Facilitator's guide to the

Social Innovation activity pack

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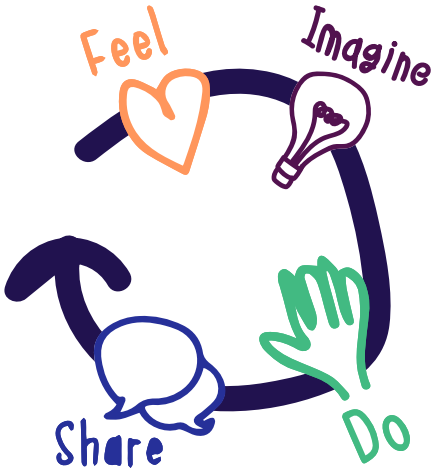
1. Welcome to the Social Innovation activity pack

This is a facilitator's guide for anyone who wishes to run a Social Innovation programme for Guides and Scouts during weekly programme, course activities or events. In this guide you will find the Social Innovation activity pack, where the method and objectives of the programme are thoroughly described.

The structure of the facilitator's guide follows the four steps in the Design for Change model, which is the core of the programme. But before walking you through the four steps, you will find our recommendations about the preparations and considerations for the programme as a whole. While the facilitator's guide will guide you through the programme, it is important for you to remember that you may design your programme as you wish and feel free to adapt it into what suits your target group and setting.

At the end of this guide, you will find contact information on the team behind the programme. Please do not hesitate to contact us if you have any questions.



Definition of Social Innovation:

Social Innovation is all about understanding and and producing lasting social change. Social Innovation means creating a novel solution to an issue that is more effective, efficient, sustainable, or fair than today and for which the value created benefits the community as a whole rather than private individuals.

Kilde: Rediscovering Social Innovation, Standford, fall 2008

The Design for Change method has been created based on the idea that the mission of education is to empower every child to say: 'I can' and that every child should feel that change is possible and that they can drive it. The model builds on Design Thinking. The movement behind the Design for Change method was founded in 2009 by Kiran Bir Sethi in India. Today the Design for Change method is in schools in many countries. The Design for Change initiative is open-source, accessible, adaptable and replicable. Therefore, for the purpose of non-formal education, the team behind the Social Innovation programme has adapted this open-source methodology to the Guiding and Scouting movement.

Kilde: www.dfcworld.org

2. Before you start

2.1. Decide on your objectives

Guides and Scouts who engage in the programme will typically feel:

- **Empathic**, as they become aware of target groups and issues affecting them within their local community.
- **Empowered**, as they are enabled to make a positive difference in their local community.
- **Engaged**, as they see the change they can make within their local community
- **Experienced**, as they learn and practice concrete project management tools that may be used for multiple purposes in their journey through Guiding/Scouting and in life.

As you can see above, the Social Innovation programme has many facets to offer. The success of the social innovation programme is not limited to the success of the specific project that the Guides and Scouts run as part of the programme. But rather the skills and the mindset that they practice and learn, enabling them to generate further impact in their local community going forward. As such the objective is not always about arriving at a final goal, but about learning how to plan and execute projects.

Hence, a Social Innovation programme may have multiple objectives and only the Guides and Scouts set the limitation. It is the Guides' and Scouts' imagination that will set the stage for the Social Innovation programme, and it is important that they are empowered and feel ownership of their project. Therefore, keep in mind throughout the programme that you as a leader and facilitator should give the Guides and Scouts space to decide on the direction to pursue.

To empower the Guides and Scouts to set the direction of the process, facilitators should be:

- Willing to navigate into the unknown, where it can be difficult to plan ahead.
- Open minded, to thoughts and ideas from the Guides and Scouts
- Encouraging the Guides and Scouts to take the lead.

For an organisation the objectives for working with Social Innovation could be:

- Building the capacity of the organisation:
  - Through an easy implementable and scalable programme
  - Through capacity development of trainers and talent
  - Through strengthening the non-formal education approach
- Increased focus on citizenship in Guiding and Scouting activities
- Make an impact in the local community and have success stories to show and share the positive impact of Guiding and Scouting

2.2. Programme participants

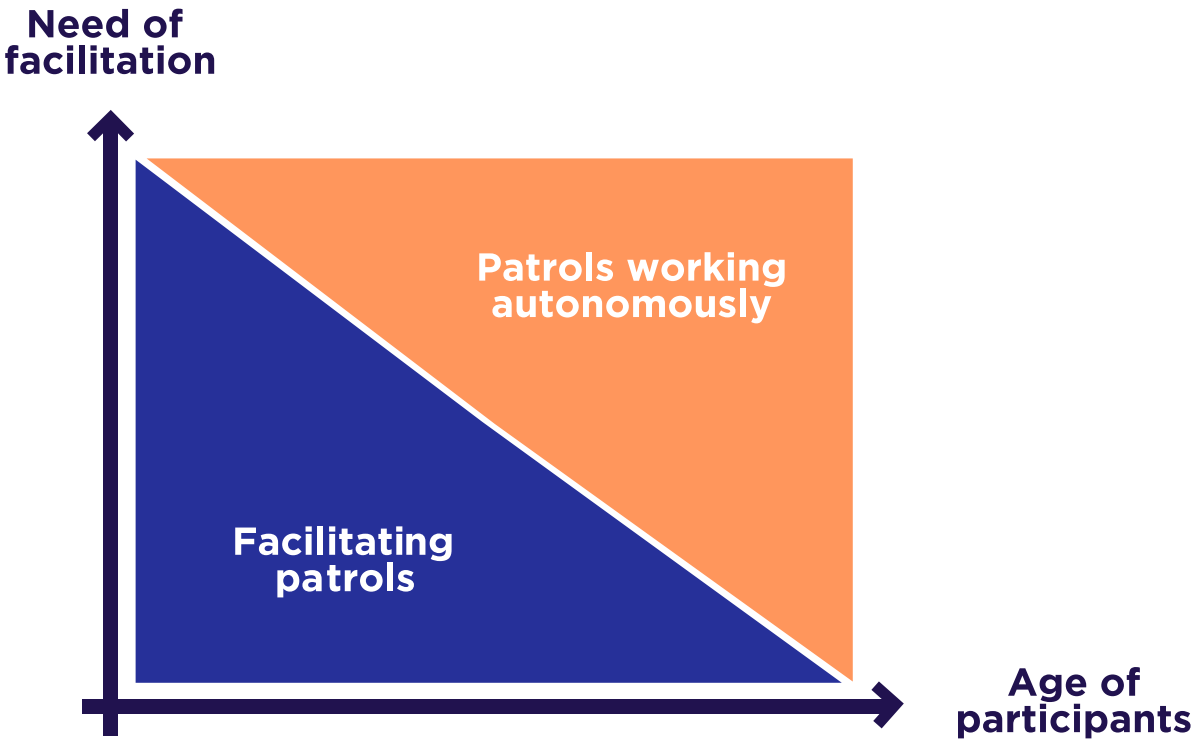
The Social Innovation programme is recommended for Guides and Scouts 10 years and up. The programme works well with children, young adults or even adult trainers. While children tend to think in specific actions, youth and adults tend to think on a broader scale - all of which may have an equally great impact on the local community. Whereas, the programme is designed for relatively homogeneous age groups, the programme has a proven track record with other diverse factors such as language, culture, disabilities etc. The Social Innovation programme can also be used as an outreach programme for collaborating with partner organisations outside the Guiding and Scouting movement.

The Social Innovation programme is fundamentally team-based and thus not directly targeted at working individually or in large groups. The idea is to integrate the Guiding and Scouting method into the project and using the patrol system for executing the programme and the projects within it.

When working with younger Guides and Scouts more attention from facilitators is required. This is because younger age groups benefit from participating in the programs through meetings and events and may have more difficulties in running projects on their own in between facilitated meetings. However, it is certainly possible, also for the younger age groups, to have tasks to complete in between meetings, such as conducting an interview with someone, investigating something and/or to share their story in school.

In general, all activities suit all age groups above 10 years of age. You may find additional comments about this in the 'Choose this activity when' section of each activity.

And feel free to adapt activities to suit your Guides and Scouts, as you know them best. In the end, it is important to keep in mind that it is not always about having a long project, but learning about how to execute projects from ideation phase to execution and evaluation. A small-scale success may be better than a large scale project that is never finished.



