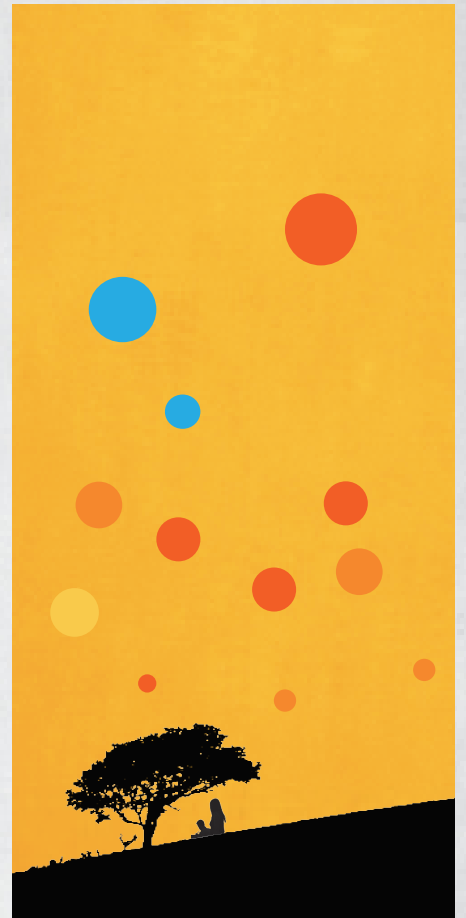
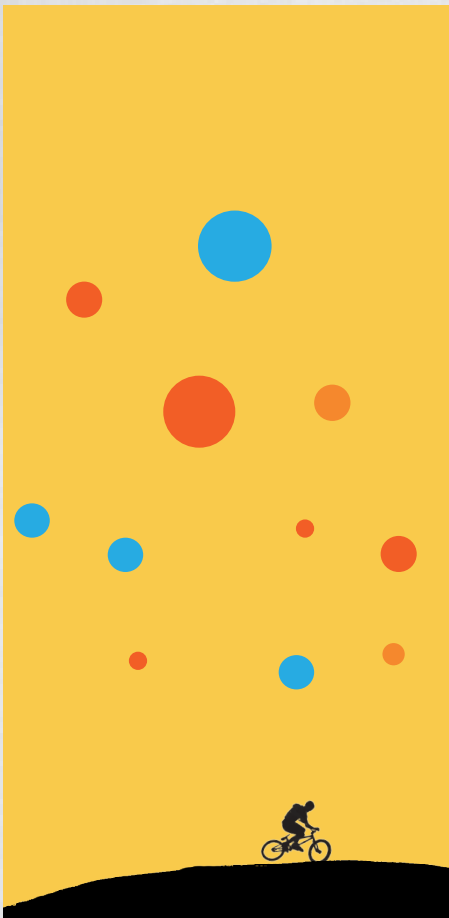




ASHOKA

CHANGEMAKER SCHOOL DISTRICTS

A BLUEPRINT FOR ACTION



ASHOKA

youth
venture

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ABOUT THIS BLUEPRINT

Compiled from over 60 interviews with educators from Anne Arundel County Public Schools, Maryland, CREC (Capitol Region Education Council) School District and Cromwell School District, Connecticut, this blueprint maps out the steps our pilot teachers, principals, and district leaders took to implement Changemaking with their students.

This is not a fixed toolkit or a formula. Instead, consider it as inspiration to imagine what changemaking would look like in your classrooms, schools, and districts..

This blueprint is an invitation to embark on the Changemaker journey with us.



Bill Drayton
Ashoka Founder & CEO

“Being a changemaker for the good is very contagious because people deeply and centrally want to express love and respect in action. They want to be a player, a contributor.”



youth
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WHY CHANGEMAKING? A WELCOME NOTE



youth
venture

"I just heard a story that I adore. It comes from Ali Raza Khan, an Ashoka social entrepreneur and education reformer in Pakistan.

Last year, he challenged 6,000 poor students across 74 charity government vocational schools to create ventures within a month. He went to them and said, "I believe in you. You can all start businesses and citizen groups and you can all succeed." He said this to all the students in all the schools, none coming from privilege.

He helped them organize into peer teams and get started sharing ideas, helping each other, building things together. He banished trainings because they are where someone tells you what to do. His organization provided modest seed capital to each team, agreeing to absorb any loss. A month later, over 80 percent of the students had printable ventures up and running, with very few teams not succeeding.

I love this because it shows that the problem isn't young people - it's us. We create a poisonous atmosphere when we tell young people "you can't" in so many subtle and not so subtle ways. They can - and they must!

Like Ali, almost all of the roughly 1,000 Ashoka Fellows (out of 3,300) who are focused on children and young people do more than believe in them: They put them in charge. So do 200 Ashoka Changemaker Schools and 35 Ashoka-affiliated colleges and universities. The results are dramatic and marvelous. Once a teen has had a dream, built a team, and changed her world, she will be a changemaker for life, contributing again and again to whatever problem needs solving. She has her power. She will never be afraid.

And she will be in great demand. We live in a world where the demand for those who can adapt to and contribute to change is accelerating exponentially, even as the demand for repetitive work is falling just as fast.

For many, many centuries the game was efficiency in repetition (think assembly lines and law firms). You were educated in a skill, be it a barber or a banker,

which you would apply within walls for life. A very few orchestrated the many. Life was guided by rules.

In today's change-driven environment, all of those old ways are going through a great extinction. Success now goes to fast-morphing teams of teams - all of whose members are observing, adapting, spotting opportunities, and helping build and serve new teams of teams around these newly identified goals.

Anyone who cannot play this game is out. You can't play the change game unless you are a changemaker.

How many schools, education reformers, and parents know that they are failing unless their young people are practicing being changemakers? And that the most important educational metric has become: "What percent of any school's students know they are changemakers?"

Education reform that is about equal access to an obsolete system ensures at best a generation of failure. Trying to solve youth unemployment by "giving young people needed skills" is a chimera. Major turning points always catch societies by surprise.

And this is the big one. It changes the most basic structures of society. It is far bigger than any technology-based revolution.

It leads to a wonderful place. An "Everyone a Changemaker" world is one:

- **Where problems cannot outrun solutions.**
- **That is structurally far more equal because every one is powerful.**
- **Where everyone, not just the fortunate elites, can express love and respect in action - the root cause of happiness and health.**

The alternative is a deeply divided, angry world. The challenge for leaders - and all of us - is to recognize and welcome the fact that we are at a turning point - and now change everything from growing up to how we lead."

Bill Drayton
Ashoka Founder & CEO

Reproduced from "Want True Equality? Make Everyone Powerful", The Huffington Post, Jan 2017

ASHOKA INITIATIVES

Ashoka is a global community of leading social entrepreneurs. In a world defined by constant change, Ashoka helps people, organizations, and communities activate their Changemaking power and shift mindsets to respond to change differently, for the good of all. We are advancing this vision for society by fostering leadership among several “Changemaker constituencies” through a continuum of programs:

VENTURE/FELLOWSHIP

The core of Ashoka’s work is investing in leading social entrepreneurs. We search the world for these emerging citizen sector leaders, elect them as Ashoka Fellows, and provide a living stipend that allows them to focus full-time on building their organizations and spreading their ideas. Ashoka’s global network connects its Fellows with a wide range of partnership and scaling opportunities.

ASHOKA U

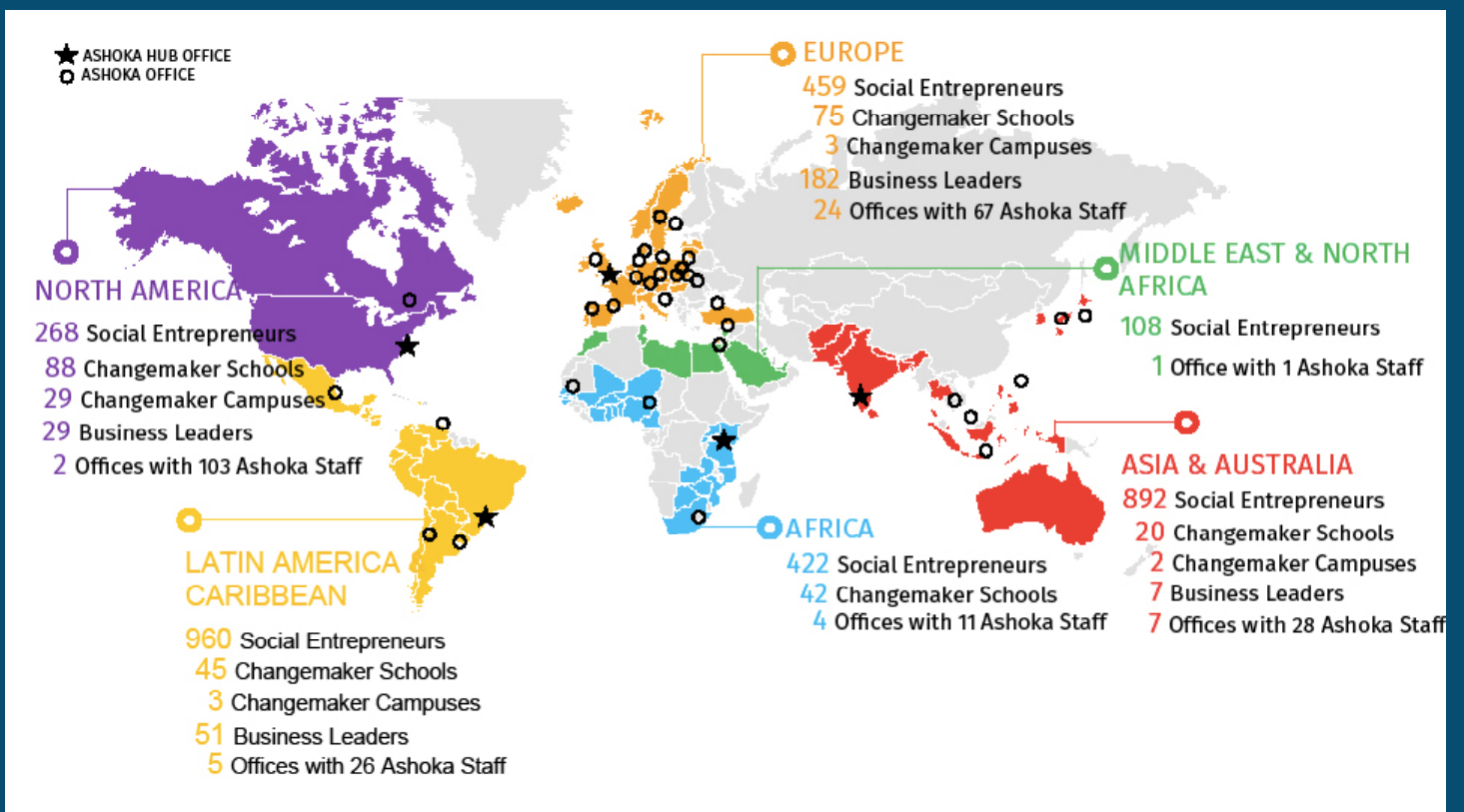
Our university program catalyzes social innovation in higher education through a global network of Changemaker Campuses, including entrepreneurial students, faculty and community leaders.

CHANGEMAKERS.COM

This online program uses the power of open challenges—coupled with Ashoka’s network of social entrepreneurs and impact partners—to connect high-potential changemakers and source solutions for critical social issues.

YOUTH VENTURE

Youth Venture initiatives are cultivating the next generation of social entrepreneurs and empathetic leaders. Through a global network of Changemaker Schools and School Districts, we are helping children develop the essential skills of empathy, teamwork, leadership, and Changemaking.



CHANGEMAKER SCHOOL DISTRICTS

In the last 30 years, Ashoka has been working to inspire a world where “Everyone a Changemaker.”

This new paradigm is where everyone is empowered to quickly and effectively address social challenges, and where each individual has the freedom, confidence and societal support to address any social problem.

Ashoka’s Changemaker School Districts believes Changemaking — taking initiative with the use of your own idea to cause positive change for the greater good — is the answer. The Changemaker School District Model addresses educational problems by utilizing a student-centered, co-creative approach that empowers educators to lead students in becoming changemakers.

WE DEFINE A CHANGEMAKER AS AN INDIVIDUAL WHO CONSISTENTLY PRACTICES:

COGNITIVE EMPATHY

Develops deep cognitive empathy to actively listen and notice social problems, however small they are

TEAMWORK

Equips himself, his teams, and his communities to collaborate to work on meaningful solutions

NEW LEADERSHIP

Develops resilience and leadership in the pursuit of solving social issues from a young age

CREATIVE PROBLEM SOLVING

Applies critical thinking to come up with innovative solutions to address complex issues

WHAT IS A CHANGEMAKING ECOSYSTEM?

Changemaking sustains an ecosystem, where not only parents and educators, but also the larger community is supporting young people to address complex issues with innovative solutions.

By working with universities and companies to integrate changemaking into their admissions and hiring process and by working with school districts, ED schools and community organizations to integrate changemaking into their systems and curriculum, we are creating the demand and supply for changemakers in society.

STAKEHOLDERS IN THE ECOSYSTEM



HOW DOES THE 10-MONTH PILOT PROCESS WORK?

1. TEAM UP

Identify a “Change Team” of influential teachers & administrators committed to Changemaking Education

3. GATHER

Organize a gathering for all community stakeholders.

5. CO-CREATE

Co-create with teachers to build community and action steps for implementing Changemaking.

7. PROBLEM SOLVE

Problem solve challenges and co-create new strategies to implement for the next 3 months.

9. REFLECT

Reflect on the lessons learned from the pilot and create strategies for year 2.

2. PLAN

With the Change Team, identify indicators for Changemaking in curriculum, culture, and systems

4. SELECT

Invite and select a committed group of pilot teachers for project implementation

6. IMPLEMENT

Educators implement Changemaking with their students for the first 3 months.

8. REVISE

Revise strategies and continue implementing Changemaking

10. CELEBRATE

Bring the community together to celebrate stories of students leading social change.

HOW IT WORKS



Together, we co-create innovative ideas to integrate changemaking into the school district.

For sustainable change, we integrate changemaking into the school district's mindset, system, culture, and curriculum.

We support and enable educators and students to solve problems in the school and community, they are passionate about.

We engage parents, educators, administrators, ED schools, companies, and universities around Changemaking education.

WHAT DOES THE THEORY OF CHANGE LOOK LIKE IN ACTION?

In 2016, Anne Arundel County Public Schools partnered with Ashoka's Youth Venture to integrate Changemaking into STEM & English language education district-wide.

Over a one-year pilot, the school district identified 40 innovative teachers who went through a professional development process that introduced them to the Changemaking Education Framework and invited them to co-create ideas to integrate Changemaking into the K-12 curriculum.

CHANGE IN ACTION



MINDSET

Dr. Kristina Gillmeister, the STEM coordinator for the school district, articulates the necessity of a new paradigm: “All too often in education we are preparing children for “what’s next” instead of “what’s now”. Kids do not have to wait until they are adults to change the world around them, to make a big impact, to accomplish something great. They already have that power, today.” She cited Buckminster Fuller, the 20th century inventor and visionary: “You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete.”

Dr. Maureen McMahon, the Deputy Superintendent of Anne Arundel County Public Schools attested to this notion: Changemaking is when “students realize they do not need to grow up to make a difference”.



CURRICULUM

The challenge was to create opportunities for students to solve problems in their community which were important to them, using the STEM & English language concepts they learned in the classroom.

Starting from project-based learning in STEM middle schools, within a year, the Anne Arundel Public Schools have written a district-wide curriculum for two elective courses in social innovation for grade six and twelve. Changemaking also became a whole unit for Social Studies in second grade.



SYSTEM

Anne Arundel is now approaching a new five-year plan that will come into effect in January 2018. One of the bullet points in the new plan is to revamp the hiring criteria for new teachers to be innovative and resourceful. Furthermore, Changemaking has been written into the district strategic plan. It will empower not a few hundreds, but 81,000 students from various socioeconomic backgrounds across the county to be changemakers. They are now integrating Changemaking into the professional development for teachers.



CULTURE

Nothing speaks more about Changemaking than students’ growth through their projects. Meet team SASP1, who aspired to spark an interest in outer space among younger students by building a portable planetarium and developing a short multimedia show about stars. Their project received the support from the Johns Hopkins University Physics and Astronomy Graduate Student Program (JHUPAGS). The program they developed became a part of the middle school’s STEM program. Now in high school, these students continue to return to Old Mill South to groom the next middle school teams developing new presentations involving future Mars explorations.

Watch their story: Transforming a School District into a Changemaker school district . (<https://www.youtube.com/watch?v=bZ8hOivOyvk>)

WHAT TOOLS DOES ASHOKA PROVIDE EDUCATORS?

PARENTING CHANGEMAKING

A parent-led initiative, aimed at building communities for creating and modeling new parenting practices that are needed to encourage children to master their empathy and Changemaking skills.
(<http://parentingchangemakers.org/resources/>)

STORYTELLING FOR CHANGEMAKING

'Storytelling for Changemakers' is an education and training platform that leverages storytelling, self-awareness, and entrepreneurship to sync wellbeing, passion, and purpose among young people, educators, and advanced social entrepreneurs.

