

Innovate for Impact OR Innovation by Design

Innovation Elementary School
Exemplary Project





Project purpose:

To engage students in using creativity, collaboration, and innovation to identify and solve a community problem.



Desired outcomes

**Academic success
for all students**

**Opportunities for
innovative thinking**

**Foster creativity,
cooperation,
compassion,
curiosity**

**Support application
of C.A.R.E.S to the
community**



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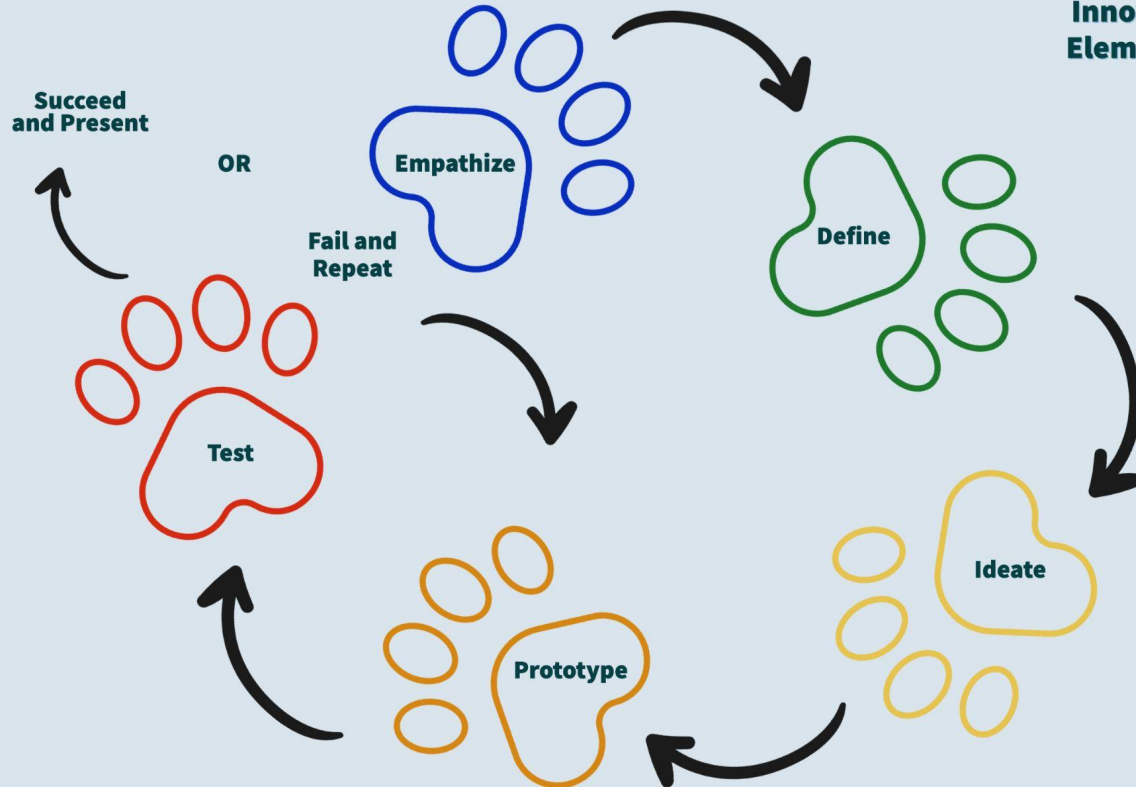


01 Design Thinking

Program core:
An empathetic and innovative approach
to problem solving

Design Thinking Framework

For
Innovation
Elementary



Design Thinking Framework



Explore & Empathize

Students will explore and experience situations to determine what's going well and what's not by asking mindful & respectful questions



Decide & Define

Based on what they've explored, students will work together to identify a problem that they can help with. They will ask themselves: Why is this problem important for us to solve?



Collaborate to Ideate

Students will collaboratively brainstorm and come up with as many creative solutions as possible, while respectfully considering all perspectives and feasibility.



Create a Prototype

Students will build an experimental model of their innovative solution to the problem. They might have to go through this phase multiple times to implement adjustments. The model could take various forms.



Test & Share

Students will implement their plan and gather feedback on the results. They will reflect on this feedback and on its impact on the problem. Finally, they will determine their next steps.



02 What could this look like for students?

Empathy, Innovation, Creativity,
Problem-solving



Ways a classroom could apply Design Thinking to solve a problem (3rd-5th examples)

- Identify a problem in the school (non recyclable items are being put in recycling bins). Set up an observation system and take notes on when and how recycling is happening. Interview students and teachers to learn more about their knowledge of recyclable materials. Work in groups to brainstorm ideas to improve recycling. Choose one idea and work on the solution as a class. Test the solution with their grade level. Present the solution to the Recycling Rangers club and school administration.