Venue

The Social Innovation programme can be carried out at your usual venue. No specific physical place or setup is required. You may work indoors, outdoors or a mix of the two. However, our experience is that ideas expand when being outdoors. When there is no roof, the sky is the limit.

2.3. Timeline

The Social Innovation programme can be run as a very short introduction activity that gives a taste of the Design for Change method, the field of social innovation and project planning. Or it can be run as longer programmes over weekly meetings or several days during a training or camp. In the appendices you will find examples of how to run the programme over 4 hours, 4 weekly meetings or 4 days. It is of course possible to extend projects if the phase of carrying out the project itself takes up more time.

For very short timelines, the main purpose will be to introduce and briefly try the methods, tools and exercises for the Guides and Scouts to practice on their own afterwards. It is difficult, with limited time, to generate impactful projects where the participants feel the power and impact they can generate with their own means.

When working with longer project timelines, where the Guides and Scouts have plenty of time to work on their projects in between meetings, it is a good idea to include additional check-in meetings and/or mentoring sessions to ensure that the projects are progressing and the Guides and Scouts are not getting stuck at any point in time.

In general, we suggest running the programs for a maximum of 3-6 months. If any of the Guides' and Scouts' projects have a longer timeline than that we suggest breaking it down into sub-projects which can be completed within 3-6 months. The Guides and Scouts may always, after completing the project, start up a new project building on experiences, learnings, and successes from the previous one.

2.4. Facilitators

It is not a requirement for a facilitator to have executed this programme many times. Reading through the programme, making a plan, and preparing yourself for the unknown is the best way to be prepared. You as a facilitator are there to enable the Guides and Scouts and help them while working on their own ideas. You are not the project manager, but their facilitator.

Senior Section or Ranger/Rover patrols may facilitate the process amongst themselves. But when working with multiple patrols, or with younger age groups with a higher need of supporting facilitation, it is recommended to have one or more dedicated facilitators. This gives the opportunity to talk over any thoughts along the way with your co-facilitator(s) and help each other to oversee the multiple ongoing projects. You will also bring in different perspectives and can therefore assist each other in supporting the Guides and Scouts in developing their ideas in different ways. We also encourage letting Patrol Leaders, Rangers and Rovers take part in the facilitation of this programme to give them facilitation experience as well as increasing their knowledge on Social Innovation. However, if you use the Social Innovation programme as a training programme, you should be working with skilled facilitators with experience in training the target group in question.

2.5. Setting the scope

As explained above the Social Innovation programme cannot be planned ahead in detail as there should be some room for the Guides and Scouts to make choices in the process about what interests them and the ideas they come up with. Keeping a very open scope and only letting the imagination of the Guides and Scouts decide on the path will require you to be open minded and show much patience and improvisation skill as there is not much you can plan ahead. Luckily, we are well prepared for that as Leaders in Guiding and Scouting. However, if you wish, the programme can also be executed with some restrictions. You may already have a community partner or a specific theme that sets the overall frame for the programme. If you work with the Social Innovation programme in this way, do still remember that it is not you who should design and find the problems to be solved, you just set the frame for the Guides and Scouts to work within.

No matter how wide or narrow a scope you choose, we always frame the process around making positive impacts in the local community. This enables the Guides and Scouts to focus on their immediate surroundings, which are well known and easily understood. If the scope is further limited to for instance a specific target group to cooperate with (such as homeless, elderly or poor people) this will restrict the room of opportunities in the four phases of the project. This is perfectly fine to do, but make sure you do it being fully aware of the need to make sure you set scope restrictions that advance rather than limit the experience for the Guides and Scouts. If you have set a specific theme or partner for your Social Innovation Projects, do make sure to have established contact to the chosen target group or partner in advance to agree on mutual expectations.

Icons explained

Suggested duration of activity

Level of physical activity

Individual task

Work in pairs

work in patrols of 3 to 6 people

Work all together

3. Introduction of Social Innovation

The purpose of this introductory phase is to bring everyone to the same page on being creative and open-minded. This is also a good time to reflect on the Guiding and Scouting method which is the foundation for the Social Innovation programme.

3.1. Make up a game

The goal of the activity is to reach a defined goal (a game) which can be reached in an endless number of ways, while taking available resources as the starting point.

Choose this activity when you want a fun way to practice thinking creatively and to introduce the four phases of Design for Change.

30 min.

Activity instructions

1. Each group gets a bag with random materials in it. From the bag they draw an item each without looking. It is not important what kind of items that are in the bags, however, examples can be found in the materials section for inspiration. Please feel free to use items that you have at hand.

2. The group then gets 10 minutes to make up a game that involves all the items and lasts for 3 minutes.

3. Each group explains their game to another group who will then attempt to play the game.

Facilitation notes

When reflecting on the learnings from this game important aspects to highlight are:

- The activity can be solved in many different ways.
- Collaboration is necessary as everyone's item is needed to solve the task.
- Using resources at hand (items) as a starting point may be just as valid as focusing on an end goal (game).
- More resources (items) do not necessarily make solving a problem (make a game) easier.

The four phases relating to the game:

Feel: Who is our target group (other patrols) and what would they like to play

Imagine: What the game should do

Do: Create the game

Share: Share the game with another patrol

Materials - Inspiration for items:

- Straws
- Table tennis balls
- String
- Empty cans
- Rubber bands
- Plastic bags
- Play Doh
- Cutlery
- Pens
- Little toys
- Dice
- Cups

You can use whatever items you have at hand.

3.2. Do not say no

The goal of the activity is to keep the conversation going by building on each other's ideas.

Choose this activity when you want a fun way to practice thinking creatively.

15 min

Activity instructions

1. The Guides and Scouts play this game in pairs. One of them is a salesperson and the other is the customer.

2. The customer asks for something peculiar, e.g. a soap that can turn him or her blue.

3. If the salesperson were to say "no" the game would stop here. If the salesperson instead answers with a counteroffer such as "How about a dog that can wash your feet?" then the dialogue can move on between the two.

4. The game continues this way for a few minutes and then the roles are swapped.

Facilitation notes

When reflecting on the learnings from this game important aspects to highlight are:

- Using the imagination
- Think a bit crazy – it is more fun and the ideas grow faster
- Building on each others ideas.
- Be open minded and listen to your partner
- There is no right or wrong answer in this game

Materials

None

3.3. Building a shared understanding

The goal of the activity is to discuss the terminology of this programme in a playful way while gaining a shared understanding of the terminology.

Choose this activity when you want to build a shared understanding and explore the terminology of the programme.

40 min.

Activity instructions

1. Follow the instructions from the facilitator, who will tell you what to build.

Each building exercise can be around 15 minutes. Spend a couple of minutes on the building, the sharing, and the joining of creations in the patrols.

2. First building exercise:

- "Build what Guiding and Scouting means to you".
- Let everyone, one by one, explain their creation.
- Let the patrols try to join their creations thus creating the Guiding and Scouting movement.
- Leave the creations as they are.

2. Second building exercise:

- "Build what social innovation means to you".
- Let everyone, one by one, explain their creation.
- Let the patrols try to join their creations - what are the central elements?
- Leave the creations as they are.

3. Third building exercise:

- "Build what local community means to you".
- Let everyone, one by one, explain their creation.
- Let the patrols try to join their creations - what are the central elements?
- Leave the creations as they are.

3. Write down keywords which reflect what they have built; these will serve as inspiration for their further work.

Facilitation notes

If the Guides and Scouts do not know what to build, then just start putting bricks together anyway as the movement with their hands, the tactile feedback from the bricks and seeing their creations might help them start thinking.

Everyone should listen to each other, but the individual inputs should also be kept relatively short.

Leave the creations as they are rather than taking them apart to service as later reference points.

Be aware that the term "Social Innovation" can be understood differently. See the Social Innovation's definition in the infobox and share it with the participants if necessary.

Idea:

Put each word on a coloured piece of paper to hang on the wall if you stay in the same location.

Materials

- LEGO - make sure you haveplenty of bricks (any shapes and sizes will do)

3.4. Comparing Guiding and Scouting with Social Innovation

The goal of the activity is to discuss the terminology of this programme in a playful way while gaining a shared understanding of the terminology.

