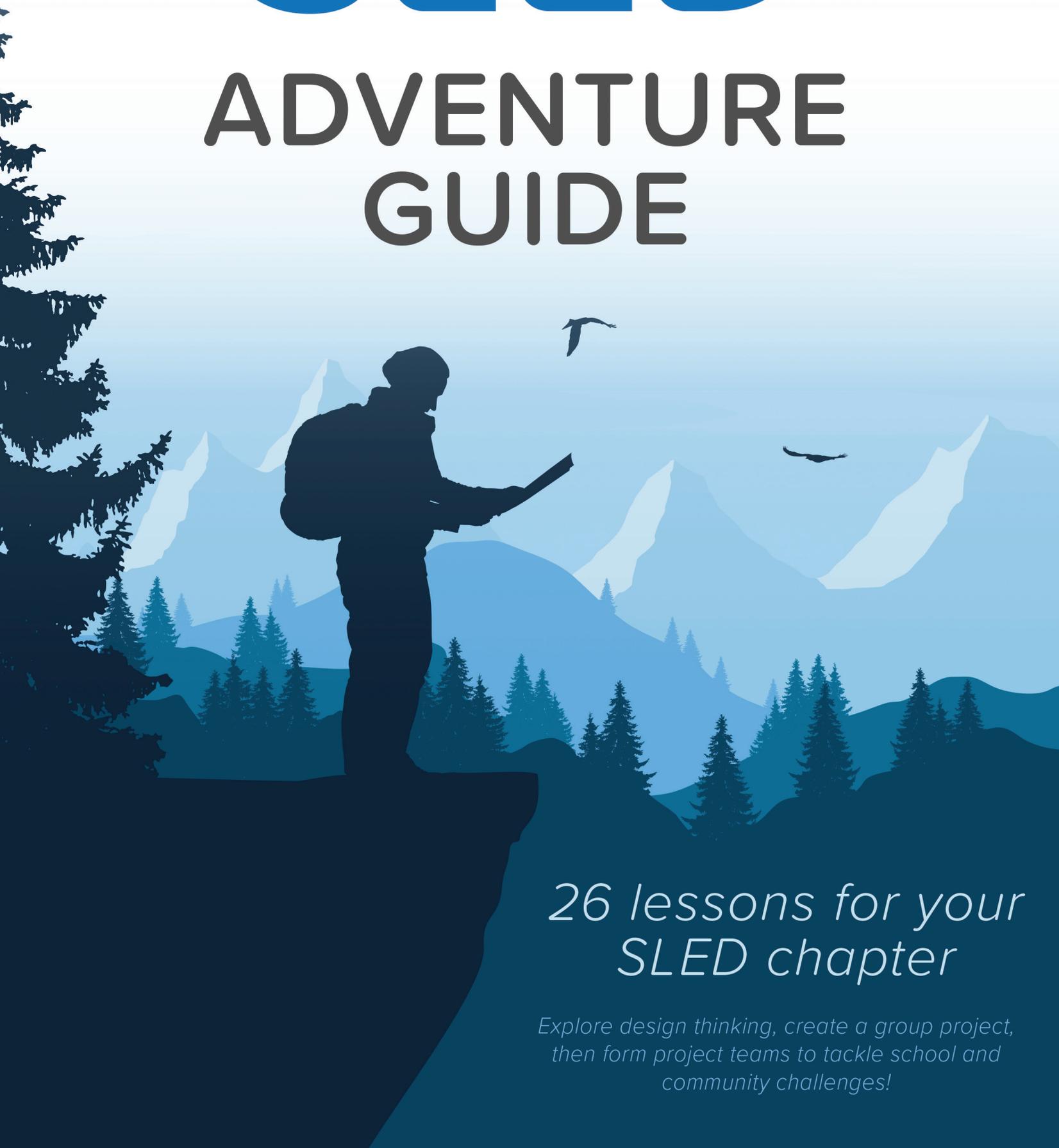


SLED

ADVENTURE GUIDE



*26 lessons for your
SLED chapter*

*Explore design thinking, create a group project,
then form project teams to tackle school and
community challenges!*

WELCOME!

To Your SLED Adventure!





The SLED Adventure Guide is designed to equip your SLED chapter's students with the skills and background knowledge that will help them succeed in their projects. Using the five steps of design thinking - empathize, define, ideate, prototype and test - the lessons in this guide support students in identifying and working toward solving a variety of problems before they launch their community impact projects.

The hour-long lesson plans are written in chronological order, with an instructional build that promotes an increasingly in-depth understanding both of design-thinking and the why behind community engagement. As you advance through the lessons, you may choose to incorporate additional enrichment activities (provided in your SLED portal) to focus on specific skills, such as public speaking or effective team communication.

This SLED Adventure Guide is just one of many resources that will enrich and support your SLED chapter's experience. We encourage you to utilize the SLED portal, collection of Advisor resources, and most importantly, your calls with your SLED Trail Guide, throughout the year for a robust, engaging and fun experience.

Because of the wide variety of student projects, no two SLED chapters are identical. As you advance through the getting-to-know-you and initial planning stages of SLED, feel free to tailor the lesson plans and activities in this guide to your chapter's specific needs and areas of interest. Some SLED chapters thrive by being almost entirely student-run, while others benefit from the structure of weekly lessons and the guidance provided by you, the Advisor.

Becoming a part of a national network of innovative educators and empowered young people is truly an exciting adventure. We encourage you to choose the adventure that best fits your students, timeline and program structure. We can't wait to see the amazing work you accomplish!





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SESSION 1: Getting Started

Session Summary:

Students will learn about what it means to become a part of a nation-wide network of SLED chapters and then they will complete their pre-assessment surveys found in the SLED portal.

Session Objectives:

- Students will gain a deeper understanding of the SLED core mission and values
- Students will evaluate their pre-SLED awareness of leadership qualities and abilities

Materials:

- Computers to access SLED portal videos and pre-assessments

Procedure:



Activation (10 minutes): Step Inside the Circle Ice-Breaker

- Introduce yourself and welcome students to their new SLED adventure. Explain that you will begin with a quick ice-breaker activity to get to know each other.
- Establish the ground rules:
- This activity is NON VERBAL. There is no need for participants to speak while they are moving in or out of the circle.
- “Challenge by choice.” The amount of participation is up to you!
- Foster “Brave Space”
 - Students stand in a wide outer circle
 - If a statement you read aloud is true for them, they will step inside the circle. Leave a moment of pause for students to step in, look around, and then reset back to the outer circle before you read the next statement.
 - Begin by saying “Step inside the circle...”
 - If you like spicy food
 - If you’ve ever felt shy in a room full of people
 - If you’re afraid of heights
 - If you feel as if the world is becoming a better place
 - If you would like to write a book someday
 - If you love sports
 - If you’re proud of who you are
 - If you speak another language

- If you've ever felt frustrated with someone who didn't understand you
- If you are a leader
- Finish here and let students know that they are all leaders and by the end of their year of SLED, everyone will step into the circle for that statement.



Modeling (15 minutes):

- Write SLED on the board and explain that it stands for “student-led”. Ask students what they think “student-led” might mean.
- Tell students that by choosing to become a part of SLED, they are joining a national network of student chapters focused on identifying problems in the community and implementing sustainable solutions.
- Choose a video or two from the Champion Archives (studentled.com/champion-archives) showcasing SLED chapters from around the country to play for students.
- Make sure students pay attention to anything they find interesting or any questions they have as they watch the videos.



Guided Practice (15 minutes):

- Students share takeaways from the videos with a partner.
- Share about the annual National Competition students will participate in at the end of the year. Explain that the video they just watched was from a past winner of the National Competition.
- Review the badges and ranking system within the SLED portal. Make sure students understand that they earn points through submitting badges and completing projects, which allows them to rank up as a chapter.



Independent Learning (10-15 minutes):

- Students will complete a quick SLED pre-assessment.
- Log in to the portal and visit the My Chapter tab. Choose Assessment Data, then Show Assessment Link under the Pre-Assessments section.
- Project the screen for your students. They must visit the link provided on their own computers, and enter your Chapter ID to fill out the pre-assessment.



Reflection & Sharing (10minutes):

- Open the floor for any remaining questions or clarifications.
- Invite each student to share one thing they're excited about as they reflect on their upcoming SLED experience.

SESSION 2: Self-Awareness & Group Awareness

Session Summary:

Students will introduce themselves to others and share an interest or hobby. They will create an artistic representation of their positive traits and reflect on a trait they would like to develop.

Session Objectives:

- Students will meet each other and find common interests and traits.
- Students will connect traits they have with traits that are valuable in being a leader.

Materials:

- Student Reflection Journal (composition book or spiral notebook)
1 per student - this will be used as a journal throughout the class
 - Blank Paper
 - Pencil / Pen
- (Optional):
- List of Positive Trait Words
 - Plain Folder (1 per student)- The word cloud art can be completed on a blank paper or on a folder.
 - Markers for word cloud art

Procedure:



Activation (10 minutes): Double Circle Activity

- Students form two circles - one inside of the other.
 - The inner circle faces out and the outer circle faces in.
 - Each circle of students needs to have an equal number of students. If there is an odd number, join the circle to even out the number.
- Students face each other in the two circles.
 - Say “outer”.
 - The students shake hands.
 - The outer circle students introduce themselves and tell one thing they enjoy doing.
 - Say “inner”.
 - The inner circle students introduce themselves and tell one thing they enjoy

doing.

