



# Impact Innovators Challenge

Innovating our world



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SCOUTING**



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includes ScoutPass, the Scouts for SDGs initiative, the Impact Innovators  
Challenge and JOTA-JOTI.



# Impact Innovators Challenge

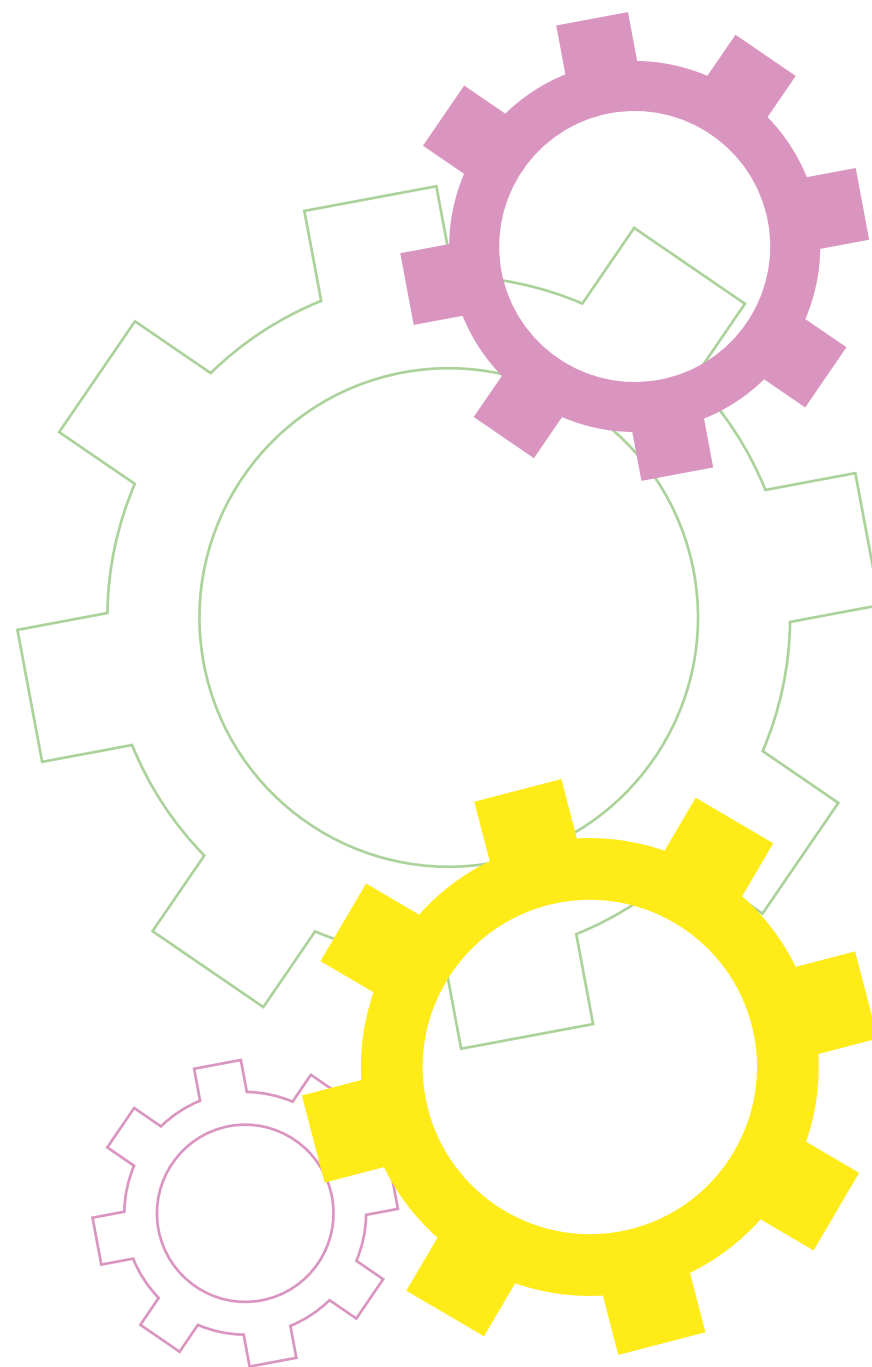
## Innovating our world

**Young people gain competencies to develop sustainable action projects, addressing social, cultural, and economic issues whilst developing strategies to question, to problem solve and to innovate in their communities.**

This challenge pack was developed in partnership with Accenture and World's Largest Lesson. Accenture and World Scouting are partnering to enhance digital learning and educational opportunities for Scouts globally. The collaboration includes ScoutPass, the Scouts for SDGs initiative, the Impact Innovators Challenge and JOTA-JOTI.

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## Introduction

### Why the Impact Innovators challenge?

The challenge aims to equip a generation of young people with innovation and creative problem-solving skills for life, so that they can take meaningful action to solve problems for people and the planet in their communities, underpinned by ambition and values of the Sustainable Development Goals.

Through this challenge we want to give young people the toolkit to be active citizens in their community by innovating solutions to community challenges using Design Thinking techniques.

The Scouts will acquire the skills to thrive in life as innovators - changemakers in a VUCA (volatile, uncertain, complex, and ambiguous) world. By developing creative problem-solving abilities, Scouts will develop holistic competencies can be applied towards personal goals, professional goals, and action for sustainability.

Learning through innovation, means developing a range of cognitive, behavioural, and socio-emotional competencies. Innovators have strong creative thinking, problem solving, communication and entrepreneurship skills. They are resilient, adaptable, cooperative, and empathetic, with a strong moral purpose, so they really care about their communities. They can reflect, adapt, and think critically.

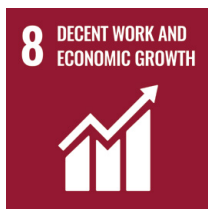
**In short, innovators have the life skills to make transformative, sustainable change in their own future and that of their communities. They have the vision to make the world a better place, and the tools to make it happen. They work with their communities to make them happier, greener, and more prosperous for all.**

The Impact Innovators badge gives Scouts a taste of what it feels like to use innovation to change the world around them, by exploring problems, coming up with ideas, testing, refining, and putting them into action as community projects!

## What is the Impact Innovators challenge?

The Impact Innovators Challenge has been developed through a partnership between the World Organisation of the Scout Movement and the World's Largest Lesson. This learning challenge is designed for young people and aims at empowering them to solve community issues, especially ones identified through and in conjunction with the Sustainable Development Goals. Scouts will identify local problems and then develop community projects to solve them, using design thinking techniques.

Young people develop sustainable enterprises, addressing social, cultural and economic challenges whilst developing strategies to question, to problem solve and to innovate in their communities



## Who is the challenge for?

This challenge is designed for all young people aged seven and above who want to learn creative problem-solving skills to change the world. The change or intervention might be small and local, but the knowledge acquired, and the subsequent effect may grow to positively influence many lives.

## How does it work?

The challenge helps Scouts develop the necessary competencies to thrive in an ever changing, complex world by learning through creative problem solving. It follows the same core theory of change as the other life skills challenges:

**Set your vision** - being aware about your own abilities, knowledge, values, interests, as well as the needs of your community.

**Be empowered** - by acquiring competencies for your life to be a problem solver and an innovator.

**Empower others** - by engaging the community in co-designing solutions for key community issues.



# The Impact Innovators Challenge learning process

We have broken the creative problem-solving process into six different stages. These stages are inspired by Design Thinking, a respected problem-solving process used globally by 'designers' to innovate in business and policy. For this challenge, the language and process of Design Thinking has been adapted to make it more accessible for Scouts.

Each stage requires different skills and a different mindset. Therefore, at each stage Scouts should take on a different persona.

## 1 Explore problems

**What:** Use empathy, reflection, research and inquiry to explore and connect with local problems in your community. Then define a clear problem statement.

**How:** Be thoughtful, sensitive, kind and ethical. Think about how things make you - and other people - feel. Be curious. Ask questions and listen to others, to see the world from their perspective. If you are interested, dive deeper to learn more.

## 4 Make a Plan

**What:** Plan your community project in full, to make it real. Consider risks and opportunities.

**How:** Be prepared! Think ahead and plan your steps to success. Gather your materials and choose your roles. Communicate effectively so everyone is prepared.

## 2 Generate ideas

**What:** Use truly creative thinking skills, with no limits! Come up with as many big, bold ideas as possible to solve your problem.

**How:** Be creative and free, enjoy yourself, think big - go wild! Don't be afraid of saying something silly, or unrealistic. That's the point! It's all about using imagination to help us find new ways to do things that could make a big difference.

## 5 Take Action

**What:** Take your project into the community and 'pilot' it. Test out your project, or a part of it, in the real world and learn out as much as you can in the process.

**How:** Be a team. Work together, support each other, and don't worry if things go wrong. There's no such thing as failure if you learn from your experiences!

## 3 Test possible solutions

**What:** Switch from free creativity to critical thinking. Test your best ideas and refine to create a viable solution. Try things out and learn from others to spot problems and keep improving.

**How:** Be critical and thorough, like a detective. If you hit problems, that's good! They can help you improve. Don't give up and if you need to, go back to Stage 1 to learn more, or Stage 2 to come up with more ideas.

## 6 Reflect, learn and react

**What:** Take a step back. Think about what has worked well, what has been difficult, and how you feel - in order to learn from the process.

**How:** Be honest! How do you feel. Remember the good and bad moments. What worked well? What could have been better? Do you want to continue with the project? What have you learned?

## Process over outcome

It's important to remember that this is a **non-linear process**. As Scouts develop their community projects they might uncover questions or problems. That's a good thing! This is how they will improve their project. You can always return to a previous stage to dive deeper and fix your problems. This is what design thinking is all about.

Remember: the most important thing is that they are learning through the process. The project might not work out, but that's ok! As the saying goes: You learn more from failure than success.