Choose this activity when you want to build a shared understanding and explore the terminology of the programme.

20 min

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Activity instructions

1. Introduce the Girl Guiding and Girl Scouting Method with its elements

- Learning in small groups
- Connecting with my world
- Connecting with others
- Learning by doing
- My path, my pace

2. Introduce the definition of Social Innovation

"Social Innovation is all about understanding and and producing lasting social change. Social Innovation means creating a novel solution to an issue that is more effective, efficient, sustainable, or fair than today and for which the value created benefits the community as a whole rather than private individuals."

3. Then, let the Guides and Scouts work in patrols.

4. In patrols: similarities and differences they see between the two concepts are discussed for approximately 10 minutes.

5. Patrol discussions are summed up completely.

Facilitation notes

Read more about the Girl Guiding and Girl Scouting Method in the WAGGGS resource 'Prepared to Learn, Prepared to Lead'.

There tend to be more similarities than differences.

Potential themes to be discussed: Growth, Creativity, Responsibility, Skills, Initiative, Development, Teamwork, Learning by doing, Outdoor life, Community life, Experiences etc.. These themes could be handed out to groups (e.g. on cards or post-its) as conversation starters if the facilitator finds that this will help the patrols discussions.

Materials

The Girl Guiding and Girl Scouting Method as well as the definition on Social Innovation can be written on flip charts or printed if deemed necessary.

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Good advice

- It is important to have fun and get comfortable with each other and everyone's way of thinking.
- If people do not know each other, it is important to choose activities that help them to get to know each other.
- Feel free to add in icebreaker activities to build trust and openness that in turn enable free and creative ideas to flourish among the participants going forward.

6 tips for creating a good environment for new ideas:

1. Avoid judging each other's ideas.
2. Allow space for the crazy ideas. It is often the crazy idea which is innovative.
3. Build on each other's ideas. Say "yes and..." to the ideas of others. If you don't like the idea, elaborate further until you like it.
4. Stay in the Imagine Phase. You will have time to be critical and realistic later.
5. Hold on to the ideas; draw them or write them down before they disappear.
6. Get a lot of ideas. The more ideas the better the chance of being innovative.

4. Feel

The Feel phase is about finding out which target groups, situations or problems are relevant in the local community. The target group may be chosen up front to tighten the scope of the projects, or it may be left to be decided on later in the process.

If you choose to decide on a target group up front, you may already have a valued partner (e.g. the local nursing home, refugees, homeless people, people with disabilities or someone else you have a connection to) or you may explore potential collaborators. This can be done with or without involving the Guides and Scouts.

Involving the Guides and Scouts in choosing the target group could be done through either a traditional brainstorm* or by using some of the described activities to learn more about the issues in your local community before deciding on a target group.

Traditional brainstorm

Make a brainstorm on all the target groups you have in your local community.

1. Everyone writes their ideas for a target group on post-it (one per idea).
2. Share the post-its with the full group
3. Depending on the number of ideas of target groups, give all Guides and Scouts1-3 votes each to choose which one to move forward with.
4. You can decide to go with the target group with the most votes for the whole group, or divide the Guides and Scouts into patrols according to their interest in the target group.

If the target group is not decided upon up front, this may become apparent where the energy is later in the Feel or Imagine Phase or be deliberately chosen.

4.1. Discover your local community

The goal of the activity is to discover new issues in the local community through others' eyes.

Choose this activity when you want a more active and creative activity for the Guides and Scouts to move around and use their body to experience different perspectives.

60 min

Activity instructions

In patrols, the Guides and Scouts visit different activities that represent possible issues or target groups that are relevant in the local community. Pick from the suggestions below or make up activities that are particularly relevant in your local community.

The Mayor
Have a picture of the mayor and some short facts about her or him. Ask the Guides and Scouts to draw what they think the city should look like if the mayor could decide upon everything (which kind of citizen services will be there and how would the physical appearance of the city be?). While drawing, talk about what the role of a mayor is, which kind of influence the mayor has and what their wishes for a town or city are.

A person with disabilities
Let the Guides and Scouts each draw a disability. Let the Guides and Scouts work together on a simple task such as pioneering a tripod. While solving the task let the Guides and Scouts reflect on what challenges a person with disabilities may face in their everyday life and discuss amongst them when they have solved the task.

Climate activist
Let the patrol try to place the cards with different types of rubbish on a scale with the item with the shortest decomposing time at one end and the item with the longest decomposing time at the other end. After being given the right solution let the patrol discuss what kind of rubbish they find in their local community and what consequences the decomposing time may have for the nature in their area.

Refugees
Let the Guides and Scouts try to explain (point, mime, etc.) to each other what they have had for breakfast without saying anything. Let the Guides and Scouts take turns so one is explaining and everybody else is guessing. When everybody's breakfast has been guessed, discuss what it is like to arrive in a new country where you do not know the language.

Artist
Let the Guides and Scouts try performing an art well known in your local community. This could be painting, dancing, sculpting etc. Let the Guides and Scouts reflect on what it is like to make a living as an artist and which role artists play in their local community

People living in the rural/urban area
Let two of the Guides and Scouts stand with five meters between them while the rest of the Guides and Scouts are standing very close to each other. Now the Guides and Scouts should throw a ball to each other as many times as they can without dropping it. One ball in the group and one ball in between the two with five meters distance. Let the Guides and Scouts reflect on which things

are more difficult when living far apart, but also which things may be more difficult when living very close together. As a whole group, discuss whether the Guides and Scouts discovered new perspectives of their local community, issues that are interesting to work with or target groups that they would like to partner with.

Facilitation notes

Spread out the activities in the available activity area or in the actual local community. It is perfectly fine with a short walking distance in between the activities.

The patrols should have 5-10 min per activity. Choose a number of activities to fit the time frame and remember walking distance time between them.

Materials

The mayor

- A picture of the mayor with some facts about her or him
- Paper
- Crayons or markers

A person with disabilities
Paper cards with disabilities

- Blind (put your scarf over your eyes)
- No arms (hold hands behind your back)
- Mute (no talking)
- Deaf (headphones with music)
- No legs (sit down)
- Obsessive-Compulsive Disorder (do everything three times)
- Pioneering poles
- Rope
- Headphones with music

Climate activist
Different types of rubbish and information about the time it takes for nature to decompose of it. (Cards for printing in appendices)

Artist

- Materials needed for the chosen art such as music, paint and brushes, clay etc.
- People living in the rural/urban area:
- 2 balls

4.2. Newspaper collage

The goal of the activity is to discover issues in the local community with a broader perspective than the Guides' and Scouts' own knowledge.

Choose this activity when you want to explore issues in the local community in an objective manner and expand the horizon from what is already known by the Guides and Scouts.

30 min

Activity instructions

1. In patrols, make a collage together of issues that are important in their local area from cutouts of the newspapers. This may be successes that can be enhanced or problems that need solving. As they go along, they should talk about which target groups are affected by the issue and why it is relevant in their local community.

2. When the collages are finished, they should be hung for everyone to see and the patrols can share with each other what they have included.

3. After having presented the collages to each other, the patrols may choose a target group or an issue to continue working with or they can move forward in the Dream Phase with a wider scope of all of their issues and target groups identified and chose what to focus on later in the process.

Facilitation notes

The participants need not agree on everything but should put as many issues on the collage as they possibly can.

Reflecting on the target groups during the process may be helpful in finding collaborators later in the process.

Materials

- Newspapers (ask Guides and Scouts to bring local ones)
- Scissors
- Glue stick
- Blue tack/painters tape to hang the collages

4.3. Inspirational Pictures

The goal of the activity is to be inspired by the pictures to identify the diversity of issues in the local community.

Choose this activity when you have a good knowledge of the issues in your local community. Also, pictures may work with all ages whether they are good readers or not or have different languages in their local communities.

30 min

Activity instructions

1. Pictures are spread over the floor and in turns the Guides and Scouts pick a picture that symbolises something they would like to change in their local community. They explain to their patrol why they have picked the picture. Continue until everybody has chosen a picture.

