IT?</th>
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<tbody>
<tr>
<td>Main</td>
<td>50 minutes</td>
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**Introduction**
In this exercise, we are going to show the participants examples of different styles and content for delivering a good pitch. These skills will help them in any activities in the future where they need to speak in public and to tell the story of their idea in a convincing and engaging way.

The important outcome of this exercise is that participants should be more confident and comfortable with having a style of pitching that suits their strengths and their personality and helps them to have fun while doing something new.

Facilitators can use various resources to demonstrate different styles of pitching. There are links to two videos in Step 1 below which can be used as examples of different types of pitching. However, feel free to look up resources that are locally appropriate. If no local resources are available, you can role play the pitches, or best of all, invite guest speakers that can demonstrate different styles of pitching to the participants. The key point that needs to come across is that there are many different ways of making an effective pitch.

→ Step 1 – Watch different styles of pitching (20 minutes)
1. Show two examples of different pitching styles. Here there are two examples; however, we encourage you to look for local videos or guest speakers to illustrate different approaches.
   - Flamboyant and energetic entrepreneur: https://www.youtube.com/watch?v=apqki21fWss
   - Calm and collected CEO of Saddle: https://www.youtube.com/watch?v=D1GTnaFA5gw&t=49s
2. Ask the participants what they noticed and what they liked and disliked about the:
   - Content of the pitch i.e. what was said; and
   - Style of the pitch i.e. how it was said
3. Then, ask participants to show their sketch to their partners and receive feedback about what they liked about it or did not like.

→ Step 2 – Developing your own style (30 minutes)
1. Organise the class into groups of three. Each person should think about the following questions for a few minutes:
   - What are my strengths?
   - Who am I at my best?
   - How would I like to be able to speak to people about my idea or social innovation?
2. Ask each person to share their answers to these questions with their group. Then, the other two people should share their impressions of how they think this intended style will work for their classmates. Emphasise that the participants providing feedback should:
   - Be sure to highlight any areas where the presenter is being modest
   - Point out if the style used is inconsistent with the presenter’s personality or strengths
3. If you have invited guests to show their pitching style, it would be valuable if they can stay for the next exercise to give feedback.

Activity 2
Pitch perfect

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<th>DIFFICULTY LEVEL</th>
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<tbody>
<tr>
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**Introduction**
Pitching is not simply about remembering what to say, it is also important to convey authenticity. This enables the audience to trust gain trust in the pitch. It is useful for young people to try to be themselves as much as possible when pitching, whilst being clear, concise, and convincing!

The participants will have the guiding questions to build a pitch in their Participant’s Guide.
Step 1 – How to build a pitch (20 minutes)

1. Highlight the following principles to help develop and make a good pitch.

   **What you present** - your pitch needs to address the following questions:
   - Articulate your idea in one sentence encompassing your unique selling point (what will make people select your product or service over another one)
   - What is the problem you are trying to solve and why is your solution the best?
   - Who are you trying to help?
   - Who are you presenting to? What might be important to them?
   - How will existing products, services and people already working and living in this area of activity help you?

   **How you present** – the style and tone of what you present
   - What are the roles that each of the team members play in the final pitch?
   - Make sure to introduce each team member and their ‘super power’ or key strengths and skills and / or passions
   - Be sure to invite questions and don’t get defensive.
   - Ensure you have picked a pitching style that everyone is comfortable with.
   - How are you showcasing your prototype?

   And finally, do not forget:
   - Make the pitch concise – at this stage listeners need the key aspects, not every detail
   - Most importantly of all - have fun!

Step 2 – Preparing our pitch together (40 minutes)

1. Ask the teams to prepare their pitch and work through the principles of Step 1. Remind them this is a rehearsal or a chance to try things! The most important thing at this stage is to work out a style and coordination of the pitch that suits the participants.

2. Make it clear that each team will have a time limit to deliver their pitch. The suggested time is 5 minutes, however this is at your discretion.

Step 3 – Giving the pitch! (50 minutes – 10 minutes per group)

1. Tell everyone that it is now time to pitch!

2. Ask the teams to try to watch and listen closely to the other pitches, as they will have an opportunity to give each other feedback after the Q&A.

3. Each team gives their pitch to the rest of the teams. When they finish, the participants should applaud and celebrate the pitch. The team cannot sit down until the last clap has been heard. This is very important to ensure that everyone feels recognized, valued, and to practice gratitude.