- Say “shift”.
 - The inner circle takes a step right and the outer circle takes a step left. This results in new partners.
- The process repeats itself until all students have introduced themselves to the opposite circle.



Modeling (5 minutes):

- Introduce yourself to students again and share one of your personal interests or hobbies.
- Brainstorm (on the board or chart paper) some personality traits, or qualities, that it takes to be good at your chosen hobby. Explain that a personality trait is a quality or characteristic that makes up part of your personality, such as generosity, kindness, bravery, etc.
 - Ex. Painting - creativity, dedication, appreciation of beauty, organization
- Connect these traits with qualities that make a good leader:
 - To be a leader you need to be creative or seek other creative people.
 - To be a leader you need to be dedicated to get things done.
 - To be a leader you need to appreciate others around you.
 - To be a leader you need to be organized to set up projects and events and coordinate others.



Guided Practice (15-20 minutes):

- Students brainstorm their interests and positive traits that they have developed from these interests in their journal.
 - If they get stuck, encourage them to think about different categories: school, home, friends, sports, etc.
 - You might choose to brainstorm a list of positive traits together as a class to help students identify their own positive traits. Use the following examples to get your list started: *hardworking, patient, strong, resilient, honest, kind, trustworthy, friendly.*



Independent Learning (10-15 minutes):

- Students will create a positive trait word cloud from their brainstorm list.
- Show students examples of word cloud art (easily found online).
- The word cloud will:
 - Start with the student’s name in the center.
 - Include at least 5 positive traits radiating from their name.
 - You can choose to make this a quick pencil/pen project or allow time to be more artistic, using markers and colors to complete the word cloud.

The word cloud can be created on blank paper or it can be fun to create the word cloud on the front of the folder they will use for the class.

SESSION 3: Introductions & Presenting

Session Summary:

Students will continue to get to know their classmates by playing an icebreaker game. They will then practice their public speaking skills by introducing a partner. Students will continue to get to know their fellow classmates as they listen to all of the introductions.

Session Objectives:

- Students will interact with their peers and learn about their interests.
- Students will speak in front of the class. They will introduce themselves and a partner.

Materials:

- Student Reflection Journal
- Pen/Pencil
- Notecards

Procedure:



Activation (15 minutes):

Divide the class up into pairs (ideally with students they don't know well) for this activation activity.

- Students will interview their pair partner to identify their achievements, special skills and leadership traits.
 - You can provide students with the following questions to guide their interviews:
 - What is something you've done that you're proud of?
 - Have you ever received applause from an audience or been given an award/prize? If so, what was it for?
 - Do you speak any languages, other than English?
 - What's the bravest thing you've ever done?
 - What is something you can do better than anyone else in your family?
 - Have you ever helped someone in trouble? Tell the story.
 - Once both students have interviewed their partner, they will take a couple of minutes to think about how some of these qualities or achievements could translate into good leadership.



Modeling (5 minutes):

- Partner Presentations
 - Model introducing someone and sharing their achievements and leadership qualities.
Ex. Hi, my name is Mrs. Smith. This is Ashley. Ashley won a spelling bee. She speaks Spanish. Once she found a missing dog. These things make her a good leader because she is hardworking, can communicate with many different people, and is kind.
 - Give presentation guidelines:
 - Intro self
 - Intro partner
 - Give 2-3 facts about partner
 - Thank the audience



Guided Practice (5 minutes):

- Students will meet back with their partner and create a notecard to use for their partner introduction.
 - They can use this time to double check facts and also practice their introduction with their partner.



Collaborative Learning (30 minutes):

- Give speaking guidelines:
 - Loud enough for all to hear
 - Make eye contact on your name and thank you
- Give audience guidelines:
 - Quiet (mouths & body)
 - Make eye contact with the speakers
 - Write down one cool/interesting/surprising take away from each presentation
- Student partners will stand together and introduce each other. Debrief and invite students to share some of the cool takeaways they wrote down while listening to the presentations.



Reflection & Sharing (5 minutes):

- Students will reflect in their journal about speaking in front of the class.
- **Reflection prompt:** What did you learn about yourself during today's activity? Describe how it felt to present in front of the rest of the class.

SESSION 4: What it Means to Be a Leader

Session Summary:

Students will reflect on what it means to be a leader and learn how your SLED chapter will work.

Session Objectives:

- Students will define what a leader is and how a leader acts.
- Students will learn what your SLED will look like.

Materials:

- Student Reflection Journal
- Board or Chart Paper
- Post-it Notes OR markers/chalk for students
- Blank paper for brainstorming

Procedure:



Activation (10 minutes):

- Write the question, “What qualities make a good leader?” on the board or a piece of chart paper.
- As students enter, have them fill out a post-it note and add it to the chart paper or write a word or phrase on the board under the question.



Guided Practice (15 minutes):

- Lead a discussion on “What qualities make a good leader?”
 - Begin by reading some of the post-it/board answers.
 - As students see similar answers and trends, those post-its can be grouped together.
 - As a class, create category titles for each of the groups.
 - Depending on the direction of your discussion, the category titles will vary. The key idea is for the students to come up with common ideas of what a leader does and how a leader acts.
- Ask students:
 - You are all a part of SLED - Students Leading Education. In what ways can students lead education?
 - Allow students to discuss. Try not to add a lot, just where needed to keep the conversation going.

- The ending result of this conversation should lead back to:
 - Students are today’s leaders. The students in our SLED club will make a difference on this campus/community this year.
- Share the model for SLED.
 - This piece of the lesson will vary for each chapter.
 - Review the Advisor Resource *Operating Your SLED Chapter* and discuss shared classroom responsibilities with your students.
 - If you decide to hold classroom elections and/or appoint individual students to administrative positions within your SLED chapter, refer to the Advisor Resource *Creating a SLED Board of Leaders*.
 - This is a great time to give an overview to:
 - Class/club set up
 - Officer positions
 - Project groups
 - Badging and prizes
 - National competition
 - The SLED Trail Guide



Collaborative Learning (25 minutes):

- Tell students today they will be working in small groups to prepare a mini-presentation (about one minute each) about how students/young people can be role models for older generations
 - Divide students into small groups of 3-5 students each
 - You might choose to brainstorm some ideas all together before students break off into their small groups. Here are a few ideas to begin the conversation:
 - Young people can be more authentic
 - Young people can have more creative ideas because they haven’t been doing the same things the same way for years
 - Young people know the value of fun
 - Give groups 5 minutes to brainstorm their ideas about the topic.
 - Circulate the room to make sure every student in a group is contributing and to help them stay on task.
 - Once students have their initial ideas drafted on paper, give them an additional 5 minutes to organize their ideas into a beginning, middle and end.
 - Let groups choose if they want to take turns presenting all together or if they want to nominate one person to present their ideas.
 - Invite each group to stand and present while other students listen attentively and write down one take-away from each presentation.
 - Debrief about students’ take-aways and the experience of presenting.



Reflection & Sharing (10 minutes):

- Students will reflect in their journal on one area they hope to create change on their campus.
- **Reflection prompt:** What is one thing you would like to see change in your school or community? You don’t have to know exactly how to change it yet, but think about a few ways you could begin to make a difference.

SESSION 5: SLED Mission & Structure

Session Summary:

Students will continue to learn about how SLED will work at their school. They will create a SLED mission statement, and submit a badge in the portal to earn their first 250 points.

Session Objectives:

- Students will create a mission statement for your SLED chapter.

Materials:

- Student Reflection Journal
- **Preparation:** Examples of mission statements (links available in SLED portal)

Procedure:



Activation (10 minutes):

- Students will write in their journal for 2 minutes. They will brainstorm what they think the main mission of SLED is and why they want to be a part of it.
- Invite students to volunteer to share what they wrote.



Modeling (10 minutes)

- Share a few organizations' mission statements with students (either read aloud or project on a screen for everyone to read)
 - Discuss what is effective or appealing about each one.
 - Write a list of students' ideas about what works on the board.



Collaborative Learning (30 minutes):

- Students will work in small groups to create a mission statement for the SLED group.
- Each group will share their mission statements with the class.
- **Discuss:**
 - How are the mission statements similar / different?
 - How could we combine them to make one cohesive mission statement?
- Create a poster of a cohesive mission statement to hang on the wall.



SESSION 6: National SLED Call

Session Summary:

Students will meet with the Trail Guide, a national SLED representative, and learn more about how they are a part of something bigger.

Session Objectives:

- Students will model basic meeting decorum and format.
- Students will connect with the Trail Guide.

Materials:

- SLED Slideshow (from SLED portal)
- Video Chat Link w/ Trail Guide
- **Preparation:** Schedule a video call with your Trail Guide by using the Contact Us option in the SLED portal.

Procedure:



Modeling (5 minutes)

- Share that today students will be meeting their SLED Trail Guide. Like a guide who might lead you on a hike in an unfamiliar area, your Trail Guide can offer advice, motivation and wisdom and holds a wealth of knowledge from their experiences with other SLED chapters around the country.
- To make the most of their time with the Trail Guide, students should be prepared to share about themselves and ask questions, in addition to listening attentively and taking notes on what their guide has to share.