2. After having shared the pictures in the patrols, they may choose a target group or an issue to continue working with or they can move forward in the Dream Phase with a wider scope of all of their issues and target groups identified and choose what to focus on later in the process.

Facilitation notes

The participants need not agree on everything rather diversity in the issues presented should be encouraged.

Reflecting on the target groups during the process may be helpful in finding collaborators later in the process.

Materials

- Pictures (can be photographs, cutouts from magazines, postcards or brainstorm cards - the essential thing is the diversity in the ideas)

4.4. Meet your target group

The goal of the activity is to get to know the target group by talking directly with them.

Choose this activity when you have chosen a target group and your knowledge about the target group is based on assumptions instead of direct knowledge from the target group.

60 min

Activity instructions

To make this activity you should already have chosen a target group.

Option 1 - Visit the target group.

Option 2 - Host a visit from the target group or someone who has direct knowledge about the target group

1. Get in contact with the target group and make an appointment to visit.

2. Prepare for the visit with the Guides and Scouts. Have them prepare questions to ask by being curious and challenge their assumptions to get to know the target group even better. You can also prepare a game or an activity depending on your target group.

3. Visit the target group.

4. After the visit, reflect in patrols on these questions and write answers down as a reminder for the next steps.

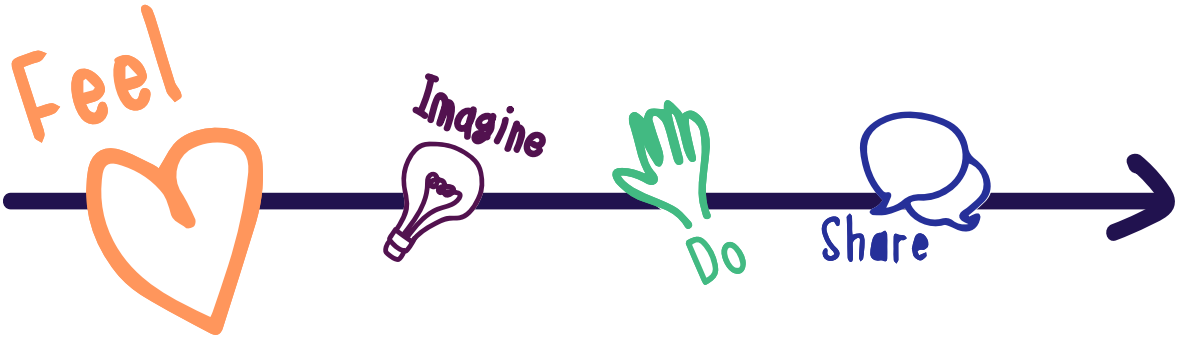
- Did you learn something new about the target group?
- What inspired you most, meeting the target group?
- What was the biggest surprise for you?

Facilitation notes	Materials
Planning the visit Set a timeframe for the visit. Make time for introductions, sharing/playing a game and asking questions. Remember to set clear expectations for roles and responsibilities during the visit. Choose the best way for getting insight when visiting the target group. In a kindergarten or a club, you could play with them or make a game/activity. Visiting refugees, you could let them show you how they live and spend their time, and you can ask them questions.	• Papers • Pens

Good advice

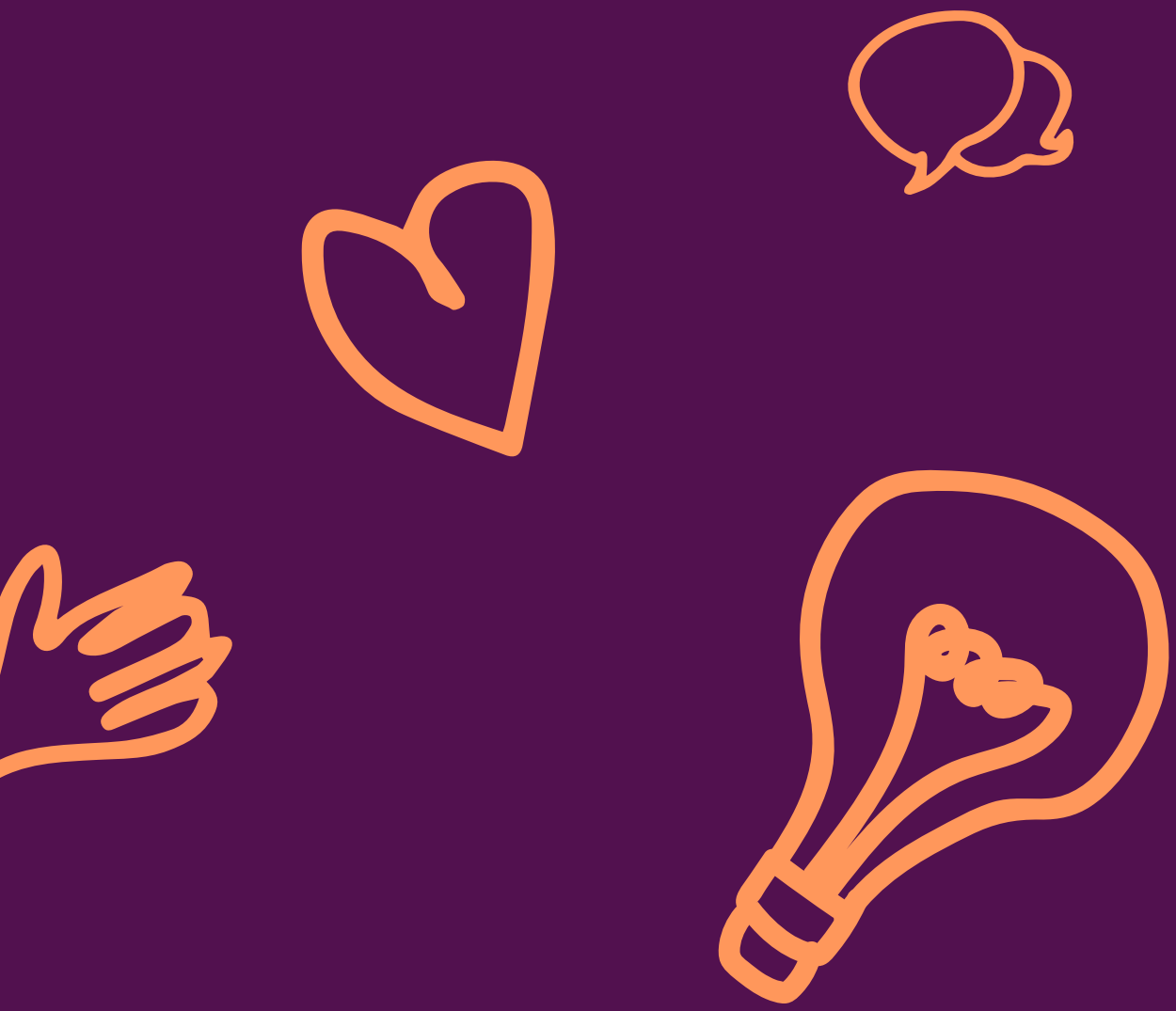
- As a facilitator it is important that you stay open minded and create a safe environment to experiment and share ideas.
- Involve everyone, be attentive, be open.
- Consider if there should be a frame to work within or if you will let the participants choose themself.
- Instead of just assuming the need of the target group, it is a good idea to contact the target group or a person who knows more to confirm the need.
- Be aware of the two different ways of identifying needs:

    1. External source (to see different needs of others).
    2. Internal sources (from own perspective and your own needs)



Evaluation of Feel phase

- Have we talked to people in our community?
- Have we put ourself in another person's position?
- Have e challenged our own assumptions and discovered something new?



5. Imagine

During the Imagine phase it is important to keep focus on dreaming and not start planning. The Imagine phase is visionary and everything is possible.

During this phase, the Guides and Scouts come up with ideas to improve the local communities and solve the problems identified in the Feel Phase. The phase is completed with the decision on which dream to implement.

5.1. Build your imagined future

The goal of the activity is to share dreams about how the community can become a better place.

Choose this activity when you want a fun and creative way of visualizing everyone's ideas and dreams. This activity lets the Guides and Scouts build something physical to represent the ideas and dreams and let them work in smaller groups which can be combined into one combined imagined future.