CHANGEMAKER JOURNEY

A map that delineates the journey of a changemaker. The journey includes question prompts for educators, parents, and young people to explore the stage they are on for their Changemaker journey. (Read more in Self-Evaluate under Tools & Resources)

DREAM IT DO IT CHALLENGE

A curriculum that supports young people to develop, plan, and implement a social change project.

HOW DOES CHANGEMAKING WORK FOR DIFFERENT STAKEHOLDERS?

Ashoka works with school districts through the 3 - I approach:

INTERNALIZE

We believe the best people who can support students to be changemakers are changemakers themselves. Through a unique development program, we enable educators, administrators, and parents to discover their "inner-changemaker" mindset and gain ownership of the process and outcomes.

INTEGRATE

We work with school districts to identify innovative ways to integrate Changemaking into curriculum (STEM, History, English, Math, etc), culture, and systems of the district.

IMPLEMENT

Teachers and administrators create a timeline with milestones on how they're going to implement the co-created curriculum into the district systems.

The 3 - I approach, however, unfolds differently for different stakeholders. As such, the following chapters are broken down for each of those stakeholders - teachers, school leaders, Change Team, and superintendents. Each chapter consists of:

- An Overview & Summary of steps
- Ideas for implementation in each step
- Tips from our pilot educators
- Stories for Inspiration
- Space for Reflection
- Resources

Jump to the specific chapter to find out the best ways you can engage your students with Changemaking,



**Educators from the
Changemaker Pilot**

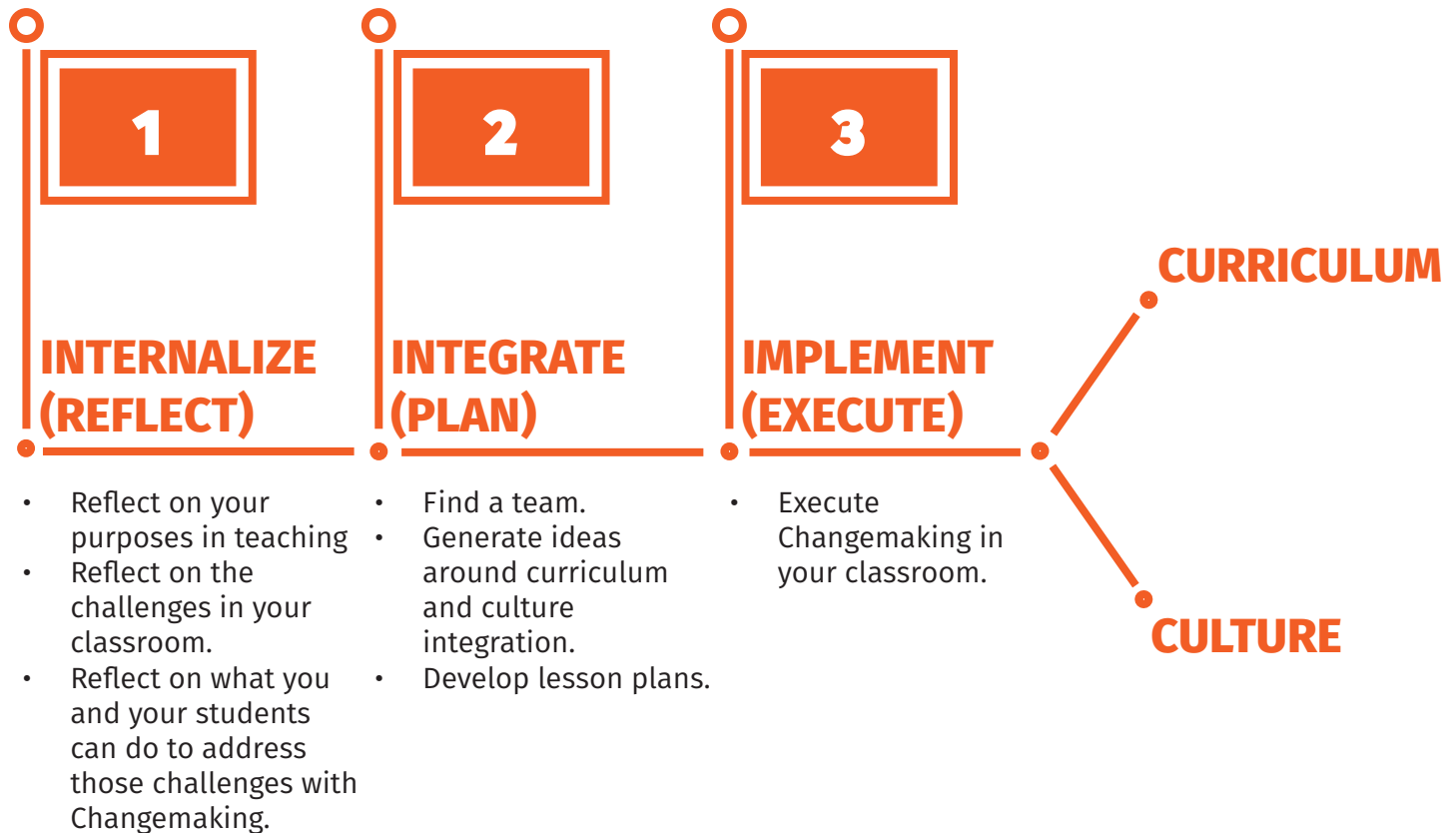
TEACHERS



OVERVIEW

THE 3-I APPROACH

Changemaking Education is the integration of the **four Changemaking skills** - **cognitive empathy, teamwork, new leadership, and creative problem solving**, into your classroom. Below is our 3 - I approach to begin the process of Changemaking with your students.



“The “E” in STEM stands for Empathy. Changemaking was the ideal for that teaching. It gives teachers to mentor, the ability to challenge students and problem-solve by using their own time and ability to do something they are passionate about. It sets them up for success.”

Bradford Sweet

Teacher of Art and Technology Education, Anne Arundel County Public Schools, Maryland

The journey does not stop after implementation. The goal of shifting the mindset, curriculum, system, and culture of a school district is only achieved if you as an educator can self reflect on your work. After reading about the 3-I approach, jump to our Tools & Resources page and refer to Evaluate & Scale to see how you can make your work more impactful and sustainable.

1

INTERNALIZE

Although teaching is a continually reflective process, Changemaker teachers take the time to look back at their experiences as educators and (re)imagine the educational values they embraced. Here are a few questions the Changemaker teachers have pondered over:

REFLECT

- Why did I become an educator?
- What do I want my students to take away from my teaching?
- How does my current curriculum align with my teaching philosophy?
- What issues in my classroom do I want to improve?
- How might I address those issues with Changemaking?

“Changemaking reignited my passion for teaching and reminded me why I got into teaching. It is not always teaching to the test. It is also about the light skill, optimism, passion, and creativity. That’s exactly what I’m looking for.”

Briana O’Leary

3rd grade teacher, Cromwell, Connecticut

STORIES FOR INSPIRATION

“When I walked into the hallway I saw two students talking to each other, and I said, you know, ‘What’s going on? Do you need my help?’ And they said ‘We’re trying to work it out ourselves. We will come find you if we need to.’ And that was huge. That completely spoke to the philosophy I had throughout the process, making the kids more accountable for their own action and making the students more mindful of who they are as little humans. It’s powerful to see them come to their own self.”

Ms. Rafferty, a teacher in CREC school district, Connecticut, identified herself as a millennial open to challenges and new ideas. She adopted Changemaking upon realizing the qualities that were lacking in her teaching and her students. Acknowledging that her fifth graders, who were about to transition to secondary school, were lacking compassion and collaboration, Ms. Rafferty found every way she could to integrate Changemaking into her classroom, from academic to social emotional development activities.

When asked about an “Aha” moment she had around integrating Changemaking towards the end of the school year, Ms. Rafferty’s answer reflected how setting goals at the beginning helped her reflect on classroom strategies and student progress throughout the process.

SPACE FOR REFLECTION



2

INTEGRATE

Although teachers face various curriculum mandates at state, district, and school levels, the skills of **empathy, teamwork, leadership, and problem solving** can be integrated organically into every curriculum, whether it is to innovate teaching approaches, utilize classroom spaces, address a school issue, or strengthen relationships with parents and community members. (Some places to incorporate Changemaking into your classroom (giving children opportunities to practice empathy, leadership, teamwork, and problem-solving) are Community Involvement, Project- based Learning, etc.)

TEAM UP

Team up or Partner up. All our pilot teachers affirmed the need to have partners to plan with and cheer each other on throughout the process. The most natural partners can be those in your grade level or content area. Teacher teams often start small in two or three classrooms before spreading to other grades and across subjects for further collaboration.

PLAN TOGETHER

Find a time to sit down together in a space with lots of room and materials (sticky notes, markers, sketch pads, white boards) for discussion and creativity. A few questions to consider during the initial conversations:

- What are your goals around integrating Changemaking in your classroom given your grade level, content area, and student population? What does it take to achieve those goals?
- What are some of the ideas that already exist to help you as a team achieve those goals? (refer to our Tools & Resources page)
- What are the challenges? Consider time, resources, and other responsibilities in the school.
- How can you create or adapt activities to integrate Changemaking given your constraints and students' developmental needs?
- Who can you involve for support and inspiration?
- How can you assess your students?
- What are some tangible milestones/ checkpoints for the semester and the school year for your students and your team? (For ideas, see Assessment under Implementation and Evaluation & Scale under Tools & Resource)

“Changemaking is not another responsibility on the plate, but a piece teachers can integrate naturally into their teaching design.”

Bradford Sweet

Teacher of Art and Technology Education, Anne Arundel County Public Schools, Maryland

SPACE FOR PLANNING



3

IMPLEMENT

Based on our pilot program across three school districts, teachers integrated Changemaking into their academic curriculum or into their school classroom/school culture (or both!) Below you will find tips and inspiration for you to collaborate and innovate Changemaking into your unique classroom learning environment.

“There is a wonderful buzz in the room when kids are practicing the Changemaking skills. It’s like a busy hive. Teachers just go around to check whether they are on task, but it is student-driven: focused and productive.”

Marie Hartman

STEM coordinator, Old Mill Middle South School, Anne Arundel, Maryland

CURRICULUM

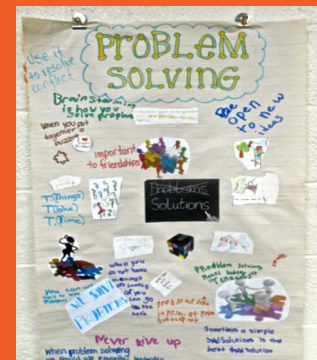
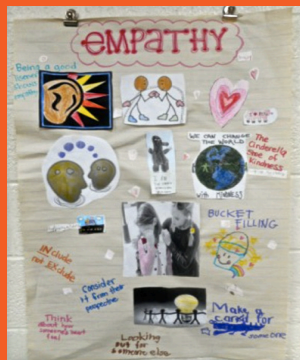
- Identify places in your curriculum and standards to integrate Changemaking skills.
- Engage community members in your classroom activities to enhance students’ social emotional intelligence.
- Elevate students’ voices through assessment and classroom activities.
- Design project-based learning to challenge students to take action on what they are passionate about.

CULTURE

- Introduce your students to Changemaking and the four traits: Empathy, Teamwork, Leadership, and Problem Solving.
- Establish expectations for Changemaking in your classroom and school.
- Celebrate and encourage Changemaking in your classroom.
- Celebrate and encourage Changemaking in your school.

STORIES FOR INSPIRATION

After defining the four traits of Changemaking with anchor chart, students in Mrs. Major’s 2nd grade class, Maryland, then continued to explore and engage with Changemaking throughout the year in English Language Arts (reading and opinion writing) and Science lessons.



To see more ideas of Changemaker classroom activities from our pilot educators in Anne Arundel, go to <http://bit.ly/2uQBw4d>
 To see more activities in Mrs. Major’s 2nd grade classroom, see https://www.changemakers.com/sites/default/files/2nd_grade_changemakers_powerpoint.pdf
 To see examples of a Changemaking lesson plan and a grading rubrics, see Tools & Resources

3

IMPLEMENT

The strategies to incorporate Changemaking into your curriculum that could work for any grade level are Curriculum, Connection, Community Involvement, Assessment, and Project-based Learning.

HOW TO TIE IT WITH YOUR CURRICULUM

- Create opportunities for children to practice the four Changemaking skills as part of existing units and curriculum.
- Create space for students to look at something they are passionate about.

STORIES FOR INSPIRATION

Ms. O’Leary and Ms. Rafferty from Cromwell School District, Connecticut, turned their 3rd and 5th grade biography unit into a Changemaker unit. While still meeting ELA standards for paraphrasing and summarizing, the teachers shifted the read aloud and discussion session for students to research about global changemakers like Malala, Martin Luther King Junior, and Gandhi and discuss about the four Changemaking traits.



During Genius Hour (intervention time) the students in Ms. O’Leary’s and Ms. Rafferty’s classes got to research about issues in their community of their interests (e.g. food desert, water shortage, global warming) and create a solution plan to address the challenges. Ms. Rafferty’s fifth graders actually turned their ideas into action for their Capstone project. A group started a community garden in the school, while another founded a mentoring project to start a conversation with other teachers in the building around Changemaking.

Students in Mrs. Major’s classroom (Anne Arundel, MD) collaborated and applied creative problem solving to build their Empathy bridges during science lessons.

“Changemaker was not another responsibility on the plate, but a piece they can integrate naturally into their teaching design. Don’t try to carve out time of the day. Think about what you are already teaching and tie it in.”

Peter Beebe

5th grade teacher, CREC, Connecticut

SPACE FOR IDEAS:

HOW CAN YOU INTEGRATE CHANGEMAKING INTO YOUR CURRICULUM?



3

IMPLEMENT

“All you have to do is pick up the phone, dial, or send an email out. Then you get responses. Sometimes, you can’t get those responses that quickly. Just teaching them that sometimes you have to reach out. Being twelve years old doesn’t mean you can’t make a phone call. It’s true. They can.”

Marie Hartman

STEM Coordinator, Old Mill Middle South, Anne Arundel, Maryland

HOW TO ENGAGE THE COMMUNITY

- Invite experts from the community (local businesses, nonprofit organizations, research centers, etc.) as guest speakers.
- Engage community members as mentors for student projects.
- Introduce parents to Changemaking through parent nights and newsletter.
- Mobilize the community to participate in and support student projects.

STORIES FOR INSPIRATION

To support their eighth graders in their year-long science projects, the teachers at Old Mill Middle South, Maryland, tried their best to engage community members and professional organizations. Ms. Hartman, the STEM coordinator of the school reflected, “in the first year, we had 23 projects among 80 students, which was hard to manage”. In the second year, the number of projects was reduced, and every project was required to have a mentor who was not teaching. They could be a family member, a community member, or a business leader. During parents night, the teachers talked to parents about Changemaking and how they could get involved. In the third year of Changemaking at Old Mill South, the rising eighth graders will visit University of Maryland’s Innovation Lab, where they learn about college-level young people solving problems in their community and get their first exposure to Changemaking and team building.

SPACE FOR IDEAS:

WHO CAN YOU INVOLVE FROM YOUR COMMUNITY?



3

IMPLEMENT:

HOW TO ASSESS STUDENTS THROUGH CHANGEMAKING

Traditional assessments promote a passive student classroom. Shifting assessments encourages student ownership, connects real-life community issues with objectives taught in the classroom, and allows teachers to challenge students to become changemakers.

ACTION STEPS

- Design project-based assessments to give students ownership while allowing them to synthesize information, demonstrating the highest Depth Of Knowledge (DOK) level
- Create Rubrics to allow for student creativity (see Resources for example of a middle-school rubric)
- Give students creative choices for assignments and projects

STORIES FOR INSPIRATION

Ms. Wright, a middle school writing teacher at Metropolitan Learning Center, CREC, Connecticut, realized that “one size does not actually fit all”. When asked about her favorite Changemaking moment, she recalled:

“I can think of one [student] who came into a conference with his grandmother, and said “I don’t know what I can do. No matter what I tried my score is the same”. But he wrote this wonderful lyric; it was hip hop, but it was so thoughtful. And he knew it; he could explain the rationale behind what he wrote. So for the rest of the year he changed. He found his voice with the assignments. It wasn’t a miracle; he still didn’t do his homework here and there, but I bet three years from now if you asked him what a turning point for his education career is, he would point to that moment.”

SPACE FOR IDEAS:

HOW CAN YOU ASSESS YOUR STUDENTS THROUGH CHANGEMAKING?



3

IMPLEMENT: HOW TO BUILD CHANGEMAKING INTO PROJECT- BASED LEARNING

Another way to integrate Changemaking is through student-centered project-based learning. The inquiry-based, active learning style achieved through project-based learning goes hand-in-hand with establishing a Changemaking culture.

ACTION STEPS

Critical thinking, research, and communication skills can be nourished through curricula that encourage students to be problem-solvers, specifically through:

EVENT PLANNING

- This can be another form of project-based learning, where students lead school-wide meetings or assemblies, educational or community events.

RESEARCH

- Research creates the opportunity for students to work together or individually. It can be a simple Google search, interviews with community members, designing and administering surveys, or conducting literature review. A key piece is to develop a central question to drive the project.

PUBLIC SPEAKING

- Students have a chance to present to an audience - friends, families, school staff, about their projects and to share their ideas and what they are learning in school.

