



## Grade 9-11 Service Learning: Product Development Project

(Submitted by Anne Russell, 2018, while serving as Service Learning Coordinator at American Community School of Abu Dhabi)

<b>Tool(s) used:</b>	<ul style="list-style-type: none"> <li>• Sustainability Compass</li> <li>• Systems Iceberg</li> </ul>
<b>Purpose of using tool:</b>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Generating Questions</li> <li>• Synthesizing Thinking</li> <li>• Guiding Discussion</li> </ul> <p><b>Overview:</b> I teach a social entrepreneurship class and use the Design Thinking protocols. This semester, as I launched the final project, I relied much more on the systems thinking tools to develop deeper and more analytical thinking about the issues around the actual product. By repeatedly coming back to the interconnected web, the Sustainability Compass and the Iceberg, students saw the importance of a broader systems thinking approach. I was less successful with the concept of leverage and only did a little with the Changes Over Time graphs.</p>
<b>Context of lesson/case study:</b>	Service Learning - Entrepreneurial Class
<b>Participants (# and description):</b>	9 students in Grade 9-11
<b>Topic, Theme, or Key Understanding of unit/project:</b>	Project - Product Development
<b>Length of unit/project:</b>	4 weeks
<b>Resources/materials &amp; setting required:</b>	Since each person or pairs had a different focus they utilized different resources
<b>Lesson Plan/Description of the Project:</b>	
See on next page	





## FINAL PROJECT DESIGN - SE SEM 2

Sources for support in process.

- [Notes on Design Thinking](#)
- [Compassion Summit Action Planning](#)
- [Models of what others are doing](#)
- [Identifying Leverage Points](#)

### REQUIREMENTS

- (1) Put your notes, ideas in the boxes that relate to each step in the process. You can make a link to a google doc of your own.
- (2) Log what you do each day.
- (3) Have something to show that demonstrates your ability as a social entrepreneur.

### DEADLINE: MONDAY, MAY 28

- (4) Final Reflection and presentations on Wednesday - May 30 .

This worksheet is your guideline to project design.

**STEP ONE - Define the solution-based, or solution-focused thinking**

Example: Not I want to get rid of bullying BUT I want to see a school with less bullying.

What do you want to see changed? = Your Vision

What motivates you to work on this?

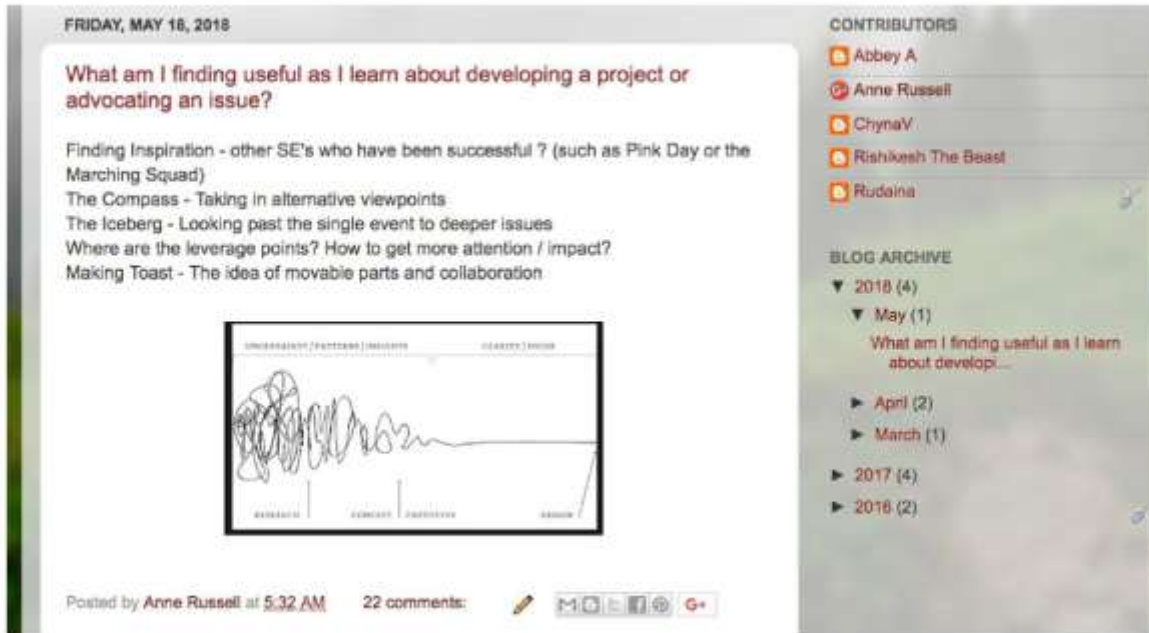
Who are your partners? stakeholders? advocates? team? Find them ..



### FORMATIVE WRITING - May 6 - Seeing your idea in a larger context

- What is meant by compass thinking?
- What is the purpose of the iceberg model?
- How might this apply to your project work?





**STEP TWO - Research**

- What do you need to learn to know more about the problem or issue.
- Identify any project supporters or critics and talk to them.
- Talk to any "thought leaders" and find out their opinions.
- Make your idea public by talking about it and getting reactions.

**STEP THREE - Ideation - Sticky Storm**

- Generate as many ideas as possible.
- Log these ideas in a way which allows you to review them?
- Be sure to listen to others in your group.
- Do not talk yourself out of each idea = LISTEN, EXPLORE,
- Ask yourself - how can I make this work?