55 min

or

Activity instructions

1. From the materials the Guides and Scouts have brought to the meeting they build a 3D model of their imagined future. They can work in patrols or smaller groups building parts of this future.

2. Put all the parts together for a big 3D model of their shared imagined future.

3. Have the Guides and Scouts present their imagined futures to each other either while combining the parts or as a tour of the future after the building process.

Facilitation notes

Ask the Guides and Scouts to bring waste material from home.

The facilitator can encourage the building process by asking about the different elements in their imagined future and why they choose their particular items.

Materials - Inspiration for items:

- Any kind of clean trash (can be toilet rolls, sweet wrappers, wool scraps, used pens, clean disposable glass, cereal boxes etc.)
- Paint
- Glue
- Sticky tape
- Scissors

5.2. Imagination Hat

The goal of the activity is to connect the issues discovered to imagined future solutions.

Choose this activity when you want a calm but creative process to support the imagination.

30 min

Activity instructions

1. In patrols, the Guides and Scouts should imagine possible solutions to the issue(s) identifiedin the Feel phase.

2. Draw the imagined future on the flip chart paper and make it into a giant hat. As an explanation they can draw how the issue(s) can be solved or how the solutions may affect the local community. The patrols themselves decide on which type of imagination hat they want to make and how they will display the imagined future on it.

3. When the patrol has explained to their fellow Guides and Scouts what their imagined future is, end the activity with a picture fitting as many patrol members under the hat as possible.

Facilitation notes

Encourage the Guides and Scouts to dream big and not think too much about how this is possible at this stage. Big ideas and out-of-the-box ideas are encouraged because this increases the chance for the participants to do things in new ways.

Remind the patrols to focus on the target group and how to collaborate with them.

Materials

- Flip chart paper
- Markers, crayons or the like

5.3 Choose an Idea

The goal of the activity is to agree on one shared issue or idea for their imagined future to focus on in the process going forward.

Choose this activity when you have multiple issues or ideas to choose from.

10 min

Activity instructions

This can be done in different ways:

The consensus idea
The Guides and Scouts may have discovered a shared issue and possible solutions that they can all relate to.

Combing ideas
The Guides and Scouts may also want to combine two or more issues and solutions because they make sense to tackle in combination.

Voting process

1. Have the Guides and Scouts vote on the issue and solution they like the most.

2. The issue and solution with least votes are taken off the table. If there are a lot of issues, they may want to remove many in the first voting round and leave for example three to continue voting on.

3. This continues until one issue is left.

Facilitation notes

The voting process is a way to ensure that the issue left will always have the majority vote and are good to go with, when you have a larger group or children who do not agree right away.

It is also possible to have a secret voting process, to ensure the Guides and Scouts vote by interest instead of "following their friends' opinions".

If the number of votes is very close in the last round, you can either divide the Guides and Scouts into patrols according to their interest or you can try to combine the ideas.

Materials

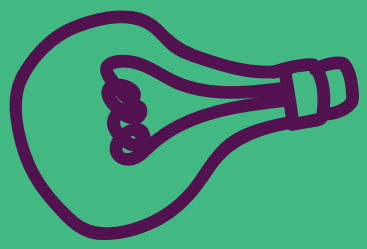
- Voting poster - Example in appendics.

Good advice

- Dream big.
- Do not stop any ideas.
- Do not stop ideas by being too realistic.
- Make sure there is enough time - dreams can grow if you let them!
- Go outside - dreams grow when the sky's the limit!
- Let the crazy ideas unfold and evolve.
- Make sure they have shared ownership of the idea as this creates enthusiasm.

Evaluation of Imagine phase

- Have we gotten a crazy idea?
- Have we gotten an innovative idea?
- Have we been dreaming big?
- How diverse have the ideas been?



6. Do

In the third phase the Guides and Scouts make their imagined future come true. The Do phase is more time consuming than the other phases because it contains both detailed planning and execution of the project. Below are different suggestions as to how to tackle the planning.

In this phase the aim is to work towards the imagined future. It may not be possible to reach the target completely, but any step in the direction of a positive change is a success. Therefore, it may also be necessary to downscale or choose a specific aspect of the imagined future to focus on. The following activities will help you move from an imagined future to an action plan for reaching this.

6.1. Rotation Planning

The goal of the activity is to generate concrete ideas and make a plan for a simple solution.

Choose this activity when you want the Guides and Scouts to be decisive and be inspired by each other's ideas for a simple plan.

40 min **or**

Activity instructions

1. Make four flip charts each with a question-theme.

2. In patrols or as individuals the Guides and Scouts visit each flip chart* and answer the question. Start at one chart and then rotate for everyone to visit all flip charts.

Give the Guides and Scouts 5-10 minutes per chart (adjust the time frame to the age-group).

3. After the rotation, go through each flip chart in with the full group and sum up the important points to remember.

4. Make sure to put a responsible person on all activities.

***Ideas for questions on the flip charts**:

- **Communication**
  Who is our target group for our solution? How do we reach them? What platform should we use? Do we want to cooperate with someone? Who should we remember to invite?
- **Purpose**
  What do we want to achieve? When is it a success?
- **Materials**
  What elements should be in the activity? What materials do we need?
- **Venue**
  Where should we carry out the activities? Should we think about food and drink?

Facilitation notes

Encourage the Guides and Scouts to be inspired and build on each other's ideas.

Adjust the questions to the issue and the solution the Guides and Scouts are working with.

Materials

- 4 flip charts - each with one question or theme.
- Pens

6.2. Role play planning

The goal of the activity is to think ahead by concretely imagining the steps needed to make the imagined future come true.

Choose this activity when you wish for an active way of planning your project or when you want to think through the different steps in the project before detailing them. For younger age groups this activity is a good fit, as it is not required to write anything down.

40 min or

Activity instructions

1. Start by telling the story of Clumsy Hans. The storyline poster in appendices will help you point out the character (Clumsy Hans) who wants to obtain a goal (marrying the princess).

He can achieve this by overcoming challenges /challengers (his brothers' competition and his father not giving him a horse) and using resources (a crow, a shoe, mud). These are central terms that the Guides and Scouts should think about when doing their own roleplay.

2. Following the story telling the roleplay activity can be introduced through a small sketch-roleplay by the facilitators if further explanation is needed. The group identifies the main character, the goal, the challenges and the resources from the sketch-roleplay.

3. The Guides and Scouts are then to create their own roleplay in patrols about how to get from idea to imagined future.

4. Roleplays can be shown to the whole group.

Facilitation notes

The story of Clumsy Hans is a fairytale by Hans Christian Andersen, which can be easily accessed on the internet or found in appendices.

Using the guiding framework from the Clumsy Hans storyline the participants can be inspired by the following questions:

- Who needs to act?
- What do we want to achieve?
- Do we have anything/anyone
- who is challenging us?
- Do we have resources like the goat, mud or crows that can help us reach the goal?

The idea of doing a roleplay is to actually think of all the steps needed to get to the imagined future. This is also the phase in which they may need to alter their dream slightly to become more realistic.

It is not the performance that is the target, but the walk through of the process towards the imagined future.

Materials

Find in appendices:
- Poster with Clumsy Hans storyline
- Clumsy Hans Fairytale

6.3. Implementation Planning

The goal of the activity is to have a fully developed action plan for carrying out your project to reach the imagined future.

Choose this activity when it takes a bigger effort to reach the imagined future and you need a more stringent action plan. This is an especially useful tool for older age groups and big scale projects.

60 min

Activity instructions

1. The Guides and Scouts should start out by describing the vision for their project. They could also consider how to know whether they have reached their vision.

2. The next step is to describe the target group for the project be it in demographics and preferably also their mindsets or attitudes.

Lastly, the body of the project – how the positive change in their local community is created – should be described.

This is done in the following steps:

Team
Who will be implementing the programme?

Resources
What resources will be needed for implementing the programme (financial, materials, ambassadors/helpers)?

Barriers
What barriers need to be overcome for implementing the programme?

Milestones
What are the milestones of implementing the programme (when will each milestone be achieved)?

Facilitation notes

The 'back-casting' approach to creating an implementation plan entails defining the end result (the vision of change created through the project) first. Then the input (the target group) and the body of the programme is defined.

Each question can be written on a flipchart to make the participant move around the room.