Independent Learning (15 minutes):

- Have students work in pairs to write a brief individual introduction (their name and one fun fact about themselves), one thing that they think their Trail Guide should know about their SLED chapter or school/community, and one question they have.
 - For the latter two points, each pair can work together to write one fact and one question.
- Bring everyone back together to nominate one person to share your SLED chapter's mission with the Trail Guide at the top of the call.

SESSION 7: Design Thinking

Session Summary:

Students will work with a partner to go through each step of the design thinking process. They will map out their duties/chores and then their partner will select one area to try to improve using the steps to design thinking.

Session Objectives:

- Students will learn the basics for each step in the design thinking process.
- Students will create a solution using the design thinking process.

Materials & Preparation:

- Student Reflection Journal
- Blank Paper
- Pen/Pencil
- Design Thinking Slideshow

Procedure:



Activation (10 minutes):

- **Discuss:**
 - What do you think of when you hear the word design? Brainstorm some ideas together and write students' answers on the board/chart paper.
 - What are the steps that you go through when you are faced with a challenge or problem?
- Explain that design thinking is a way to approach problem-solving that involves five main steps: empathize, define, ideate, prototype and test.
- Tell students that this year they will be using design thinking to address the challenges they identify in their community for their SLED team projects. Today they will practice applying design thinking to everyday problems.



Collaborative Learning (40 minutes):

*Each step in this process is quick. It is meant to give a quick overview of the design thinking process, not be in-depth.

- **Create a Week in the Life Map**
 - Each student draws a timeline of the things they do in an average week, including

the major details of what they usually do, including: chores, homework, going to school, extracurricular activities, visiting grandparents, etc. It should show what they did and indicate with a rating if it was a positive (good) or negative (bad) experience.

- This timeline should be like a visual map, with stick figures and labels showing the student's average week. Make sure that students include at least 5 things on their map.

- **Design Thinking Process**

- **EMPATHY** - Understanding someone else's perspective through active listening. (8-10 minutes)

Explain that empathy means being able to understand what someone else is feeling. In design thinking, empathy is the phase when we understand the feelings and needs of our identified users.

- Partner #1 uses their map to share about their week.
- Partner #2 selects one of the negative parts of the week and asks questions about it.
- Why was it a negative experience? What did you not like about it? How could it have gone differently to be better?
- Partner #2 lets partner #1 do most of the talking. They actively listen and take notes.
- Partner #2 asks open-ended questions.
- Repeat this process with the partner's exchanging roles.
- **DEFINE** - define problem based on empathy interview (2 minutes)

In design thinking, this is the phase when we identify and understand the problem or challenge our users are facing.

- On their own, students will use their notes to write a one sentence description of the negative thing their partner described.
 - Encourage students to think of the negative thing as a problem or a challenge that can be solved, and to begin considering solutions.
- **IDEATE** - brainstorm ideas

In design thinking, this is the phase where we think of possible ways to solve the problem.

- Both partners work on their own and brainstorm 3 solutions for the challenge.
- Each partner shares the 3 solutions with their partner.
 - These are very quick shares, not a lot of detail.
 - The partner gives feedback on the ideas.
 - Feedback should use the structure - I like... I wish... to give one positive and one improvement for each idea.
- **PROTOTYPE** - make a plan for one of the solutions

In design thinking, this is the phase where we choose one solution and make a plan to create or implement it.

- Both partners work on their own and create a storyboard of their finalized idea.
 - Finalized ideas should take into account the feedback that they received from the partner in the last step.

SESSION 8: Social Awareness & Community Needs - Research Project

Session Summary:

Students will research ways that teens around the United States have made a difference in their community. They will work as a team to research success stories and record the problem and solutions and record what they discover. They will also look for clues in their research for what strengths the teens used to be successful in their endeavors.

Session Objectives:

- Students will use the internet to conduct research.
- Students will make connections between the strengths possessed by the teens they research and their strengths.

Materials:

- Student Reflection Journal
- Computer
- Article/List of young people making a difference (<https://www.idtech.com/blog/kids-who-changed-the-world> . See your SLED portal for a list of recommended resources)
- Blank paper for research findings

Procedure:



Activation (10 minutes):

- Read aloud or project a short article excerpt about a young person making a difference (choose from one of the resources listed in the SLED portal).
- **Discuss:**
- Do you know any young people that have done similar things?
- Do you think you could do something like this?



Guided Practice (10 minutes):

- Give each student a blank piece of paper and have them divide into 4 sections (they can use the front and back of the page)
 - The four sections of the page will have the following headers:

- Young Person’s Name
- Community Need
- Young Person’s Solution
- Young Person’s Strengths



Collaborative Learning (30 minutes):

- Introduce Research Assignment
 - Each group will work together to find additional stories of young people making a difference.
 - Goal: 1 story / group member.
 - Group members will independently find a young person’s success story and fill out the sections of their research page
 - Group members will then share their story with the rest of the group.
 - If time at the end: Groups share about 1 of the young people’s success stories they found with the rest of the class.



Reflection & Sharing (10 minutes):

- Students will reflect in their journal about the personal strengths required to make a difference in the world.
- **Reflection prompt:** What strength (or strengths) did the young people in the stories you read possess? Do you possess those strengths? If not, how might you begin to develop those strengths?

NOTES

SESSION 9: Social Awareness & Community Needs - Empathy Interviews

Session Summary:

Students will learn to write empathy questions, then conduct empathy interviews in their own time with friends and family to identify problems in their community.

Session Objectives:

- Students will learn the importance of empathy in design thinking.
- Students will learn to craft questions for empathy interviews.

Materials:

- Student Reflection Journal
- Board or chart paper

Procedure:



Activation (10 minutes): Empathy Acrostic Activity

- Ask students to call out definitions for the word “empathy” and write their answers on the board or chart paper.
- Once you have a few definitions that include understanding others’ feelings and being able to put yourself in someone else’s shoes, ask students to call out some examples of who you might be able to show empathy for (e.g. your friends, parents, teachers, strangers, people who live in war zones or disaster zones, people from completely different cultures, even animals and other creatures.)
- Finally, ask students to name a couple of times they have demonstrated empathy for another person.
- Now, use all the notes on the board to collaboratively write an acrostic for the word “empathy”.
- Write the letters EMPATHY vertically on the board and add a phrase that begins with each letter of the word. (e.g. “Everyone on the planet deserves empathy...Make an effort to understand others’ perspectives...Practice kindness, etc.)



Modeling (10 minutes)

- Ask students to share why they think empathy might be an important step in problem solving. Why don’t we just identify problems ourselves and go solve them? Why do we need input from other people?

- Steer the conversation toward understanding the way problems affect different groups of people in different ways and to different degrees.
- Invite a student to come up to model a brief interview with you. Ask them questions that will elicit mostly yes/no answers from the student.
 - E.g. Do you like the pizza served at school lunch?
 - How about the chicken?
 - Overall, are you happy with the options for lunch?
 - Invite students to share why they think those questions might not be helpful for an empathy interview. In an empathy interview we want to give our identified “user” an opportunity to share their feelings. The interviewee should do most of the talking.
- Explain that in order to understand different people’s perspectives and challenges, we need to ask questions that encourage and allow them to share their true feelings.



Guided Practice (20 minutes):

- Before the next session, students will conduct empathy interviews about community problems with at least two different people in their community. These two people could be friends, classmates (not in your SLED club), family members, teammates, etc.
 - Crafting questions for an empathy interview
 - Select one main area of concern for this collaborative activity. (For **Example:** transportation - including public transit, school buses, and roads.)
 - How do we understand people’s experiences with transportation? We can begin with the following questions...
 - Tell me about your daily commute to and from school/work.
 - How do you feel about having to leave the house so early?
 - What do you think causes your three-mile commute to take so long?
 - Walk me through the most challenging part of your commute.
 - Once you have written down 2-3 questions, invite students to add their own. Whenever possible, steer them toward open-ended questions that will allow for more detailed responses.



Collaborative Learning (20 minutes):

- Students will work in pairs to craft 5-7 questions for an empathy interview in their journals.
 - Have each pair choose one area of focus that could apply to multiple interview subjects: daily routines, healthy lifestyle options (food, exercise and sports accessibility), transportation, learning opportunities (school, extracurricular classes), community connections (ways of meeting and making friends, socializing, etc.)
 - Their questions should take a similar structure, regardless of the area of focus.

SESSION 10: Social Awareness & Community Needs - Defining Challenges

Session Summary:

Students will research needs in their own community and come up with an area in the community to focus on for their research project.

Session Objectives:

- Students will use empathy interviews to identify community needs.
- Students will choose one area of community needs to define a problem.

Materials & Preparation:

- Student Reflection Journal
- Empathy Interview answers (two sets per student)
- Chart paper
- Markers
- **Preparation:** Draw a series of identical stick figures spaced out on a piece of chart paper, one stick figure per student. Stick figures should be as simple as possible - a round head with a stick body, with no defining features.