**NOTE -**

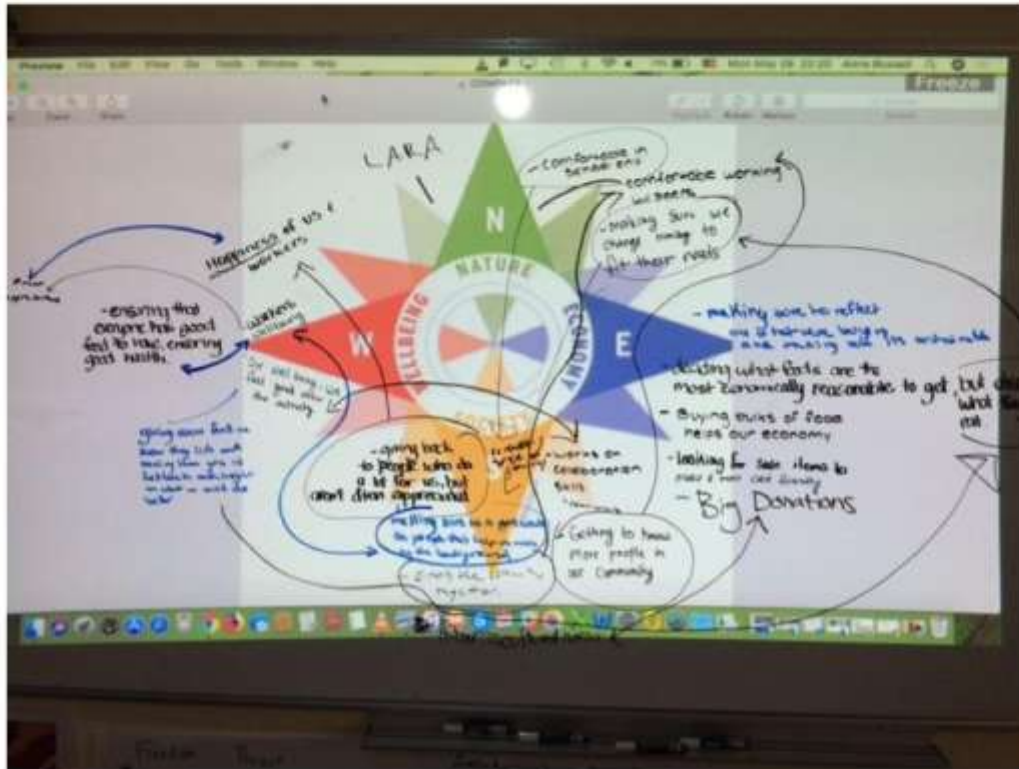
- You may need to go back and relook at how you defined the problem at any point so far.
- Use any strategies to stay on track or keep certain members focused.

**STEP FOUR - Prototype**





Identify an idea to move forward with.  
 Design enough to get feedback on your idea.  
 Stay neutral as you listen to feedback.



**STEP FIVE - Redesign AND MEASURING IMPACT**

Take feedback into account and redesign or modify your first plan.  
 Identify the desired results; does it reach your goal.  
 Does your idea try to rethink present systems or reinforce them?  
 Is it a powerful idea? WHY?

THERE MIGHT NOT BE A REDESIGN OPPORTUNITY BUT YOU CAN IDENTIFY THE CHANGES YOU WOULD MAKE

IMPACT - SO WHAT? Group Compass Exercise

**STEP SIX - Implement = YOU ARE A SOCIAL ENTREPRENEUR!**

**ASSESSMENT: How will I be graded?**

You need to demonstrate that you can meet the expectations in each of the course standards.





- A = Exceeds standards
- B = Meets Standards Well
- C = Meets standards but not with confidence / weak in some areas
- D = Struggling to meet standards or not completing work efficiently to achieve goal

STANDARD	SPECIFIC ELEMENTS
KNOWLEDGE	<ul style="list-style-type: none"> <li>- attention to the project design process</li> <li>- filling in the boxes</li> <li>- research related to your plan</li> <li>- In class reading about SE work</li> </ul>
ENGAGEMENT	<ul style="list-style-type: none"> <li>- how far you get</li> <li>- level of difficulty of the plan</li> <li>- daily log</li> <li>- execution of the plan</li> </ul>
COLLABORATION	<ul style="list-style-type: none"> <li>- effort to work with partners (these do not have to be in the class)</li> </ul>
INITIATIVE	<ul style="list-style-type: none"> <li>- event planning / execution skills included here</li> <li>- awareness of skills acquired</li> <li>- level of difficulty of the plan and your role</li> </ul>
REFLECTION - In Class on May 30	<ul style="list-style-type: none"> <li>- piece that analyzes yourself in relation to the qualities of an SE with use of examples</li> <li>- evaluation of event / product that you contributed to which you contributed</li> </ul>
RESULTS	<ul style="list-style-type: none"> <li>- your choice</li> </ul>

**Reflection**

**Plusses:**

Great ways to encourage deeper thinking. The tools provided a common language so we both knew what was meant when I used terms like the East and Economy with time as the resource.

**Challenges:**

Applying the tools to a project or issue requires the students having a good understanding of what the tools mean. The final result was a bit simplistic at times.

**Suggestions for other practitioners and educators:**

Just jump in and use the tools. I found I became more confident of how best to apply them and how to encourage more critical thinking as I used them.

**Evidence and Resources: -**