Materials

- Implementation planning template in appendices.
- Flipchart with questions to help.

Now you are ready to

DO!

This latter part or Do phase is not described in elaborate detail because it all depends on your local issue, ideas and solutions. Thus, this part is all about prototyping and actually doing what you have planned above.

It is most likely going to be an iterative process where you have to go back and forth as you learn by doing.

Good advice

- Imagine and encourage the Guides and Scouts, and dare to be brave.
- Take the age of the group that is carrying out the project into consideration.
- Split the ideas into smaller parts to get started and ensure success.
- Get up from the table and leave the room.
- Bring in resources or knowledge that can help the project.
- Make something tangible.
- Reflect on how you want to share your project and remember to document your.
- Process if you want to share a video, photos or text about it in the next phase.

Evaluation of Do phase

- Have we executed some ideas?
- Have we tested our ideas?
- Have we talked to target groups?
- Have we made a prototype?
- Has it been an iterative process?
- Can our project run without us?

7. Share

The aim of the Share phase is to inspire other people to take action but also to be proud of one's own accomplishments. When the Guides and Scouts understand the value they have created, it increases their confidence and inclination to carry out future entrepreneurship projects.

7.1. Share your success and inspire others

The goal of the activity is to choose and create a sharing product to inspire others to take action

Choose this activity when you need inspiration to choose and create a sharing product

10-120 min
(depending on choice)

Activity instructions

1. Know your target group Before choosing a method of sharing the success reflect on the following:

- Who are your target group?
- How should you communicate to the target group? Tone of voice, informal/ formal?
- Through what media will you reach your target group?

2. Choose your method of sharing.
The Guides and Scouts can make whatever "sharing product" that may be relevant to their project and in their context (get inspired by the lists below).

Digital platforms

- Movies
- Youtube
- Blog
- Facebook
- # hashtag

In print

- Articles
- Poster

The spoken word

- Presentation

Facilitation notes

When choosing the target group think about who you want to inspire to take action.

Sharing creates awareness and inspires both project participants and others to act.

Emphasise that it should not be a desciption of the process but rather sharing the result of the process.

Good advice:

- If you use external media - get a contact person

- Quotations have a strong affect.

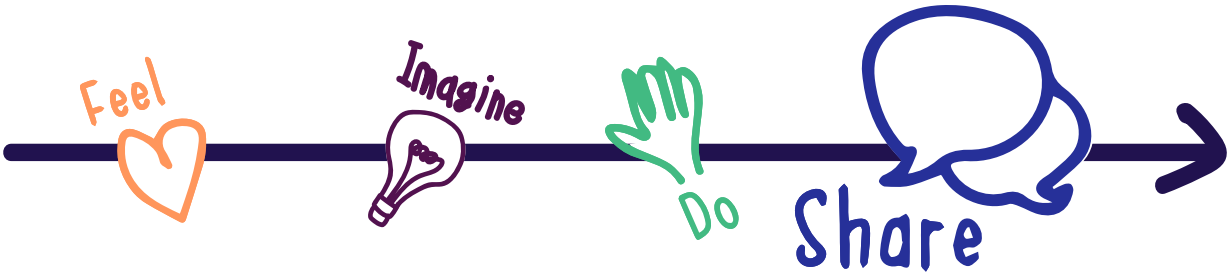
- Remember to thank those who have contributed.

Materials

- Paper and pens
- Depends on what you choose. But remember with a camera, a mobile phone or a laptop you have many options.
- Check out apps for recording, video editing, collage making, etc.

Good advice

- Aim and adapt the message for the target group (media and context, e.g. use colors, images and a clear message, quotes are powerful)
- Remember to thank everyone who helped through the process.
- The aim of sharing is to create awareness and inspire others to take action.
- Use the success with the project and the good work you are doing in the local community to promote your Guide and Scout group. The Guides and Scouts will gain visibility in their local neighborhood and can be proud of their work while promoting the organisation as well. Win-win.



Evaluation of Share phase

- Have we created awareness around our project?
- Did our project make any change or impact?
- Have we shared the projects with other people outside of the Guiding or Scouting group?
- Have we thanked the people helping us on our way?

8. Follow-up

After you have executed and shared your project, you may consider doing an evaluation of the process. Ask yourself the following questions: What is the purpose of the evaluation? Is it to learn more, to get a wholesome experience and perspective of the project the Guides and Scouts have executed. Have they met their objectives? Did something not go as planned? If so, why?

8.1. Walk the Line

The goal of the activity is to reflect on the process and collect learnings for your next social innovation project. number of ways, while taking available resources as the starting point.

Choose this activity when you want an active way of evaluating which provides quick and visual feedback to prepared questions.

10 min

Activity instructions

1. Make a scale from one point in the room/outside area to another. The two points are the anchors.

2. Now ask the Guides and Scouts questions and get them to answer by positioning themselves along the scale.

Suggested questions and anchors in parenthesis:

- Did you learn something new (yes/no)?
- How confident were you in implementing your project (a little/very)?
- How much did you collaborate with your target group when doing your project (a little/a lot)?
- How excited are you about creating positive changes in your local community (a little / a lot)?

Facilitation notes

If you are interested in hearing more about why the Guides and Scouts have distributed themselves as they have, do ask some in a few different positions before moving on to the next evaluation question.

Remember to tell the Guides and Scouts that there is no position more correct than another. When everyone can see where others are positioning themselves there may be a danger of them influencing each other.

8.2. Mixing it up

The goal of the activity is to reflect on the process and collect learnings for your next social innovation project..

Choose this activity when you want the Guides and Scouts to put their own words on what they have learned.

10 min

Activity instructions

1. Let everyone stand in a circle (shoulder to shoulder) except one, who is in the middle of the circle. The person in the middle shares something he or she thinks was good/ challenging/inspiring/bad...

2. Everyone who agrees with the person in the middle must switch places and find somewhere else in the circle to stand. The person in the middle runs to take a space in the circle, which leaves another person who has not found a spot in the circle to stand in the middle and share a statement in the group.

Facilitation notes

Keep an eye on whether everybody has had a chance to either share a statement from the middle or agree with statements being said. If not, you may want to try sharing a general statement that gets everybody moving or just mixing it up by letting someone who has not had a say get to share a statement from the middle of the circle.

8.3. Silent evaluation

The goal of the activity is to reflect on the process and collect learnings for your next social innovation project.

Choose this activity when you want the Guides and Scouts to put their own words on what they have learned without being influenced by their peers.

25 min

or

Activity instructions

1. If you have more than 10 Guides or Scouts, you may want to split them up into patrols or groups of maximum 10 persons for this not to take too long.

2. Every Guide or Scout gets a piece of paper.

3. On the very bottom part of the paper they write their name.

4. Fold the paper in half along the long dimension of the paper. Make a sturdy crease and unfold the paper again.

5. On the top of the paper the Guides and Scouts now must write a statement about their experience with the project. Something good on the left side of the crease and something to improve on the right side of the paper.

6. Fold the top down to cover what they have written and pass the paper to the person on the right.

7. Write two new statements on the new piece of paper - something good on the left side and something to improveon the right side. Fold down the top and pass on the paper. This continues until the paper with their name on reaches themselves again.

8. Share the statements with the whole group or hand in the evaluations to the facilitator.

Facilitation notes

Try to keep everybody quiet and focused on the task rather than talking to each other.

Materials

- Paper
- Pens

8.4. Measure your Impact

Think back on your objectives for working with the Social Innovation programme and evaluate how they have been met or find inspiration in reflecting on the following questions:

- What was your purpose in the beginning?
- Have the Guides and Scouts learned something new about their local community?
- Have the Guides and Scouts made an impact and inspired other people to pay it forward?

The Social Innovation programme consists of four different steps; Feel, Imagine, Do and Share. Throughout these steps the Guides and Scouts should have answered and accomplished the questions within each step below.

As a guide or scout you can ask yourself if you have:

Feel:
Have we talked to people in our community?
Have we put ourself in another's position?
Have we challenged our own assumptions and discovered something new?

Imagine:
Have we gotten a crazy idea?
Have we gotten an innovative idea?
Have we been dreaming big?
How diverse have the ideas been?

