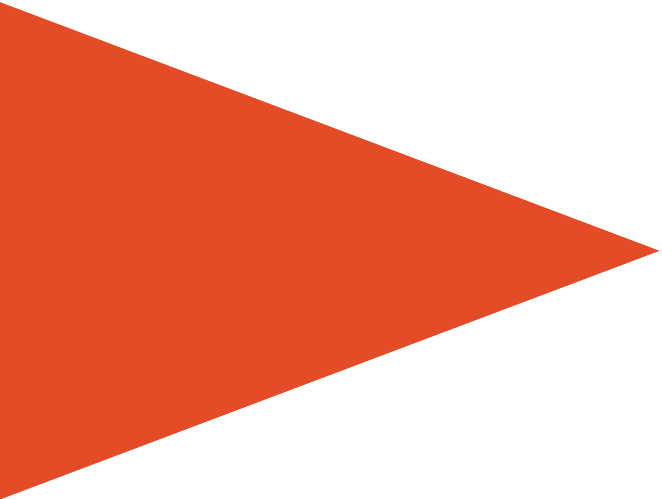


How to support students to be Changemakers?




youth
venture



"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."


— Margaret Mead






Your youth are the next generation of citizens to change the world. How will you empower them to do it?

It is a fact that young people are going to inherit a world that where the number of problems is outrun by the number of solutions. The only way we are going to change that is to support youth to start and advance as changemakers, so that the number of solutions outruns the number of problems. This document is tailored to adults and teachers to learn a framework on how to support youth in their life to **change the world for good**. The document outlines what it takes to start and advance in the Changemaker Journey.





In our world today, we can easily say that the number of problems outrun the number of solutions.

In order to flip this around, we need to increase the number of solutions—the number of Changemakers.

“Everyone a Changemaker” Movement

“The key factor of success for any society going forward is what percentage of its people are changemakers. It’s the new literacy. And empathy is the foundation of that new way of being.”

—Arne Duncan, USA
Former Secretary of
Education



A CHANGEMAKER IS AN INDIVIDUAL WHO CONSISTENTLY PRACTICES:

COGNITIVE EMPATHY

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

NEW LEADERSHIP

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

TEAMWORK

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


CREATIVE PROBLEM SOLVING

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

Becoming a Changemaker

A Changemaker recognizes that they can make a difference and gives themselves **permission** to advance change for the good of all





How might we empower and
support our students to be
Changemakers?



The Changemaker Journey



The Changermaker Journey

The Changemaker Journey

This is a map that delineates the journey of a Changemaker, which consists of four main steps. The following pages are a toolkit for you to help youth to experience the Changemaker journey. Each step includes resources alongside an introduction, video, outcomes, activities, and discussions with questions that prompt youth to explore the stage they are on and continue moving forward in their Changemaker journey.

The Changemaker Journey



Contents

1. Spark

- a. Introduction video
- b. Outcomes
- c. Activities
- d. Discussion

2. First Action

- a. Introduction video
- b. Outcomes
- c. Activities
- d. Discussion

3. Appreciate

- a. Introduction video
- b. Outcomes
- c. Activities
- d. Discussion

4. Change

- a. Introduction video
- b. Outcomes
- c. Activities
- d. Discussion

5. Appendix and Resources

- a. Discussion methods
- b. Spark
 - i. Activity instructions
 - ii. Additional resources
- c. Prototype
 - i. Activity instructions
 - ii. Additional resources
- d. Validate
 - i. Activity instructions
 - ii. Additional resources
- e. Venture
 - i. Activity instructions
 - ii. Additional resources

Step 1: Spark

Spark is the moment of finding the power within, and letting yourself use it to create positive change.



Spark

Double click to view video

1

Spark

- Deeply empathizing with a problem
- Engaging with inspiring and encouraging role models
- Finding what they are good at
- Being in a changemaking environment



Outcomes

- Develop empathy and understanding between solutions and problems
- Find the power inside yourself to be a positive force for change
- Give yourself permission to take action

Activities

Click each activity for details

No More Fear

“Overcome fear of failure by failing”

#WeHearYou

“Recognize how much we have in common.”

Questival

“Connect students to causes by trying new things!”

What's the Real Problem?

“Why, Why, Why, Why, Why?!?!?!?”

Emotion Map

“Let me show you how I feel...”