Procedure:



Activation (15 minutes): What Shapes Us

- Give each student a marker/pen and tell them to pick one of the stick figures on the piece of chart paper and add as many details as possible to make that stick figure look like them in no more than 1 minute.
 - Students should add hair, clothing, accessories, backpacks, thought bubbles, anything that can individualize their stick figure in a way that represents them.
 - Have 2 students work at a time to accomplish the activity in 10 minutes or less.
 - Once everyone has individualized their stick figure, take a minute to recognize the diversity and variety in your representation of your SLED club.
 - Ask students to imagine repeating the process on thousands of pieces of chart paper to represent every student and staff member in their school district or every person in their town.
 - Ask: Why is it important to remember that a community is made up of unique individuals?
 - Why is it important to begin problem-solving by interviewing individual people instead of making assumptions based on what we can observe about different types of people?



Modeling (15 minutes):

- Invite a few students to volunteer to share the responses to their empathy interviews.
 - Select one students' answers to identify one challenge that their interviewee was facing (there may be multiple problem options, but it will be easier to select just one).
 - Next, have students collaborate to identify a challenge or need for improvement from a different student's interview answers.
 - Reinforce that empathy interviews allow us to identify problems many people are facing that we may not even have known exists. Without empathy interviews, we have a very limited perspective on what problems our community is facing.
 - Ask students to share about the similarities and differences between their two interviews. Did both people face similar challenges?



Collaborative Learning (20 minutes):

- Have students work in their pairs from the previous session.
- Each pair will work together to determine 2-3 problems or areas of focus for improvement within the community from the responses to their empathy interviews.
 - Pause students at this point in the process and invite each pair to share their identified areas of focus for improvement with the rest of the class.
 - Have each pair choose just one problem or area to explore further. If possible, make sure each pair is working on a different area of community improvement.
- Once groups have selected one area of community need to focus on:
 - Write a one sentence description of the problem. (They might need to write and revise a couple of times to define the problem clearly.)



Reflection & Sharing (10 minutes):

- Students will reflect in their journal about the community needs they have discovered.
- **Reflection prompt:** Before your interviews, did you know these needs existed? How does it make you feel? Did anything else surprise you from either your empathy interview or your partner's?



SESSION 11: Social Awareness & Community Needs - Applying Design Thinking

Session Summary:

Students continue to work in teams to create a solution for the community need/challenge they identified. They will brainstorm solutions and start creating a prototype for the solution.

Session Objectives:

- Students will brainstorm solutions and narrow down ideas to select an idea to move forward with.
- Students will create a prototype to showcase their solution.

Materials:

- Student Reflection Journal
- Young Person Success Story (Session 8)
- Materials from Session 10

Procedure:



Activation (10 minutes):

- Invite a student from each group to share one of the young people's success stories they found in Session 8
- As a class, discuss the community problems these young people identified and how they approached their solutions.



Collaborative Learning (40 minutes):

- **Ideate**
 - Brainstorm ideas in student journals to solve the community challenge/problem identified in Session 10
 - Spend 5 minutes in a braindump - every idea goes on paper.
 - Use constraints to help with the brainstorming:
 - Spend 3 minutes on each of the following constraints and add to the brainstorm list.
 - Money's No Object / Done Tomorrow / Technology Based
- *Or change to other constraints that work for your group.

SESSION 12: Design Thinking & Perspectives

Session Summary:

Students will understand that the design thinking process is rooted in getting input from many sources. Whether they are in the empathy stage and talking to others about areas of concern and pain points or in the prototyping and testing phase and receiving feedback, the design thinking process relies on different perspectives. Students will brainstorm who the stakeholders are for their school and community.

Session Objectives:

- Students will understand the value of diverse viewpoints on the design thinking process.
- Students will identify the stakeholders for their school and community.

Materials:

- Board/chart paper
- Student Reflection Journals

Procedure:



Activation (15 minutes):

- Write on the board/chart paper: “Who makes up our learning community?”
- **Quick Discuss:**
 - Have students work in pairs/small groups to create a list of as many different groups that make up the learning community as
 - Examples of what to include:
 - students, coaches, facilitators, custodians, bus drivers, admin, learning aides, security guards, library staff, families, local community, local businesses, schools, etc.
 - Each group/pair shares one group from their list. Add the group names to the board.
 - Each group shared must be new - no repeats.
 - If a group doesn't have a new group, they pass.
 - If all groups share and you know there are missing groups, give students clues with what the group does or contributes to the school.
 - **Example:** What about staff members that help us with research and finding books to read? - library staff



Collaborative Learning (35 minutes):

- Perspective of Stakeholders Insights & Empathy Questions
 - Define the word stakeholders for the class. A stakeholder is any person or group who will be positively or negatively impacted by a project, initiative, or policy. For their SLED projects, students should think about the people in their learning community (school or afterschool program).
 - Split students into groups of 2-4, so that there is a group for each stakeholder group listed on the board.
 - Students will describe the unique perspective of their stakeholder group.
 - Areas of insight - school programs, equipment, activities, etc.
 - Why might they have a unique perspective?
 - Empathy Questions
 - Teacher will select one stakeholder group to model this step.
 - **Example:** Bus Drivers
 - Teacher will think aloud:
Bus drivers have a unique perspective. They see students at the very start and the very end of their school day. They also see students when they are not in class and hanging out with their peers.
 - Some questions we might ask:
 - What is the mood of students when they get on the bus? Off the bus?
 - What do most students do at the bus stop?
 - What do most students do when they are riding the bus?
 - What are the good things you see on the bus?
 - What would you like to see changed on the bus?
 - Students will create a list of open ended questions that they could ask this stakeholder group to get insight from their perspective of how to improve the school.
 - Group Share
 - Each group will present to the class -
 - Stakeholder Group, Stakeholder Insight/Perspective, 2 Empathy Questions



Reflection & Sharing (10 minutes):

- **Discuss:** How can we get the feedback from these stakeholder groups? What plan could we put in action to talk to people around school?



SESSION 13: Design Thinking - Empathize

Session Summary:

Students previously identified students/young people as one of the key stakeholder groups in their community. They will go through progression of lessons that leads them through the design thinking process while coming up with a solution to get student input about school changes. The first lesson will focus on step one of the design thinking process - empathize.

Session Objectives:

- Students will begin a project to answer the challenge question: How do we get student feedback on school improvements?
- Students will practice the 1st step of the design process - empathize.

Materials:

- White board & markers
- Empathy Question List
- Student journals
- Word cloud from Session 2
- **Optional preparation:** Invite 5-10 students from other grade levels to join your club meeting.

Procedure:



Activation (10 minutes):

- **Discuss:** key stakeholders in your community
 - Review the positions and number of people in each position.
 - Ask students:
 - Who makes most of the decisions in our community?
 - Circle the positions that they mention.
 - Ask students:
 - Why would it be important to hear from these other people who are part of the community?
 - Guide them to:
 - Everyone presents their own perspective and ideas.
 - Some groups have less of a voice in decision making, but still have lots to offer.
 - Students/young people are the largest stakeholder in a school, yet often don't have a strong voice in decision making.



Guided Practice (20 minutes):

- Establish that the challenge for the design thinking process will be: How do we get student feedback on school/community improvements?
- Have students turn to a new page in their SLED journals and write “Design Thinking Project” as the header. Underneath, they will write the **Challenge:** How do we get student feedback on school/community improvements?
 - Students will continue to add details to their Design Thinking Project pages over the course of the next few sessions. Today they will begin the project with the EMPATHIZE phase.
 - Review the definition of the Empathize step in Design Thinking.
 - Remind students that this step is about researching your users’ needs.
 - You are hearing others’ thoughts and collecting stories/opinions. It is not about brainstorming solutions (yet) or shooting down ideas.
 - How do you empathize with others?
 - What character traits do you use? Revisit your word cloud created in Session #2.
 - Write the following empathy interview questions on the board:
 - When do you feel listened to?
 - What do you have opinions about?
 - Do you think your voice could help make change at our school?
 - What would encourage you to share your opinions?
 - Where/how would you want to share your opinions?
 - Describe a time when you felt as if your opinions weren’t requested or considered.
 - Invite students to create their own questions and/or modify the examples.
 - **Set Up for Empathize Interview:**
 - Assign students to be question askers or notetakers.
 - Questions Askers:
 - Make sure all question askers select a unique question from the board and record it in their journals
 - Question askers can also take some notes on the answers, but should focus on their job as a question asker when it is their turn.
 - Notetakers:
 - Notetakers will record notes in their journals as the students answer questions.
 - Role Play:
 - Do a quick role play of the question asking and notetaking. Practice 2-3 questions with students asking and taking notes while you answer the questions.



Collaborative Learning (20 minutes):

- Students from other grade levels will join at this point (if available).
- Practice Empathize Step:
 - Empathize Interview

- **If students from other classes are available:**

- Welcome the students from other grade levels and set the stage for the discussion.
 - Tell them that the group is working on ways to improve students/young people giving their opinion on school and community-based projects. We want their ideas on how students could share their ideas and opinions.
- Question askers -
 - Ask a question of the student visitors.
 - Allow for multiple students to answer.
 - If needed, model for students how to ask follow up questions and clarifications.
- Notetakers -
 - Record answers from students.
 - Can ask for clarification and follow up questions.
- Thank students for their feedback and tell them to watch for ways to get involved and share their opinions in the future.