Noise / Uncertainty / Patterns / Insights

Clarity / Focus



Research & Synthesis

Concept / Prototype

Design

This diagram demonstrates the principle of a messy, non-linear process:

*The Process of Design Squiggle by Damien Newman, [thedesquiggles.com](http://thedesquiggles.com)*

Problem

Ideation

Solution

Plan

Action



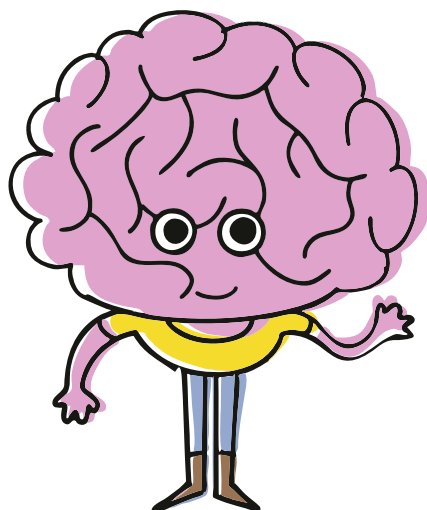


# Learning Objectives

## Developing competencies through the challenge

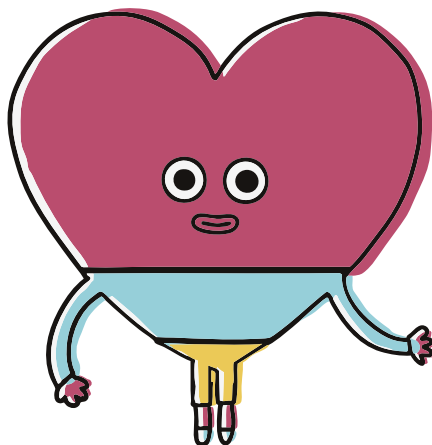
The challenge will help young people develop a holistic group of competencies captured by what the OECD's calls 'student agency' for 2030.

Student agency is defined as the capacity to set a goal, reflect and act responsibly to affect change. It is rooted in the belief that young people have the ability and the will to positively influence their own lives and the world around them.



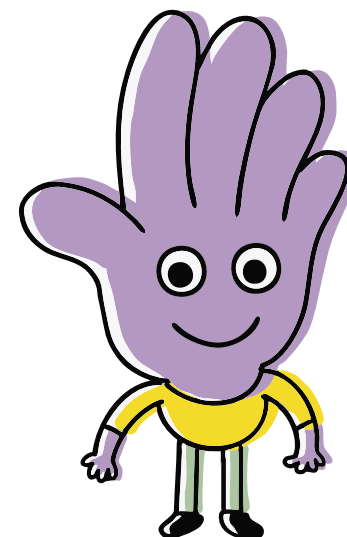
### Cognitive - Head:

The practical knowledge to innovate and plan a community project, and a sense of purpose to make a difference in the community



### Socio-emotional - Heart:

Resilience and care for others and the community



### Behavioural - Hand:

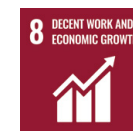
Increasing leadership, ability to cooperate and sustainable habits

# Impact Innovators (Entrepreneurship)

## Learning Objectives

### Innovating our world

Young people gain competencies to develop sustainable enterprises, addressing social, cultural and economic challenges whilst developing strategies to question, to problem solve and to innovate in their communities



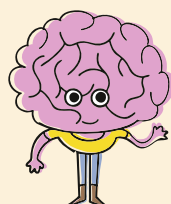
#### Ages

#### 7 to 10

#### 11 - 14

#### 15 and above

#### Cognitive Head



#### CHANGE

I understand what change means.  
I know when change is needed

#### SOLUTIONS

I see different ways to find solutions.

#### PLAN

I understand how I can make and follow a plan.

#### MONEY/ FINANCE

I understand how to handle the money I have.

#### CHANGE

I know how I can create change.  
I know what is involved in making a change.  
I know what some barriers to change can look like.

#### SOLUTIONS

I can choose between different solutions.  
I can understand the consequences of the solutions I propose.

#### PLAN

I can verify and evaluate a plan.  
I understand why planning and evaluation is important for our sustainable future.

#### FINANCE

I understand reasonable economic standards and what isn't included in them.  
I understand how to balance financial income and expenses.

#### CHANGE

I can help others to create change.  
I can manage the change process.  
I know how strategy can create change.  
I can identify and remove barriers to change.

#### SOLUTIONS

I can find solutions taking into consideration the needs of others.  
I understand the benefits of conflict management strategies and how to focus on finding solutions.

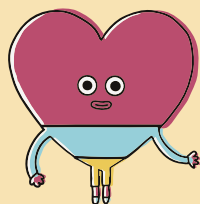
#### PLAN

I know the principles of sustainable planning.  
I know how to develop a strategic plan.

#### FINANCE

I know how businesses operate for profit and their social and environmental responsibilities  
I know that the financial decisions I and other people make influence my life and broader society.  
I understand the relationship between employment and economic growth.

## Socio-emotional Heart



### CHOICE

I am empowered to make choices.

### CHANGE

I am empowered to create change.

### CHOICE

I understand the impacts my choices have.

I make choices that will make a positive impact on my surrounding communities.

### CHANGE

I understand the impacts the change I propose have.

I propose changes that will make a positive impact on my surrounding communities.

### CHOICE

I feel responsible for the environmental and social impact of my choices.

I have a vision for an equitable and sustainable future and encourage communities to make better decisions.

I analyse based on competencies and contexts and contextualise needs.

### CHANGE

I understand the consequences of the changes I propose for the environmental and social impact.

I can lead the communities to change according to a vision for an equitable and sustainable future.

## Behavioural Hand



### PLAN

I see problems and ideas that I can solve.

### ACTION

I am empowered to try leading.

### REVIEW

I can reflect on what worked well and what did not.

### PLAN / ACTIONS

I plan my actions and solutions sustainable for the future.

### ACTION

I can take my idea to action together with others using our strengths.

I can lead others to action.

### REVIEW / EVALUATE

I evaluate the results of my actions.

I can evaluate the results of my leading.

### ACTION / PLAN

I am able to innovate and develop sustainable action projects to respond to my community needs (system and design thinking).

### ACTION

I co-create an inclusive, safe, resilient and sustainable community.

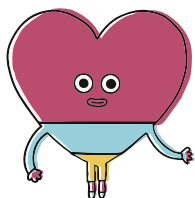
I use learning opportunities to build on my own strengths and weaknesses.

I can recognise when I should adjust my leadership to influence or support other.

### EVALUATE

I generate, plan, implement and evaluate opportunities and solutions and projects for sustainability and risk reduction.

I can evaluate the results of my leading, taking into accounts the feedback I receive from the others.



### **Socio- Emotional (Feel, Heart)**

**I care about the people  
and the planet, and I  
am resilient**

### **Creating new value**

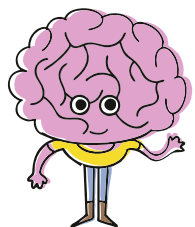
Connecting understanding of local and global issues with personal feelings – “This makes me sad, I want to change it” / “This makes me happy, I want to increase it”

### **Reconciling tensions**

Confidence/resilience in the face of uncertain outcomes and unexpected challenges.

### **Taking responsibility**

Agency mindset: Feeling that I can and should identify social/ environmental problems and try to solve them.



### **Cognitive (Think, Head)**

**I know how to  
solve social and  
environmental  
problems, creatively**

Knowing how to learn as much about a problem as possible:

- research, interview, survey

Knowing how to think creatively:

- conditions for creativity and brainstorming techniques

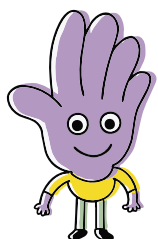
Knowing how to solve unexpected problems.

Knowing how to resolve disagreements:

- communication skills

- techniques e.g. voting to find a democratic way forward

Agency mindset : Knowledge of how to identify and clarify a problem, ideate solutions, refine and plan action



### **Behavioural (Act, Hand)**

**I actively make a  
difference in my  
community**

Spotting problems to be solved and opportunities to make a difference.

Working collaboratively, resolving disagreements, showing leadership.

Showing leadership, helping/ encouraging others, continuing to seek out problems and try to solve them.

*WLL Assessment Framework*

## Look Fors

In this Challenge Pack we have included some 'look fors' to help facilitators recognise when learning is taking place. A look for is a clear statement that describes an observable teaching or learning behaviour, strategy, outcome, product, or procedure. Observers search for 'look fors' when they visit a classroom or examine student work. (ASCD, 2013).

## How to earn the badge

To earn the badge, Scouts will identify a problem in their community, come up with ideas to solve it, and then take one of those solutions into the community.