4. The Q&A will vary across contexts and should last around 5 minutes for each team. It can be oriented around the following aspects:
   - How the team arrived at the innovation
   - The content of the pitch
   - The style of the pitch and the coordination between the team members
   - What works well
   - What could be improved
   - Positive recommendations for the future
Radical feedback

Introduction

Again, getting feedback from many different perspectives at an early stage is invaluable. We need several iterations to develop the skill of being open to feedback and taking what is valuable from it.

It is key for participants to understand and agree that all feedback given is for the sake of helping each other to develop great pitches. If the team giving feedback sees an opportunity for the other team to improve some aspect of what they are doing, they should try and give that feedback with a lot of care and positive intention.

There is great value in finding out about issues early, it allows participants to refine and adapt their style. This exercise requires openness and some courage!

Step 1 – Setting the stage (15 minutes)

1. Split each team into two groups; each group will have three people in it and they will be giving feedback to another group. If this is not possible, one team will simply give feedback to another team. The important aspect is that each team should have at least three participants in it.

2. Tell the team that is listening to feedback about their pitch that they should remember the How Fascinating exercise and attitude of being open to failure, which was discussed in Module 1.

3. Each of the people giving feedback will tell the group which of three “hats” they are wearing. Each person giving feedback will be assigned a hat or persona that he/she incorporates while discussing each project. The 3 possible “hats” or personas are:

   - Pitch content champion: This person will give feedback on the content of what was said and whether it was clear and effectively expressed.
   - Intuitive senser: This person will give feedback on how seeing and hearing the pitch made them ‘feel’. This is subjective but valuable information!
   - Body movement and coordination guru: This person will look at how the team used their bodies in the pitch and whether they seemed to be well coordinated.

Step 2 – Feedback time (30 minutes)

Ask the people in the first group wearing a hat to give feedback to the group following the roles of each hat. One group will go first and then they will rotate.

Step 3 – Feedback incorporation (25 minutes)

1. Each team now has an opportunity to discuss what they have heard and make any changes that they think will help them in their final pitch in the next module.

2. Ask the teams to have a discussion with these questions as a guide:
   - What type of effect would our group like to have when we pitch?
   - How would we like to feel while pitching?
   - To do this, what changes do we need to make to:
     - Our style?
     - Our content?

Step 4 – Pitching again and a last round of feedback! (20 minutes)

1. Pitching is about practicing so if possible, give each team two attempts at their pitch to see if there is any improvement. The pitching can be done between two groups instead of with the whole class.

2. In this section the teams should plan to pitch for 5 minutes each and have 5 minutes’ feedback each.
Pitch and accelerate

Module 9 provides an opportunity for participants to pitch to a panel and receive feedback.

Objectives

1. Learning to communicate effectively to an audience
2. Enhancing confidence to present ideas and defend them
3. Incorporating feedback effectively

Outcomes

- Develops courageous leader skills
- Develops changemaker skills
- Develops evidence based decision making skills

Activities

Activity 1
Pitch perfect 2

Activity 2
Peer feedback

Activity 3
Positive selective listening
Introduction
This activity will change from country to country – a basic structure is suggested here.

Our suggestion would be to make a panel that does not encourage competition against others but fosters an atmosphere of excellence and that participants are always striving to be the best version of themselves. The aim is to get participants more competent in their ability to critically assess the final product and quality of the process.

The assessments that the judgment should be made on can be centered around factors such as originality, potential impact, teamwork, and the feasibility of the idea. Up until this point the idea has just been tested but has not been implemented.

The panel will recommend that ideas which have the potential to create positive impact and have a team committed to implementation should move on to the next stage.

As a facilitator, it is important to have a conversation with the panel to agree how the panel feedback can best be gathered and shared. For example – do you want to share directly after each pitch or altogether at the end? Do you want it publicly shared or separately to each team?

Some aspects may need to be managed sensitively. This will depend on local factors and what you observe from the teams.

Step 1 – Welcoming (20 minutes)
1. Receive the participants and welcome them. Some participants may be nervous. The group should be prepared to listen to concerns and be supportive.
2. It may be useful to tell the whole group that they have all indirectly helped with each other’s ideas and that any success is in some way the success of the whole class.