**If there is time, you can also ask this group of students a few questions about what they would like to see changed or improved on in their afterschool program or at school.

- **If students from other classes are not available:**

- Question askers -
 - Ask a question of the students in the class.
 - Allow for multiple students to answer.
- Notetakers -
 - Answer questions.
 - Record answers from other students.
 - Can ask for clarification and follow up questions.



Reflection & Sharing (10 minutes):

- **Discuss:** What did you learn that was surprising during the student feedback? Was it easy or hard to just listen and take notes?



SESSION 14: Design Thinking - Define & Ideate

Session Summary:

Students will focus on step two and three of the design thinking process - define and ideate.

Session Objectives:

- Students will practice the 2nd step of the design process - define.
- Students will use the answers from the empathy interviews to clearly define the problem and the challenge.
- Students will practice the 3rd step of the design process - ideate.

Materials:

- Student Reflection Journals
- Post-it Notes
- Markers

Procedure:



Activation (10 minutes):

- Quick Review: Students will read through notes from the previous session's empathy interviews and select two statements from students that best represent the challenge of needing student voice in school/community decisions.
- **Discuss:** Students will share ideas within small groups and then each group will share 1-2 statements with the class.



Guided Practice (5 minutes):

- Write or post the question from the previous session for everyone to see: "How can we get student feedback on school/community improvements?"
- **Design Thinking Step 2: DEFINE**
 - Remind students that this step is about identifying and stating your users' needs and problems.
 - Work together to draft a statement that accurately describes the problem you're aiming to tackle. A good problem statement usually expresses a specific point of view. In this case, the point of view you're expressing should be that of students/young people who want to have input on improvements.

- Write the statement on the board and have students add it to their Design Thinking Project pages in their journals.
- If time permits, you might choose to further develop your problem statement into 2-3 “How” questions. Some examples:
 - How might we give students the opportunity to share their opinions and ideas?
 - How can we amplify students’ voices?
 - How can we connect students with decision-makers?
 - How can we keep students informed about potential changes and improvements in the community?



Modeling (15 minutes):

- Write the following “bad” ideas on the board or chart paper for students to read:
 - Host a daily community/school-wide meeting where every student is given an opportunity to talk and share their ideas.
 - Invite students to send emails directly to their principal or local government to share their complaints/problems.
 - Gift every student/young person a carrier pigeon that will relay messages to and from school and government officials in their town.
 - Ask a student to read the first statement out loud. After they’ve read it aloud, ask students to share why they think this might be a bad idea.
 - Repeat with the second and third statements.
 - Once everyone has shared their nos, buts, and any other negative reactions, tell them that now they are going to repeat the process, with a change.
 - This time, instead of saying no or pointing out what is dumb or bad or ineffective, they will have to use the phrase “That’s great, and here’s how we could make it even better...”
 - After one student has suggested an improvement on the first statement, invite other students to suggest further improvements on the first student’s statement, always beginning with the phrase “That’s great, and here’s how we could make it even better...”
 - Continue with the second and third statements until each one has at least three improvements.
 - Point out where you might have hit on or at least approached some good ideas in this discussion.
 - Explain: in the brainstorming/ideation phase there are no bad ideas. Even an idea that seems imperfect can lead us down a path that will end up with a brilliant idea!
 - A few ground rules for the next activity:
 - Don’t be afraid to share any idea aloud.
 - Try not to say “no” or “but” to any ideas.
 - Consider the potential merits of every idea.

SESSION 15: Design Thinking - Prototype

Session Summary:

Students will focus on completing step four of the design thinking process - prototype.

Session Objectives:

- Students will practice the 4th step of the design process - prototype.
- Students will work in groups to develop a plan to address the group challenge.

Materials:

- Student Reflection Journal
- Examples of Prototypes (see SLED portal for links and ideas)
- Blank paper
- Markers
- **Optional:**
 - Other Prototyping Supplies

**blank paper is plenty for this step, but if you want the prototypes to be bigger or more diverse, you can offer more supplies to the students.

Procedure:



Activation (5 minutes):

- Display various types of prototypes as students enter the room. You can find examples and links in your SLED portal.
 - Examples of prototypes: Blueprints, model airplane/cars, labeled drawing, storyboards, etc.
- **Share and Discuss:** What are these items? How do they help a designer or builder?



Guided Practice (10 minutes):

- **Design Thinking Step 4: PROTOTYPE**
 - Remind students that this step is about making a model of what you want to do to solve the problem.
 - Show types of prototypes that can be created.
 - Blueprint / Labeled Drawing - Draw out your plan for getting student feedback. (To model this you might choose to use one of the “bad ideas”

from the previous session, such as illustrating a carrier pigeon flight map, to ensure students understand the style but don't copy the content of your blueprints/drawings.)

- Storyboard - Draw out the steps that students will take to give feedback. What will happen 1st, 2nd, 3rd, etc.
- Lesson Plans - Make a calendar or to do list style plan of how students will give feedback.



Collaborative Learning (35 minutes):

- Create Prototypes
 - Split students into small groups of 3-5.
 - Each group will create a prototype to present to the class.
 - **Prototype Rules:**
 - Must address the **Challenge:**
 - How do we get student feedback on school/community improvements?
 - May use an idea from yesterday's brainstorming session or be a spin-off or brand new idea.
 - **Identify Limitations:**
 - Time: Complete set up in 1 day and feedback starts next week
 - Money: (depends on your budget)
 - People: Reach as many students as possible
 - Permission: Depends on the project, due to time, less permission is better
 - Must incorporate input from all team members.
 - Must create at least 1 visual to show the class.
 - Make sure the visual is viewable by the audience:
 - Large & dark writing (markers)
 - Students should take notes on their Design Think Project pages as they brainstorm and work together in their groups
 - Remind students that this is an accelerated process, so they don't need to worry about a perfect and professional look. Quick stick figure drawings are perfect for a prototype.
 - If students finish early, encourage them to add more detail or more visuals to sell their idea.
- Practice Presentations
 - Students will assign roles for presenting to the class.
 - Everyone should at minimum introduce themselves and share one part of the idea.
 - Remind students that this is an accelerated process, so they don't need to worry about having parts memorized. This is a quick presentation to tell about their prototype.



Reflection & Sharing (10 minutes):

- Students will reflect in their journal about the prototyping stage. They can also include how their team is working together to achieve a common goal.
- **Reflection prompt:** What new ideas came up in your Prototyping groups? Did you modify or completely change your idea as you considered limitations such as time, money and permission? How did the process of working in a team make the activity easier or more challenging?

SESSION 16: Design Thinking - Test

Session Summary:

This session will focus on completing step five of the design thinking process - test.

Session Objectives:

- Students will practice the 5th step of the design process - test.
- Students will present their plan to the class and receive feedback.

Materials:

- Student journals
- Paper clip
- Prototype Materials created by groups
- Notecards

Procedure:



Activation (10 minutes):

- Show students a not-so-amazing sales pitch demo:
 - Hold up a paper clip and say, “here is a plain, old paper clip”.
 - Be very monotone and have little expression.
 - Tell the features of a paper clip:
 - This paper clip will slip on the corner of your papers and hold that one corner together, but they can slip out pretty easy.
 - You might be able to use it as something else, but I don’t really know what.
- Show students an amazing sales pitch demo:
 - Hold up a paper clip and do a quick commercial for this “new and improved item that every student needs.”
 - Be super excited and animated.
 - Tell all the features of the paper clip:
 - Hold papers together, so that you never lose another homework assignment.
 - Use as a hair clip when your hair keeps falling down.
 - Straighten out become an impromptu hole punch, cookie cutter (cut in 1/2), or toothpick.
 - Anything goes - be creative and fun!
 - Discuss both presentations with students.
 - Which one did you like? Why?
 - Which paper clip would you want to buy/use? Why
 - Relate to prototype presentations - You are selling your idea to the class! Make them excited!



Modeling (15 minutes):

• Design Thinking Step 5: TEST

- Explain that the Prototype presenters have a role, but the audience also has a role.
 - Presenters
 - Share ideas with the class - think about the paper clip and SELL your idea.
 - Use your visual aid that you created.
 - Everyone in the group must have a part.
 - Audience
 - Listen to the ideas.
 - Give feedback using the “I like... I wish...” model (identifying one thing they like and one feature or improvement they would like to see).
- Give students 10 minutes to practice their presentations in their groups. They can choose to divide up the different parts of their presentation or nominate one representative as their presenter.



Collaborative Learning (20 minutes):

• Test Step - Prototype Presentations:

- Each group will present their prototype idea to the class.
 - Presentations should be 1-2 minutes max.
 - Audience members can give quick feedback to the group using the “I like... I wish...” format.
 - Presenting groups will record feedback in their Design Thinking Project pages under the header “Test Feedback”.
 - Post the prototype visual and the name of the project on the board. Leave all materials up for the final selection. It may be helpful to number the prototypes on the board.
 - Repeat until all presentations are complete.

• Quick Discuss:

- Identify challenges and limitations for the project.
 - Time, money, people, permission
- Discuss how they can be overcome.