PERSUASIVE WRITING

- Students convey what Changemaking means to them.

MEDIA & TECHNOLOGY MAKING

- To reach a wider audience and to apply skill sets related to technology students can create a webpage, use social media to publicize their events/issues they are addressing, etc.

STORIES FOR INSPIRATION

START FROM THEIR PASSION

Mr. Peebe, a 5th grade teacher at Greater Hartford Connecticut Magnet School, pushed his students to constantly think about how they could help their school and community. His students came up with an idea to make blankets for a local area hospital. Once this part of their project was over the students looked more deeply at the reasons for crowded hospitals. After talking with a representative from the hospital they learned that many people end up in the hospital due to auto accidents. Upon learning this, a group of students designed an app people can use to avoid getting into accidents while driving.

A YEAR-LONG COLLABORATION

Students at Lindale Middle School, Maryland, fundraised over \$1000 to build an outdoor classroom.



IGNITE THEIR CURIOSITY

You will find Mr. Cannada's world history classroom filled with kids sharing with one another. His class came up with the idea to kick off their culture studies lesson by trying foods from other areas of the world and discussing them. They also organized cultural projects that involved members of the community from different areas of the world. Mr. Cannada and his partner say that Changemaking created great opportunities for students to lead lesson planning as well as communicate and develop empathy for one another.

3

IMPLEMENT:

HOW TO ESTABLISH A CULTURE OF CHANGEMAKING

HOW TO INTRODUCE YOUR STUDENTS TO CHANGEMAKING

Introduce High school students to Changemaking

- Introduce Changemaking as a journey we take. How did we get to where we are?
- Show videos on young people leading change
- Have students identify their strengths and passions.

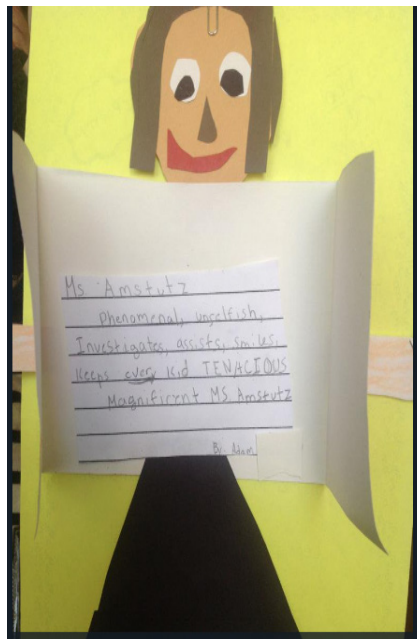
Continue challenging your students to embrace the values of Changemaking

Mrs. Sindland's 6th grade class took the Myers Briggs character quiz to better understand one another and also determine which role they should play on their team project. This allowed students to start their capstone projects with a different mindset about themselves and their teammates.

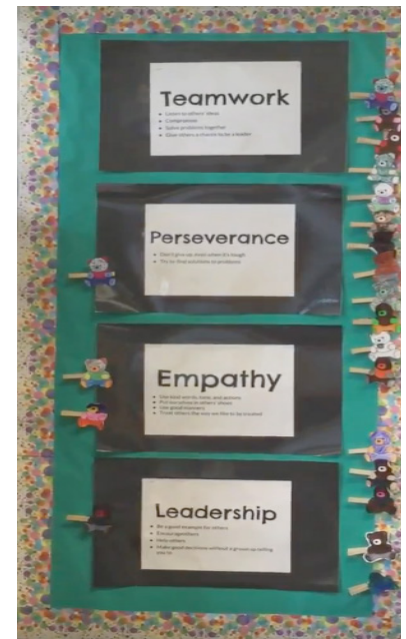
HOW TO CELEBRATE THE FOUR TRAITS OF CHANGEMAKING IN YOUR CLASSROOM

Our K-5 pilot teachers had various ideas around celebrating/practicing the 4 changemaking traits.

1. Make a Changemaking board with each skill listed. Have students put their names next to the trait they most identify with.
2. Each day recognize various children for demonstrating various changemaking traits throughout the day.
3. Reinforce the changemaking traits multiple times throughout the day in real time. For instance say "Oh I love the way you're collaborating as a team." Or "You were so empathetic when you saw that there wasn't room for your friend to sit in the circle and made a spot for her."
4. Have your students write kindness poems to show empathy and appreciate for their teachers and friends.
5. Mindfulness Lesson: students engage in activities to foster empathy and concentration to work better in class.



Students at Brodkins Elementary School, Anne Arundel, Maryland, wrote Kindness poems to show empathy and appreciation for their teachers and friends.



The Changemaking Board in Ms. O'Leary's third-grade class (Cromwell, Connecticut).

3

IMPLEMENT:

HOW TO ESTABLISH A CULTURE OF CHANGEMAKING

HOW TO ESTABLISH AND CELEBRATE THE CHANGEMAKING CULTURE IN YOUR SCHOOL

From our K-12 pilot teachers:

- Work with your planning team and administrators to start school-wide incentives.
- Help students establish clubs based on their interests and Changemaking ideas.
- Work with teachers from other subjects to co-create ideas for children to practice the Changemaking skills between grades, (for example high school students mentoring elementary school kids).

STORIES FOR INSPIRATION

At Bodkin Elementary School, Anne Arundel, MD, every early Monday morning, teachers nominate students who demonstrated a Changemaker character trait the previous week. Students are celebrated during morning announcements and receive a locker pin with the Changemaker character they have been awarded.

At Old Mill Middle South, Anne Arundel, MD, teachers from the STEM and ELA team worked with students during STEM Saturdays and STEM clubs on their science and community service projects.

RESOURCES FOR INSPIRATION

THE CASE FOR CHANGEMAKING

- Humans Need Not Apply (<http://slate.me/1sKRWU3>)
- Smithsonian Rapid Change Video (<http://bit.ly/1j3WXxg>)

INSPIRING CHANGEMAKERS

- The Power of Modeling Video (<http://bit.ly/1gzelsW>)
- Thai Football Video (<http://bit.ly/jdL6C8>)
- Technology Won't Replace Love (<http://bit.ly/2uRa1qs>)

THE STUDENTS' VOICE

- Transforming a School District into a "Changemaker" district - Changemaking in Action (<http://bit.ly/2eIDAo5>)
- A Culture of Meaning: Students at Bodkin Elementary wrote the script and designed this video to talk about what it meant to be Changemakers (<http://bit.ly/2pGeMkK>)
- Changemaker Project at Momentous Institute, an elementary school in Dallas, Texas. (<http://bit.ly/2uQUvuW>)

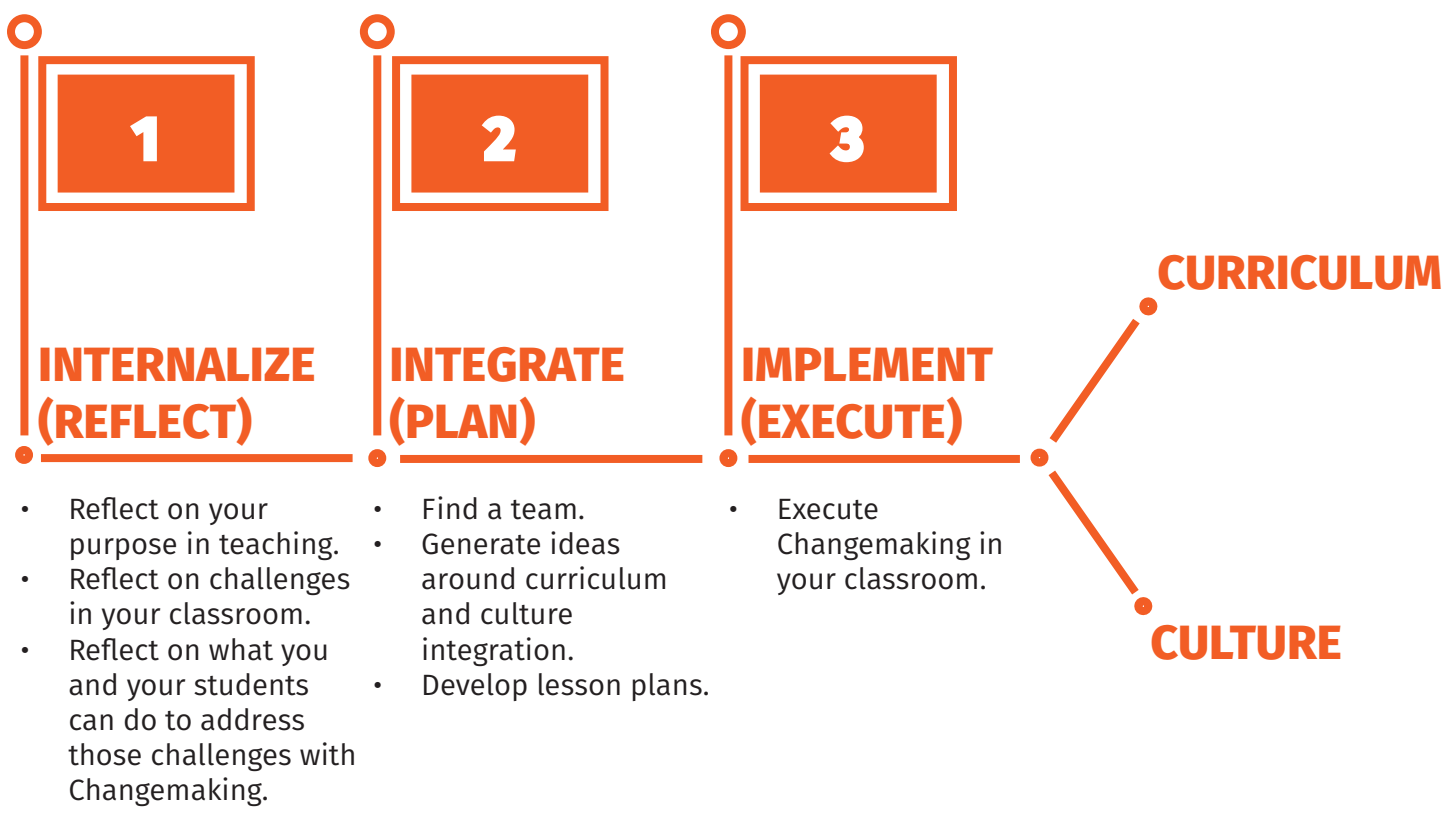
SPACE FOR IDEAS:

HOW CAN YOU INTRODUCE CHANGEMAKING INTO YOUR CLASSROOM/SCHOOL CULTURE?



SUMMARY

REVISIT THE 3-I APPROACH



CURRICULUM

- Look at your existing curriculum standards to identify where you can integrate the Changemaking skills.
- Engage community members through field trips and class projects.
- Encourage project-based learning.

CULTURE

- Shift student assessment to elevate their voices.
- Set out time and space for students to reflect on the Changemaking values.
- Find special way to celebrate Changemaking
- Practice positive reinforcement with students in your class and school.
- Help students establish clubs based on their passions.

SPACE FOR IDEAS



SPACE FOR IDEAS





Eighth graders, their parents, teachers, and the Principal of Lindale Middle School, Anne Arundel School District, Maryland built an outdoor classroom as a part of their year-long Changemaking project.

PRINCIPAL

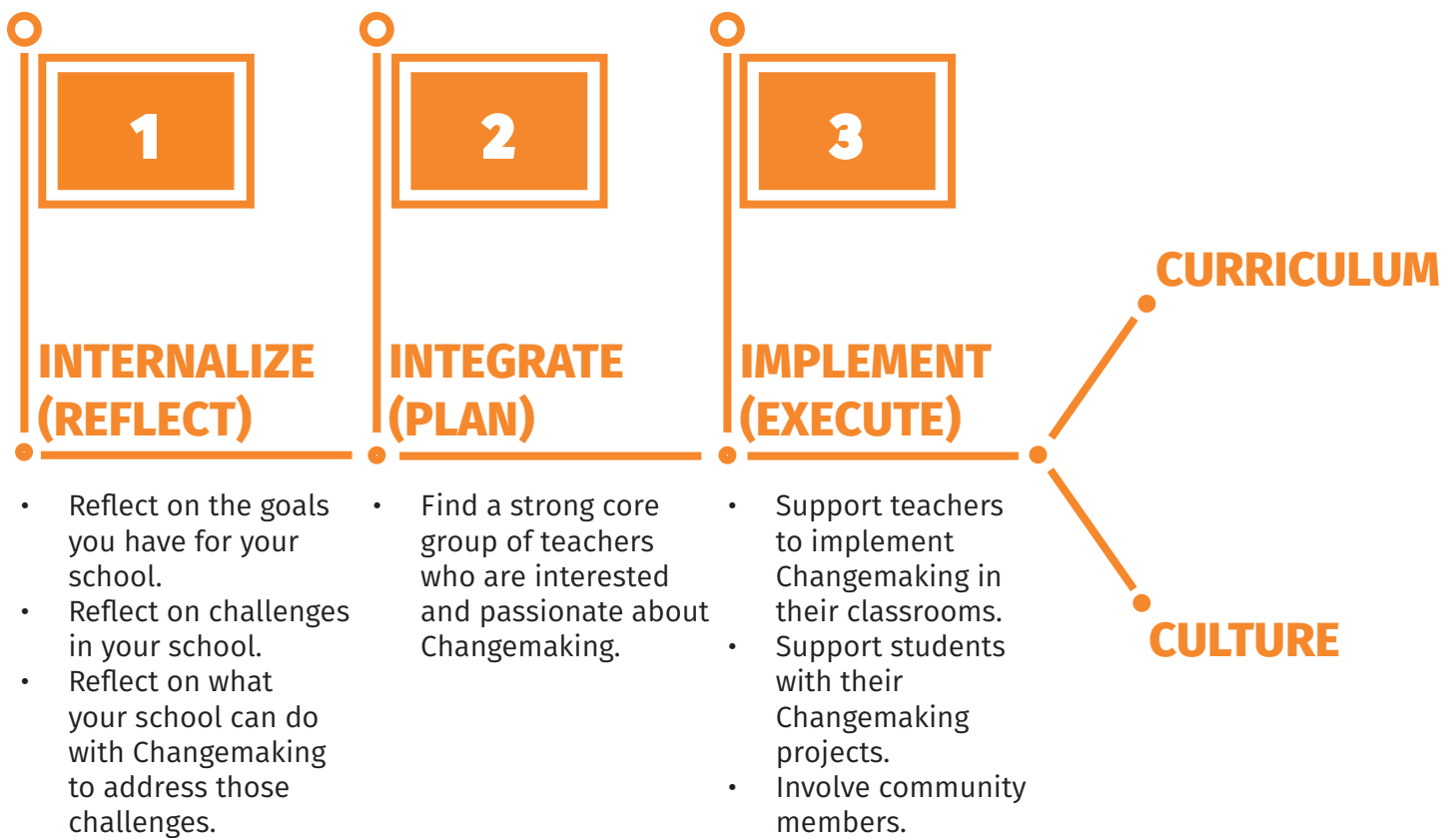


OVERVIEW

THE 3-I APPROACH

Changemaking stands out from the traditional top-down approach that oftentimes bypasses teacher input. Changemaking starts with empowering teachers to co-create ideas to integrate Changemaking skills using their wisdom and experiences. Changemaker principals are innovative school leaders who sustain a collaborative learning community in their school and support the teachers’ agency. This is especially crucial to the delivery of high standards for every student and encouraging innovation from teachers.

The next pages detail the three steps - Internalize, Integrate, and Implement, and stories from principals who have integrated Changemaking into their school.



“In the classroom where Changemaking has taken off, I see the differences. My kids thrive and they know they can take action to change the world, even when the action is small.”

Rachel Amstutz

Principal, Bodkin Elementary, Anne Arundel County Public Schools, Maryland

The journey does not stop after implementation. The goal of shifting the mindset, curriculum, system, and culture of a school district is only achieved if you as an educator can self reflect on your work. After reading about the 3-I approach, jump to our Tools & Resources page and refer to Evaluate & Scale to see how you can make your work more impactful and sustainable.

1

INTERNALIZE

When they decided to support Changemaking in their schools, principals took time to look back at their experiences as educators and (re)imagine the educational values they embraced. Here are a few questions the Changemaker principals have pondered over.

REFLECT

- What do I want my students to take away from the education and environment my school provides?
- How does the current practice at my school align with my educational philosophy?
- What challenges does my school face?
- How can my students and teachers use Changemaking to address those challenges?

“Our Changemaker work has opened the door to other organizations doing similar work. It is exciting. It is a great lens to think about what a great education is for our kids. It has really invigorated me about what I want to do in my building.”

Chris Buttwill

Principal, Woodside Intermediate School, Cromwell School District, Connecticut

STORIES FOR INSPIRATION

“We’re paid to do just that, to make sure they (students) are prepared for their future. But we have to attend to the socioemotional aspect, that they [students] feel accepted at school, they have a community. We just need a frame to hang everything onto. Changemaking becomes our Frame, this is what we do, this is why we do it, and this is why it is important.”

When she first heard about Changemaking from a pilot teacher who came back from a Changemaking training session, Rachel Amstutz, principal of Bodkin elementary school, made the connection between Changemaking and what she aspired education to be: inquiry based and focused on not only the academics but also the social emotional development of students.