Discussion

- What would a world without empathy look like?
- What problems are you or a friend/parent struggling with?
- Student feedback "what can teachers do to make students feel empowered?"

Step 2: First Action

The next step is to **take action**. Youth need to experiment, which moves them closer towards a solution.



First Action

Double click to view video



2

First Action

- Taking action to understand the problem more deeply
- Mobilizing friends and family to take action
- Creating a simple action and applying it
- Affecting someone's life



Outcomes

- Take action and start building confidence in your abilities. This is 90% action 10% planning --learn by doing!
- Get out of your comfort zone; that is where growth occurs!
- By taking action, realize the power you have to make a difference

Activities

The Process of Success

"How you empathize with a problem and find its solution"

Let Me Tell You!

"Learn to present ideas quickly but powerfully"

Let's Build Something

"Become a creator for a sec--just DO IT!"

Trial of the Idea

"Put your ideas together and see what can happen!"

Discussion

- How did you step outside your comfort zone?
- What do you think about failure? What about the process of creation?
- Do you feel your solutions may have a chance to change your world?

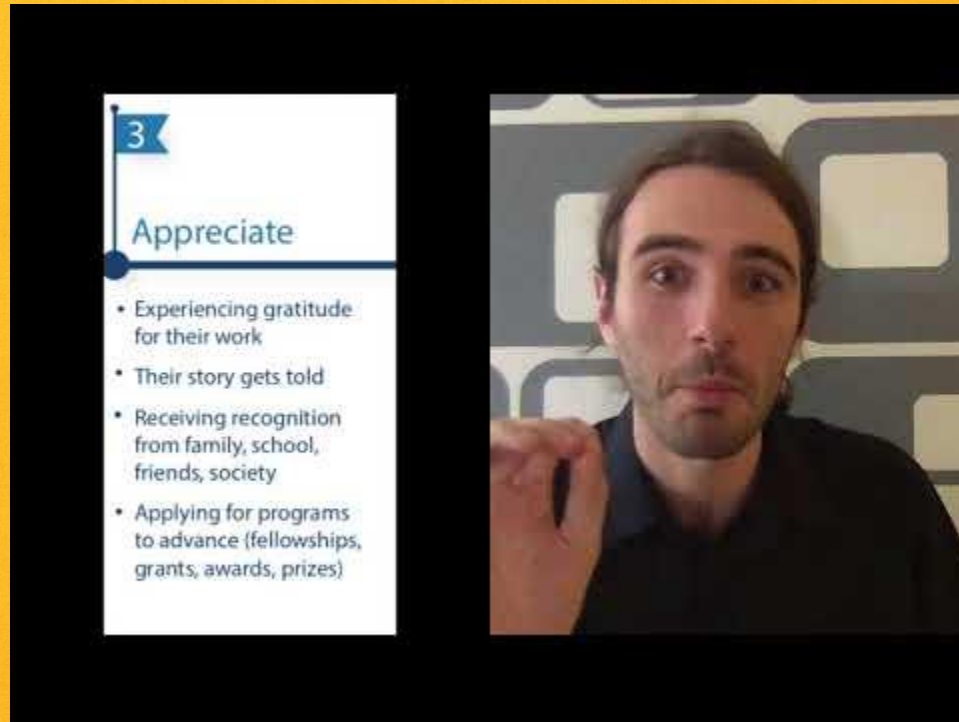
Step 3: Appreciate

Appreciation builds the momentum that propels youth to commit to long term action.



Appreciate

Double click to view video



Outcomes

- Continue to take action and make a positive impact
- Share your successes!
- Get excited about the good in other innovative solutions and share them!

Activities

What's up with you?

"What are the ideas moving forward?"

Storytime

"Share successes in the areas youth have been working on"

The Little Things

"Take time to feel the wonder"

What can you do?

"Develop the best way to appreciate each other"

Discussion

- Would the world change for you if someone complimented you every day?
- When have you felt most appreciated? needed?
- What was the best day of your life?

Step 4: Change

Change is where youth realize their awesome potential and **have a path** to get there.



Change

Double click to view video



4  

Change

- Self-permission to drive change
- Building the right team
- Fundraising/generating revenue
- Taking action and continuing to learn
- Finding a mentor



Outcomes

- Implement the most effective solution model
- Engage in methods to generate necessary monetary funds
- Continue to learn and revise your plans!