Reflection (15 minutes):

• Discuss:

- Explain to the students that the overall success of their final projects will not be defined by whether they are able to implement their proposed project/improvement.
 - **Give Example:** At a school in California, a SLED group wanted to resurface their track to be rubber. They completed all of the design thinking steps, talked to track students, contacted the companies, found grants to assist with funding, presented to the school board, and more. However, the district

SESSION 17: Design Thinking - Implementation

Session Summary:

This session will focus on completing step six of the design thinking process - implementation.

Session Objectives:

- Students will practice the 6th step of the design process - implement.
- Students will use basic skills in advertising to promote their project.
- Students will use basic computer skills to create project materials.

Materials:

- Student journals
- Materials to implement project
*This will vary based on the project that is selected. Materials do not need to be fancy - typically, access to devices and posterboard and markers are sufficient.
- **Preparation:** Set up group work based on the voted on solution. (See example in Collaborative Learning.)

Procedure:



Activation (5 minutes):

- Announcement of Project
- Announce the prototype idea that received the most votes in the previous session
- Ask that group to present their prototype presentation to the class again.



Guided Practice (10 minutes):

- **Design Thinking Step 6: IMPLEMENT**
 - As a group, make a plan for what needs to be completed to do this project and have students record these steps in their journals under the header "Implement".
 - *Remember this is a trial run of the design thinking process. Students will have ample opportunities to do this set up in future projects.



Collaborative Learning (35 minutes):

- Each group will work on one part of the project.
*Every club will come up with different ideas, so it is impossible to supply a lesson plan for this portion of the day.
- Here is an example of what it might look like:
 - **Challenge:** How do we get student feedback on school/community improvements?
 - **Example solution:**
 - *SLED will create a comment box that will be in the library for students to fill out and give feedback about the school. The comment box will be available all year and SLED students will check the box each week for new suggestions.*
 - Implementation Steps / Group Jobs:
 - *Group 1: Create a comment box. Use a copy paper box and decorate it. Create a slot in the top to put the comment cards in.*
 - *Group 2: Create a comment card on the computer. Decide what information you want to collect. Have a master copy ready to create copies for students.*
 - *Group 3: Write an announcement to be read during the school's morning announcements to tell how to contribute comments. Make a social media post with the same information.*
 - *Group 4: Make posters to hang around campus about the new comment box.*
 - *Group 5: Make a plan for collecting the comments and how to handle them once collected. (This group may finish early. They can help with signs if they finish).*



Reflection (10 minutes):

- **Discuss:** If time allows, review the process that you went through to create your final project. Ask students which parts they found most helpful in creating the project.



SESSION 18: Design Thinking - Preparation for Empathize/Staff Interviews

Session Summary:

Now that students understand the five stages of the design thinking process from working with student feedback, they will begin planning for getting feedback from additional stakeholders in their learning community. They will review why gathering varying opinions from stakeholders and practicing empathy is an important part of the design thinking process.

Session Objectives:

- Students will recognize the importance of practicing empathy in the design thinking process.
- Students will identify how to be an active listener during an interview.
- Students will create open-ended questions.

Materials:

- Student Reflection Journal
- Ball / stuffed animal (something that can be tossed around the classroom)
- Notecards

Procedure:



Activation (10 minutes):

- Empathy Ball Warm Up
 - Write the following roles on the board: tired kid, excited teen, cool parent, strict teacher, grouchy neighbor, nice grandma, impatient store clerk
 - Pose a question and throw the item (ball or stuffed toy) to different students for answers.
 - Each student must first say who they answer for (choosing one of the roles from the board) and then give their answer in character.
 - Some examples of questions to use for the activity:
 - What's your favorite snack?
 - Who's your favorite celebrity?
 - When was the last time you laughed really hard?
 - What is the best gift someone has ever given you?
 - If you could be anywhere doing anything right now, where would you be and what would you do?



Collaborative Learning (45 minutes):

- Review the empathy step for the design thinking process.
 - Empathy is the process of listening to others and finding out where they would like to see change and why. It is about putting yourself in someone else's shoes. It allows you to understand and share someone else's feelings.
 - The best way to empathize is to listen to others.
- **Staff Interview Preparation:**
 - Students will work in pairs (an interviewer and a note-taker) to interview various staff members in your after school program or school.
 - Today, as a whole class you will prepare the interview questions and practice good interview etiquette:
 - Create a list of at least 10 questions that you will ask the staff members. The goal of these interviews is to identify challenges or areas of focus for improvement according to staff members.
 - Remember to consider who you will be talking to and tailor some of the questions for their specific role.
 - Make sure questions are open-ended. None of the questions should be answered by a simple yes or no.
 - Assign interviewer and note-taker roles for each staff member you have identified.
 - Have students type or write up their final questions in their best handwriting.
- **Mock Interview Practice:**
 - Invite students to come up in pairs to conduct a mock interview in front of the rest of the class. One student in a pair will play the staff member and the other will play the interviewer. Interviewers should ask questions from their list and students playing staff members should try to respond "in character" as truthfully as possible.
 - Active Listening Reminders:
 - Eye Contact with Speaker
 - Body Language Focused, not Fidgeting
 - Listening Intently - think of follow up questions
 - Tell students that all students can ask follow up questions, not just questioners. Everyone should be actively listening.



Reflection (5 minutes):

- Students will reflect in their journal about the interview process.
- **Reflection prompt:** In what ways do you think getting feedback and input from staff members will be helpful with your long term project goals? Why might it be important to interview multiple groups of stakeholders with different perspectives?
- ******If time and staff availability permit, invite program staff to come to your club for a roundtable discussion in lieu of conducting individual interviews.***

SESSION 19: Design Thinking - Empathize/ Staff Interviews

Session Summary:

Students will interview staff members.

Session Objectives:

- Students will recognize the importance of practicing empathy in the design thinking process.
- Students will conduct interviews with available program staff members.
- Students will create and organize sending out a survey to staff members.

Materials:

- Student Reflection Journals & Interview Questions
- **Optional:** Phone or recording device for interviews

Procedure:



Activation (15 minutes):

- Empathy Conversations
 - Divide the class into pairs
 - **Round 1:**
 - Partner 1 Role
 - Partner 1 tells what they did yesterday at school
 - Partner 2 Role
 - Partner 2 is instructed to look around the room, fidget with their hands, and add unrelated comments to the conversation.
 - **Round 2:**
 - Partner 1 Role
 - Partner 1 tells what they did yesterday at school
 - Partner 2 Role
 - Partner 2 actively listens - makes eye contact, no fidgeting, and asks questions about what their partner says.
 - If time allows, partners can reverse roles.
 - **Discuss:**
 - How did it feel to talk to someone who was not engaged?
 - How did it feel to talk to someone who was actively listening?
 - What takeaways did you gain for your Staff Interviews?



Collaborative Learning (30 minutes):

- Students will go in pairs to conduct their staff interviews with as many staff members as are available.
 - The interviewer will ask questions.
 - The note taker will take notes.
 - Either student (or a third student) can ask follow up questions.
 - Students report back to the club as soon as their interview is complete.



Reflection (15 minutes):

- Invite students to share any interesting or surprising takeaways from their interviews.
- Have a discussion about how the interviews went, and if students were able to get information that would be helpful for identifying problems or challenges.
- ******In Sessions 20 and 21, students will dive deeper into reviewing their interview responses in order to define problems.***



NOTES

SESSION 20: Design Thinking - Empathize/ Staff Surveys

Session Summary:

Students will create a survey for staff unable to participate in in-person interviews.

Session Objectives:

- Students will recognize the importance of practicing empathy in the design thinking process.
- Students will create and organize sending out a survey to staff members.

Materials:

- Board/chart paper
- Computers
- Program like Google Forms for creating surveys and receiving feedback
- List of Survey Roles and Tasks to Complete - if completing in groups

Procedure:



Activation (15 minutes): Empathy Map

- Invite one pair of students to share the answers from their staff interview.
 - Choose one statement with rich content from their answers for this activity.
 - Write the word “User” in the center of the board or chart paper.
 - Around the word User, write the words “Says”, “Thinks”, “Does” and “Feels” in the four corners of the board.
 - Write the answer you chose underneath the word Says
 - Invite students to identify a thought that the interviewee might have had that relates to their statement. Write their answer on the board.
 - Invite students to identify an action that relates to the Says statement (they can also use information from the other interview answers to determine actions the user does related to their statement)
 - Next, collaborate to write the Feels (emotions) implied by the user’s statement.
 - Explain to students that when we receive answers in our empathy interviews, we can use those answers to help us understand even more about our identified user than what they are telling us. Empathy maps help us turn a simple answer into a whole world of information we can use to help us define the problem and even ideate about solutions.



Collaborative Learning (35 minutes):

- Staff Survey Organization Preparation
 - Explain to the students that many staff members won't be able to participate in in-person interviews.
 - Review audience of the survey (program/school staff).
 - **Group Project:**

Students work together in small groups (these can be the same groups as in the previous session). Each group will have a copy of the form (and word document) on a computer and will add the parts for their group.