RESOURCES FOR INSPIRATION

Teaching Community: A Pedagogy of Hope by bell hooks. 2003. Routledge.

The 15 Commitments of Conscious Leadership: A New Paradigm for Sustainable Success Kindle Edition by Jim Dethmer, Diana Chapman, and Kaley Klemp. 2014.

The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations Hardcover by James M. Kouzes and Barry Z. Posner. 2012. Jossey-Bass.

2

INTEGRATE: HOW TO BUILD A CHANGEMAKING TEAM IN YOUR SCHOOL

“Although Changemaking came to our principals in different ways (and therefore the integration of the framework varies from school to school), all the principals emphasized the need to identify passionate teachers to serve as influencers. These teachers, together with the principals, then had ongoing conversations to integrate Changemaking in the curriculums and the culture of the school.”

PLAN TOGETHER

- Find a strong core group of teachers who are most interested and driven.
- Sit down with your Changemaker teachers to co-create the goals around Changemaking for the school.
- Example of a first meeting agenda:
 - How many students do you want to engage with Changemaking in year one?
 - What are some school-wide initiatives that promote student voices?
 - What are the strategies to introduce Changemaking to parents? Which parent population should the school focus on?

“Make sure that the expectations for students, experts, teachers, are clear and progressively planned so that everyone can follow and have ongoing discussion about the next steps.”

Chris Buttwill

Principal, Woodside Intermediate School, Cromwell School District, Connecticut

2

INTEGRATE:

HOW TO BUILD A CHANGEMAKING TEAM IN YOUR SCHOOL

STORIES FOR INSPIRATION

START SMALL

Principal Chris Butwill's first step was to distribute a general overview of Changemaking to teachers at the school and invite teachers to an optional after-school meeting to further discuss the process. From this meeting, six teachers volunteered to join the Changemaking team. Emphasize the need to start small.

THE SPARK FROM ONE TEACHER

At Bodkin Elementary, Maryland, Changemaking started from one teacher who attended Changemaker training and convinced her principal to implement it. The principal of the school, Rachel Amstutz, gave her whole-hearted support. While Changemaking started with one classroom in year 1, as the Changemaker teacher was elected to become the Global Studies coordinator, she then worked with all teachers in the building to incorporate Changemaking into their curricula and classroom culture in year 2 and 3. The most important first step, according to Amstutz, was to get people to see the why - the reasons teachers should implement Changemaking.

RESOURCES FOR INSPIRATION

Transforming a School District into a "Changemaker" district - Changemaking in Action Video. (<http://bit.ly/2eIDAo5>)

A principal's testimonial video in the power of change (<http://bit.ly/1vZGSVL>)

A Culture of Meaning, where students at Bodkin Elementary wrote the script and designed the video to talk about what it meant to be changemakers. (<http://bit.ly/2tHrn9>)

SPACE FOR IDEAS:

WHAT CAN YOU AND YOUR TEACHERS DO TO INTEGRATE CHANGEMAKING INTO YOUR SCHOOL?



3

IMPLEMENT

“The challenge for me is a lot of things in education come top-down. With this initiative, I had to step back and let the teachers do what they wanted to try out. I really didn’t do much other than come listen to see what they were doing – it’s terrific to see them take seeds and grow them.”

Marie Hartman

STEM Coordinator, Old Mill Middle South, Anne Arundel, Maryland

WHAT ARE THE GENERAL STRATEGIES?

“While each school’s implementation focus differed, patterns emerged.”

SUPPORT TEACHERS

- Allow teachers to implement Changemaking however they see fit based on their classroom’s specific needs.
- Meet every week or every two weeks to stay updated on the progress of the Changemaking team and problem-solve together. Set clear expectations for the students, teachers, and the school around Changemaking.
- Provide coverage for teachers when they are in meetings or attending professional development.

INVOLVE THE COMMUNITY

- Introduce Changemaking to parents through parents night, newsletter, and parentingchangemakers.org
- Invite community members to support Changemaking projects as mentors and resources.

SUPPORT STUDENTS

- Set aside the time to talk to and get involved with students’ projects.

STORIES FOR INSPIRATION

INVOLVE THE COMMUNITY

According to John Nash, principal at Lindale Middle School, Maryland, a team including community experts willing to take a hands-on approach with students and “intrinsically motivated teachers” drives successful implementation of Changemaking. Even Nash himself participated in one project helping students build an outdoor classroom. “We all did the work - students, administrators, parents, staff. We could all take pride in something we worked so hard together on.” Ultimately Changemaking at Lindale Middle School is a team approach that leads to an entire ecosystem taking pride in the student projects.

3

IMPLEMENT: HOW TO INTEGRATE CHANGEMAKING ORGANICALLY INTO YOUR SCHOOL

CURRICULUM

- Create a committee to collect ready-to-go resources across grade levels to infuse Changemaking.
- Build connections between standards and Changemaking skills.
- Develop year-long project based incorporations culminating into student symposium.
- Refer to our Tools & Resources section for ideas and toolkits to work with Changemaking.

STORIES FOR INSPIRATION

FIND THE NATURAL FIT IN THE CURRICULUM

The Changemaking teachers and principal at Woodside Intermediate School, Connecticut, sat together and looked at content literacy where teachers can infuse it into the curricula so the teachers could still satisfy the requirements but from a different lens. For example, in the biography unit, fifth graders read about changemakers and made connections between the changemakers and their own lives.

FIND A MENTOR IN THE COMMUNITY

Lindale Middle school is a partial STEM school. When principal John Nash and teachers heard about Changemaking they felt it fit naturally with their STEM curriculum. The STEM team met and co-created a project with Ashoka that was year-long and was a graded part of the STEM curriculum. Students were placed into teams based on common interests surveys and were responsible for following a rubrics developed by STEM teachers and curriculum specialists modified from Ashoka materials for middle school students. Each team had a mentor, who was a member from the community or a teacher, and was required to complete several check-ins throughout the year with teachers in order to ensure they were on track to present their findings at an end of the year project showcase.

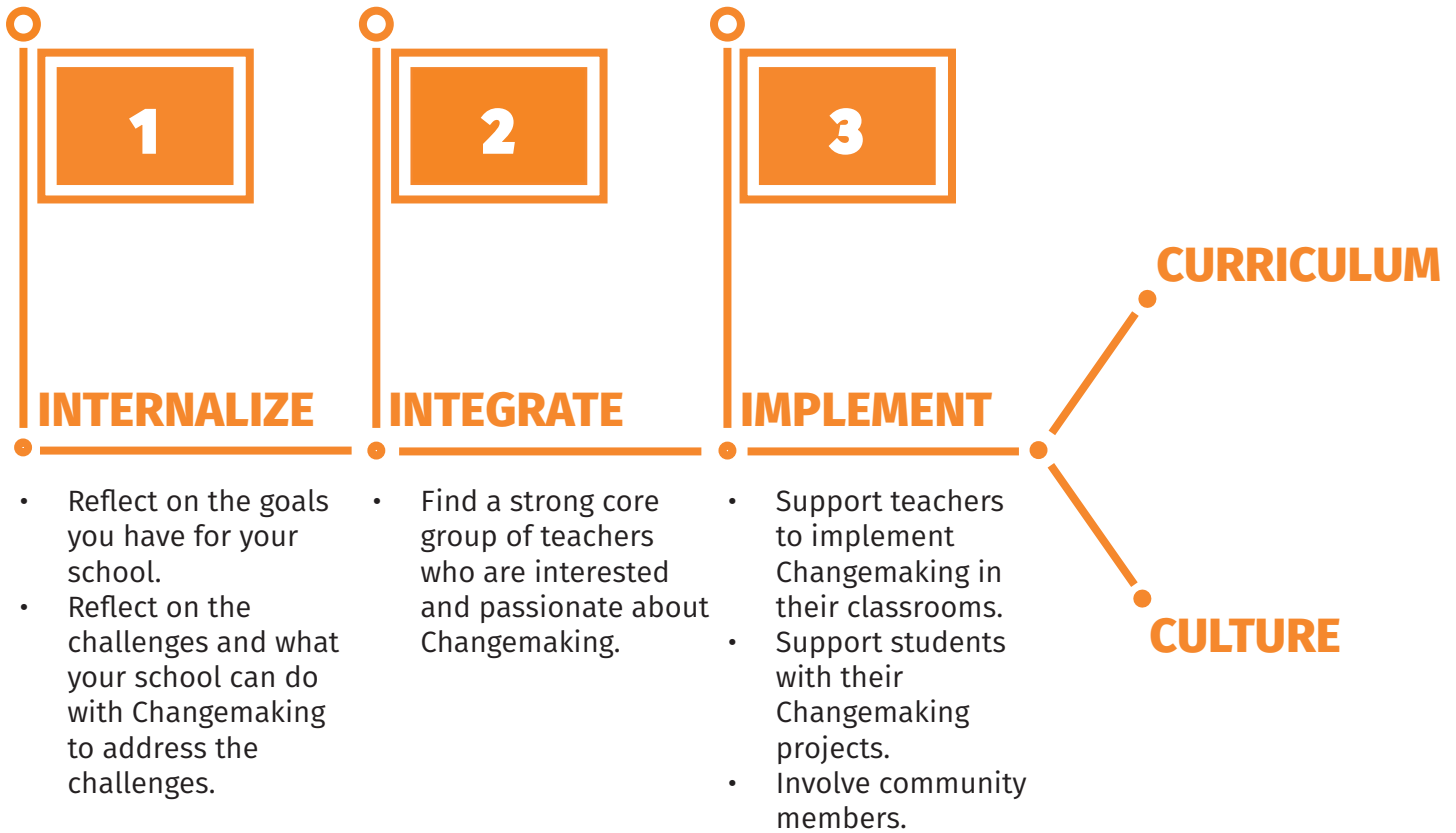
CULTURE

Incorporate Changemaking into school-wide practice (weekly celebration, parents night, school clubs, ...)

Bodkin elementary uses Changemaking to grow empathy in every student. Principal Amstrutz emphasizes that “the work is a lot more than just academic. We’re paid to do just that, to make sure they’re [students] prepared for their future. But we have to attend to the socioemotional aspect, that they [students] feel accepted at school, they have a community.” She has implemented Changemaking on a school-wide level by rewarding students who demonstrate one of the four principles of Changemaking with a shout out, gift, and pin that they display on their locker naming the attribute they demonstrated during the week. “The whole class celebrates the students and they talk about what they have done to be celebrated” Parents are kept updated via handouts in report cards including a Changemaking magnet and a handout that explained Changemaking language of empathy, teamwork, problem-solving, and leadership.

SUMMARY

REVISIT THE 3-I APPROACH



IDEAS FOR IMPLEMENTATION

INVOLVE YOUR COMMUNITY

- Engage community members through field trips and class projects.
- Encourage project-based learning.

BUILD A SCHOOL CULTURE AROUND CHANGEMAKING

- Create school-wide initiatives to celebrate the Changemaking values and projects.

BUILD IT INTO THE CURRICULUM


- Create a committee to collect ready-to-go resources across grade levels to infuse Changemaking into the curricula.
- Build connections between standards and Changemaking skills.
- Develop year-long project based initiatives culminating into student symposium.

SPACE FOR IDEAS



SPACE FOR IDEAS





**A Changemaking
planning session
at Anne Arundel
County Public
Schools.**

**Changemaking only
works if it elevates
the students voices!**

**CHANGE
TEAM**



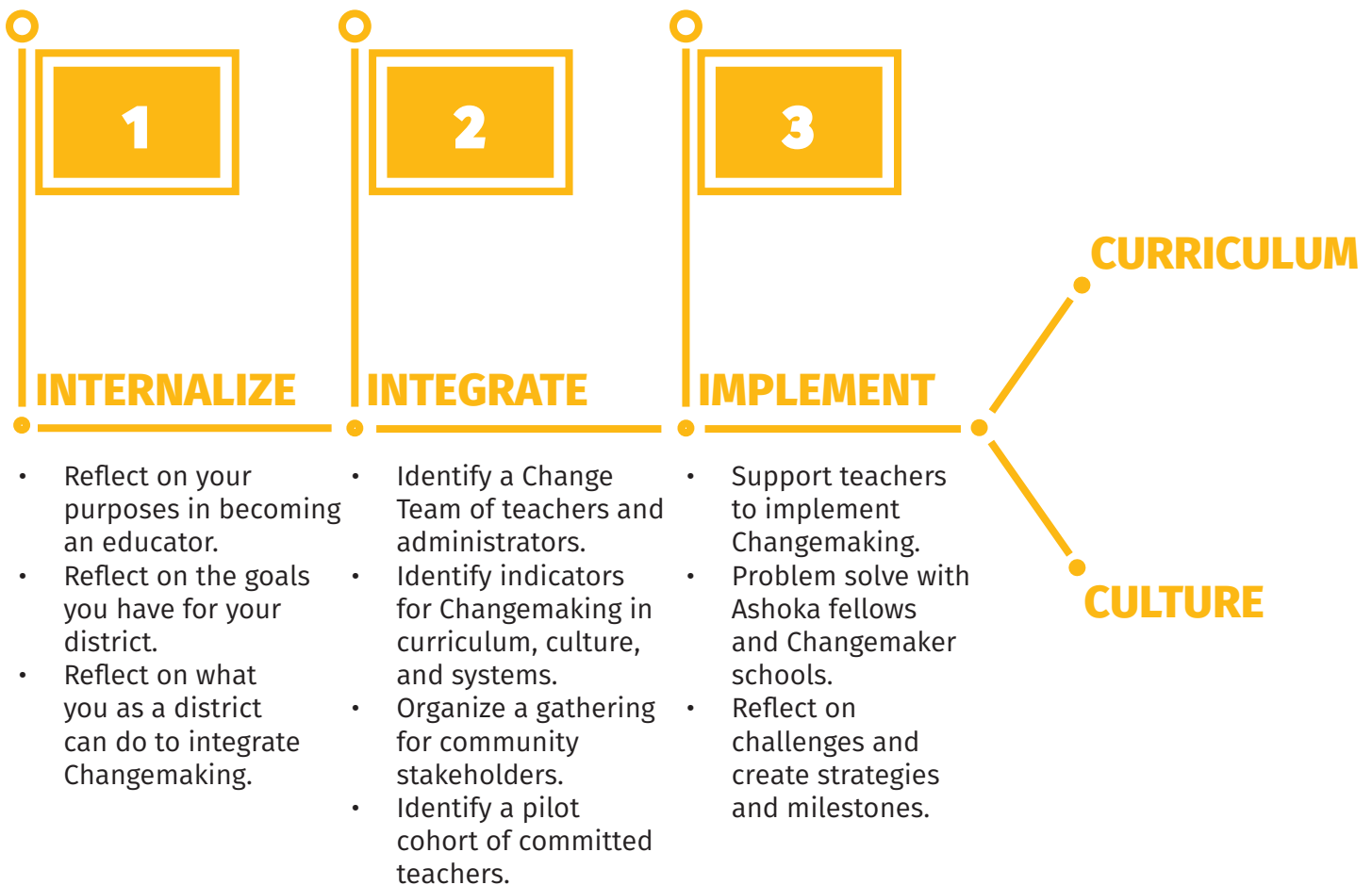
**youth
venture**

OVERVIEW

THE 3-I APPROACH

A change team comprises of leadership members within the school district who has the commitment and influence to implement Changemaker education. This could include STEM coordinators, administrators, assistant superintendents, etc.

The next pages detail the three steps - Internalize, Integrate, and Implement, and stories from our Change Team leaders.



The journey does not stop after implementation. The goal of shifting the mindset, curriculum, system, and culture of a school district is only achieved if you as an educator can self reflect on your work. After reading about the 3-I approach, jump to our Tools & Resources page and refer to Evaluate & Scale to see how you can make your work more impactful and sustainable.

SPACE FOR IDEAS



1

INTERNALIZE

When they decided to support Changemaking in their schools, Change Team - our early adopters - took the time to look back at their experiences as educators and (re)imagine the educational values they embraced. Here are a few questions they pondered.

REFLECT

- What do I want my students to take away from the education and environment my district provides?
- How does the current practice at my district align with my educational philosophy?
- What challenges is my district facing?
- How can my students and teachers use Changemaking to address these challenges?

SET THE GOALS

- Reframe district issues by asking questions that begin with, “How might I/ my teachers and I/ my district and I”. For example, “How might I integrate Changemaking skills into my school/ district? Who should I involve?”
- Set the goals you want to achieve with Changemaking. Example: Which subjects do we want to start integrating the Changemaking skills into? An advice from our Change Team leaders is to set reasonable, bite-size goals for the first year to ensure organic integration.

2

INTEGRATE: HOW TO INTEGRATE CHANGEMAKING

The next step in integrating Changemaking into your district is to identify places in your curriculum, system, and culture where it would naturally fit. From there, utilize your relationships and networks to form a Change Team to spark the initial interests and conversations with community stakeholders.

ACTION PLAN

1. Find the fit for Changemaking in the strategic goals in curriculum and culture of the district. Examples from our pilot districts:
 - Social emotional wellbeing
 - Project-based learning
 - Design & systems thinking
2. Identify the passionate educators who share your vision in Changemaking.
3. Gather and organize a gathering for community stakeholders. The first gathering is to identify interested stakeholders and partners to support the Changemaking journey of the district. One of the goals of Changemaking is to better prepare students for the increasing demand of the universities and the workforce for social emotional intelligence skill sets. Consequently, Changemaking should involve these stakeholders (universities and local businesses), as well as community members (community organizations and parents) to create the opportunity for students to apply what they are learning in school in real life. Ask the Ashoka team for details.
4. Identify a team of committed teachers to form a pilot cohort.