The learning process is made of six stages. Each stage of the process includes:

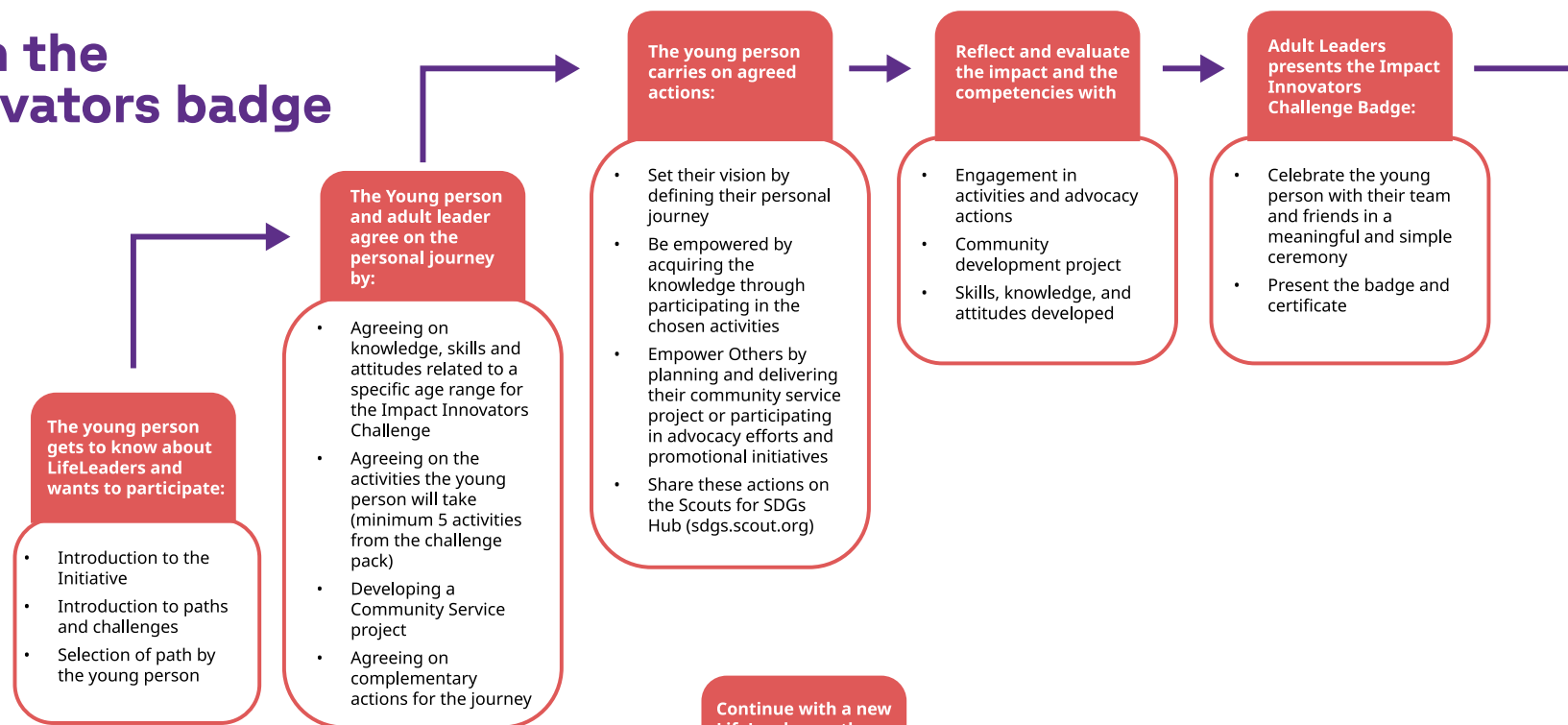
- Summary and guidance for facilitators
- A 'bridge' activity to demonstrate the process
- A set of activities for different age groups to develop their community projects
- A 'checkpoint' to complete the learning for that stage

Scouts should participate in at least one activity in each stage, and then complete the checkpoint before moving on. In order to achieve the badge, all six checkpoints must be completed. For Scouts who need more support, there is advice to help differentiate the activities and guide them through the process (see below).

Remember to enjoy the process, rather than worrying about the outcome. Scouts are learning valuable innovation skills that they can apply throughout their lives. Another key part of Design Thinking is embracing failure, which means you are learning! If it was easy, anyone could do it.

Stage	1. Problem	2. Ideas	3. Solution	4. Plan	5. Action	6. Reflect
<b>Summary</b>	Use empathy, reflection and inquiry to identify, explore and connect with local problems in your community.	Use creative thinking skills, with no limits! Come up with lots of ideas to solve a problem.	Develop and refine a solution. Try things out and learn from others.	Make a plan of action to pilot your project.	In a team, put your solution into action - as a pilot.	Take a step back. Think about what has worked well, what has been difficult, and how you feel - in order to learn from the process.
<b>Progress Checkpoint</b>	Write a problem statement.	Create a list of ideas (Quantity over quality!)	Write a solution summary.	Create an action plan to pilot your project.	Complete a pilot of your community project.	Write a list of personal reflections/lessons learned.

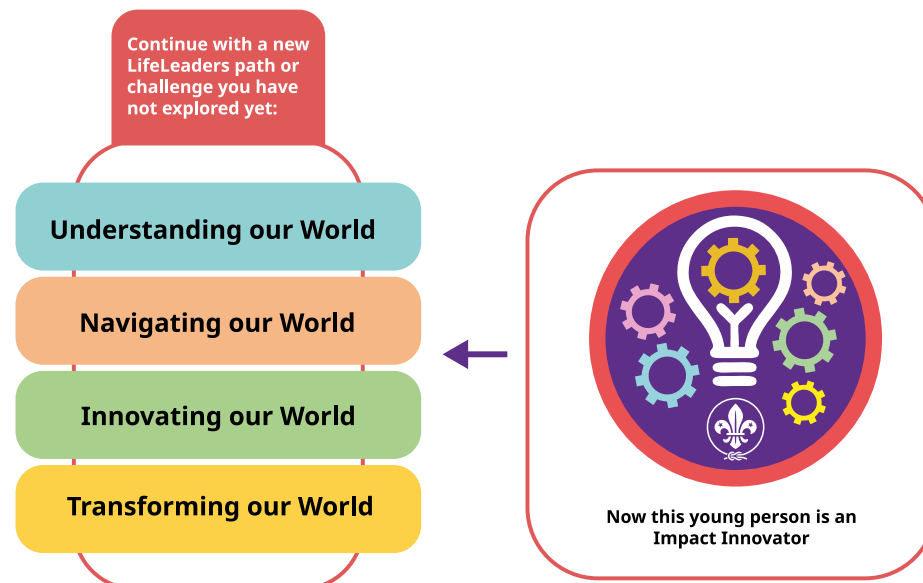
# How to earn the Impact innovators badge



## Congratulations!

The young person has become an Impact Innovator. The young person is now a member of the global LifeLeaders Community and can continue the journey by completing other challenges to contribute even more towards the SDGs.

Young people and adults can agree on many other possible combinations suitable to each individual interests based on other Life Skills initiatives already developed within the NSO.



## Advice for facilitators

### Learning through 'design'

- This challenge is based on the principles of design thinking, but simplified so all learners can access them. Similar terms you might have heard of include innovation, human centred design, social entrepreneurship, and creative problem solving.
- These principles are used in the workplace, and they can also be applied to achieve personal goals. Through this, learners are developing skills and practising techniques that will serve them for life.

### Let them lead!

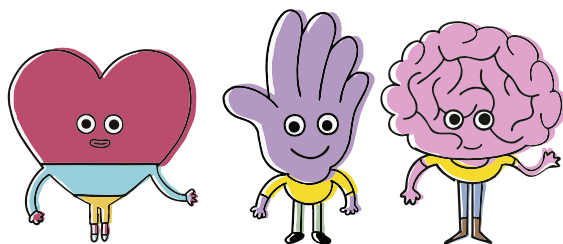
- It is all about learning through a process. So rather than a 'teacher' you are a facilitator, allowing them to lead and helping guide the process.
- Design is messy! You will always discover challenges and it is normal to go back to the drawing board to start again or make adjustments. This shows you are doing things right!
- Learning in this way transforms mindsets! If you let them lead, Scouts will change the way they see themselves - from passive bystanders that accept the world the way it is, to active changemakers that can make a big difference for people and the planet.

### Creative thinking

- Creative thinking means anything goes! In the ideation phase, don't limit the ideas - celebrate them. Allow learners' minds to run wild, even if the ideas are bizarre and unrealistic. This is a way of loosening up your creative muscles, to reach genuine innovations.
- Creating the conditions for creativity is crucial. A creative thinking session might look different to a normal session. Embrace energy, conversation, discussion, laughter, music. Think about the environment. Can you go outside?

### Inclusion

- Innovation should always be inclusive. That means if you are doing something for others, they should be involved in the process. Ideally Scouts will have some personal experience of the problem they are solving, or they will make sure they are asking for input from those who do.
- Inclusion also means making sure all the Scouts taking part are able to participate fully, to the best of their ability.
- As stated in WOSM Diversity and Inclusion Position Paper, Inclusion implies valuing the diversity of individuals, giving equal access and opportunities to all and having each person involved and participating in activities to the greatest extent possible. The Scout Movement aims to be inclusive to all young people and adults. For young people, it is achieved through the Youth Programme, which creates the right learning environment so that every young person can be involved as well as participate actively and develop the competencies needed to play an active role in their communities.



**Above all else, have fun!**

## Tips for working with less confident design thinkers

Remember that children develop at different rates, so it's crucial to adapt the difficulty level and support based on their individual needs. Observing their progress and providing targeted feedback will help you refine your approach and create a positive and inclusive design thinking experience for all Scouts.

### Start with familiar contexts:

Your topics and project should relate to their everyday experiences and interests. This will help them connect with the activity and stay motivated.

### Keep it hands-on and interactive:

Incorporate plenty of hands-on materials and interactive elements to facilitate active learning. Focus on things they can experience directly rather than big concepts and theories.

### Provide scaffolding:

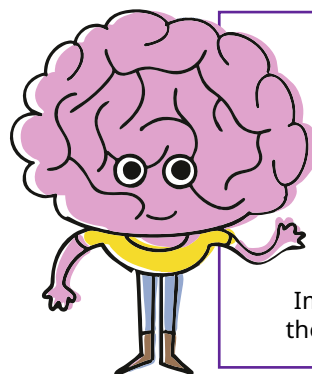
Break down the design process into smaller steps and provide clear instructions for each stage. Scaffold their learning by demonstrating techniques, modeling the process, and offering guidance when needed. The 'Bridge Activities' can help you model the process for each stage.

### Incorporate storytelling:

Storytelling can help engage children and make the design challenges more relatable. Introduce narratives or characters that prompt their imagination and provide a context for their designs. Encourage them to create stories around their designs to enhance the overall experience.

### Keep it fun and engaging:

Design thinking should be an enjoyable and playful experience. Incorporate elements of gamification, such as time challenges or rewards, to make the activities more exciting. Use storytelling, colourful visuals, and interactive elements to capture their attention and maintain engagement.