 - The survey should include most of the elements included in their Staff Interview questionnaire.
 - Title of Survey
 - Welcome statement
 - Thank you for the end
 - 1-2 sentences on past SLED projects. If your school hasn't done SLED in the past, you could highlight other student-led projects on your campus (ASB, clubs) or you could tell what other SLED chapters are doing.
 - 1-2 sentences on why student led projects are important.
 - 1-2 sentences on why you want staff feedback.
 - Include information about why the empathy step is part of the design thinking process.
 - Questioners
 - Create a list of at least 5-10 questions for the survey.
 - Make sure questions are open-ended. None of the questions should be answered by a simple yes or no.
 - Many of these questions may be the same as your Interview questions.
 - For the purpose of a survey, it may be good to allow some questions to be a checklist that participants can select all answers that apply. This gives some open-endedness, but also makes it quicker than all fill in the blank responses.
 - Ex. Which of the following areas would you like to see improvements made? *School Grounds, School Spirit, Activities Before School, Technology Assistance for Teachers, etc.*
- Share Survey with Staff
 - Edit Survey
 - Grammar / Spelling
 - Tone / Audience
 - Professional Look
 - Create Email
 - Copy word document contents into an email
 - Attach survey to email
 - Discuss importance of:
 - Subject line
 - Clear deadline for survey
 - Send (or wait and send after your final review)

SESSION 21: SLED Projects - Team Formation & Defining Problems

Session Summary:

Students will begin reviewing what they have learned from the various stakeholder groups. Hopefully, you will have some student feedback and staff feedback from both the interviews and surveys. After finding the common themes in the feedback, students will select 2-3 areas they are interested in making a difference in and fill out an application to show why their strengths would be a good fit for that SLED Team.

Session Objectives:

- Students will categorize the feedback they received during the empathy phase and identify common themes.
- Students will reflect on their strengths and interests in relation to the feedback themes.

Materials:

- Student Reflection Journal
- Student Feedback (Session 9)
- Staff Feedback Surveys & Interview Answers
- Post-it Notes (2 colors - one for staff comments and one for student comments)
- Markers
- Construction Paper
- Loose Leaf paper for SLED Applications

Procedure:



Collaborative Learning (35 minutes):

- Feedback Review
 - *The goal will be to have 5-8 overall themes with staff and student concerns/ideas grouped together in the themes.
 - Staff Interview Notes
 - Students will take out their notes from last week's staff interviews.
 - As a class, discuss the feedback that staff gave.
 - Have students take turns writing staff concerns/ideas on post-it notes with markers. Use one color post-it for all staff feedback.
 - Put post-its on the board as they are created.
 - As themes in the post-its start to emerge, group the post-its on the construction paper (hung on the board) and add themes titles.

- Staff Surveys
 - Give students print or digital access to staff surveys.
 - As a class, discuss the feedback that staff gave.
 - Have students take turns writing staff concerns/ideas on post-it notes with markers.
 - Add the post-its to the themes on the board.
 - Add additional themes as needed.
- Student Feedback
 - Return to the feedback students from other grade levels shared in Session 9
 - As a class, discuss the feedback that students gave.
 - Have students take turns writing student concerns/ideas on post-it notes with markers. Use one color post-it for all student feedback.
 - Add the post-its to the themes on the board.
 - Add additional themes as needed.
- **Discuss:**
 - What was the overall feedback that was received from students and staff?
 - Draw attention to the themes/commonalities of the concerns and ideas that were shared.
 - Discuss how these themes might align with students' interests and strengths.



Independent Learning (15 minutes):

- SLED Team Application
 - Students will fill out an application for a SLED Team.
 - Information on application:
 - Name
 - Personal strengths/positive traits (Sessions 2 & 3)
 - Top 2-3 Areas of Interest (these are the themes that were developed during the feedback review)
 - Reasons why these areas of concern are a good fit - based on strengths & interests
 - Remind students that not every application will get their first choice.
 - If there are too many people interested in a specific area, consideration will be given to neat and thorough applications.



Reflection (10 minutes):

- Students will reflect in their journal about which area of concern they are hoping to work on.
- **Reflection prompt:** Which of the student/staff concerns resonated most with you? What ideas do you have for addressing this concern? Do you have any concerns/ideas that weren't mentioned by other students or staff that you would like to see addressed? Describe them.

SESSION 22: SLED Projects - Define & Ideate

Session Summary:

Students will use the empathy feedback to guide them to define the problem for their project. They will then review the ideate step of the design thinking process and begin the brainstorming process for their project.

Session Objectives:

- Students will use the feedback to define the problem they are going to address with their SLED project.
- Students will review the ideate step of the design thinking process.
- Students will work as a collaborative team.

Materials:

- “If I Built a School” by Chris Van Dusen (video or read-aloud)
- Computer
- Student Reflection Journals/Project Progress Log

Procedure:



Modeling (10 minutes):

- Review the define step of the design thinking process.
 - Use your empathy notes to define the problem or challenge that you will focus on. *If there is a set of real feedback notes that is not being used by a group for a project, that is perfect to use. If all post-it notes are being used by groups, create 5-7 sample feedback notes all centered around the same theme (see example below).
 - Read through each of the feedback notes.
 - Ex. The notes are all about the school grounds and how they look.
 - Note 1: (staff) Our front sign looks old and outdated.
 - Note 2: (staff) We need to give our campus a more friendly look.
 - Note 3: (staff) The kids don't respect the campus. There is too much trash littering our campus.
 - Note 4: (student) Our campus is boring with lots of concrete.
 - Note 5: (student) We need more trees and shade on our campus.

- Talk out loud about what each person expressed and how they relate to each other.
 - Ex. From these notes, it looks like the way our campus looks is a problem to our students and staff. There are concerns about trash, our front sign being old, the campus not having color and personality, and a lack of trees and shade.
- Turn these connections into a defined problem or challenge.
 - Ex. How can we make our campus look more welcoming and inviting?
 - Explain that this process will take longer with a group. Several people may come up with a statement to define the challenge and the group will need to decide how to bring the ideas together into one statement.



Collaborative Learning (20 minutes):

- 1st SLED Team Project Work Session
 - Assign students to their SLED project groups according to their applications.
 - Have students sit together with their new teammates.
 - Students will begin their SLED Project Progress Log in their journals. They should leave a space of about 10 pages to track their progress throughout their SLED experience.
 - Today they will write “Define” at the top of the first page in their Project Log and collaboratively brainstorm statements that clearly define the problem that represents their project’s area of concern.



Activation (10 minutes):

- Read aloud “If I Built a School” by Chris Van Dusen or listen to Youtube video: <https://www.youtube.com/watch?v=TxewAnj-BRQ>
- **Discuss:**
 - There are some crazy ideas in this book, but that is okay.
 - Remember in the ideate step, there is no bad idea. No nos, buts or negative statements! (Remind students that they could take an idea as wild and inappropriate as carrier pigeons and massage the idea until they reached something workable.)
 - The goal of the ideate step is to get lots of ideas out of your brain and onto paper.



Collaborative Learning (15 minutes):

- 1st SLED Team Project Work Session (continued)
 - Start brainstorming ideas of how to solve your challenge in your Project Progress Log.
 - Write the header “Ideate” at the top of a new page.
 - This session will only focus on the brainstorming portion of the ideate step.



Reflection (5 minutes):

- Students will reflect in their journal about their SLED Team and their favorite idea from their brainstorming session.
- **Reflection prompt:** What makes you excited to tackle your SLED project problem area? What collective strengths does your group have that makes you the perfect group to address this challenge?

SESSION 23: SLED Projects - Ideate Pt.2

Session Summary:

Students will continue to practice the ideation step of design thinking as they learn more techniques to make this step effective. They will practice using constraints to come up with additional brainstorm ideas, discover the value in drawing and sketching ideas to get them out of your brain and onto the paper, and go through scripted notes to fine tune the focus idea to be ready for the next step of prototyping.

Session Objectives:

- Students will practice using constraints to get ideas flowing and encourage outside of the box thinking during a brainstorm session.
- Students will demonstrate how drawing and sketching can get an idea from your brain to the paper.

Materials:

- Student Reflection Journal/Project Progress Log
- Computers (minimum 1 / group)
- Board/Chart Paper and markers/chalk

Procedure:



Modeling (15 minutes):

- Ask students if they have ever stared at a blank page (or a blank screen) and had no idea what to write or draw. We've likely all had this experience when it comes to schoolwork or homework. We call this feeling of having absolutely no ideas Writer's Block or Designer's Block.
 - Ask students what they might normally do to help them get past this feeling. (Some suggestions: go do something else and come back to it later, start writing and see what comes out, ask a friend/family member for help, etc.)
 - Introduce the idea of Constraints, or limitations.
 - It seems like constraining what you can think of would only worsen writer's block, but by setting limitations or constraints, you focus your brain.
 - Go back to the challenge of:
 - How can we make our campus look more welcoming and inviting?

- Tell students “money is no issue” and start brainstorming and listing ideas on the board.
 - Hire painters to create murals on the school walls, replace the school sign with a full color television sign for video and photo announcements, bring in a semi truck of trees to plant
- Now, apply the constraint of “it must be done tomorrow” and start brainstorming and listing ideas on the board.
 - Plant flowers by the front sign, make a positive quote poster each week to hang on the fence, get volunteers to help clean up trash around campus.
- Cluster Ideas by Similarity
 - Again, grouping ideas may seem like it is limiting what you can do, but it opens up ways your ideas are similar and can sometimes help you see patterns and think of more ideas that fit the patterns.
 - Group all of your ideas and then try to think of one more idea that fits into each group.
 - Point out that by using the constraint of “it must be done tomorrow”, you were able to get much more specific, and in some cases more creative or resourceful, in your ideas.