Activities

Frame the Design

“Make a plan for your venture”

Who can Help?

“Learn to network with the right people”

SMART

“Make a life plan”

Discussion

- Evaluating Positive Impact
- Action Plans and Resources
- My “Venture” Vision
- Teammates and Stakeholders



youth
venture

"A world full of light,
love, and laughter. Its
time has come. Let's
make it happen."

-Sadhguru
Everyone a Changemaker



youth
venture

Appendix

Who is Ashoka?

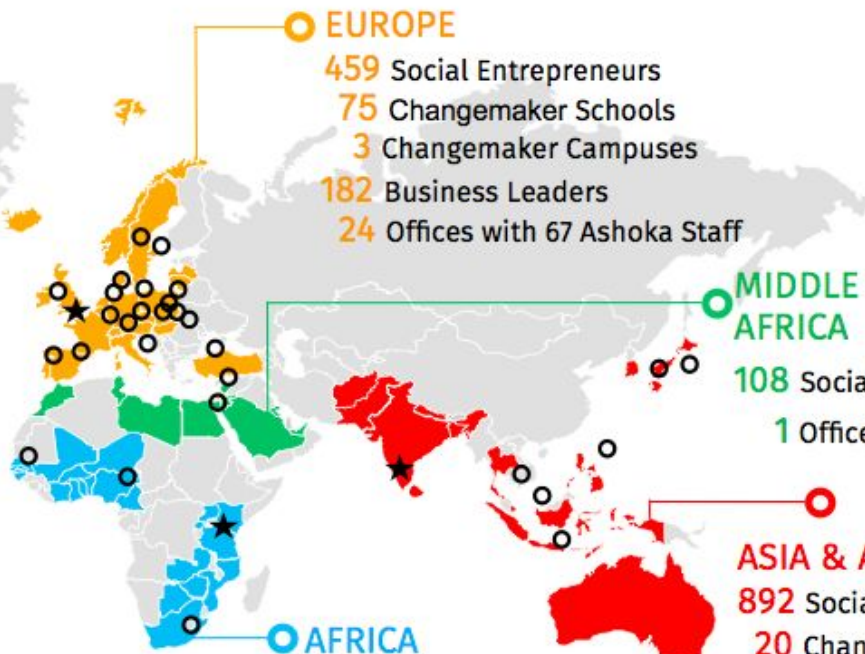
Ashoka is a global community of leading social entrepreneurs. In a world defined by constant change, Ashoka helps people, organizations, and communities activate their Changemaking power and shift mindsets to respond to change differently, for the good of all.



★ ASHOKA HUB OFFICE
○ ASHOKA OFFICE



960 Social Entrepreneurs
45 Changemaker Schools
3 Changemaker Campuses
51 Business Leaders
5 Offices with 26 Ashoka Staff



422 Social Entrepreneurs
42 Changemaker Schools
4 Offices with 11 Ashoka Staff

**MIDDLE EAST & NORTH
AFRICA**

108 Social Entrepreneurs
1 Office with 1 Ashoka Staff

ASIA & AUSTRALIA

892 Social Entrepreneurs
20 Changemaker Schools
2 Changemaker Campuses
7 Business Leaders
7 Offices with 28 Ashoka Staff

Discussion Methods

1. Have students write for 5 minutes before starting the discussion
2. Pair discussion questions with activities or videos
3. Break the class into smaller groups to discuss
4. Have tables arranged so they are looking at other students

Additional Resources

Spark

First Action

Appreciate

Change

No More Fear Exercise

Description:

Fear of failure is a barrier to success. In order to overcome fear, you need to first be able to embrace it through exposure. Once the fear of failure is overcome, confidence, creativity and opportunity for success increase. This game is designed to challenge you to fail as many times as possible by asking semi-outrageous requests.