In this Challenge Pack there are **Warm-up Activities and Project Activities**.

**Warm-up Activities** are light-hearted warm-ups to explain how this stage of the process works. They will help Scouts get into the mindset before thinking about their community project.

These activities will work on their own, and will help Scouts develop different skills. So, if you are not planning to go through the full Impact Innovators challenge step-by-step, you can pick and choose from the individual activities.



# Activities

**Project Activities** are designed to be used in a particular order. They follow each stage of the problem-solving process, starting with exploring problems and ending with reflection. If you complete at least one Project Activities and the Project Checkpoint at each stage, you will end up with a deliverable Community Project. This is how you earn the Impact Innovators challenge Badge.

## Introduction to innovation

Before getting started with your community project, here are two optional activities to demonstrate the process of creative problem-solving, in a light-hearted way.

They can help Scouts understand the six stages that they'll be using to approach their community project, and what skills they are practising. This can help increase Scouts' learning throughout the challenge, as they are able to self-regulate more effectively.



## Marshmallow Tower Challenge

10+ mins



Dry spaghetti, tape, string, marshmallows.

In this teamwork design challenge, you will work with a group to build the tallest tower possible using only the materials provided. Your tower must have a marshmallow at the top and can only use 20 sticks of spaghetti, one yard of tape, and one yard of string.

If these materials are not available, you can use alternatives like paper and card.

**Explain each stage of the process and work through them one by one:**

1. Discuss and investigate the problem
2. Come up with creative ideas to solve it - the bigger the better!
3. Test some options and choose a solution
4. Plan your execution. Decide on roles, materials, timing etc.
5. Put it into action!
6. Reflect on what worked well and what could have been better.

## Bridge to Design Thinking



45 mins



Various craft materials such as cardboard, sticks, tape, thread, scissors, pens, and paper.

**Objective:** Introduce Scouts to the concept of design thinking through a fun and creative bridge-building activity.

### Introduction:

Design thinking is a way that we can come up with new ways to do things - in business, in politics, in our communities, and in our own lives. In this activity, we'll explore the process of designing a bridge to meet the needs of a nearby community. The challenge is to create a bridge capable of carrying a 1kg weight over a 30cm gap. Let's embark on this exciting journey!

### Explore problems (15 minutes):

Begin by imagining a nearby community that requires a new bridge to cross a river daily. Adult leaders can set the scene through a story or theatre presentation. Discuss the requirements of the bridge, such as its weight-bearing capacity and the need for safe passage for people and food transports.

### Generate ideas (10 minutes):

Individually or in pairs, the Scouts will sketch their bridge design ideas on paper. Encourage creativity and innovative thinking. Afterward, share the ideas and collectively vote on the most promising one to move forward with.

### Prototype and Test Solutions (20 minutes):

Using the craft materials provided, the Scouts will build their bridge prototypes based on the chosen design. They have around 15 minutes for this phase. Once the prototypes are ready, each scout will have the opportunity to test their bridge's strength. Create a 30cm gap using tables or chairs, and place a weight on the bridge to see if it holds up.

### Plan (5 minutes)

After testing the prototypes, the Scouts can decide on which prototype works best. In a real project scenario, this phase might involve community involvement, asking for their views. Plan how you would turn the prototype into a reality. What steps would be needed? What materials?

### Reflect (5 minutes):

Now it's time for the Scouts to reflect on their bridge-building process. Encourage discussions on what went well, what could have been done differently, and how the bridges could be improved for broader rivers, heavier loads, or different materials. They can even return to the ideation stage to try out new ideas.

### Conclusion:

Through this activity, Scouts have experienced the essence of design thinking by collaboratively creating and testing their bridge designs. Remember, design thinking can be applied to various situations and problems, and with practice, Scouts can become even better problem solvers and innovators. Great job, designers!



## Problem Stage: Exploring and defining an issue to focus on

Use empathy, reflection and inquiry to explore and connect with local problems in your community. Then define a clear problem statement.

### Summary of this stage:

1. Think about your community, the people in it and the environment. Think about what issues your community faces. Why do they matter? What do you really care about?
2. Connect your community problems to the Global Goals (SDGs) to show how all these issues are connected, globally.
3. Identify one problem that you feel passionate about solving. Think about what you have the ability to change. How could you make the biggest difference?
4. Write a problem statement that clearly defines this problem.

### Differentiation for less confident Scouts:

- When thinking about your community, focus on an area that is familiar. For example your usual Scout base, your school or a local park.
- Guide Scouts towards issues that they know a lot about already. You could focus on a particular topic they have learned about, like personal health or looking after nature.
- Remember that the goal for younger Scouts for this stage is about awareness of problems in their community and caring about others and the natural world. If you need to give them additional help to pass the checkpoint that's fine.

**Note: It is important to create a safe and supportive environment for children to explore sensitive topics. Always be aware that others may be affected by issues they are talking about.**

- Establish clear ground rules for respectful and open communication:
  - Listen to them attentively and without judgement.
  - Ask clarifying questions to demonstrate your understanding.
  - Acknowledge and respect all their perspectives, even if you disagree with them.
  - Admit when you don't know something and be willing to learn from the Scouts.
  - Apologise if you make a mistake.
- Model the behaviour you want to see.
- Be prepared to support Scouts who may be triggered or upset by the discussion.

## Checkpoint:

To complete the challenge, Scouts need to complete a checkpoint at each of the six stages.

**Problem Stage Checkpoint:** Once you complete your chosen activities, Scouts should write a clear problem statement.

A problem statement is a concise and specific description of the problem that needs to be solved. It should clearly identify the issue, the affected people, the impact or consequences of the problem, and the desired outcome or solution. A well-defined problem statement helps to focus efforts and resources towards solving the problem, and allows stakeholders to understand the issue and work together towards a common goal.

An example of a clear problem statement for a community issue:

“The local park is unsafe so community members are afraid to use it. This means they have nowhere to play, exercise and enjoy the outdoors, which has a negative impact on their health and wellbeing.”

Your problem should answer the following questions:

- What is the problem?
- Where is it happening?
- Who is affected?
- Why is it a problem?

### DEFINE THE PROBLEM

**WHAT** is the problem?

**WHERE** is the problem occurring?

**WHO** is it affecting?

**WHY** is it important to solve this problem?

## Activities:

Choose one or more of these activities. You can pick the activities that work best with your participants and your settings.

### Community Map



20 mins



Newspapers and magazines, glue, scissors, large piece of paper

This activity helps learners gain a better understanding of their community and identify problems to solve.

Using old newspapers and magazines, invite participants to create a collage that represents their community. Ask participants to cut out pictures of places, people, objects, or nature. Based on what they choose to cut out, participants will produce a map using the materials provided. Alternatively, they could draw a community map instead of making a collage.

When the group comes back together, each participant will introduce their community through the work of art it inspired. Discuss what are their most and least favourite parts of their community. Where are people most healthy / happy / safe. What about the opposite? Is there anything they'd like to change about their community? You could use the Global Goals grid to see how it relates to their maps.

### What's your Goal?



10+ mins



This is a discussion activity to introduce social and environmental problems.

Display the Global Goals grid. Ask Scouts to pick their favourite goal. Then ask why they picked that goal.

After they have all shared ask them to think about connections between the goals i.e. how does SDG 4: Quality Education link to SDG 2: Zero Hunger? Then ask them what they think are the most important goals in their local community. Are they the same? Which goals are being achieved and which aren't, in your community? Conclude by explaining that the Global Goals show us all the many issues for people and planet that affect us locally, and globally. By looking at local problems, we can use our own experience and insight to design powerful solutions.

### The Systems Iceberg



20 mins



This is a discussion activity to allow Scouts to take a deeper look at a problem and to see the whole system, 'to get the whole story', and help them formulate more effective questions and responses to new situations.

Ask Scouts to either identify a new issue that is of concern to them in the community. Then in groups, ask them to discuss the problem from all four levels of the iceberg: events, patterns, systems & structure, and mental models. There are questions on the sheet [linked here](#)

Explain that they are now thinking about their issue as a system - a set of connected problems that they can try to solve. Systems thinking lets you look at the whole picture, and identify how best to solve it.

Now decide which specific problem on your iceberg you'd like to try to solve in the next section. Which would have the most impact? Which one do you have the most ability to change? You could link this activity to the 'Influence Zone' activity.

### What's your influence zone?



10+ mins



Instructions: Ask Scouts to sit in a circle. Explain that everyone has an influence zone, which is the things they can control or change. This could be their own behaviour, their relationships with others, or their actions in the community.

Have Scouts think about their own influence zones. What are some things they can control? What are some things they can change? Start small, and then get bigger. Think about your own behaviour, Scouts group, family, your local area and community.


Conclusion: Explain that everyone has the power to make a difference, no matter how small. By understanding our influence zones and using them wisely, we can make a positive impact on the world around us.

## Describe and Guess

 30-45 mins

11 



- List of social issues (e.g., environment, race, poverty, etc.)
- Timer or stopwatch
- Paper or index cards with social issues written on them 

Help Scouts develop their communication skills and raise awareness about social issues. Form pairs of Scouts, provide each pair with a list of social issues or paper/index cards with social issues written on them.

One Scout in each pair tells a story about a social issue without explicitly stating the issue, while the other scout listens and guesses the social issue. Set a timer or stopwatch to keep track of time for each round. Rotate pairs and repeat the activity with different social issues.

Facilitate a discussion after the activity to reflect on the social issues discussed and their significance. Why do they matter? Can they think of examples in their local community? Would you like to do something to change it? Encourage Scouts to think about the issues they have experience of, and feel most passionate about.

**Health** - Are people in your community healthy? Think about mental as well as physical health.

**Poverty** - Do people in your community have access to the basic things they need like food, water and shelter?


**Nature** - Does nature have space to thrive in your community? Are there green spaces? Is there biodiversity in those spaces?