INTEGRATING CHANGEMAKING INTO STEM VALUES



EMPATHY & MINDFULNESS

Enhancing the ability to understand others and respond in a positive way allows children to build truly meaningful relationships with each other and the world.



MAKING & CHANGEMAKING

Capitalizing on their innate power to tinker, invent, & design allows for the child to "develop new solutions, mobilize others, and improve of society."



DESIGN & SYSTEMS THINKING

Through discovery, interpretation, ideation, experimentation and evolution our children can both understand and transform the systems they are a part of.



RADICAL CURIOSITY & REVOLUTIONARY IMAGINATION

Make believe, create your own rules, improvise, and imagine the possibilities.



PASSIONATE ABOUT PLAY

Play allows children to develop executive functioning skills for a lifetime, gives them a chance to move and shake, and underlies the experiences with the power of fun.



ETHICS & INTEGRITY

honesty, honor, respect, authenticity, social responsibility, and the courage to stand up for what you believe is right.

2

INTEGRATE: HOW TO INTEGRATE CHANGEMAKING

STORIES FOR INSPIRATION

The Change Team at CREC School District strategically designed it as a professional development opportunity for teachers who would be passionate and committed to the initiative from all grade levels, elementary, middle, and high school across the county. 80 teachers came to the first meeting. After that, the Change team sent out an application for those who would be interested in using Changemaking as an opportunity to innovate with their classroom. The initial cohort included 40 teachers. The wide array of expertise facilitated a rich discussion during the training on how teachers can develop strategies to integrate Changemaking.

Introducing the Changemaking Pilot Program

Become a Changemaker in Your Classroom

Each school year you are invited to participate in the Changemaking pilot program. This program is a collaborative effort made possible through the efforts of CREC Schools, Johnston-Cornwall Public Schools, and Johnston Youth Ventures. The goal of the program is to engage students as changemakers. This opportunity will allow educators to explore, implement, and reflect on classroom practices that engage teachers and students in powerful learning experiences.

PILOT TIMELINE

- September 29 - 2016**
Changemaking 21st Century Program Information Session at Ashoka Youth Ventures, 6:30 pm to 6:30 pm.
CREC School District, Room 308, 24 Skaneateles Street, Johnston, Connecticut, 06108
- October**
Invited, October, a mini-application process will be held for CREC and Cornwall teachers who wish to be part of the Changemaking pilot program. Up to 40 teachers will be selected to participate representing elementary, middle, and high schools.
- October 2016 - 27**
The 40 Changemaker participants develop their own pilot projects. Ashoka Youth Ventures and the CREC and Cornwall teachers.
- October 2016 - May 2017**
October through March pilot planning, and implementation of Changemaking with students.
- May 2017**
May 2017: Follow-up professional development opportunities will be provided by Ashoka Youth Ventures and CREC.
- May 2017**
A Changemaker education will be held, allowing students to share their program experience.

CREC
Schools of Excellence

RESOURCES FOR INSPIRATION

THE CASE FOR CHANGEMAKING

- Humans Need Not Apply (<http://slate.me/1sKRWU3>)
- Smithsonian Rapid Change Video (<http://bit.ly/1j3WXxg>)

INSPIRING CHANGEMAKERS

- The Power of Modeling Video (<http://bit.ly/1gzelsW>)
- Thai Football Video (<http://bit.ly/1dL6C8>)
- Technology Won't Replace Love (<http://bit.ly/2uRa1qs>)

ABOUT ASHOKA

- Youth Venturer (https://www.youtube.com/watch?v=Eu-mDFo_VRg)
- Youth Venture (green shields) (https://www.youtube.com/watch?v=EewMcuk_5Y)
- Story of Ashoka (https://www.youtube.com/watch?v=R_Y9rRsWqE)
- Ashoka fellows (<https://www.youtube.com/watch?v=WS1gh3QtB44>)

THE STUDENTS' VOICE

- Transforming a School District into a “Changemaker” district - Changemaking in Action (<http://bit.ly/2eIDA05>)
- A Culture of Meaning: Students at Bodkin Elementary wrote the script and designed this video to talk about what it meant to be changemakers (<http://bit.ly/2pGeMkK>)
- Changemaker Project at Momentous Institute, an elementary school in Dallas, Texas. (<http://bit.ly/2uQUvuW>)

3

IMPLEMENT

HOW TO IMPLEMENT CHANGEMAKING IN YOUR DISTRICT?

The unique co-creation experience that we provide invites teachers to connect with their inner changemakers, sparks their creativity, and allows us to develop ways to prioritize empathy and Changemaking experiences for their students.

Throughout the process, the Change team provides continual support for the pilot teachers to trouble-shoot any issues of implementation, reflect on the work, and generate innovative solutions and teaching approaches.

ACTION ITEMS

SPARK CONVERSATIONS

- Spark and continue conversations around Changemaking
 - Example: To start a conversation around Changemaking among teachers, Anne Arundel Change team initiated a Twitter book club during the summer, where teachers would share thoughts about books about Changemaking and relate them to their teaching with the hashtag #sparkaacps (<https://twitter.com/hashtag/sparkaacps?src=hash>). Amazingly, the conversation continued long after the summer ended. During the school year, educators began using the hashtag #sparkaacps to share what they have done with Changemaking in their own classroom and school.

BUILD CHANGEMAKING INTO THE CLASSROOM, CURRICULUM, SYSTEM, AND CULTURE

- The implementation process unfolds differently in different districts based on their strategic goals, size, teacher and student population. The common strategy for Change team, however, is to:
 - Discuss with the Change team and pilot educators to identify places in the district's curriculum and culture for all grade level where Changemaking skills could be integrated.
 - Facilitate cross-collaboration among educators, and between educators and businesses, community organizations, faith based institutions, and political leaders around Changemaking.
 - Offer resources and support (e.g. professional development opportunities) and a platform for ongoing conversations (e.g. Google classroom, World Cafe roundtable discussion, team meetings)

PROBLEM-SOLVE WITH ASHOKA FELLOWS AND STAFF

- Co-create creative solutions to the challenges in the classroom and school in a one-day workshop with Ashoka Fellows and Staff

REFLECT

- Organize monthly check-ins with the pilot educators to reflect on the challenges and create strategies and milestones as a school district.

The two-day co-creation in the fall was really powerful. One of our teachers was crying. She said, 'This is what education should be. This shows me I can teach my students the way I believe education should be.' You're doing Changemaking with, not to. You are doing Changemaking with the students, not to them."

Kristina Gillmesiter

STEM Coordinator, Anne Arundel County Public Schools, Maryland

3

IMPLEMENT

HOW TO IMPLEMENT CHANGEMAKING IN YOUR DISTRICT?

STORIES FOR INSPIRATION

CREC & CROMWELL'S APPROACH TO CHANGEMAKING

In the first year, Ashoka worked simultaneously with CREC & Cromwell to build Changemaking in the two districts. CREC & Cromwell used their pilot year for teachers to experiment with their classroom. Thomas Brodnitzki, the Social Social Studies Curriculum Coordinator says,

"I think teachers are the most valuable resources. And I felt energized by figuring out ways to connect with students. I would be driving home or driving in and thinking about different things to do with them. I want to harness that energy in teachers. I like that co-creation approach because it gave teachers that space to get students start thinking about what they are studying through the Changemaking lens."

From then on, the teachers have really begun to take their own initiatives. While all the 6 teachers from Cromwell came from the same elementary school and worked as a team to integrate Changemaking into their curriculum and culture in a more systematic way, because CREC is a much bigger school district, the pilot teachers from CREC were more scattered, with one or two pilot teachers from the same school. The first year became an experimental year for them to see what worked and did not work for their specific student population.

ANNE ARUNDEL'S APPROACH TO CHANGEMAKING

Anne Arundel, on the other hand, dove right into writing Changemaking into their district-wide curriculum:

1. Redesign Kindergarten and Grade 1 curricula: Embed empathy in early literacy teaching
2. Create a new interdisciplinary social science unit for grade 2, entitled Changemaking, which focuses on developing and recognizing empathy.
3. Create a new elective course, STEM Social Innovations, for grade 6, approved by the Board of Education since the 2015-16 school year.
4. Create a new elective course, Honors Social Innovation & Change (STEM) for grade 11-12

Terry Poisson, the Social Studies Coordinator in Anne Arundel County Public Schools, says: **"Changemaking is not something extra teachers have to do. There is no disconnect between the theory of Changemaking and the actual standards that need to be met in any area of the national standards. For example, every page of the Changemaking unit in Anne Arundel has both the C3 and NGSS standards for Social Sciences. When you look at Engineering practice and Dimension 4, they are also really aligned."**

To bring even more systematic changes to the system, Anne Arundel County has now revised their hiring criteria for new teachers. To be specific, teachers need to be innovative and committed to Changemaking and the social emotional development of their students. This demand has started the conversation between the Change team and local universities around expectations for teachers in training and possible collaboration opportunities between the public schools and the universities' social innovation hub.

SPACE FOR IDEAS:

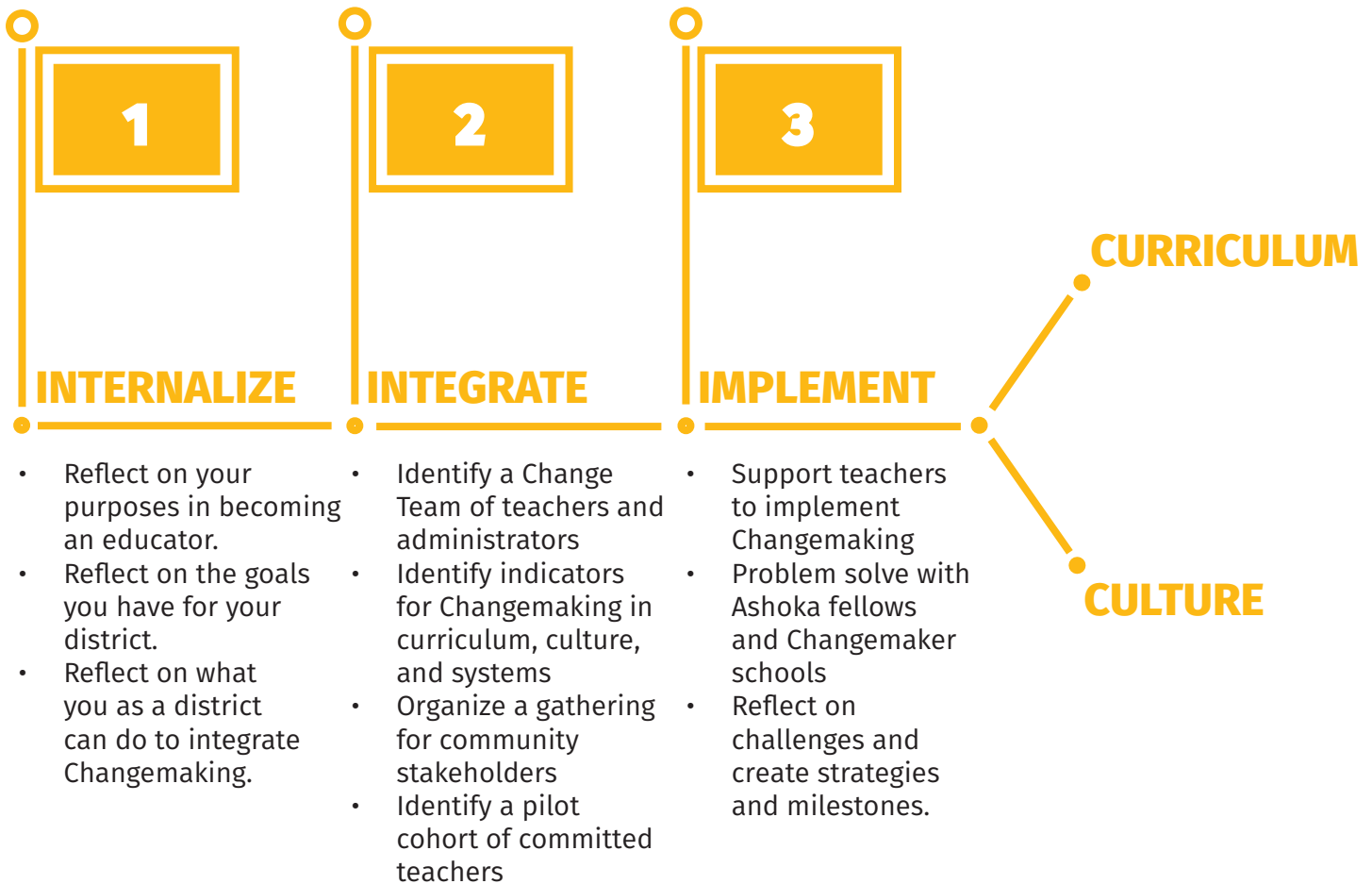
WHAT CAN YOU, YOUR TEACHERS, AND OTHER DISTRICT LEADERS DO TO IMPLEMENT CHANGEMAKING IN YOUR DISTRICT?



A large writing area consisting of multiple horizontal dashed lines, providing space for handwritten responses to the question above.

SUMMARY

REVISIT THE 3-I APPROACH



IDEAS FOR IMPLEMENTATION

- Find the fit for Changemaking skills in the strategic goals in curriculum and culture of the district. Examples from our pilot districts:
 - Social emotional wellbeing
 - Project-based learning
 - Design & systems thinking
- Revise District curricula to incorporate Changemaking skills.
- Revise teacher evaluation strategies and hiring criteria for new teachers.
- Establish connections with community organizations to expand opportunities for students to practice the four Changemaking skills.

SPACE FOR IDEAS



SPACE FOR IDEAS





**Dr. Maureen
McMahon, Assistant
Superintendent of Anne
Arundel County Public
Schools**

SUPERINTENDENTS



OVERVIEW

WHAT SUPERINTENDENTS ARE SAYING

In some pilot districts, superintendents are a member of the Change Team, directly involved in building Changemaking into the district's curriculum and culture. In some others, superintendents oversee the process. **This chapter narrates the stories of two superintendents instead of breaking the journey down into steps.** Upon finishing the chapter, if you want to be more involved with Changemaking, find out the action you can take as a Change Team member in the previous chapter!

Here is a four-minute video where two school district superintendents are sharing the impact of Changemaking in the last 6 months: https://youtu.be/lPw3zvEn_FU

It's new. It's outside of the box. But for 80,000 students, we have thousands now of who have been touched with a notion of 'I am a changemaker"! And I think it's very powerful, no matter if you are in a very small district or if you're in a very large school district. You can do it. Your children can do it. We can change the world, one teacher and one child at a time."

Maureen McMahon

Deputy Superintendent for Academic & Strategic Initiatives, Anne Arundel County Public Schools, Maryland

THE POWER OF CHANGEMAKING:

INTERVIEWS WITH CROMWELL PUBLIC SCHOOL'S SUPERINTENDENT

Interviews with Paula Taulty, Ed.D, Superintendent, Cromwell Public Schools in June 2017 and Dr. Maureen McMahon, Deputy Superintendent for Academic & Strategic Initiatives, Anne Arundel County Public Schools, Maryland in July 2017.



A REDISCOVERED SENSE OF PURPOSE IN EDUCATION

When asked about why Changemaking appealed to her, Dr. Taulty answered: “When I first came into education, I worked with migrant worker students, the poorest of the poor. I came in to help people improve their life. That’s why people come into education. We want kids to have skills to navigate work and schools and curricula and life. But if you don’t give them a reason, a passion, a purpose—what’s the point?”

Through Changemaking, Dr. Taulty rediscovered her educational purposes, as it has empowered both students and teachers in her the Cromwell school district. Dr. Taulty believes Changemaking is not an additional thing for teachers to do; rather, Changemaking empowers teachers to shift their mindset from one focused on content driven by high-stakes testing to one where teachers create communities with students teaching them to build connections with other communities. Dr. Taulty views education “not only a career, but a life choice, because I think that [it] is the path to transform life.” Changemaking allowed her to re-align district values with her personal beliefs about what education should be.

Once superintendents believed that Changemaking was a vehicle that changes student and teacher’s educational experiences, they worked with Ashoka to identify areas where Changemaking naturally into district initiatives. Both superintendents agreed that social emotional learning has gained an increasingly important place in the school curriculum. Changemaking becomes the natural bridge to introduce empathy and experiential learning to the classroom, where students from a young age can use their voice to address real-world challenges.

Dr. McMahon reflected, “ We often believe that these kids can do it in high school, but we rarely believe they can do it that young. They can. They surprised me at how fast they brought into Changemaking, no matter how young they are.”

THE IMPLEMENTATION OF CHANGEMAKING

Because it has the ability to impact even the youngest students, Changemaking can be implemented district-wide to affect school culture and curriculum for every grade level. For example, teachers in elementary level in Cromwell schools have applied the Peace First curriculum to enhance the social emotional curriculum for students from grade three to five. Meanwhile, the Anne Arundel Public Schools have approved two elective courses in social innovation for grade six and twelve. Dr. McMahon noted that Changemaking skills were foundational to all curriculum. “People often think of Changemaking skills as the icing on the cake. They are actually the whole cake. They are integral for students to succeed in academics.”