Time: 30-50 minutes

Difficulty: Moderate

People: 8-30

Materials: Suggestion sheet, Phone (optional)

Steps:

1. Get into groups of two or three
2. Compile a list of outrageous requests (ie. asking for \$100, asking for a bite of someone else's food, etc.)
3. Set a timer for at least 15 minutes
4. Head out and without telling people about the objective of the game, ask them 1-2 of your semi-outrageous requests
5. Return and discuss experiences

#WeHearYou

Description:

Empathy between strangers can be accelerated by asking and answering personal questions. "One key pattern associated with the development of a close relationship among peers is sustained, escalating, reciprocal, personal self-disclosure." This activity fosters empathy through mutual vulnerability by asking a series of 36 questions divided into three sets intended to be more probing than the last. →Discussion Activity for: Why Empathy Matters

Time: 45 min

Difficulty: Easy

People: 8-30

Materials: Question sheet, timer

Steps:

1. Get into groups of two
2. Set a timer and stare into each other's eyes for 4 minutes. You can blink, but don't look away!
3. Go through each of the sets of questions together, taking turns asking and answering all of them:

[Set I](#)

[Set II](#)

[Set III](#)

Set I

[Return](#)

1. Given the choice of anyone in the world, whom would you want as a dinner guest?
2. Would you like to be famous? In what way?
3. Before making a telephone call, do you ever rehearse what you are going to say? Why?
4. What would constitute a "perfect" day for you?
5. When did you last sing to yourself? To someone else?
6. If you were able to live to the age of 90 and retain either the mind or body of a 30-year-old for the last 60 years of your life, which would you want?
7. Do you have a secret hunch about how you will die?
8. Name three things you and your partner appear to have in common.
9. For what in your life do you feel most grateful?
10. If you could change anything about the way you were raised, what would it be?
11. Take four minutes and tell your partner your life story in as much detail as possible.
12. If you could wake up tomorrow having gained any one quality or ability, what would it be?

Set II

[Return](#)

13. If a crystal ball could tell you the truth about yourself, your life, the future or anything else, what would you want to know?
14. Is there something that you've dreamed of doing for a long time? Why haven't you done it?
15. What is the greatest accomplishment of your life?
16. What do you value most in a friendship?
17. What is your most treasured memory?
18. What is your most terrible memory?
19. If you knew that in one year you would die suddenly, would you change anything about the way you are now living? Why?
20. What does friendship mean to you?
21. What roles do love and affection play in your life?
22. Alternate sharing something you consider a positive characteristic of your partner. Share a total of five items.
23. How close and warm is your family? Do you feel your childhood was happier than most other people's?
24. How do you feel about your relationship with your mother?

Set III

[Return](#)

25. Make three true “we” statements each. For instance, “We are both in this room feeling ... ”
26. Complete this sentence: “I wish I had someone with whom I could share ... ”
27. If you were going to become a close friend with your partner, please share what would be important for him/her to know.
28. Tell your partner what you like about them; be very honest, say things that you might not to someone you’ve just met.
29. Share with your partner an embarrassing moment in your life.
30. When did you last cry in front of another person? By yourself?
31. Tell your partner something that you like about them already.
32. What, if anything, is too serious to be joked about?
33. If you were to die this evening with no opportunity to communicate with anyone, what would you most regret not having told someone? Why haven’t you told them yet?
34. Your house, containing everything you own, catches fire. After saving your loved ones and pets, you have time to safely make a final dash to save any one item. What would it be? Why?
35. Of all the people in your family, whose death would you find most disturbing? Why?
36. Share a personal problem and ask your partner’s advice on how he or she might handle it. Also, ask your partner to reflect back to you how you seem to be feeling about the problem you have chosen.

Questival

Description:

Time: 1-2 weeks

Difficulty: Hard

People: 8-30

Materials:

Quest Packet

In order to see real growth, we often have to move outside our “comfort zone.” With the help of your teacher(s) and teammates, you will be given an epic quest! This quest will challenge you to do something, be somewhere or meet someone which you may not have on your own. You may be asked to talk with strangers, visit a new part of town or do something you would not normally do. Your personal quest may take some time to complete. It could be a few days to a week. Your ability to appreciate the people and practices that you encounter in your quest will help you understand them. As you complete your quest, you will develop empathy and gain exposure to unfamiliar environments.

More Information:

[Questival](#)

What's the Real Problem?

Description:

You can empathize with other people, social issues and yourself better by asking the question: "Why?" The purpose of this activity is to help you dig deeper and more fully understand people and the problems they face. This will allow you to find better solutions.