Guided Practice (20 minutes):

- Create a visual reminder (on the board or chart paper) of the flow of Design Thinking from the Empathize to Define to Ideate steps.
- Explain that we can use visuals to help our ideas develop and become more specific. The minute you draw your ideas, you’re getting it out of your head and onto paper so you can share it with the world.
- Use chart paper to collaboratively draw a visual representation of an Idea
 - Use the example of the project of school grounds improvement
 - You might choose to draw a map of school grounds, or multiple small pictures to represent the different areas of the school that need improvement. You could even divide the page into Before and After to show the vision vs. current reality.
 - Add words or pictures to show the enhancements you would like to make.
 - Encourage students to prompt you about what to write or draw or invite them to come up and add details to your drawing.
 - This paper will be posted to keep you focused on your idea throughout the development of your project.
- Describe Your Idea
 - This information will be added to the bottom of your visual reminder and in students’ Project Progress Logs.
 - Concept Name
 - One Sentence Description of Problem
 - One Sentence Description of Solution

SESSION 24: SLED Projects - Ideate Focus

Session Summary:

Students will wrap up their brainstorm session for ideas for their SLED Team project. After exhausting all of their ideas they will select one that they will focus their project on. They will create a visual representation of their focus area and a project name and one sentence descriptions that will help guide their process.

Session Objectives:

- Students will focus their idea brainstorm to one focus area goal.
- Students will clarify the focus area by creating a visual representation and one sentence descriptions.

Materials:

- Computer
- Student Reflection Journal/Project Progress Log
- Blank paper/chart paper for visual representations of project ideas

Procedure:



Collaborative Learning (45 minutes):

- SLED Teams work on group projects
 - **Goals for Today:**
 - Add additional ideas/brainstorming to Ideate page on Progress Logs
 - Vote on project to move forward with.
 - Create Visual Representation of project solution
 - Fill in ideate pages in Project Progress Log in their journals
- As teams work, circulate the room to make sure they have generated a variety of different solutions to their project's area of focus. If teams seem to be hitting a wall or Writer's Block, encourage them to introduce a limitation (for **Example:** time, money) to help them branch off in a new direction with their thinking.
- Once each team has a wealth of solutions to choose from, they can begin to narrow their focus to one of the solution ideas and further develop it through creating their visual representation.

SESSION 25: SLED Projects - Ideate Pt. 3

Session Summary:

Students will continue to practice the ideation step of design thinking as they learn more techniques to make this step effective. They will do a reality check and think about challenges they might face. They will also talk to other students and staff about their project to get feedback and then use that feedback to modify their idea before moving forward.

Session Objectives:

- Students will identify possible challenges by doing a reality check on their project idea and develop solutions to these challenges or modify their project idea to work through the challenges.
- Students will ask for feedback and use the feedback to modify their project idea.

Materials:

- Student Reflection Journal/Project Progress Log
- Computers (minimum 1 / group)

Procedure:



Activation (15 minutes):

- Reality Check:
 - Walk through the example project:
 - How can we make our campus look more welcoming and inviting?
 - OR your example from last week.
 - Hire painters to create murals on the school walls, replace the school sign with a full color television sign for video and photo announcements, bring in a semi truck of trees to plant.
 - Hit every idea with “no” or a “but” and then solve it.
 - Ex. Hire painters to create murals
 - But it’s too expensive.
 - We could do a fundraiser.
 - Plant flowers by the front sign, make a positive quote poster each week to hang on the fence, get volunteers to help clean up trash around campus.

- Ex. Plant flowers by the front sign.
 - No, the flowers will die and look depressing.
 - We could work with our maintenance department to put a timer on the sprinklers.
- Continue with several ideas, smash the idea, and then solve the smash.



Collaborative Learning (35 minutes):

- Ideate In Depth
 - Teams do a Reality Check on their SLED projects
 - Obstacles:
 - money / time / school rules
 - Get Feedback from Others
 - Each team shares their idea with another team (they should rotate out one by one to present to and listen to as many other teams as possible)
 - Each team requests feedback from their audience (use the “I like... I wish...” model for feedback)
 - Teams use the feedback received to fine tune your idea
- Use Collaborative Work Space - Project Progress Log Walk Through



Reflection (10 minutes):

- **Discuss:**
 - What did you learn from other teams’ feedback? Did you receive any surprising feedback?
 - What did you learn from hearing about other teams’ projects? Did anything inspire you to make modifications to yours?

NOTES

SESSION 26: Prototype Deep-Dive

Session Summary:

Students will practice the prototype step of design thinking as they learn more multiple types of prototypes that can be created. They will work as a team to create a prototype and present it to the team. Students will then evaluate the effectiveness of the various types of prototypes in conveying the message of the project

Session Objectives:

- Students will create different styles of prototypes for the same project.
- Students will present the prototype with the class.
- Students will ask for feedback and use the feedback to evaluate the effectiveness of the prototype.

Materials:

- HGTV before and after photos (find links in SLED portal)
- Art Supplies for creating prototypes
- Photos of Space (or ability to visit)
- **Preparation:** Create notes/notecards with prototype options on one side and description on the other side.

Procedure:



Activation (10 minutes):

- HGTV Prototypes:
 - Show students a slideshow of before photos and mock ups that designers provided to help make their decision.
 - Discuss how the spaces were transformed and how the photos helped the people visualize their new home. That is a prototype!



Collaborative Learning (50 minutes):

- Why Prototype?
 - Create a practice run
 - Find errors and areas of improvement

- Types of Prototypes:
 - Storyboard, story, diagram, mock-up, model, role play
- Intro to Prototype Challenge:
 - Each week our example challenge has been:
 - How can we make our campus look more welcoming and inviting?
 - Today's challenge is to create a prototype redesigning the front area of our program site to make it more welcoming.
 - Show students photos of the area (or take a quick trip outside to look)
 - Tell them the upgrades that have been selected:
 - Shade trees
 - Flowers
 - Concrete Tables w/ Built in Chess Boards
 - Concrete Cornhole Boards
 - Benches to sit and talk or read
 - 1 item of your choice
 - Challenge Rules:
 - Work as a team.
 - Create a prototype (can be any type - blueprint, map, storyboard, sketch, etc.)
 - Finish the prototype in 20 minutes.
 - All items in the upgrade list must be included.
- Prototype Groups
 - Each group will draw one type of prototype from a bucket. Types
 - Blueprint
 - 3D Model
 - Photo Vision Board w/ Sharpie Enhancements
 - Role Playing
 - Verbal Only
 - Groups will have 20 minutes to create their prototype.
 - Groups will then present their prototype to the class.
 - After presentations give "I like... I wish..." feedback on how the prototype helped to visualize the project.



SESSIONS 27-32: SLED Projects - Progress

Session Summary:

Students will continue to work as a team to develop their project. Each session they will work through the design thinking steps as a team. Teams will not be on the same step at the same time.

Session Objectives:

- Students will develop prototypes and test their plans.
- Students will ask for feedback and use that feedback to modify their plans.
- Students will create support materials for their project - posters, social media announcements, letters, emails, budgets, etc.

Materials:

- Computer
- Student Reflection Journals/Project Progress Log
- Mini Lessons (available in SLED portal)
- Additional materials will be needed as students progress with their projects.
 - Examples: sign making supplies, prizes for contests, envelopes to send donation letters, buckets to collect materials for donation drives, etc.
- **Preparation:** Review each team's Project Progress Log and write notes or questions to help guide them.

Procedure:



Collaborative Learning:

- SLED Teams work on group projects
 - Review your notes (from Project Progress Log)
 - Set Goals
 - Start Working
 - Record progress in Project Progress Log
- **Additional Mini Lessons:**
 - As needed, insert Mini Lessons from the SLED portal to support students with effective communication, social media/print campaigns, etc.



SESSIONS 33-40: SLED Projects - Prototype & Feedback

Session Summary:

Students will continue to work as a team to develop their project. Each week they will work through the design thinking steps as a team. Teams will not be on the same step at the same time.

Session Objectives:

- Students will ask for feedback and use that feedback to modify their prototypes and plans.
- Students will create support materials for their project - posters, social media announcements, letters, emails, budgets, etc.

Materials:

- Student Reflection Journal
- Computer
- Project Progress Log
- Additional materials will be needed as students progress with their projects.
 - Examples: sign making supplies, prizes for contests, envelopes to send donation letters, buckets to collect materials for donation drives, etc.

Procedure:



Collaborative Learning:

- SLED Teams work on group projects
 - Review Notes in Project Progress Log
 - Set Goals
 - Start Working
 - Record progress in Project Progress Log





Students Leading EDUCATION

ADVENTURE GUIDE

This Adventure Guide contains 26 lessons, each covering about one hour of instructional time. They enable Advisors to launch a brand-new SLED chapter, explore design thinking with their students, apply the design thinking process in a class project, and establish several SLED project teams to tackle community challenges.

The Guide is the perfect way to start your SLED adventure. Access a digital copy, along with other Advisor resources, by logging in on studentled.com.