**Equality** - Is everyone treated the same in your community? Do some people face problems that others don't?

**Energy** - Does your community use fossil fuels or green energy? Could you generate green energy?

**Education** - Does education prepare children for the future? What's missing?

## Mind Mapping

 45-60 mins

7 



- Large paper or whiteboard for each scout or small group
- Markers or coloured pencils for writing and drawing
- Words related to local social issues (e.g., poverty, discrimination, homelessness, etc.)

Encourage Scouts to brainstorm and explore social issues through mind mapping. Provide each Scout or small group with a large paper or whiteboard and markers or coloured pencils. Give each scout or small group a word related to a social issue. Instruct Scouts to create a mind map by writing down the word in the centre of the paper or whiteboard and brainstorming anything that comes to their mind related to that word, such as causes, effects, solutions, and examples.

Encourage Scouts to be creative and think critically while creating their mind maps. After the Scouts have completed their mind maps, have them share their findings with the group and discuss the different perspectives and ideas presented.

Note: The difficulty level of the social issues discussed in these activities should be appropriate for the age group of the Scouts. The facilitator should ensure that the discussions are conducted in a respectful and inclusive manner, and provide guidance and support as needed.



## Community Walkabout

 70 mins

7 



- Smartphones or disposable cameras (one per scout or per small group)
- Sketchbooks or notebooks
- Pens, pencils, or markers for writing and drawing

Encourage Scouts to observe their surroundings and identify social issues in their neighbourhood. Provide each Scout with a smartphone or disposable camera and a sketchbook or notebook.

Instruct Scouts to go around their neighbourhood and take photos of objects or scenes that they think reflect a social problem. Encourage Scouts to take notes or write down their observations in their sketchbook or notebook.

After the Scouts have taken their photos, gather them together and discuss their findings as a group. Instruct Scouts to put together their photos and any objects they have collected into their sketchbook to create a visual representation of the social issues they have identified.

Facilitate a discussion on the social issues observed, their causes, effects, and possible solutions.

## Empathy Map

 45-60 minutes

7 



- Sketchbooks or notebooks
- Pens, pencils, or markers for writing and drawing

This activity helps you see the world through other people's eyes, using empathy.

Think of someone who is affected by a problem in your community. Imagine the world from their perspective. Discuss: How does the problem affect them? How might they feel? What would they see, hear, touch, smell and taste? What would they think? What would they think and do? Would they have hopes and worries?

Draw the outline of this person on a piece of paper. Label your drawing with all of these thoughts and senses, to create a full picture of the person. These could be written or drawings. You can keep this drawing with you throughout the process, as a reminder of who you are trying to help with this solution.

## SDG Domino Chain Reaction

 70 mins

11 



A set of dominos (or domino-like tiles) - Sustainable Development Goals reference materials or posters - Markers and coloured pencils - Small cards or cutouts (for brainstorming)

### Domino Chain Reaction Explanation:

Explain the concept of a domino chain reaction, where each domino represents a step or action that leads to the next one falling. Emphasise that in the context of the SDGs, actions are interconnected, and one can lead to a chain reaction of impacts.

### Brainstorm SDG Actions:

Provide each Scout with a stack of small cards or cutouts and ask them to brainstorm actions that relate to one specific SDG. For example, if you choose Goal 3 (Good Health and Well-Being), they could suggest actions like "vaccinating children," "promoting healthy eating," or "providing access to clean water."

### Create SDG Domino Chain:

Instruct the Scouts to write one of their suggested actions on each domino tile. Each domino represents a step toward achieving the selected SDG. Encourage them to decorate their dominos with relevant symbols or images.

### Arrange the Domino Chain:

Once the dominos are ready, have the Scouts arrange them in a sequence on a long table or the floor. The first domino should represent an initial action, and the chain should progress toward the achievement of the selected SDG.

### Observe the Chain Reaction:

Ask one Scout to gently tap the first domino to initiate the chain reaction. As the dominos fall one by one, discuss the interconnectedness of actions and how each action leads to the next in achieving the SDG.





## Ideas: As many, and as creative as possible!

### Summary:

1. In this stage you are going to be creative and think big! In the next stage you will 'refine' your ideas to make them more realistic and choose an idea to put into action. For now, don't worry about what is realistic - go wild! You can model this by giving silly examples of your own.
2. For now, you are aiming for quantity over quality! The ideas might seem strange, ambitious or even impossible - this is good! It means Scouts are thinking outside the box and coming up with truly original ideas.
3. Encourage Scouts to capture the ideas by writing / drawing them, so you can remember later.
4. Take time to share and discuss each other's ideas, and encourage Scouts to think even bigger and bolder as you do so. You might come up with ways to build on someone else's idea to make it even better.

### Differentiation for less confident Scouts:

- Remind Scouts that all ideas are good ideas. Give Scouts plenty of encouragement throughout. There are no wrong answers and everyone has something to contribute.
- This is where younger Scouts have an advantage! Research shows the younger we are, the more creative we are. Encourage them to use this creativity boldly.

### Checkpoint:

To complete the challenge, Scouts need to complete a checkpoint at each of the six stages.

### Ideas Stage Checkpoint:

Once you complete your chosen activities, you should have a list with as many ideas as you can!

These could be captured on a board, or a wall covered in sticky notes. Remember the three golden rules:

1. Quantity over quality! As many ideas as possible.
2. Bigger the better! Don't worry about what is realistic, go wild.
3. If it's not written down, it doesn't exist! Keep a record of all the ideas for the next stage.



## Warm-up Activities:

You can use these activities as an introduction, to get Scouts thinking creatively.

### The brick!



10 mins



7



A cup or any item

This is a fun warm-up game where people have to think of unusual uses for everyday items. Think about what it's made from, its shape, its size, its weight. What about its smell or even its taste?! Change the brick to another object for endless variation. The point of this game is to demonstrate the concept of thinking creatively with no limits.

## Main Activities:

Choose one or more of these activities. You can pick the activities that work best with your participants and your settings.

### Mash-up Ideas



30-45 mins



7



Paper, pens, and a list of mash-up prompts (optional)

In this warm-up activity, learners will combine two unrelated objects, concepts, or ideas to create something new.

Leaders can provide prompts or let Scouts choose their own objects to mash-up. For example, a pizza and a car could be combined to create a "Pizza Mobile" that delivers pizza faster than any other vehicle.

### What if?



30-45 mins



11



Paper, pens, and a problem statement

In this activity, learners will imagine different scenarios for a problem and brainstorm solutions for each one. Leaders can provide a problem statement, and Scouts will come up with "What if?" questions to explore different possibilities.

For example, "What if we had unlimited resources to solve this problem?" or "What if we had to solve this problem in one day?"

### Improv Ideation



30 mins



11

In this activity, learners will use improvisation techniques to generate ideas. Leaders will provide a scenario or problem statement, and young people will act out different solutions.

Each student will take turns being the lead actor, and the others will act as supporting characters. The scene can be repeated with different lead actors or problem statements.

### How Might We...?



15 mins



15



A big piece of paper and pens.

In this activity, the facilitator will fold a big piece of paper into eight, and learners will have 45 seconds per square to draw or write an idea to solve their problem. Then they move onto the next square.

The goal is to generate as many ideas as possible, even if they feel "sticky" and hard. Quantity over quality. At the end, count up all the ideas and share back in groups, taking notes. Each person has 60 seconds to share their ideas.

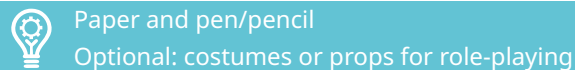
## Draw a World Where the Problem Is Solved



In this activity, learners will draw a world where the problem is solved, without using any words. They have one minute to draw, and then they will pass it to the right, where the next person will continue.

They will think about what the world looks and feels like, and what tools and resources are needed. Keep passing to the right until the paper ends up back with the first person to draw on it. Then give time to discuss what each part of the drawings represents.

## Role Play



Gather a group of participants and explain the different roles they will play.

Assign each participant a role (manufacturer, naturalist, campaigner, teacher, politician, inventor, entrepreneur).

Choose a problem to solve. It could be a real-world issue or a hypothetical one. Give participants time to brainstorm ideas based on their roles. Ask each participant to present their solution to the group. Encourage discussion and debate about the different solutions.

Optional: Have participants dress up in costumes or use props to enhance the role-playing experience. Reflect on the activity as a group and discuss what was learned.

## Word Association Game

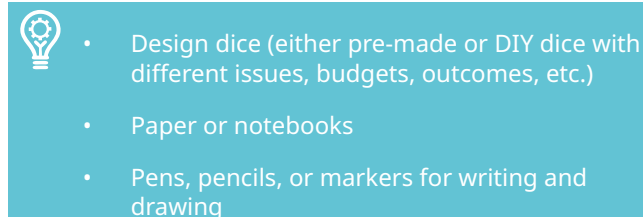


Encourage Scouts to generate ideas based on word associations and spark creative thinking. Form a circle with the Scouts, provide each Scout with a word from the list of words related to social issues. The first Scout says their word out loud, and the next Scout has to quickly come up with a word or idea that is associated with the previous word.

Continue the game around the circle, with each Scout building upon the previous word or idea.

Set a timer or stopwatch to keep track of time for each round. Encourage Scouts to think creatively and quickly, and to challenge themselves to come up with unique and unexpected associations. Facilitate a discussion after the game to reflect on the different associations and ideas generated, and how they could be applied to address social issues.

## Design Dice



Allow Scouts to generate ideas through a playful and random approach using design dice. Provide each Scout or small group with design dice, instruct Scouts to roll the dice and use the combinations of issues, budgets, outcomes, etc. that come up to generate ideas for solving social issues.

Scouts can write down or draw their ideas in their paper or notebooks. Encourage Scouts to think outside the box and explore different possibilities with the random combinations from the design dice.

After a designated time, have Scouts share their ideas with the group and discuss the potential strengths and weaknesses of their ideas. Facilitate a discussion on the process of generating ideas using design dice and how it can inspire creative problem-solving.