The implementation of Changemaking is both “top down” and “bottom up”. All superintendents agreed that integrating Changemaking is a hands-on approach that required them to trust teachers and principals in their districts, as it is a process that occurs naturally. One of the early challenges is teachers’ resistance to trying a new teaching approach that places students at the center of instruction. Consequently, Dr. McMahon asserted the need to create space and time for teachers to understand where they are in their Changemaking journey. Additionally, both districts created Changemaking teams to support teachers and principals, as well as professional development opportunities to reflect and problem solve around Changemaking. The whole-hearted support from the district has really empowered their teachers to take ownership, and rediscover their joy in teaching in the process.

More than academics, the superintendents both believe in letting Changemaking take root in the district culture. Changemaking values are now integrated into student action team for Cromwell teachers. Teachers who can innovate and reach out to the community, who possess a strong commitment to the development of the whole child, have now become the hiring criteria for new teachers at Anne Arundel.

THE POWER OF CHANGEMAKING

The superintendents have seen the effects of Changemaking on their students, educators, and the whole community. “When you do this, students are more engaged in schooling, and they’re more engaged in learning. Once they do that they learn more.” (Dr. McMahon). Discussing the impacts on social emotional intelligence, Dr. McMahon said, “Empathy comes out at a young age. Students are able to have courageous and honest conversations about things they worry about, and things they need.”

Changemaking exhibits its power in small moments. When asked about her favorite Changemaking story, Dr. Taulty recounted an event between 3rd graders and 4th graders that blew her away at one of the elementary schools. During the school year, when 3rd grade students were having lunch at recess, 4th graders often banged on the windows when they were bored. Instead of arguing back, the 3rd graders talked to their teachers about how disrupted they felt. They decided to put arts on the window so that 4th graders can come look at the arts when they were bored, and they came to every 4th grade classroom to talk about how they felt. They have done it successfully - advocate for themselves, talk about how they feel, and solve it.

Seeing the changes in her teachers due to Changemaking also took Dr. Taulty aback. “Through the process I watched my teachers transform into changemakers themselves. I have to step back and say “Wow, my teachers are true learners in this program, more so than they have been involved in any other professional development programs. They themselves are empowered. To me this is a really “Aha” moment seeing the true excitement going to work working with kids. It isn’t just about the kids; it’s about the teachers and the teacher relationship with the kids that are powerful. It isn’t about the projects; it’s about the journey.”

THE NEXT STEPS

Dr. Taulty aspires to turn Cromwell into a complete Changemaker school district in three years. From the pilot third to fifth grades, Dr. Taulty and the pilot teachers have already got the “Yes” from the building principal to expand Changemaking to second grade, middle school, and high school principals to connect their curricula with Changemaking.

Meanwhile, Anne Arundel is now approaching a new 5-year plan that will come into effect in January 2018, when everyone will feel welcome and celebrate Changemaking in Anne Arundel County Public Schools. As Changemaking is written into the district strategic plan, it will empower not a few hundreds, but 81,000 students from various socioeconomic backgrounds across the county.

RESOURCES FOR INSPIRATION

- How to turn your district into a Changemaker school district, talk by Dr. Maureen McMahon at the National School Boards Association, Denver, Colorado. <http://bit.ly/2tUx9QA>
- The 15 Commitments of Conscious Leadership: A New Paradigm for Sustainable Success Kindle Edition by Jim Dethmer, Diana Chapman, and Kaley Klemp. 2014.
- The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations Hardcover by James M. Kouzes and Barry Z. Posner. 2012. Jossey-Bass.

Q&A WITH A SUPERINTENDENT

INTERVIEWS WITH CROMWELL PUBLIC SCHOOL'S SUPERINTENDENT

Still unsure what Changemaking would look like in your district? Watch an exclusive interview with Dr. McMahon, Deputy Superintendent for Academic & Strategies Initiatives, Anne Arundel County Public Schools (<http://bit.ly/2vTWThC>)

We have broken down the timestamp of each question:

1:16 — Was introducing Changemaking as a part of the curriculum mandatory or volunteer based?

2:26 — Do you plan to make this a mandatory course?

3:43 — How can Changemaking transform STEM education?

5:52 — What feedback are you getting from students and parents?

6:58 — What is the purpose of education for you?

7:41 — What are some of the changes you are seeing in the classroom and in the mindset of teachers? What are you hearing from universities and companies?

10:11 — What was it like before Changemaking was implemented?

10:32 — How did you address the concerns of teachers and parents?

13:46 — What have you learned on this journey?

15:49 — When did you start incorporating Changemaking into the classroom?

16:36 — How did you expand Changemaking in the classroom?

18:43 — Did you have your own “secret sauce” for teaching Changemaking?

20:23 — Does integrating Changemaking into the class distract you from finishing the course and following the curriculum?

21:23 — Is the Changemaking class mandatory or voluntary?

22:24 — What difference has Changemaking made in your classroom?

25:46 — Implementing these changes can be difficult. How do you keep going?

SPACE FOR IDEAS:

WHAT CAN YOU, YOUR TEACHERS, AND OTHER DISTRICT LEADERS DO TO IMPLEMENT CHANGEMAKING IN YOUR DISTRICT?



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WHAT CAN YOU, YOUR TEACHERS, AND OTHER DISTRICT LEADERS DO TO IMPLEMENT CHANGEMAKING IN YOUR DISTRICT?





YOUNG CHANGEMAKERS



youth
venture

STORIES OF YOUNG CHANGEMAKERS FROM OUR SCHOOL DISTRICTS

A CULTURE OF MEANING



Visible changes in school culture and student mindset are manifest in students' work. Students as young as seven wrote the script and film this video to tell us what it means to be a changemaker - watch "A Culture of Meaning", 2017 (<http://bit.ly/2pGeMkK>).

When elementary school students start to harness their passions and emotions towards tackling a problem in their world, the journeys begin. Take Adam, a 3rd grader at Bodkin Elementary School, who worked with a FEMA engineer to design hurricane resistant homes for those in Haiti. Or Sumiya, a fellow classmate, that plans to handcraft blankets to welcome refugees into the United States.

Adam and Sumiya's passions focus on injustices far from their immediate lives, but it is their grasp and nurture of empathy that ignites them to pursue these journeys. Their deep care for others is changing the culture of their school, and empathetic students are becoming a norm at Changemaker schools. Adam and Sumiya's sparks of passion are just a couple examples of glimmering reactions in the education system.

SPARK EMPATHY

When asked to come up with an idea for his year-long STEM project, a student at Lindale Middle School thought about a teacher who has dementia. The project team researched and found out that music helps dementia patients recall memories and emotions. They then created a playlist to specifically work with the dementia patients and visited local support groups.

Recalling his most memorable moments in the project, a student said: "When the music was playing, she (the teacher) covered her head with her hands. I was scared that it (the music) might have triggered a bad

memory. But then she looked up and she broke into this awesome smile.”

Music is healing not only to the patients but also to the students. Now in high school, the students still make trips to the support group to share the music with the patients. It is evident that the relationship and emotion the project has sparked last longer than the course of a semester or a year in school. **More importantly, the initiative has proved so successful that the County continues to partner with future student teams. Students are now viewed as thought partners to solve urgent challenges.**

PROBLEM SOLVE, PROBLEM SOLVE, PROBLEM SOLVE

The problem troubling students Ryan Johnson, Ethan Haas, Elija Thompson and Drew Rulo was water pollution in the Chesapeake Bay—an issue very close to home as their school is near Marley Creek and the Severn River on the Chesapeake Bay. Through the Changemaking Education Framework, the team designed a solution called “RO-BOATS.” They fastened a net to the back of a model boat that, in theory, would collect trash from the water’s surface.

Initially, the net was sinking and closing up, making it unable to pick up any flotsam. To solve this problem, they added weight to the bottom of the net that forced it to expand, as well as flotation devices to the top that kept it from sinking. The team enjoyed the opportunity to investigate and modify pre-existing technology to benefit their community.

REFLECT ON PAST EXPERIENCES

“I didn’t really have that many friends”.

One of the three boys who founded Buddy Benches reflected on his experience prior to creating this project. Buddy Benches is a Changemaking Project created by three eighth graders that helps ensure no kid plays alone during recess. They provided benches for kids to sit when they’re alone, so other kids can would invite them to play together. Before creating this project together, the boys did not know each other very well, but they were brought together by sitting on benches.

When they reflected on their experience, they decided to give back to their elementary school—they created Buddy Benches and raised \$2,500 to build three benches as gifts to their elementary school. Their teacher, Mrs. Hartman, was surprised by the power of thoughtfulness and empathy in her students. She said, “When you are eleven, you might not have figured out all the problems in the world, but you can look back and think about what you could do to make your own life experience better and to help others”.

CONTINUE THE MOMENTUM

It was a love for honey bees and the threat of pesticides against them that caused the Lindale Middle School eighth graders to create the BEE a Hero project. The project won a grant of \$25,000 in the state-level Samsung Solve for Tomorrow Challenge. As part of the project, students researched the issue and presented the negative effects that using certain pesticides has on the bees to Congressman John Sarbanes.

The students also created a website and a video to convince the public to use pesticides that contain neonicotinoids wisely. Inspired by their presentation, Congressman Sarbanes committed to looking at co-sponsoring legislation to protect the bee population nationwide. Their presentation before State Congress contributed to the Maryland State Assembly passing Save the Pollinators Act to keep pollinator habitat free of toxic pesticides in April 2017.

Even upon graduating, the students continue to build their website and fundraise to inspire the public. **Want to read more about their work? Find them at <http://www.beeahero.net>**

STORIES OF YOUNG CHANGEMAKERS FROM AROUND THE WORLD

NATASHA FROM INDIA



Natasha's Venture, Aena, helps young people find their civic voice. Much of the Mumbai youth population is disillusioned by politics – they feel that corruption reigns and that youth interests are unrepresented. This has created a high number of young people – particularly students – that have removed themselves from political dialogue. However, Natasha believes that political awareness drives social progress, and her hopes have been bolstered by a recent influx of young Indian politicians. She launched Aena to turn political apathy into activism. Her Venture strives to increase voter registration among students by performing outreach at local campuses. Aena hosts a range of activities including film screenings and discussions, all of which are aimed at engaging young people in political dialogue of India.

JESÚS & JUAN FROM MEXICO

RAPEM, launched by Jesús (México) and Juan Carlos (Smiley) with partner organization Cauce Ciudadano, is just one example of how young people in Mexico are using the support of Avancemos to create positive change. After years of making a name for themselves as rap artists, México and Smiley decided it was time to teach others, with a positive message and impact. Together, they started RAPEM (Rap Pandillero Estilo Mexicano). Disguised as a school for rap, RAPEM is dedicated to giving urban youths a non-violent form of expression, with the hope of bringing together gangs across territories and addressing stigmas that urban young people face. Since its launch in June, RAPEM has developed and run educational workshops and even opened a studio to provide low-cost production services to aspiring rappers in Mexico City and the State of Mexico.



ZAKS FROM SOUTH AFRICA



Zaks, the leader of Township Glory, uses the arts to inspire, encourage and empower the youth of Orange Park, a Johannesburg fellowship. From slam poetry to dance and theater, every young person in attendance at Township Glory workshops has a role to play. Zaks begins every leadership training session he runs by discussing the global Youth Venture movement. "We're in this room because we're starting a movement," Zaks will say, addressing attendees. "We're tired of the way things are. We want drugs and poverty and unemployment out of Orange Farm, and we're going to do it. This is a leadership movement and you're all at the front of it." Zaks is creating a structure that will enable Township Glory to expand beyond Orange Park. "I don't want to be the only role model. I want everyone to be role models for each other, so I started a facilitator training program, to get teenagers trained to help the younger kids."

MONIQUE, TAMIRES, & ANA FROM BRAZIL



Monique, Tamires, and Ana launched Malabares Arte Circense (Juggling Circus Art) to engage the low-income youth population (ages 11 to 14) of São Paulo. Circus is a fun, positive medium that promotes cooperation, relaxation, and intense physical training - all of which are critical in adolescent development. The students of the Malabares juggling and circus workshops not only develop physical skills and coordination, they also gain self-confidence and an outlet for creativity and concentration. In its first three months of operation, Malabares offered over 40 workshops. The response has been overwhelmingly successful. Monique, Tamires, and Ana hope that soon they will be able to reach out to youth from all across Brazil.

SUMIT FROM INDIA

Sumit launched Pragati to transform hospitals into warm, caring environments so that young patients can have fun during the healing process. Pragati engages young children who have been admitted to hospitals with games, songs, and puppet shows. These activities are more than simply distractions, they help to build fun rituals out of hospital routines such as taking medicine and getting blood drawn. This not only benefits the children being treated; Sumit also believes that doctors are able to achieve more when dealing with happy patients. Pragati's approach provides the children the emotional support they need in order to fully heal.



KYLE & BRADY FROM THE UNITED STATES



Kyle and Brady have been working together to give children brand new books since 2006. After these brothers learned most low-income children didn't own a single new book they knew they had to change that. With the launch of My Own Book Kyle and Brady began fascinating young minds with fun stories they read followed by the gift of a brand new book. "Seeing the expression on their faces, their eyes light up and their smiles, nothing can imitate the feel of a brand new book. It's a great feeling giving them one!" Kyle said. Kyle and Brady have given more than 19,000 children books already with the hopes of reaching every U.S. child 8 years and younger.

ANAHI FROM ARGENTINA



Anahí was concerned by, among other things, the high dropout rate among underserved youth of Berazategui, Argentina. Convinced that youth engagement could end the trend of marginalization and discrimination, Anahí and her friends launched Culturalmente Hablando (Culturally Speaking). They transformed an empty cafeteria into a community center to provide at-risk youth academic support and a space for open communication. Culturalmente Hablando steers kids away from negative influences by involving them in activity planning. Young people are engaged in creating educational workshops and recreational events, which instills in them a sense of dedication to their communities. The team's vision extends past the borders of Berazategui. Team leader Joaquin explains: "If today's adults believe in the integrity of young people...tomorrow we'll be able to carry our project nationwide."

ZANDER FROM THE UNITED STATES

Sumit launched Pragati to transform hospitals into warm, caring environments so that young patients can have fun during the healing process. Pragati engages young children who have been admitted to hospitals with games, songs, and puppet shows. These activities are more than simply distractions, they help to build fun rituals out of hospital routines such as taking medicine and getting blood drawn. This not only benefits the children being treated; Sumit also believes that doctors are able to achieve more when dealing with happy patients. Pragati's approach provides the children the emotional support they need in order to fully heal.



Lead Young

A NEW FRAMEWORK FOR NAVIGATING A WORLD OF CHANGE

by Claire Fallender, Ashoka Senior Team Leader

EXECUTIVE SUMMARY

In today's world, change is the new norm. But young people are not being equipped with the tools to thrive in a society of disruption and innovation. Our education system and much of our incentive structures for raising children are built around the world of the past: hierarchy, rules, and repetition. This issue of Social Innovations Journal provides a different lens for growing up today. Drawn from Ashoka's network of leading social entrepreneurs, business entrepreneurs, and youth changemakers, the stories featured in this edition highlight what it looks like when young people know they are powerful by creating and leading something for the good of all, and why we should make leading young the new norm for growing up.

If your teenager doesn't know how to add two numbers together, you would know there is a problem. Math, like reading, is generally understood to be an essential skill for functioning in the world. But what if your teenager doesn't know how to read others' emotions and act on that interpretation? What if your teenager couldn't collaborate with others? What if your teenager doesn't know how to handle uncertainty and problem solve in changing situations?

In the past, learning a set of skills like a vocation or profession, repeating them and following a set of rules was enough to be "successful" but today's world demands something different. Change at a rapid pace is now the norm which can be either empowering and invigorating or disruptive and threatening depending on how prepared one is to deal with it. As Sir Ken Robinson and others have said, most of the jobs our young people will take don't even exist today. Yet, our education system and incentives for growing up are outdated and becoming increasingly obsolete because they focus on acquiring an expertise and repeating it.

WHAT YOUNG PEOPLE NEED TO THRIVE IN A WORLD OF DISRUPTIVE CHANGE

The new **core competencies** of the Everyone a Changemaker framework are:

Empathy - Ability to recognize accurately and understand another's emotional state and use that understanding to influence your actions;

Co-creative teamwork - Ability to work in and develop teams where everyone on the team sees themselves as an initiator and no one is passive;

New leadership in which everyone must see the big picture and advance solutions for the good of all; and

Changemaking for good by applying the above skills for positive contribution

So, what is the new framework to navigate and thrive in this new reality? While math and reading are still core skills, there are four competencies that become critical. First, there is a premium on those who have mastered cognitive empathy and are in tune with the people around them and can adjust their own behavior and actions to respond accordingly. Second, with this empathy comes the ability to work in teams where everyone contributes meaningfully and productively. In this kind of teamwork, a new kind of leadership -- the third competency -- is valued, one where strong leaders empower all to lead rather than command others to follow. These three skills of empathy, teamwork, and multidimensional leadership lead to the fourth critical skill of Changemaking which is creating one's own solution to a problem for the good of all.