Do:
Have we implemented some ideas?
Have we tested our ideas?
Have we talked to target groups?
Have we made a prototype?
Has it been an iterative process?
Can oue project run without us?

Share:
Have we created awareness around our project?
Did our project make any change or impact?
Have we shared the projects with other people outside of the Scouting group?
Have we thanked those who helped us on our way?

More information

This programme is developed by The Joint Committee of Girl Guides in Denmark. The programme has been implemented by training facilitators in the programme as well as using it in local Guide and Scout units. This facilitation guide is the sum of years of experience with this programme and it has been created to enable even more Guides and Scouts to be empowered through making a positive change in their local community.

Web: www.pigespejdernesfællesråd.dk/socialinnovation/eng/
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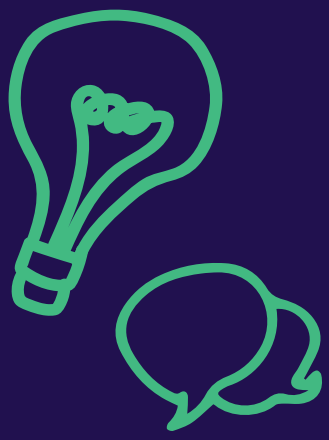
Appendices

1. Examples of different timelines

   (4 hours sneak peak, 4 weekly meetings, 4 days camp/training)

2. Discover your local community, Climate activist
3. Idea voting poster
4. Poster Clumsy Hans storyline
5. Clumsy Hans Fairytale
6. Implementation planning template



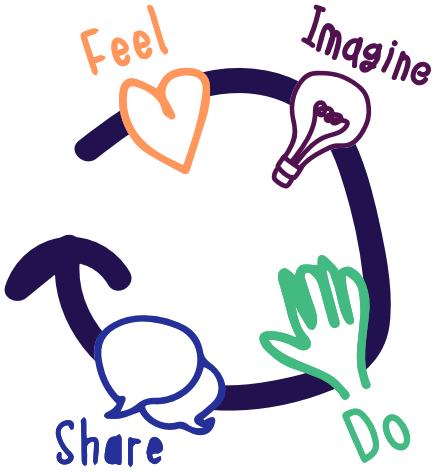
1 Examples of different timelines

4 hours | 4 weekly meetings | 4 days

4 hours

15 min
Intro: Make up a game.

15 min
Feel: Inspirational pictures.



30 min
Imagine: Imagination hat.
Choose an idea.

20 min
Share: Share with others.

10 min
Evaluation: mixing it up.

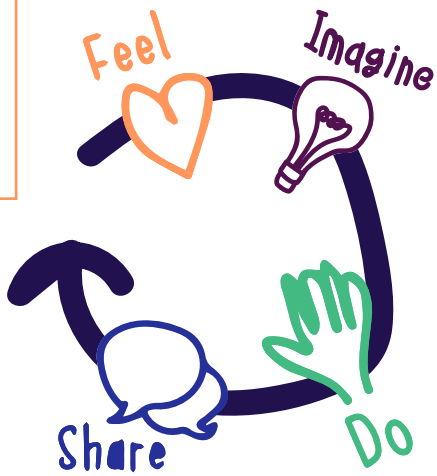
30 min
Do: Rotation or Roleplay planning.

2 hour
Do: Make a prototype and test.

4 weekly meetings (1 hour 30 min programme per meeting)

Week 1
30 min
Intro: Make up a game
Do not say no

1 hour
Feel: Discover you local community.



Week 2
45 min
Imagine: Build your imagined future.
Choose an idea.

Week 4
1 hour 15 min
Share: Make a sharing product and share with others.

15 min
Evaluation: Flagpole.

Week 2
45 min
Do: Rotation or Roleplay planning.

Week 3
1 hour 30 min
Do: Execute the project.

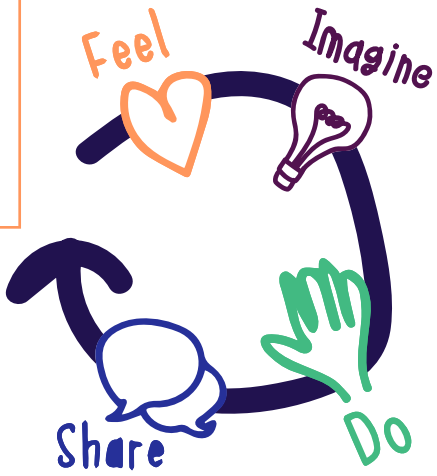
4 days (camp/training - Social Innovation combined with other activities)

Day 1
1 hour
Intro: Make up a game.
Building a shared understanding or comparing guiding and scouting with Social Innovation.

1 hour
Feel: Newspaper collage.

2 hours
Meet your target group (get in contact and visit).

Day 1
2 hours
Imagine: Imagination hat.
Choose an idea.



Day 2
1 hour
Do: Rotation or Roleplay planning.

2 hours
Prototype the idea – (contact your target group) and adapt.

1 hour
Implementation planning.

Day 3
Full day
Do: Execute the project.

Day 4
3 hours
Share: Make sharing product.
Present it to each other.

1 hour
Evaluation: Silent evaluation, Flagpole and Mixing it up.