## What Would \_\_\_\_ Do?

45-60 mins

11



- List of characters, historical figures, family members, or friends
- Paper or index cards to write down the names
- Pens, pencils, or markers for writing

Foster empathy and critical thinking by exploring different perspectives on social issues through the lens of characters, historical figures, family, and friends. Provide each Scout with a character, historical figure, family member, or friend's name.

Instruct Scouts to imagine themselves as the person they were given and think about how that person would approach and solve a social issue. Scouts can write down their ideas on paper or index cards. Encourage Scouts to think critically and consider different perspectives and approaches.

After a designated time, have Scouts share their ideas with the group and discuss the different viewpoints and strategies presented. Facilitate a discussion on empathy and understanding different perspectives when addressing social issues.



## £1 or £1 million

30-45 mins

11



Flipchart or whiteboard, markers, play money (optional)

In this activity, Scouts are given different budgets, ranging from £1 to £1million, and are tasked with solving a specific problem or challenge using the given budget. They can brainstorm and come up with creative solutions based on the constraints and resources of each budget.

## Consequences

30-45 mins

7



Blank sheets of paper, pens or pencils

Scouts are divided into teams and provided with a blank sheet of paper. The first person writes down a problem or challenge on the top of the paper and folds it over, leaving only the last word or phrase visible.

The next person then continues by writing a solution or idea based on the visible word or phrase, and folds the paper again, leaving only the last word or phrase visible. This process continues until the paper is unfolded, and the teams read aloud the wacky and creative scenarios they have come up with.

## 'Hot Potato'

15-30 mins

7



Ball or object for passing

The Scout leader or teacher starts by deciding on a question related to a specific problem or challenge. They then pass a ball or object to a Scout, who has 10 seconds to come up with an idea to address the question.

The Scout passes the ball to another Scout, and the process continues, generating rapid-fire ideas within the time limit. This activity encourages quick thinking and spontaneity in generating ideas.

## Goals for the Goals

30-45 mins

7



Ball, goals (for sports such as football or basketball), paper or cards for writing down ideas

Scouts play a game of football, basketball, or any other team sport with goals. Each time a team scores a goal, they receive a 'goal' in the form of an idea or word related to the problem or challenge they are trying to solve.

The teams collect these 'goals' and use them as inspiration to generate further ideas for their project. Teams can compete against each other to collect the most 'goals', ideas, budget, or other relevant resources to fuel their creative problem-solving process.





## Solution Stage: Choose and refine a solution

### Summary

In this stage, Scouts will go from having lots of ideas to having one realistic solution.

1. Consider which are your favourite ideas. Which do you think would have the most impact? How could you make them happen?
2. Start testing some of the best ideas. Think ahead and try to spot potential issues and then solve them. Ask people what they think. Compare ideas to see which are best. Try things out and embrace messiness! If you find a barrier, that's good! You might need to go back to Stage 1 to do more research, or Stage 2 to come up with ideas to solve it.
3. Think about the wider impact of your solutions. Use the Global Goals to see how they will have wider effects, beyond the core intention. How will it affect the environment? How will it affect people?
4. Finally, decide on one solution to take forward for your community action project. It's important that everyone believes in this idea, so take time to discuss and give everyone a voice. You could take a vote to make a democratic decision.

### Differentiation for less confident Scouts:

- Ask lots of questions and allow Scouts to experiment and fail rather than giving them the answer straight away.
- Remember, you will eventually put the chosen solution into action, so bear this in mind when considering which ideas to test.
- You might want to guide Scouts by choosing a few of the most workable ideas to consider and test.

NB: Scouts may come up with a solution that is very ambitious. If so, great! it's important not to limit them with what is possible/realistic. In the Plan and Action stages you can focus on how to test this solution out in the real world, and what is realistic.

### Checkpoint:

To complete the challenge, Scouts need to complete a checkpoint at each of the six stages.

### Solution Stage Checkpoint:

Once you complete your chosen activities, Scouts should write a solution statement.

This is a statement which summarises the solution, to make it as clear as possible. It builds on the Problem Statement from The Problem Stage.

- What is your problem?
- What is your solution?
- What effect will this have?

#### Example Solution Statement:

What is your problem? (You can use your existing problem statement here)

- The local park is unsafe so community members are afraid to use it. This means they have nowhere to play, exercise and enjoy the outdoors, which has a negative impact on their health and wellbeing.

What is your solution?

- We will improve the park's safety and welcoming atmosphere by installing new lighting, trimming vegetation, and holding a park festival to change the community's perception of the park and encourage them to keep it safe.

What effect will this have?

- The park will become a safer and more inviting place for people of all ages to enjoy, so community members will spend more time playing, exercising and relaxing in the park - and will work together to keep it safe.

## SUMMARISE THE SOLUTION

WHAT IS THE PROBLEM YOU ARE SOLVING?

WHAT IS YOUR SOLUTION?

WHAT EFFECT WILL IT HAVE ?

## Warm-up Activities:

Use these activities as an introduction into the fourth step of design thinking: turning ideas into action!

### Colour me intrigued.



30  
mins



Watercolours - Papers

Ask your Scouts, how many colours can they make using only red, blue and yellow colours? Invite them to create as many new colours using only three primary colours: red, blue, and yellow. Remember, you can only keep track if you document every try and what did you mix to get there.

The point of this activity is to show that you often have to try things out in lots of different ways to find out what the result will be. The same is true when solving problems!

## Main Activities:

Choose one or more of these activities. You can pick the activities that work best with your participants and your settings.

### Dot voting



10  
mins



Stickers

Give each Scout a few sticky dots or stickers (e.g., three dots per scout). Ask them to place their dots next to the ideas they like the most. This will help identify the most popular ideas.

Then identify the most popular ideas and discuss why people liked them. Can people see any barriers to this idea? Do people have ideas to overcome those barriers?

You can finish by taking a vote on the best idea, or pick a few of your favourite ideas and then explore them more in another Solution Stage activity.

## Persuasion Pitches



- Whiteboard or large poster paper - Markers and sticky notes - Small cards or cutouts (representing ideas) - Presentation supplies (e.g., craft materials, images, or drawings) - Timer or stopwatch

Divide the participants into groups (if the class is large). In their groups, have them present their persuasive pitches for their chosen idea. Set a time limit for each pitch (e.g. 2-3 minutes). Encourage them to use their presentation supplies, visual aids, and persuasive techniques.

**Group Evaluation:** After each pitch, have the others in the group provide feedback and critique using constructive criticism.

**Decision-Making:** Discuss as a group which idea appears to be the most persuasive and convincing. Encourage them to reflect on what made certain presentations more effective.

## SWOT analysis



Large poster paper or a whiteboard - Markers and sticky notes - small cards or cutouts (representing ideas) - String or yarn - Small clothespins or paperclips - Scissors - SWOT Analysis Template (preprinted or drawn on a separate sheet)

Introduce the concept of SWOT analysis by explaining the four categories: Strengths, Weaknesses, Opportunities, and Threats. Provide examples to illustrate each category. Divide the Scouts into groups (if the number is large). Assign each group a set of ideas from the brainstorming session. In their groups, they should conduct a SWOT analysis for each idea on a separate sheet using sticky notes. Encourage them to discuss and fill out the Strengths, Weaknesses, Opportunities, and Threats for each idea.

### Presentation of SWOT Analysis:

Have each group present the results of their SWOT analysis to the whole class. Discuss the findings and any insights that emerged from the analysis.

### Decision-Making:

Discuss the strengths, weaknesses, opportunities, and threats of each idea with the whole class. As a group, evaluate which idea appears to have the most potential based on the SWOT analysis.

## Designing the Future



Blank sheets of paper, pens or pencils, markers or crayons (optional)

In this activity, Scouts will use their imaginations and drawing skills to design a future world where their idea is a reality. They can create sketches or visual representations of their ideas, incorporating their visions for a better future. Use these designs to imagine the difference these ideas would make, and choose your favourite(s).

## Home Improvement



Scouts will work together as “builders” to improve a “home” in their community. They will form groups of 3-5 and use their imagination and ideas as “resources” to discuss and plan how to improve the home.

They will evaluate the usefulness of their resources and brainstorm ways to improve on each other’s ideas by swapping homes and resources. This activity encourages teamwork, creativity, and problem-solving skills while promoting community improvement and collaboration.

## Community Testing



Questionnaire, prototype, etc.

If your ideas are aimed at a specific group of people, go out into the community and test your idea directly with them. In this way, you engage with your target group, while also collecting real-time and genuine feedback. You could think of questions to ask and interview them or create a survey for them to fill. Think about how many people you’d like to test with.

For example, you could share your three favourite ideas with the community and ask them to pick their favourite. Then you could ask them to think of any problems that you might have making the solution a reality.

## Prototyping



90  
mins

15



Basic prototyping materials (cardboard, foam, or clay) and feedback forms

This activity works best for solutions that are physical things - like objects, buildings or products. Students will develop a prototype of their solution using basic materials such as cardboard, foam, or clay.

Leaders will provide feedback on the prototype, and Scouts will revise it accordingly. After several iterations, they will test their prototypes in real-world scenarios to determine the feasibility of their solutions.

## Role-playing



60  
mins

11



Puppets, toys or props, script or scenario for each group.

Break learners into groups and ask them to role-play potential users or customers for their chosen solution. Have them act out different scenarios and test how well their solution works. This could be done with puppets or toys, and learners can switch roles to gain different perspectives.

## BUT... SO...



15  
mins

11

This activity is about playfully testing your idea, by:

The group is split into two. Group 1 will try to persuade Group 2 that the idea is great! Group 2 will try to come up with problems.

Group 1 starts by introducing their idea. Then group two has some time to come up with a problem. Group 2 then replies with a problem, saying "I like your idea BUT... did you consider that...."