Sarah Toumi, here at 14 with her grandfather and siblings picking almonds, experiences first-hand the challenges facing farming families in Tunisia. Photo Credit: Sarah Toumi

Ashoka sees these skills in action across its global network of 3,500 leading social entrepreneurs, Ashoka Fellows, most whom started their own Changemaking journey by leading something at a young age. Twenty-nine-year-old Ashoka Fellow Sarah Toumi started her first organization to help girls stay in school out of her family's home in Tunisia at the age of 11. Sarah grew up in Paris, the daughter of Tunisian immigrants who involved her in their social change work at an early age and cultivated her passion for learning, particularly around the environment. During a trip to visit extended family in Tunisia when she was 11 years old, she was shocked to hear her cousins, also girls, say they were dropping out of school because the middle school was too far for them to travel to safely. She enlisted her father's support to set-up an organization that would help them continue to learn outside of school while raising funds for a bus to take them to the middle school. Within four years, Sarah had established the bus route and three years following girls had their own high school in the town.

Sarah found her power to change a problem that affected her deeply and from that movement, she never stopped affecting change. Her understanding of the challenges facing rural communities in Tunisia continued to grow during her teenage years and today she leads an initiative called Acacias for All to curb desertification through planting acacia trees and other alternative crops that require less water and increase income for farmers across Tunisia. Through her work, Sarah is also actively engaging young people, including her own young cousins, to take leadership roles in positive change in their communities.

Sarah's story of leading young is just one of many featured in this issue of the Social Innovations Journal that shows what it means to know you are a changemaker at a young age and how that translates into confidently navigating change in the world. Ashoka has seen this pattern of leading young across its network of Ashoka Fellows as well as leading business entrepreneurs and change leaders across sectors. The recurring story is that first, these innovators cared about something. Second, someone -- a parent, a teacher, a peer -- encouraged them to follow their passion and believed in their ability, often giving them an opportunity to try and fail and to still try once again. With this, they started something that changed their lives and the lives of those around them for the better.

HOW CAN YOU SUPPORT LEAD YOUNG?

Foster passions and curiosity - Young people have inherent curiosities and interests that when encouraged can lead them to confront and embrace problems they care deeply about.

Create exposure - Help young people understand problems they care about by helping them immerse even further in the issue(s) they have identified. Exposure to related culture, environments, and others who are experiencing the problem first-hand provides an opportunity to ask questions and empathize.

Be a mentor - Whether you are a parent, family member, teacher, or community member, you can support a young person in their journey as a changemaker. A good mentor will ask questions and provide learning opportunities for young people yet they will not step in and do things for them.

Connect young people to peer allies - Young people need support from adults but also from peers. Help young people find and connect with other young people with passion and drive whether their interests are similar or complementary.

Give space and permission - One of the most valuable types of support an adult can provide to young people is space: space to lead, space to fail, and space to learn. Young people often hear “no” when it comes to launching an idea of their own. Instead, stepping back and providing a supported space for young people to try and fail and try again will promote resilience.

For Richard Branson, it was starting a provocative magazine called Student at 16 years old that tackled issues from pop culture to youth perceptions on war. For Robin Chase, co-founder of ZipCar, it was launching a campus movement for intellectual women at 19. For a 17-year-old, Tahua Tura, in Bangladesh, it was integrating “untouchable” Dalit children into her street theater program at 13 despite much pressure against it. Across diverse contexts and cultures, the early Changemaking experience gave each of these successful visionaries the confidence to pursue their passions repeatedly while learning at each attempt.

The cost of not helping our young people develop their abilities as collaborative leaders is high. In a world of disruptive change, technology gives people new pathways to connect, participate, and ultimately be powerful. But large portions of our population feel threatened, sidelined, and fearful of a future that is uncertain and complex. This fear can be manipulated and lead to destruction. Instead, what would it look like if every single young person felt this kind of power to change his or her world for the better, engage peers as co-leaders, and navigate change? They would grow into adults who embrace change. Solutions would outrun problems. There would be more equity in the world, along with more love and respect in action. This is what Ashoka refers to as “Everyone a Changemaker World,” a world where everyone feels powerful and is a contributor. This new paradigm requires us all to feel confident as changemakers and the younger the initial experience, the better.

Ensuring that all young people find their Changemaking power at an early age requires us to rethink growing up. Ultimately, what should keep parents up at night and get teachers promoted are not test scores but if their teenagers have lived the experience of coming up with their own idea to solve something that is meaningful to them and helpful to others. And when young people feel empowered as changemakers they support their peers to be powerful as well. This is what growing up in a world of change demands and increasingly colleges and companies are seeking this kind of experience in the young people they recruit.

INCENTIVES FOR SHIFTING THE FRAMEWORK FOR GROWING UP

We all have a role to play in the new norm of young people feeling like they are powerful contributors. Here are just a few tips for shifting incentives in the policy and investment space:

For investors in education and youth serving organizations, prioritize investments for partners who embrace outcomes along the competencies of empathy, teamwork, new leadership, and Changemaking.

For policy leaders, verify that young people (under 20 years of age) are engaged in guiding programs and policies that affect them.

For investors and policy makers, ask grantees and partners to investigate what percentage of their young people are aware that they are changemakers.

So, what can each of us do? Help the young person in your life (your child, your niece, your student, or your friend), follow his/her passion and find his/her power. If you are a teacher, bring in stories and experiences like those in the pages that follow to help inspire young people to lead young and start their journeys early. If you are an admissions officer for a university or hiring manager for a company, recruit those who have led young and experienced Changemaking. If you are a funder, drive resources to schools, teacher training programs, and teachers' organizations that value Changemaking. In this context, the new metric for success in a school, a company, or society is what proportion of young people know they are changemakers. For more information on Ashoka and its programs visit Ashoka.org.



**TOOLS &
RESOURCES**



HOW TO SELF-EVALUATE

To sustain the impacts of Changemaking, our educators look back at their experiences to see how their work has influenced themselves, their students, their school atmosphere, and their district strategic goals. Refer to the 6-stage journey of a changemaker below. Reflect on yourself as a changemaker and how you have assisted your students to become changemakers. Ask an Ashoka staff member for the Changemaker journey for young people.

SPARK

- Did you create a space that enabled you to identify and empathize with a social problem?
- Did you guide youth through the process as an ally, not as a teacher or an adult?

PROTOTYPE

- Did you create a supportive space that encouraged youth to take action to address an issue?
- Did your students take charge in the Changemaking activities?
- Did your students take the initiative to involve their friends, parents, and other community members in their projects?

VALIDATE

- How did you validate your students' ideas?

VENTURE

- Did you create a supportive space that encouraged youth to take action to address an issue?
- Did your students take charge in the Changemaking activities?
- Did your students take the initiative to involve their friends, parents, and other community members in their projects?

ACCELERATE

- Did you encourage your students to research about existing social organizations and their roles in addressing social problems?
- Did you connect students with local businesses, social organizations, and other role models?

GROW

- Did you support your students to advance their models to trigger systematic changes?

HOW TO EVALUATE YOUR STUDENTS: FOR TEACHERS

IMPACT ON STUDENT ACADEMIC PERFORMANCE

In addition to test scores administered by the state, teachers can use classroom assessment and quarterly checkpoints to evaluate students' growth in subjects that align with the four Changemaking skills, empathy, teamwork, leadership, and problem solving.

GROWTH IN STUDENT ACADEMIC PERFORMANCE

Can also be captured by an increase in their participation level in class and school activities. Many of our pilot educators have attested to the impacts of Changemaking on students' participation.



This is how Ms. Rafferty her 21 students' problem solving scores in Math from November (when she first implemented Changemaking in her classroom) to April. We were pleasantly surprised at the large positive changes in all her student scores.

“With the Changemaking project, we became more of a community. Everyone worked together and made the school what it should be: a place where we plan and work together, whereas a lot of time you just come from one class to another. We had a student who was not doing the best she could in the beginning of the year. When she started the Changemaking project and I found her a mentor, the disciplinary issues stopped. She wanted to engage in the classroom. Her mind was busy. She was thinking of creative ideas. She wasn't bored. Giving the students the opportunity to ignite their passion makes them think of ideas to engage instead of being distracted in the classroom.”

Marie Hartman

STEM Coordinator, Old Mill Middle South, Anne Arundel, Maryland

“When we read about the books that emphasize the Changemaking qualities, especially social awareness and global understanding, they (ESL learners) feel more accepted by their peers. Children literature normally feature white females, so the other students cannot identify. When we were reading a book recently, there was a little boy from Egypt who said I know where that library is, and the whole class turned to him and I said “show us your homeland.” Normally the minority kids kind of shy away; here they are given the spotlight and an opportunity shine.”

Ann Gargula

Librarian Media Specialist, CREC Schools, Connecticut

IMPACT ON STUDENT SOCIAL EMOTIONAL LEARNING

- Empathy Quiz, developed by the Greater Good Science Center at University of California, Berkeley
- https://greatergood.berkeley.edu/quizzes/take_quiz/14
- Teamwork Evaluation: rubric developed by the Schreyer Institute
- https://www.schreyerinstitute.psu.edu/pdf/Team_Peer_Evaluation_Examples.pdf
- Leadership Surveys, developed by Student Leadership Competencies
- <http://studentleadershipcompetencies.com/evaluations/inventory/>
- Problem Solving: challenge your students through problem solving scenarios

HOW TO EVALUATE YOUR STUDENTS: FOR TEACHERS

Creating rubrics for student-led projects is a great way to evaluate your students' progress in both academics and social - emotional learning. Below is an example of a mid-point rubric to evaluate student year-long Changemaking project at Old Mill Middle South and Lindale Middle School, Anne Arundel,

Group Name: _____

Group Members: _____

Mid-Point Check Power Point Presentation Rubric

Slide	Points Earned	Comments
Title Slide- topic, group name, group members	/2 pts	
Scope- Short/long term goals, beginning/ end points, how it will be accomplished	/4 pts	
Community Organizations- currently existing organizations and what they do	/2 pts	
Schedule- what has been accomplished, calendar	/4 v	
Budget/Resources- describe the budget and what resources you need	/2 pts	
Performance and Quality Control- how you will measure success, changes made	/2 pts	
Risk- risk factors, how you will manage risk	/2 pts	
Other- final slide for pictures, graphs, any other important information	/2 pts	

Total: _____ /20 pts

HOW TO EVALUATE YOUR SCHOOL CLIMATE: FOR PRINCIPALS

IMPACT ON SCHOOL CLIMATE

- Decrease in student referral
- Increase in teacher motivation
- Increase in collaboration among teachers and between teachers and school leaders.

COMMUNITY INVOLVEMENT

- Decrease in student referral
- Increase in teacher motivation
- Increase in collaboration among teachers and between teachers and school leaders.

“Participating in a changemaking process allowed me to step out from being a principal to talk about our interest and work and get to know the parents. I took some of my time out for the student projects. And they [parents] appreciated that. And the relationship continued to build up. Now parents seize the opportunity to pull me aside and ask me how I am doing, whereas in the past they may not have had that opportunity.”

John Nash

Principal, Lindale Middle School, Anne Arundel County Public Schools, Maryland

“Our school was said to be a challenge school in terms of joblessness and absence rate. Parents in the area have difficulties supporting what kids are doing—they are working so many jobs, they were people who might not have enjoyed schools and didn’t find that support. They now direct their frustration at education and what it’s trying to do. Here you open up people’s minds and see that it can actually help the community. The kids were doing something that is impactful. The parents who would not come to school function suddenly wanted to get involved.”

William Forrester

STEM Coordinator, North County High School, Maryland



Student presented their Changemaking project, STEM bus, at end-of-year showcase in Anne Arundel STEM Magnet Middle School, Maryland

DID YOU KNOW?

Out of 38 pilot educators from CREC & Cromwell:

- 100% found that Changemaking increased their joy in teaching.
- 100% wanted to participate in year 2 of Changemaking in some capacities, as mentors, facilitators, parents change leaders, or Changemaker ambassadors.

HOW TO SCALE THE IMPACT OF YOUR WORK?

FOR PRINCIPALS & CHANGE TEAM

TEACHER EVALUATION

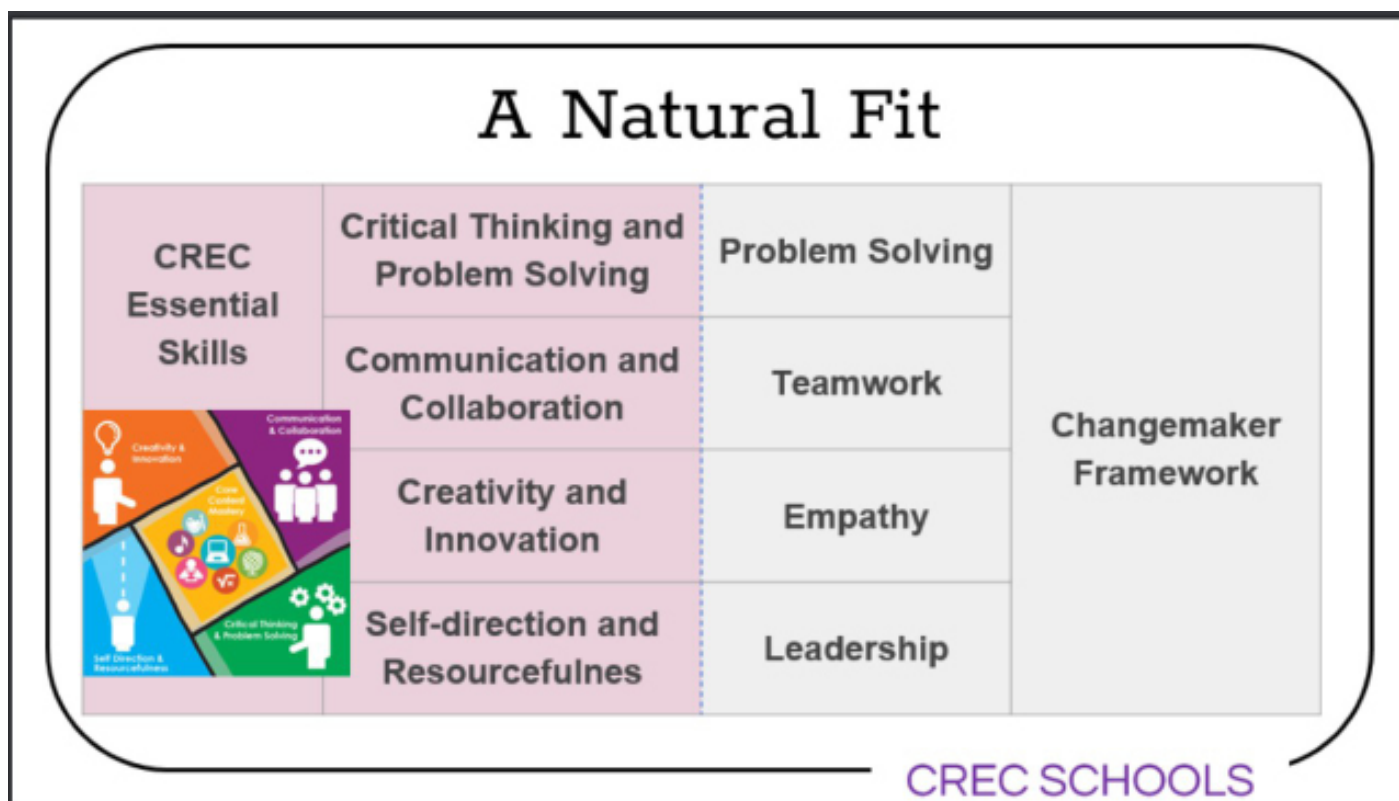
Consider Changemaking a professional development opportunity and see how it matches with existing teacher evaluation standards.

EVALUATION

Evaluation of students and teachers can also be captured by an increase in their participation level in class and school activities. Many of our pilot educators have attested to the impacts of Changemaking based on students' participation.

The CREC school district has linked Changemaking practices and mindset with the Danielson Framework for Teacher Evaluation. They have also included it in teacher professional responsibilities and district's strategic goals:

- The teacher seeks regular opportunities for continued professional development, including initiating action research.
- The teacher initiates leadership activities to contribute to the profession.



The fit between Changemaking and district goals at CREC, Connecticut

HOW TO SCALE THE IMPACT OF YOUR WORK?

Inspired from reading about Changemaking, implementing it, and seeing its impacts in your classroom, school, and community? Take action, no matter how big or small, to spread the changes even further in the system and culture of your district. Here is what our educators have already been doing to scale the work.

FOR TEACHERS

- Organize professional development session in your building to share with other teachers about Changemaking and the impacts of your work on your students.
- Collaborate with other Changemaker teachers in your grade level, your school, and in other schools, so that your students have the opportunity to experience Changemaking not once, but multiple time throughout their education career.
- Scale community involvement by introducing Changemaking to parents and community experts.
- Continue supporting the Changemaker School District work as Mentor, Facilitator, Changemaker Ambassador, and Parent Leader.

FOR PRINCIPALS

- Embed Changemaking into school curricula through facilitating professional development and conversations between Changemaking teachers and other teachers.
- Embed Changemaking into school culture by facilitating school-wide initiatives (project-based learning, weekly meeting, community events) to celebrate the Changemaking skills.
- Scale community involvement, by introducing Changemaking to parents through parents night and newsletter, and inviting community experts to expand the Changemaking network to support students.