IDEO's version

Steps

1. Pick an issue that is important to you
2. Write why you think this is an issue
3. Review your answer and ask yourself "why" again
4. Continue to do steps 2-3 until you've asked "why" at least five times
5. Discuss with a partner or group about your experience and findings

Time: 15 minutes

Difficulty: Easy

People: 8-30

Materials:

Paper and pen

Emotion Map

Description:

In order to pinpoint situations that are personal to you and in need of innovative change, it helps to visually draw a map. The map can be of a place where you have noticed an issue (e.g., home, school, community). By drawing a map and marking locations that foster positive or negative emotions, you will be able to recognize important problems and some of the core reasons behind them.

Time: 50 minutes

Difficulty: Medium

People: 2+

Materials:

Paper and pen

Steps

1. Draw the map
2. Once you've finished, review each location and make marks for both bright and dark spots on your map (i.e., smilies, stars, frowny faces)
3. Get into small groups of two or three
4. Discuss how you feel about each "space," why you chose to draw bright and dark spots in specific locations, where you feel most comfortable, most uncomfortable, what are the places to avoid, etc.

Resources

Videos

- [TedX: "Everything You Think You Know About Addiction is Wrong Johann Hari](#)
- [TedX: "There's More to Life than Being Happy" Emily Esfahani Smith](#)
- [TedX: "Sparking Empathy in Youth" Alison Brand & Marissa Getts](#)

Activities

- [Slaveryfootprint.org](#) (website that tells people how many slaves work for them)
- [Cube personality test](#) (allows people to empathise with themselves and their friends)
- Teacher personal experience (dependent on the teacher)

Articles

- [How to Connect Deeply With Anyone in 5 Minutes \(vulnerable questions\)](#) (Link?)
- [Solutions Journalism](#) (Journal that only talks about solutions)
- [Building a Culture of Empathy](#)

The Process of Success

Description:

Time: 50 minutes

Difficulty: Hard

People: 2+

Materials:

Paper, pen and
building materials

Innovative and successful solutions come through deeply empathizing with the people you're designing for by immersing yourself in their lives and asking them questions. From the knowledge you gain, you can generate a lot of ideas and prototype possible solutions to tailor fit their specific needs. This activity will help you to get a better feel for how this is done.

Steps:

1. Divide into groups of two or three
2. Follow the design school's instructions: [IDEO](#)
3. Discuss how you can use this method with social problems

Elevator Pitch

Description

Time: 45 minutes

Difficulty: Moderate

People: 1+

Materials:

Paper and pen

Your success hinges on your ability to share your idea with others. In order to share efficiently, you need to be able to communicate your idea succinctly and with power. People respond best when things are explained as simply as possible. To this end, you need to prepare an “elevator pitch!” An elevator pitch is a brief explanation of your idea. So brief, in fact, that you could explain the whole thing in the course of one short elevator ride! Having this pitch prepared will make it easier for you to share your idea at times when it counts the most.

Steps

1. Read the following article: [IDEO](#)
2. Using your pen and paper, answer “why is this important?” in one sentence
3. Answer “how will I do this?” in one sentence
4. Take the “why” and the “how” and conjoin them into a 30 second speech
5. Practice your speech and share your vision with those around you

Let's Build Something

Time: 45 minutes

Difficulty: Moderate

People: 5+

Materials:

Building materials
(e.g., cardboard,
paper, scissors, glue,
paper clips, string,
etc.

Description

It can be easy to get caught up in the immensity of a problem. At times, this can hinder us from taking action. It is important to learn to let go of these fears, and simply act. This game aims at helping you let go of inhibitions by engaging in the design process and by putting you through a "trial by fire." You won't have much time to think, but remember, something is always better than nothing!

Steps

1. Divide into teams of five or more at a table with building materials
2. Set a timer for 5 minutes and create a product to solve a given issue
3. Set a timer for 1 minute and discuss your product as a group
4. Set a timer for 3 minutes and finalize your product
5. Present and "sell" your product to the class, and explain how it solves the issue

Trial of the Idea

Description:

Great ideas should be rewarded! Case competitions (school or class wide) are ways to share ideas in bulk, and hear about how others have thought about creating solutions for specific problems. This allows for ideas to be rubbed against each other, and for the best ones to be implemented on a larger scale.