Then Group 1 responds with a solution to that problem, by saying "Yes, thank you, that could be a problem SO..." and suggests a solution.

## Impact Analysis



30  
mins

11



Handouts of the Sustainable Development Goals - Markers, pens, or coloured pencils - Whiteboard and markers (or poster paper) - List of solution ideas (relevant to any specific SDG)

### Explanation of the Activity:

Explain that the goal of the activity is to analyse the potential impacts, both positive and negative, of a solution on one of the SDGs. Emphasise that the aim is to avoid causing harm to the community by accident.

### Selection of SDG and Solution Idea:

Provide participants with a list of solution ideas that are relevant to a specific SDG. For example, if you choose Goal 11 (Sustainable Cities and Communities), you can offer ideas related to urban planning, transportation, or waste management. Each participant or group should choose one idea from the list.

### Impact Analysis:

Ask participants or groups to conduct an impact analysis of the chosen solution idea on the selected SDG. They should consider both the intended positive effects and any potential negative consequences. Use markers, pens, or coloured pencils to draw a "Pro" and "Con" list on a whiteboard or poster paper.

### Group Discussion:

After conducting the impact analysis, have participants discuss their findings within small groups. Encourage them to share insights, potential conflicts, and ideas for mitigating the negative consequences.

### Presentation and Reflection:

Each group presents their analysis to the larger group. Facilitate a discussion on the importance of considering the broader implications of solutions on specific SDGs. Encourage participants to reflect on the need for responsible and sustainable development.





# Plan Stage: Make a plan of action

## Guidance for Scouts

From idea to reality... Plan a pilot of your community project, to test it out in the real world.

- Plan ahead, step by step
- Make a budget
- Assess risks
- Assign roles

NB: Scouts may have come up with a solution that is very ambitious. Great! Now you are in the planning stage, remember you are just planning a 'pilot': an experimental trial of your solution in the real world. You can keep it simple and focus on just one element of your solution, to see whether it works or there are unexpected challenges. You don't have to plan the whole project if that is too big!

## Differentiation for less confident Scouts:

- The goal for this stage is for younger Scouts to work together and make a simple plan. You can simplify their roles and tasks in order to make them more achievable.
- Consider where and how you'll put the idea into action. It might be easier to organise within your Scouts setting, or in another educational space you have access to
- You may need to step in more at this stage, to guide their planning.

## Checkpoint:

To complete the challenge, Scouts need to complete a checkpoint at each of the six stages.

## Plan Stage Checkpoint:

Once you complete your chosen activities, you should create an action plan for your pilot project.

This plan will outline how you will test your solution in the real world, for the first time. Remember, you don't need to complete the whole project. Your chosen solution might take a long time to be put in action. This is about taking a first step, to see what works, and what needs to change. Your action plan should answer the following questions. Best as specific as possible!

- What is the goal of the pilot? What do you want to achieve?
- What steps do you need to take to achieve your goal?
- What resources are needed? This includes things like volunteers, materials, and funding. Do you need a budget?
- What roles can everyone in your team play?
- What are the potential risks and challenges? How will you keep everyone safe and happy?
- What is the timeline for the project? When do you want to start and finish the project?
- How will you measure success? How will you know if you have achieved your goal?





## Example action plan:

- What is the goal of the pilot? What do you want to achieve?

We want to test out what is possible to achieve in the park, and find out from local community members if they'd appreciate the changes.

- What steps do you need to take to achieve your goal?

Visit the park on a fact-finding mission!

1. Choose a day to visit the park
  2. Create a list of questions for community members
  3. Create a checklist of things to test the park e.g.
    - Where should we install lighting?
    - Which areas are most/least safe?
    - Where should we reduce vegetation?
    - Are other amenities needed in the park
  4. Gather all materials needed
  5. Complete a briefing before the trip
  6. Conduct the fact-finding mission
- **What resources are needed?**
    - Paper and pens for surveying
    - Snacks and water for the visit
    - A survey for community members
    - Permission forms
    - Maps of the park to make notes onto

### • What roles can everyone in your team play?

- Speaking to the community
- Research
- Taking notes
- Timekeeper
- Surveying the park layout
- Wellbeing

### • What are the potential risks and challenges? How will you keep everyone safe and happy?

- Meeting a scary/dangerous person - always working in small groups, never alone
- Dehydration - carrying water
- Weather - taking appropriate clothing
- Injury - having a first aider with the group

- **What is the timeline for the project? When do you want to start and finish the project?**
  - Visit in two weeks' time
- **How will you measure success? How will you know if you have achieved your goal?**
  - If we have answers to all our questions, we will have achieved our goal

## Warm-up Activities:

Use these activities as an introduction into the fourth step of design thinking: turning ideas into action!

### It's Alive!



60 mins

11



A box of random materials like magazines, old toys, random kitchen utensils... etc.

Scouts are creating their own Frankenstein. All it needs to do is stand up and stay up.

Ask them to use the random materials that you provided them with to create a Frankenstein model that can stand up. This is a team activity. After creating teams, invite Scouts to identify what are the tasks at hand to complete this mission, what skills do they have within their team, how long would it take, and what materials would they use.

Make sure you have a detailed design of your Frankenstein to explain how you created your monster.

### The floor is lava



30 mins

7

Invite your Scouts to Imagine the floor is lava. You need to get from point A to point B without burning.

Advise them to use anything and everything around them to plan their escape. They can use stuff and also ask for the help of people around them.

Draw your escape map and make sure it is understandable by anyone else that might get stuck in the same route.

## Main Activities

Choose one or more of these activities. You can pick the activities that work best with your participants and your settings.

### Finding the perfect recipe

60 mins

11



- Basic prototyping materials (cardboard, foam, or clay)
- paper or cards for writing down ideas

Test your chosen solutions and decide the most efficient way to solve the problem. Take this chance to look at your ideas with a fresh eye and set your previously brainstormed ideas in the form of a recipe you want to try.

What is your list of ingredients? What will you need to make your idea work?

What is your cooking time? How long will it take you to implement your idea?

Have you tried this recipe before? Do you have the skills and knowledge needed to implement your idea? Or are you asking for someone's support?

Write down your plan to turn your idea into action and start cooking!

Chef's tip: A good chef knows that the first pancake always comes out crooked, the same applies to amazing ideas! Don't worry if the first time you try your idea it fails. You can always adapt and improve. That's an important part of the process.

### Talk like a cave-man

20 mins

7

In this activity, you will simplify and clarify your ideas by using only one-syllable words. Take turns describing your ideas using simple language to help you and your group members understand each other better.

### Newsflash

60 mins

11



Pen and Paper



Your Scouts are journalists. Journalists tell us what is happening in the world. You are sharers of the news! Ask the Scouts to imagine that they have put their solution into action in the community for the first time. They are going to write a report for the national newspaper, on the front page!

Ask them to design their own front page. Make sure you have a headline, an image, a summary and a longer description. The description should give the details on how this solution was put into action.

Once you have imagined the solution in action, you can then use these front pages to discuss how to make this happen in real life.

### What's the least you could do?

30 mins

11



Explain the plan in five steps, using maximum five words and one picture per step.

## Community Project Planning with a SMART Plan



30-45 mins



Paper, pens or pencils

In this activity, learners will plan a community project by breaking it down into smaller steps, assigning roles and responsibilities, and creating a timeline. They will use a SMART plan to make sure their project is Specific, Measurable, Achievable, Relevant, and Time-bound.

Begin by discussing with the learners what a community project is and why it is important.

Explain the concept of a SMART plan and provide an example of a well-formed goal.

Divide learners into small groups and assign each group a different community issue or challenge to address.

In their groups, have learners brainstorm ideas and choose one to develop into a project.

Have learners create a SMART plan for their project, including specific, measurable goals, achievable steps, a relevant purpose, and a timeline. Once groups have completed their SMART plans, have them share with the larger group and discuss any challenges or potential roadblocks.

Encourage learners to think about what resources and materials will be needed for their project, and how they will acquire them.

As a closing activity, have each group share their project and SMART plan with the rest of the class, and discuss how they plan to implement their project in the community.

## Think Feel Do



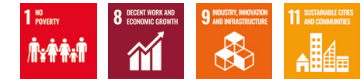
Pen and Paper

This activity helps Scouts think about the effects of their actions in the real world.

In groups, spend one minute thinking about how a person affected by your solution would feel. Write down these feelings. Then do the same with what they would think and what they would do.

Are there any unexpected problems that this reveals? Write down any problems that you can think of, that your solution might cause. The more problems you can find the better - it will mean you don't discover them later on!

Alternatively, think about how you will think, feel and do when you are delivering this project, to make sure everyone's needs are considered



## Problem-solving with Play Money



30-45 mins

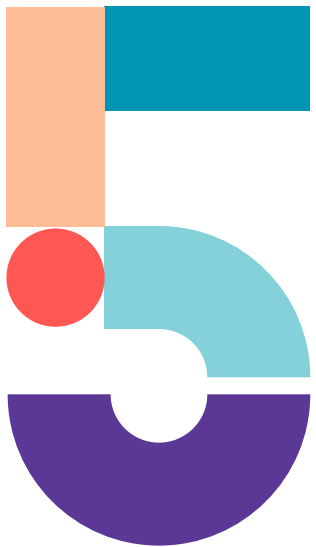


Play money (e.g., Monopoly money, fake coins and bills), paper or cards for writing down ideas

In this activity, Scouts will use play money to solve problems with varying budgets. They will be given different scenarios or challenges and will need to come up with creative solutions within the constraints of their assigned budgets.

Scouts will learn about budgeting, resource allocation, and critical thinking while engaging in an interactive and fun problem-solving exercise.





## Action Stage: Carry out a pilot in the community

### Guidance for Scouts

Now it's over to you. Work as a team and follow your plan to test your solution in the real world, to see what works, and what should change.

- Follow your plan
- Make sure everyone knows their role
- Work as a team and be kind to each other
- Don't worry if you have challenges. That's why you're trying it out - to identify unexpected problems. It's all part of the learning process.