FOR CHANGE TEAM & SUPERINTENDENT

- Embed Changemaking into district-wide curricula for all grade levels.
- Initiate conversations with local businesses and community organizations for potential partnership and Changemaking projects.
- Revamp professional responsibilities for current teachers and hiring criteria for new teachers to integrate Changemaking deeply into the school system.
- Design and implement measurement on the impacts of Changemaking on student academic performance, student social emotional learning, and school climate.

TOOLKITS

	ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
<p>EMPATHY TOOLKIT https://startempathy.org/resources/ Ashoka compiled this toolkit with detailed activity cards to help your students prepare, engage, reflect and act on Empathy.</p>	✓	✓	✓
<p>PEACE FIRST CURRICULUM http://www2.peacefirst.org/digitalactivitycenter/node/3 Lesson plans to teach the core social emotional skills of communication, conflict resolution, cooperation, empathy, and civic engagement.</p>	✓	✓	
<p>DESIGN THINKING https://designthinkingforeducators.com Toolkit for educators to design solutions to adapt to specific challenges in their classroom.</p>	✓	✓	✓
<p>PEACEBUILDING TOOLKIT https://designthinkingforeducators.com Toolkit for educators to design solutions to adapt to specific challenges in their classroom.</p>	✓	✓	✓
<p>ROLE-PLAYING FOR SOCIAL RESPONSIBILITY http://www.tolerance.org/toolkit/toolkit-restoring-justice Framework for handling behavioral issues, with a three-tiered approach: preventative measures, active student input, and open dialogue.</p>	✓	✓	✓
<p>DREAM IT DO IT CHALLENGE (https://www.ashoka.org/en/atom/240) A hands-on, experiential process developed by Ashoka Youth Venture to guide youth as they launch their socially-minded ventures.</p>	✓	✓	✓
<p>CHANGEMAKING THROUGH STORYTELLING http://www.changemakers.com/sites/default/les/a_changemakers_guide_to_storytelling_12_10_13.pdf Story-telling is a powerful tool for educators and young people to start and reflect on Changemaker journey.</p>	✓	✓	✓
<p>SPORTS FOR SHARING https://startempathy.org/resources/s4s-activity/ Started by Ashoka Fellow Dina Buchbinder to form better citizens from childhood through sports and games.</p>	✓	✓	

LESSON PLAN EXAMPLE

Example: Standard alignment for Community Challenge, a semester-long, project-based learning lesson plan, written for 10th graders in Anne Arundel County Public Schools. The lesson incorporates the four skills of Changemaking into the academic and community engagement activities.

<p>Community Challenge Unit 1: The STEM/BMAH Professional</p>	
<p>Common Core Writing Standards Gr. 9-10 CCSS Standards of Mathematical Practices CCSS Reading for Science & Technical Subjects CCSS Writing for Science & Technical Subjects STEM Standards of Practice Next Gen Science Standards UDL Processes</p>	
<p><i>Community Challenge</i> <i>Unit 1: The STEM/BMAH Professional</i></p>	
<p>Unit Overview: The “STEM/BMAH Professional” unit of Community Challenge offers students the opportunity to work collaboratively in teams, enhance research skills, improve oral and written communication, and learn how to think critically and analytically while preparing to solve real-world local problems. Through various learning experiences, simulations and exercises students will: (1) investigate the value of positive growth and change within their community, (2) rehearse conventions of professional etiquette, (3) hone effective written and oral communication, and (4) synthesize the results as they relate to the STEM/BMAH program. The three summative assessments of unit one –the “Be the Change” presentation, the initial mentor meeting, and the Challenge project design – prepare students for continued growth and success as they research their Challenge in teams, present their findings in a formal presentation, and communicate their research in a White Paper.</p> <p>Abbreviated Summary: The “STEM/BMAH Professional” unit empowers students to generate positive change in their community through their Community Challenge. Students learn the principles of effective communication and professional etiquette, the necessity of leadership and followship, and practical project management techniques that they will employ in the units to come.</p>	<p>Suggested Number of Days: Approximately 10 class periods</p>
<p>Standards:</p> <ul style="list-style-type: none"> • CCSS ELA: <ul style="list-style-type: none"> ○ SL11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. ○ WHST 11-12.7 Conduct short as well as sustained research projects to answer a question or solve a problem • CCSS Math Practices: <ul style="list-style-type: none"> ○ MP3 Construct viable arguments and critique the reasoning of others • Next Generation Science: <ul style="list-style-type: none"> ○ HS-PS-4-3 Engaging In Arguments From Evidence ○ HS-PS-1-4/1-8 Develop And Use Models • STEM Standards of Practice <ul style="list-style-type: none"> ○ 3E. Develop an evidence-based opinion or argument ○ 4A. Ask questions to identify and define global issues, challenges and real world problems • MD VSC: Are these the MD standards referenced in the initial email? <ul style="list-style-type: none"> ○ Standard 4.0 Use technology to communicate information and express ideas using various media formats 	
<ol style="list-style-type: none"> 1. The student professional will determine the relevance of affecting growth and positive change within local, state, national, and international communities 2. The student professional will become familiar with the principles of effective communication and professional etiquette in theory and application within professional environments. 3. The student professional will use interpersonal and problem-solving skills to influence and guide others toward a goal and act responsibly with the interests of the larger community in mind. 4. The student professional will discover the significance of well-calculated decision making within professional environments and the process of project management. 	

Vertical Alignment:

- PBL I: STEM/BMAH students learn the appropriate hard and soft skills and knowledge required to complete three, six, or nine week problem-based modules, as well as how to use the “tools of the trade.” Teamwork, collaboration, and ethics are foundational elements woven into the tapestry of this course. Problem/Project based learning, Socratic Dialogue; and team-work are the main philosophical pillars of the class.
- PBL II: STEM/BMAH students continue to develop the appropriate hard and soft skills and knowledge required to complete three, six, or nine week problem-based modules, as well as how to use the “tools of the trade.” Teamwork, collaboration, and ethics are foundational elements woven into the tapestry of this course. Problem/Project based learning, Socratic Dialogue; and team-work are the main philosophical pillars of the class.
- Pathway courses: Pathway courses challenge students in the magnet to delve deeper in to the controversial and complex socio-environmental scientific issues. Persevering through the complexity of content is prerequisite to developing 21st century skills used concurrently in Community Challenge.
- STEM/BMAH Policy: Concurrently taken with Community Challenge, this course engages students in (1) STEM/BMAH-related public issues, government reports and white papers that are used to brief legislators and provide information to the public, (2) critiquing policy issues, (3) studying roles professional STEM/BMAHists can/may have in the policy, (4) viewing and discussing national and international perspectives on public issues, and (5) studying policy development process at the local, state, and federal levels, and possible roles for individual citizens to play in the initiation, review, and evaluation of STEM/BMAH policy issues at all levels.

Future Curriculum Connections:

- Science College Board Standards for College Success: SP4.1. Constructing explanations, STS1.3. Evaluating online information

Essential Questions:
 What is the relevance of affecting growth and positive change? How can Community Challenge empower and enable me to impact the world?

<p>The Big Idea –</p> <ul style="list-style-type: none"> • Community Challenge is not just a course, it’s an opportunity to 	<p>CONNECTIONS TO: Globalization / Relevance ELA/Literacy</p>
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<ul style="list-style-type: none"> positively impact our local community • Projecting social, conversational, and communication etiquette requires awareness and rehearsal of professional conventions. • Successful long-term projects rely on daily goal-setting, succinct project planning, decisive leadership, productive followship and collegial communication. 	<p>Science Mathematics STEM Innovation Arts Integration Technology Social Studies Engineering</p>
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<p>Plan for 21st Century Skills Addressed: 21st Century Skills</p> <ul style="list-style-type: none"> • Core Subjects and 21st Century Themes <ul style="list-style-type: none"> ○ Civic Literacy- understanding the local implications of civic decisions • Learning and Innovation Skills <ul style="list-style-type: none"> ○ Creativity and Innovation- work creatively with others ○ Critical Thinking and Problem Solving- reason effectively ○ Communication and Collaboration- communicate clearly and with others • Information, Media, and Technology Skills <ul style="list-style-type: none"> ○ Information literacy- access and evaluate information ○ Media literacy- analyze media and create media projects • Life and Career Skills <ul style="list-style-type: none"> ○ Initiative and Self-Direction- manage goals and time ○ Social and Cross Cultural Skills- work effectively in diverse teams ○ Productivity and Accountability- manage projects and produce results ○ Leadership and Responsibility – guide and lead others, be responsible to others 	<p>RESOURCES NEEDED On-site people, facilities: Community resources: varies by project</p> <p>Equipment:</p> <ul style="list-style-type: none"> • Laptops/ Internet • OPAC Databases • Consumables and MOI may vary based on student projects <p>Materials:</p> <ul style="list-style-type: none"> • Edmodo Community Challenge Folder • Be The Change Rubric • Challenge Assignments • Daily Goals Forms • Team Leadership Evaluation <p>Suggested Books:</p> <ul style="list-style-type: none"> • “7 Habits of Highly Effective Teens”- Sean Covey • “Setting the stage for creative writing: Plot scaffolds for beginning and intermediate writers”- O’Day • The Ig Nobel Prizes- Abrahams <p>Suggested Journals:</p> <ul style="list-style-type: none"> • The Lancet Medical Journal • Yale Medical Library • National Library of Medicine • Highwire Press: Stanford • EBSCO Open Science directory
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<p>Culminating Products and Performances: The “Be the Change” presentations will demonstrate students’ awareness that all individuals, young and old, possess potential to affect growth and positive change in the world. The professional and project management skills will culminate in the initial mentor meeting, where students will present their research, Work Breakdown Structure, and Gantt chart in a formal meeting with their</p>	<p>Outside Audience and Partner Participation: Industry partners, Community Stakeholders, STEM advisory Board and AACPS partnered to create this course. Furthermore, outside partnerships are designated as mentors, who assign each Solutions Team a real-world challenge they must solve and present to the community.</p>
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RESOURCES FOR INSPIRATION

READING RESOURCES

FOR EDUCATORS

Articles

- A Team of Teams World by William Drayton (2013). Stanford Social Innovation Review. Retrieved from https://ssir.org/articles/entry/a_team_of_teams_world
- Equipping Students to Lead In Our Rapidly Changing World by Vipin Thekk (2017). Getting Smart. Retrieved from <http://www.gettingsmart.com/2017/03/equipping-students-to-lead-in-our-rapidly-changing-world/>
- Empathy 101 by Hannah Borowsky (2015). Start Empathy. Retrieved from <https://startempathy.org/resources/empathy-101/>
- What does Changemaker mean? by Michael Barone (2016). The Washington Examiner. Retrieved from <http://www.washingtonexaminer.com/what-does-change-maker-mean/article/2597910>

Books

- Born for Love: Why Empathy is Essential - and Endangered by Bruce Perry & Maia Szalavitz. (2011). William Morrow Paperbacks.
- Changemakers: Educating with Purpose: By Educators for Educators by Ashoka: Innovators for the Public et al. (2016). CreateSpace Independent Publishing Platform.
- Creating Innovators: The Making of Young People Who Will Change the World by Tony Wagner et al. (2012). Scribner. Culturally Responsive Teaching and the Brain by Zaretta Hammond. (2011) . Corwin.
- Place-based Education: Connecting Classroom and Community by David Sobel. (2004). Orion Society.

FOR STUDENTS

K-8

- Character Trait Reading List (<http://www.humbleisd.net/cms/lib2/TX01001414/Centricity/Domain/1486/Character%20traits%20Suggested%20Book%20Lists.pdf>)
- Empathy Book List (<http://www.k12.wa.us/safetycenter/BullyingHarassment/WorkGroup/RecommendedBooks.pdf>)

K-12

- Teach Thought Empathy Book List (<http://www.teachthought.com/pedagogy/50-of-the-best-books-to-teach-children-empathy/>)
- Read Brightly Book List (<http://www.readbrightly.com/books-to-boost-empathy-in-teen-readers/>)

WEBSITES

- Ashoka fellows (<http://www.rootsofempathy.org/>)
- Everyday Empathy Resource Guide. Collaborative Learning Solutions. 2016. (<https://www.clsteam.net/everydayempathy/>)
- Empathy Self-Reflection for Educators (<https://startempathy.org/resources/teacher-modeled-empathy-self-reflection-guide/>)
- CASEL - Collaborative for Academic, Social, and Emotional Learning (<https://www.casel.org/>)
- Generation On: ideas for classroom projects (<http://generationon.org/educators>)
- Mindfulness (<http://www.mindfulclassrooms.com>)
- Parenting Changemakers (<http://www.parentingchangemakers.org>)
- Restorative Practice Research (<http://www.utexas.edu/research/cswr/rji>)
- The Responsive Classroom Approach (<http://www.responsiveclassroom.org>)
- Spark Ideas and Conversations with Other Changemaker Educators (Example: <https://twitter.com/hashtag/sparkaacps?src=hash>)
- Real-time News edited for Reading Levels (<http://www.newsela.com>)

RESOURCES FOR INSPIRATION

VIDEOS

THE CASE FOR CHANGEMAKING

- Humans need not apply (http://www.slate.com/blogs/moneybox/2014/08/15/humans_need_not_apply_watch_a_dark_video_on_automation_and_human_work.html)
- Smithsonian rapid change video (<https://www.youtube.com/watch?v=Ax5cNlutAys>)

INSPIRING CHANGEMAKERS

- The power of modelling (https://www.youtube.com/watch?v=jOrGsB4qG_w)
- Thai Football (<https://www.youtube.com/watch?v=jU4oA3kkAWU>)
- Technology won't replace love (<https://www.facebook.com/regina.washington.18/posts/942550139111674>) Sochi 2014 Olympics (<https://www.youtube.com/watch?v=57e4t-fhXDd>)
- London 2014 Olympics (<https://www.youtube.com/watch?v=2V-20Qe4M8>)

ABOUT ASHOKA AND YOUTH VENTURE

- Ashoka fellows (<https://www.youtube.com/watch?v=WS1gh3QtB44>)
- Story of Ashoka (<https://www.youtube.com/watch?v=RfiY9rRsWqE>)
- Youth Venturer (https://www.youtube.com/watch?v=Eu-mDFo_VRg)
- Youth Venture (green shields) (<https://www.youtube.com/watch?v=EewMcukff5Y>)

SCHOOL DISTRICT WORK

- Transforming a School District into a “Changemaker” district - Changemaking in action. (<https://www.youtube.com/watch?v=bZ8hOivOyvk>)
- A principal's testimonial in the power of Change (<https://www.youtube.com/watch?v=-SwRkuvKBZ0>)
- A culture of meaning, where students at Bodkin Elementary wrote the script and designed the video to talk about what it meant to be changemakers. (https://www.youtube.com/watch?v=T_TBOWoB01g&feature=youtu.be)

RESOURCES FOR INSPIRATION

RESEARCH & CONCEPTUAL PAPERS

Ark, T. & Schneider, C. (2015). Deeper learning for every student every day. William & Flora Hewlett Foundation. Retrieved from http://www.hewlett.org/wp-content/uploads/2016/08/Deeper%20Learning%20for%20Every%20Student%20Every%20Day_GETTING%20SMART_1.2014.pdf

Barron, B., & Darling-Hammond, L. (2008). Teaching for meaningful learning: A review of research on inquiry-based and cooperative learning. Book Excerpt. George Lucas Educational Foundation. Retrieved from <http://eric.ed.gov/?id=ED539399>

Cohen, D. K., Peurach, D. J., Glazer, J. L., Gates, K., & Goldin, S. (2013). Improvement by design: The promise of better schools. Chicago, IL: University of Chicago Press.

Cohen, J. (2001). Caring Classrooms/Intelligent Schools: The Social Emotional Education of Young Children. Series on Social Emotional Learning. Teachers College Press.

Dove, M. G., & Freeley, M. E. (2011). The Effects of leadership on innovative program implementation. Delta Kappa Gamma Bulletin, 77(3), 25–32.

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). Implementation research: A synthesis of the literature. Retrieved from <http://ctndisseminationslibrary.org/PDF/nirnmonograph.pdf>

Fullan, M. (2009). Large-scale reform comes of age. Journal of Educational Change, 10(2), 101–113. <http://doi.org/10.1007/s10833-009-9108-z>

Moreno, C., Luria, D., & Mojkowski, C. (2013). The latest twist on spreading innovation. Retrieved from content/uploads/2013/10/spreading_innovation1.pdf

Partnership for 21st Century Learning. (2009). Framework for 21st Century Learning. Partnership for 21st Century Learning. Retrieved from http://www.p21.org/storage/documents/P21_framework_0515.pdf

Spillane, J. (2015). Leadership and Learning: Conceptualizing Relations between School

World Economic Forum (2016). The Future of Job. Retrieved from <http://wef.ch/1PqcasD>

Barron, B., & Darling-Hammond, L. (2008). Teaching for meaningful learning: A review of research on inquiry-based and cooperative learning. Book Excerpt. George Lucas Educational Foundation. Retrieved from <http://eric.ed.gov/?id=ED539399>

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ASHOKA YOUTH VENTURE TEAM

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- Mentor Dida (interviewer, designer)
- Georgia Horton (content contributor)
- Peggy Liang (lead designer)
- Cam-Ha Nguyen (interviewer, content writer, lead designer)
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