Time: 50 minutes

Difficulty: Easy

People:

Materials: Sticky notes,
markers

Steps

1. As a class, come up with problems in the world that you would want to do something about
2. Choose one, and individually or in small groups think of possible solutions to them
3. Write them on sticky notes and post the notes on a wall
4. Vote on your favorite ideas by putting a dot on the sticky note

Resources

Videos

- [TedX: "How Great Leaders Inspire Action" Simon Sinek](#)
- [TedX: "If You Want to Help Someone, Shut up and Listen" Eresto Sirolli](#)
- [Don't let your dreams be dreams!](#)

Prototyping styles (Articles and activities)

- [30 minute activity prototyping activity](#)
- [Prototyping Framework](#)
- [Larger Scale Prototype](#)
- [Prototyping with Human Centered Design in mind](#)

What's up with you?

Time: 3 weeks

Difficulty: Hard

People: Student body
President, film people

Materials:

Description:

This is a chance for youth to see what their peers have been doing sparking additional people through validating youth and their individual efforts.

Steps

1. This is supposed to be set up like a science fair
2. Present students with possible problems or have them choose their own
3. Prepare for two weeks try to have them work in pairs
4. Present to the class or school have a fair.
5. Judges will be the school board judging based off of creativity and functionality of the products.
6. Students vote on which one they think is the best
7. Try to implement the program

Storytime

Time:

Difficulty:

People:

Materials:

Description

Students have the opportunity to highlight their progress in the changemaker journey showing what they have done and share their story with peers. Have a mini Film festival of service.

Steps

1. Find students who have been implementing steps 1 and 2 of the changemaker program.
2. Match them with students that know about film and recording
3. Have students film and create their story
4. Have a film festival.

The Little Things

Time: 1 week

Difficulty: Easy

People: 2-30

Materials: pen and
paper/ journal or
camera

Description

Too often we forget to appreciate the little things that surround us and give our lives meaning. This week long challenge is to look for five things to appreciate each day. By doing this, you will begin to see the immense potential that surrounds you, as well as the potential within yourself.

Steps

1. Give the youth a challenge to look with new eyes and find five things that catch their attention each day for a week.
2. Have the youth write down or photograph the experience.
3. Discuss how looking for the positive changed their day. Did it?

Frame the Design

Description

Time: 50 minutes

Difficulty: Hard

People: 2+

Materials:

Paper, pen and
building materials

Innovative and successful solutions come through deeply empathizing with the people you're designing for by immersing yourself in their lives and asking them questions. From the knowledge you gain, you can generate a lot of ideas and prototype possible solutions to tailor fit their specific needs. This activity will help you to get a better feel for how this is done.

Steps

1. Follow the instructions in the [Changemaker Action Plan](#)
2. Discuss how you can use this method with social problems

What Can You Do?

Description

To really appreciate someone you are going to need to deeply empathize with them by immersing yourself in their lives and asking them questions. From the knowledge you gain, you can generate a lot of ideas and take the first actions to fit their specific needs. Use the guidelines of this activity to understand how best to appreciate others.

Time: 50 minutes

Difficulty: Hard

People: 2+

Materials:

Paper, pen and
building materials

Steps

1. Divide into groups of two or three
2. Follow the design school's instructions: [IDEO](#) using the problem "How can I appreciate others?"
3. Discuss how you can use this method with social problems

Resources

People

- Community leaders (City Council)
- Additional teachers/classes
- Student body president

Outlets

- Ashoka Youth Venture Facebook page
- School clubs
- School forums

Videos

- [Validation](#)

Who Can Help?

Time: Variable

Difficulty: Hard

People: 10+

Materials: Venue,
refreshments

Description

Networking party This is a chance for youth to meet and greet with people who are in contact with social issues around them. This could become a monthly or quarterly thing.

Steps

1. Contact social innovators and organizations to give presentations and network with the students.
2. Contact local government or religious institutions for the same reason as before.

SMART

Time: 1 Hour

Difficulty: Easy

People: 4-30

Materials: Pen,
Paper

Description

Youth can try several methods of planning or mapping of their project or life. They will use mind mapping, [SMART goal setting](#), and [card sorting](#) to give youth a vision for the future.

Steps

1. Explain the importance of Goals.
2. Separate youth into groups.
3. Have them complete one of the goal setting activities.

Resources

Connections

- [Meetup.com](https://www.meetup.com)
- Just serve app
- Ashoka
- Religious institutions

Inspiration

- [Solutionsjournalism.org](https://www.solutionsjournalism.org)
- Ideo
- Ashoka changemaker interviews
- Ted talks