Activity 1
Pitch perfect 2 (Pitch to panel)

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<th>DIFFICULTY LEVEL</th>
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RESOURCES
Will vary depending on each location

Step 2 - Preparation and final adjustments (30 minutes)
Ask each team to prepare everything they need to present their projects and to make any final adjustments to their pitch and to prepare themselves. This may include items and resources such as:

- The problem tree
- The relevant persona of the targeted beneficiary group
- Maps that they have created
- Prototypes and feedback
- Proposed ideas considered and the selection
- Flipchart for the presentation
- PowerPoint presentation

Step 3 – Calming down! (30 minutes)
1. Participants might be quite nervous during this time so it is important to help them calm down. We suggest a mindfulness practice to help them control their emotions and their breath. Clear a space in which people can walk around without bumping into tables / chairs etc. If possible this may be a good activity to do outdoors.
2. Ask everyone to stand up, take a position, and then take 5 big deep breaths – all the way in and all the way out. Breathe in through the nose and out through their mouth.
3. Tell the participants to walk around the room (or outside in a certain space) at their normal pace. The only rule is that they should be careful not to bump into each other. Ask that they pay attention to their feet as they touch the ground, to feel the different parts of their foot as they move, then to bring their attention to their leg muscles working as they walk, the feeling of their body moving, and their breath.
4. After two minutes, ask them to slow down and walk very slowly and deliberately. Ask them to bring their attention to the same parts of their body and even notice what they are thinking about!
5. Ask them to speed up to normal pace again and as they do that, ask them what they notice.
6. Ask them to begin to walk faster, noticing any changes that they can feel. Then, reminding them not to bump into one another, ask them to speed up even more!

7. As a whole group, ask what people noticed as they changed speeds and paid attention to what was happening in their bodies and their thinking. For example, what happened when they knew they would bump into each other. What were they aware of and not aware of as they began to walk really quickly?

→ Step 4 – Making the pitch (70 minutes)

1. Start this part by clarifying that:
   - Each team will present the idea of their project in no more than ten minutes in front of the judges and evaluation committee and the other teams.
   - After each project presentation, the panel should have five minutes of questions for clarification, giving opportunities for different team members to speak. This will help give the participants experience in public speaking and critical thinking.

2. Before the pitches begin, congratulate all of the teams for making it to this stage and make introductions to the panel.

3. Let each team present their project and take questions from the panel.

4. Note: It is important to include some breaks in between the presentations.

→ Step 5 – Receiving panel feedback (30 minutes)

1. The panel then sorts the results and gives feedback based on agreed criteria or areas of focus.

2. If possible, record the participants while they are pitching. The participants can then see themselves pitching and evaluate their performance.

Activity 2

Peer feedback

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Introduction

This is a great opportunity to get feedback on the work that each person has done throughout Phase 1 – as well as the final pitches and their social innovation.

→ Step 1 - Feelings (30 minutes)

1. Ask the participants to get into small groups with one representative from each team (so if there are three teams, then the groups should be made up of three people, one from each team).

2. Each person should let the others in their group know how they felt during the pitch. The following questions can be considered:
   - What emotions did they feel during the presentation?
   - What did they feel in their body and what mood are they in now?
   - How committed do they now feel to continuing with their idea?

→ Step 2 – Honest Feedback (30 minutes)

1. In the same groups, each person should take turns to give each other feedback. Encourage the participants to consider the following points:
   - What did everyone like about their pitch?
   - What can everyone appreciate about this person?
   - What are they good at? When have we seen an example of this?
   - What would be useful for them to know about themselves or pay attention to as a social innovator now and in the future?

2. These questions will ensure that each person gets rich feedback from peers, and recognition of what they have brought to Phase 1, regardless of the result of the pitch.
Introduction

After the pitch and the panel, some participants might be feeling a bit frustrated or sad so it is important to support and encourage them to learn from the experience, and how they are valued by you as a facilitator and their peers.

→ **Step 1 – Positive selective listening (35 minutes)**

1. Arrange the chairs in a theatre style. Invite everyone to sit down - one person at a time will come to the front. That person will have their back facing the “public” so they are not able to see their peers.

2. The person that is at the front will just be listening to what the other participants are saying. The rest of the participants will start talking “behind the back” of this person. They will be talking about the person as if the person is not listening to them. However, they will only be saying thoughtful and appreciative positive things about this person. For example: “Joanna is very responsible, I like that she is always on time” and then someone else can add “She has very good ideas, she helped me a lot in this process”.

3. Then, a new person will come up to the front and the rest will positively gossip about them - the activity will continue until every person has been at the front.

→ **Step 2 – Celebrating! (5 minutes)**

After everyone has taken a turn in the front, it is time to invite all of the participants to stand up and applaud to recognise each other for their hard work!