Ways a classroom could apply Design Thinking to solve a problem (3rd-5th examples)

- Identify a problem in the school (the bathrooms run out of paper towels at the end of the day). Interview custodians, administration, and students about paper towel use, costs, and processes for restocking bathrooms. Work in groups to brainstorm ideas about paper towel conservation and restocking solutions. Work on solutions as small groups. Test solutions with class or grade level. Present solutions to custodians and administration.



Ways a classroom could apply Design Thinking to solve a problem (3rd-5th examples)

- Identify a problem as part of the science curriculum (your new non-native plant is not flowering because it doesn't have natural pollinators). Learn about how pollinators work and why a non-native plant might struggle. Work in groups with provided materials to design a pollination system. Test the systems. Present findings to the class.



Ways a classroom could apply Design Thinking to solve a problem in the school (preK-2 examples)

- Identify a problem at recess (a lot of kids want to use the spinning chair, but there's only one). Talk to other students about the spinning chair and recess activities. Work in groups to brainstorm solutions to sharing at recess. Propose a plan to the grade level.
- Identify a problem in the school (the lunch line is longer on some days versus others). Interview the cafeteria staff and students to get more information. Do observations during lunch time. Work in groups to brainstorm solutions. Present solutions to cafeteria staff.



Ways a classroom could apply Design Thinking to solve a problem in the school (preK-2 examples)

- Identify a problem in the curriculum (a new friend just moved into your apartment building and she doesn't know how to get to Innovation). As a class think about times when you were lost or new to a place. Brainstorm how that felt and what would have helped. Work in partners to think of ways to help your new friend. Discuss ideas as a class. Decide on the best idea and work to create that solution for your new friend. Share your version of the solution with a classmate to get feedback. Revise as needed and then present to the class. The best solution could be included in a new student packet.



03

Link to C.A.R.E.S.

- C.A.R.E.S. is the social-emotional learning framework used at Innovation.
- The competencies are assessed on our Standards Based Report Cards
- It is a component of Responsive Classroom



C.A.R.E.S. Competencies

C

Cooperation

I can work with others.

A

Assertion

I can speak up for myself and others.

R

Responsibility

I can make strong choices.

E

Empathy

I can understand others' feelings.

S

Self-control

I can pause and think about my choices before I speak and act.



How we can connect Design Thinking to the application of C.A.R.E.S

- Opportunities to demonstrate the competencies in real world situations
- Student agency in choosing problems to address using an empathetic lens
- Building concrete understandings of how the competencies can be applied in collaborative situations
- Strengthening understanding of how to incorporate C.A.R.E.S. into the Design Thinking process for problem solving



04 Implementation

How will we grow our exemplary project?

Year 1

- Innovator Lab has been rebranded and revamped. All classes will visit at least twice during the school year. Supported by Melissa.
- 3rd - 5th grade have the opportunity to participate in a Design Thinking specials rotation to learn about and practice the process. Supported by Meg.
- Professional learning for staff on Design Thinking, including a book study for teachers.
- Lesson plans created and provided to teachers on ways to incorporate Design Thinking into morning meeting, science, and social studies curriculum.
- Kick off assembly focused on service to build empathetic mindset and ideas for areas of need in our community
- All School Reads - once per quarter

Project Kick Off: Day of Service

- Schoolwide assembly
- All classes will select one project to complete on the “Day of Service”

Make cards for local firefighters	Beautify your grade level learning pod	Make a kindness bulletin board with your class	Write cards to thank a veteran	Make placemats for local assisted living homes
Pick up trash on the playground	Make a banner to encourage others to follow C.A.R.E.S.	Make cards for local police officers	Help the art teachers, librarian, or PE teachers organize materials	Make placemats for Meals on Wheels
Draw a picture for seniors at the local senior center	Collect milk cartons or bottles at lunch to recycle	Pick up trash in the parking lot	Make posters to help students know what to recycle at lunch	Make posters to remind everyone to recycle
Make posters to put up in school with reminders about C.A.R.E.S.	Pull weeds in the garden at Innovation	Book buddies with a younger grade level class	Help Mr. Keenan clean up after your grade level's lunch	Make cards for the nurses and doctors at Virginia Hospital

Year 2 and Beyond

- Continue commitments from Year 1
- Add Design Thinking specials rotation for preK-2
- Build partnerships with local organizations
 - Guest speakers
 - Idea generation
 - Support for project development
- Add additional All School Reads - could do one a quarter or one each month
- Add more school wide service learning opportunities
- Add a 5th grade capstone project that synthesizes multi-year learning

Budget

Exemplary Project Coordinator	\$90,000/year
Stipend for C.A.R.E.S. committee chair	\$3200/year
Money for Innovator Lab materials	\$3000/year
Books for all school reads	\$1500/year
Faculty book study books - <i>Design Thinking in the Classroom</i>	\$700 - one time cost



Evaluation

- Student success
 - SOL scores
 - C.A.R.E.S. Competencies
- Student Well-being
 - Your Voice Matters Survey
 - Social-emotional Learning Survey