### Differentiation for younger Scouts:

- Simplify the roles, and feel free to intervene and help. Maybe other, more experienced Scouts could join to help out?
- Above all else, prioritise the safety and wellbeing of the Scouts taking part.

### Checkpoint:

**Action Stage Checkpoint:** Once you have carried out your pilot, you have completed this stage.

### Activities:

There are no set activities for this stage. Go and deliver your pilot project!





## Reflection

### Guidance for Scouts

Take a breath, step back to look at the big picture. Think about what you've been doing, the impact your project has had, and how you feel about it.

- What has worked well? What are you proud of?
- What has been difficult?
- How do you know if it is working? Is there anyone you can ask?
- What's next? Do you want to continue with your project? How?



### Differentiation for less confident Scouts:

- Start by asking younger Scouts about their favourite moments, to jog their memories. You could use visual reminders of each stage.
- The important thing is that they recognise the need to reflect after taking action. It is less important that younger Scouts can identify where they made mistakes.
- Make sure you celebrate their hard work (and also give yourself a pat on the back!)

### Checkpoint:

**Reflection Stage Checkpoint:** Once you complete your chosen activities, you should have a list of lessons learned. Remember, it is about the process, not the outcome. There are no 'failures' - just valuable learning!

**Together, you should have discussed these questions:**

- What has worked well? What are you proud of?
- Who has worked well. Celebrate each other!
- What has been difficult? Why? How could you address those challenges?
- What's next? Do you want to continue with your project? How?

You might want to carry on with your project in its current form or to go back to the solution stage and make some changes. This is all part of the process.

If you don't want to continue the project, take time to congratulate the Scouts on what they've achieved. By working through the creative problem-solving process, they've skills that will help them achieve goals in their personal lives, their careers, and in their communities. The next time they think of something they want to change, remember this experience - and make it happen!



## Warm-up Activities:

Optional, light-hearted warm-up activities to explain how this stage of the process works. They will help Scouts get into the mindset before they start reflecting on their journey.

### Art Improve



10 mins



A piece of artwork

Provide any piece of art and ask Scouts to be art critics! What do they like about it? What don't they like about it? How would they improve it? Invite Scouts to share their opinions in sensitive ways.

## Main Activities:

Choose one or more of these activities. You can pick the activities that work best with your participants and your settings.

### The systems compass



20 mins



Worksheets

This activity helps Scouts consider all of the implications of their solution, at a systemic level.

Ask Scouts to review the Systems Compass and make sure Scouts understand the four areas:

- Nature • Well-being • Society • Economy

They can use this compass to think about all the different ways their solution affects the wider world.

Then, using the blank worksheet, work through each of the four sections of the compass one-by-one, writing down all of the different ways their solution affects that section. Encourage them to notice both positive and negative effects.

Then discuss the results. Does anything surprise you? Are there any changes you'd like to make as a result?

### Gallery Walk



15 mins



Innovations/designs

Create a storyboard of each stage of your project delivery. Ask learners to then walk in silence around each of the innovations, as if pretending they are in a museum or art exhibition.

At each stage, ask learners to reflect on each of the innovations. Discuss: How did they feel at each stage? What went well? How could it have been improved? Do others agree?



## Reflection Vlog



5-10 mins

11 



Mobile phone or laptop with camera

In groups (or alone) take a video and present your idea, how you came up with it, how you developed it and turned it into reality. Share what you learned along the way, and how you'd improve and do things differently. Bonus - make this a fun exercise and do it as a sketch!

## Reflection Sketch



20 mins to prepare sketch  
5-10 mins to present sketch

7 



Sketching materials

In groups (or alone) come up with a sketch in which you will share your idea, how you came up with it, how you developed it and turned it into reality. Share what you learned along the way, and how you'd improve and do things differently. Bonus - make this fun by roleplaying unique and funny characters!

## Reflection Sticky Wall (Anonymous!)



30 mins

11 



Post-it notes, pens

Create two sections on a wall/blackboard: one for "like/good" and one for "dislike/bad." Ask participants to write their thoughts on an anonymous post-it note (can be more than one) and have them stick the note on the wall in each section. This way, you can see as a collective how the different projects went. Take some time to pick out the common themes and discuss as a group.





Standard design for use on marketing materials









## Impact Innovators Challenge Visual Identity

The Impact Innovators Challenge Badge, has been developed through a partnership with the World's Largest Lesson and Accenture. This learning challenge is designed for young people and aims at empowering them to solve community issues, especially ones identified through and in conjunction with the Sustainable Development Goals. Scouts will identify local problems and then develop community projects to solve them, using design thinking techniques. Young people develop sustainable enterprises, addressing social, cultural and economic challenges whilst developing strategies to question, to problem solve and to innovate in their communities.

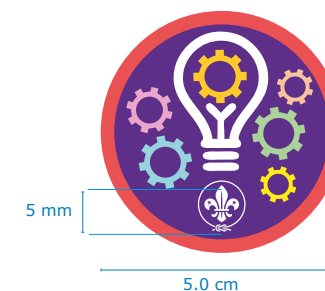
These Impact Innovators challenge identity guidelines provide information and resources to help National Scout Organizations (NSOs) develop promotional materials for the Impact Innovators challenge. All National Scout Organizations are required to sign a Non-Commercial License Agreement with WOSM in order to use the designs in this identity guide.

Please visit [scout.org](http://scout.org) for more information. This document, and the information on the website, do not provide, or imply any right, for anyone to use these designs for commercial purposes, nor the right to modify the basic logo and badge in any way.

### Colour Specifications

CMYK	RGB	HEX	Pantone for textile FHI Polyester TSX
 C79 M94 Y0 K0	R98 G37 B153	#622599	19-3829 TSX
 C45 M0 Y15 K0	R130 G230 B222	#82E6DE	15-4333 TSX
 C0 M30 Y40 K0	R255 G174 B128	#FFAE80	14-1229 TSX
 C40 M0 Y50 K0	R159 G237 B143	#9FED8F	13-6030 TSX
 C0 M80 Y60 K0	R255 G86 B285	#FF5655	17-1460 TSX
 C5 M45 Y0 K0	R255 G141 B255	#FF8DFF	13-2820 TSX
 C0 M22 Y87 K0	R255 G203 B40	#FFCB28	13-0749 TSX
 C4 M0 Y89 K0	R255 G236 B1	ffec01	12-0643 TSX
 C0 M0 Y0 K0	R255 G255 B255	#FFFFFF	11-4002 TSX

### Badge Size:



World Scout Emblem has minimum width 5 mm

The badge should not be reproduced in a size less than 5.0 cm in width, and may only be this small if the method of reproduction provides good resolution. The aim is to make sure that the size and method of reproduction allows for a reasonable quality image of the World Scout Emblem.



### Partnership banner

On all materials, this Impact Innovators challenge badge must be accompanied by the full partnership banner

The partnership banner cannot be modified and you should request authorisation for use and download at the [World Scouting Brand Center](#)

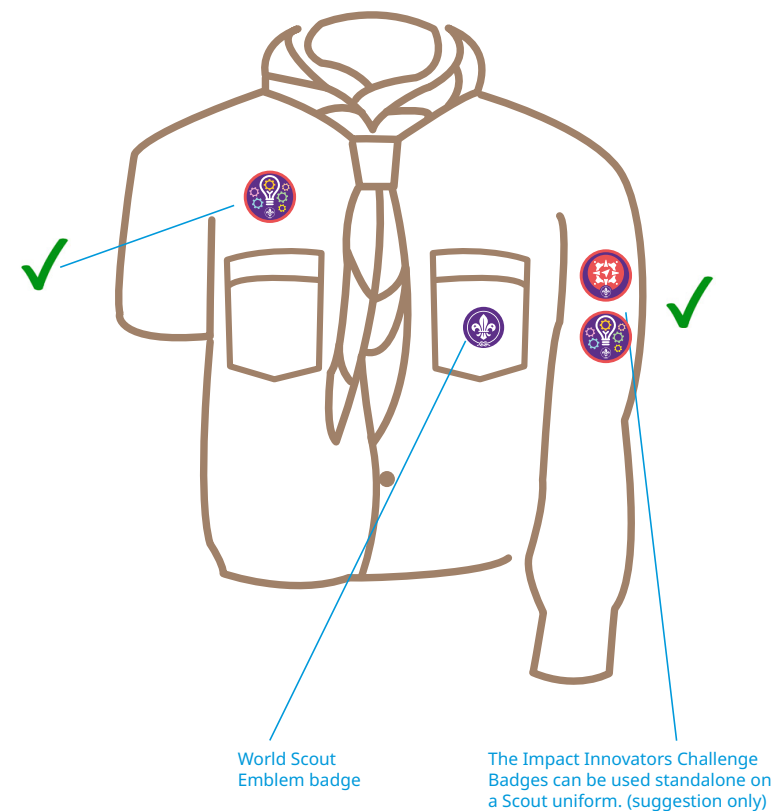
When the Impact Innovators Challenge Badge is produced and given away the Licensed Material or Partnership Banner must be prominently shown on accompanying packaging or on a paper slip whenever this is possible.

### About the ® symbols

The World Scout Emblem is a registered trademark and its use is therefore subject to authorisation.

### Badge applications:

The Impact Innovators Challenge Badge may only be used on its own in textile embroidered form on badges.



No written or graphic elements may appear within the clear area. X

Three Co-Branding options are allowed, the principle of the descriptor text is to clearly describe the relationship between WOSM and accenture.





**LifeLeaders**



**accenture**

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Please visit [Brand.Scout.org](https://Brand.Scout.org) for more information.



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#### **Use of a WOSM Design**

Includes items corresponding to the Nice Classifications of goods and services 8, 14, 25, 30. Reproduction of a WOSM trademark on an item in these classifications and which is not to be offered for sale .

## Notes:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



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