2 Discover your local community, Climate activist

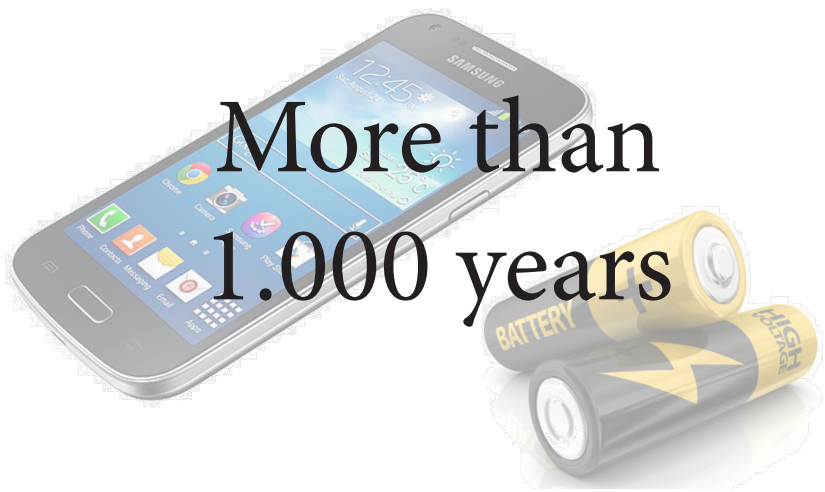
Lost mobile phones and batteries

Lost mobile phones and batteries

Cans

Bicycle

Cans



Lost mobile phones and batteries

Bicycle

Lost mobile phones and batteries

Bottle caps

Clothes

Plastic bags

Candy wrappers

Plastic bags

Bottle caps

Candy wrappers

Clothes

Food waste

Chewing gum

Cigarette butts

Plastic bottles

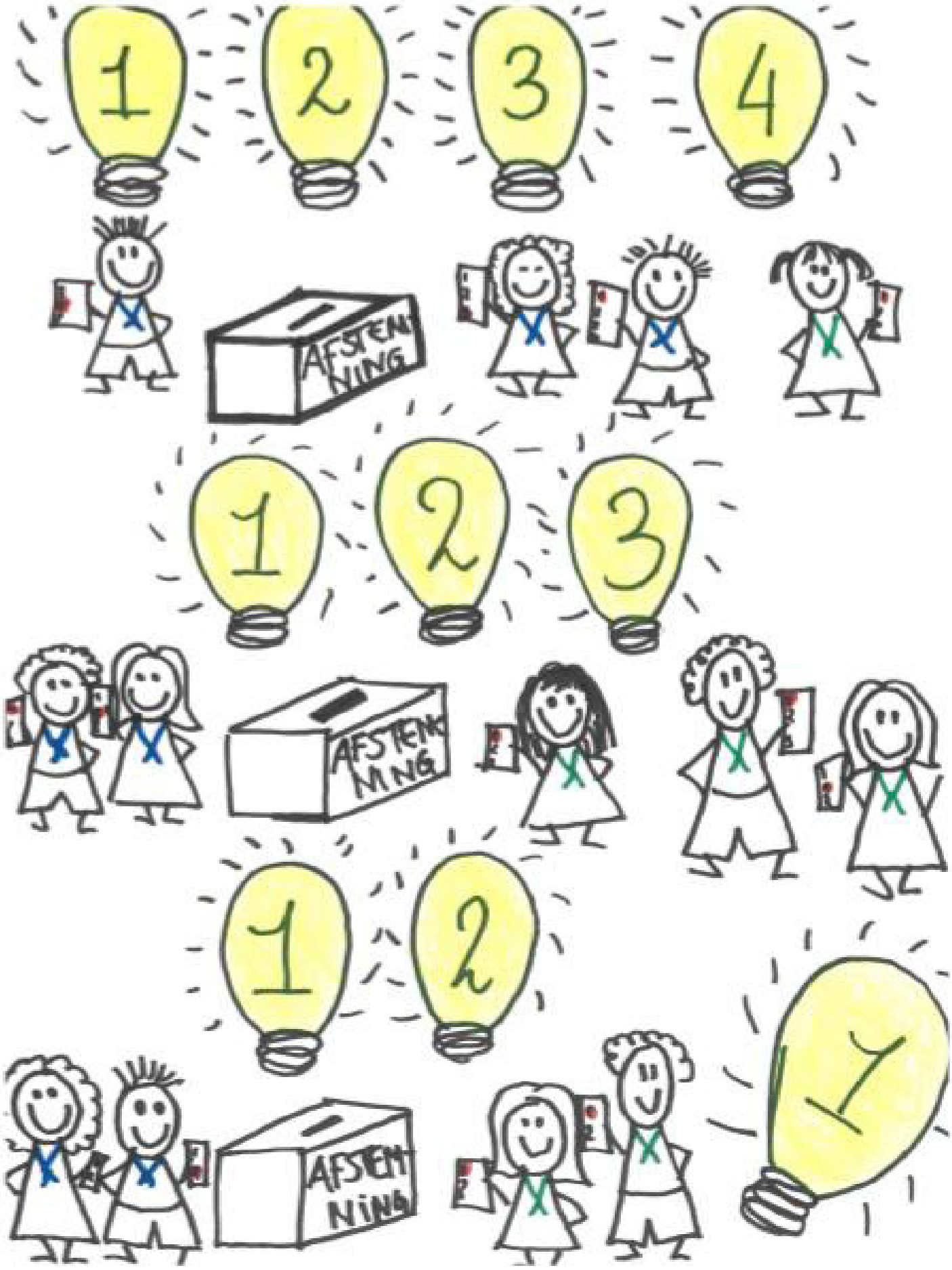
Cigarette butts

Food waste

Plastic bottles

Chewing gum

3 Idea voting poster



4 Poster Clumsy Hans storyline

5 Clumsy Hans fairytale

By Hans Christian Andersen

Out in the country there was an old mansion where an old squire lived with his two sons, who were so witty that they thought themselves too clever for words. They decided to go out and propose to the King's daughter, which they were at liberty to do, for she had announced publicly that she would take for a husband the man who had the most to say for himself.

The two brothers made their preparations for eight days beforehand. That was all the time they had, but it was enough, for they had many accomplishments, and everyone knows how useful they can be. One of them knew the whole Latin dictionary by heart and the town's newspaper for three years – so well that he could repeat it backward or forward. The other had learned all the articles of law and knew what every alderman must know; consequently, he was sure he could talk of governmental affairs, and besides this he could embroider suspenders, for he was very gentle and also clever with his fingers.

"I shall win the Princess!" they both said, as their father gave each one of them a beautiful horse. The one who had memorized the dictionary and the newspapers had a coal-black horse, while the one who knew all about governmental affairs and could embroider had a milk-white one. Then they smeared the corners of their mouths with cod-liver oil, to make them more glib.

All the servants assembled in the courtyard to watch them mount their horses, but just then the third brother came up; for there were really three, although nobody paid much attention to the third, because he was not so learned as the other two. In fact, everybody called him "Clumsy Hans."

"Where are you going in all your Sunday clothes?" he asked.

"To the King's court, to woo the Princess. Haven't you heard what the King's drummer is proclaiming all over the country?" Then they told him about it.

"Gracious," said Clumsy Hans, "I guess I'll go, too!" But his brothers only burst out laughing at him as they rode away.

"Father," shouted Clumsy Hans, "Let me have a horse. I feel like getting married, too. If she takes me, she takes me; and if she doesn't take me, I'll take her, anyway."

"That's a lot of nonsense!" replied his father. "You'll get no horse from me. Why, you don't know how to talk properly. Now, your brothers are intelligent men."

"If I can't have a horse I'll take the billy goat," said Clumsy Hans. "He belongs to me, and he can carry me very well." So he mounted the billy goat, dug his heels into its sides, and galloped off down the highway.

"Alley-oop! What a ride! Here I come!" shouted Clumsy Hans, singing so loud that his voice was heard far away.

But his two brothers rode quietly on ahead of him. They were not speaking a word to each other, for they were thinking about all the clever speeches they would have to make, and of course these had to be carefully prepared and memorized beforehand.

"Halloo!" cried Clumsy Hans. "Here I come! Look what I found on the road!" Then he showed them a dead crow he had picked up.

"Clumsy!" said the brothers. "What are you going to do with that?"

"Why, I am going to give it to the Princess!"

"Yes, you do that," they said as they rode on laughing.

"Halloo, here I come again! Just look what I've found this time! You don't find things like this in the road every day!" So the brothers turned around to see what it was this time.

“Clumsy!” they said. “That’s just an old wooden shoe, and the upper part’s broken off, anyway. Is the Princess going to have that, too?”

“She certainly is,” replied Hans, and the brothers again laughed and rode on far in advance of him.

“Halloo! Here I am again,” shouted Clumsy Hans. “Now this is getting better and better! This is really something!”

“Well, what have you found this time?” asked the brothers.

“Oh, I can’t really tell you,” Clumsy Hans said. “How pleased the Princess will be!”

“Uh!” said the brothers. “Why, it’s nothing but mud out of the ditch!”

“Yes, of course,” said Clumsy Hans, “but the very finest sort of mud. Look, it runs right through your fingers.” Then he filled his pockets with it.

But his brothers galloped on ahead as fast as they could, and so they arrived at the town gate a full hour ahead of Hans. At the gate each suitor was given a numbered ticket, and as fast as they arrived they were arranged in rows, six to a row, packed together so tightly that they could not even move their arms. That was a wise plan, for otherwise they could have cut each other’s backs to pieces, just because one stood in front of another. All the inhabitants of the town stood around the castle, peering in through the windows to watch the Princess receive her suitors; but as each young man came into the room, he became tongue-tied.

“No good!” said the Princess. “Take him away!”

Now came the brother who had memorized the dictionary, but he had completely forgotten it while standing in line. The floor creaked under his footsteps, and the ceiling was made of mirrors so that he could see himself standing on his head; and at each window stood three clerks and an alderman, writing down every word that was spoken, so that it immediately could be printed in the newspapers and sold for two pennies on the street corners.

It was a terrible ordeal, and besides there were such fires in the stoves that the pipe was red-hot.

“It’s terribly hot in here,” said the suitor.

“That’s because my father is roasting chickens today,” said the Princess.

“Baa!” There he stood. He was not ready for a speech of this kind and hadn’t a word to say, just when he wanted to say something extremely witty. “Baa!”

“No good!” said the Princess. “Take him away!” And consequently he had to leave.

Now the second brother approached.

“It’s dreadfully warm here,” he said.

“Yes, we’re roasting chickens today,” replied the Princess.

“What-what did you-uh-what?” he stammered, and all the clerks carefully wrote down, “What-what did you-uh-what?”

“No good,” said the Princess again. “Out with him!”

Now it was Clumsy Hans’s turn, and he rode his billy goat right into the hall.

“Terribly hot in here,” he said.

“I’m roasting young chickens,” replied the Princess.

“Why, that’s fine!” said Clumsy Hans. “Then I suppose I can get my crow roasted?”

“That you can,” said the Princess. “But have you anything to roast it in? I haven’t any pots or pans.”

“But I have,” replied Clumsy Hans. “Here’s a cooking pot with a tin handle!” Then he pulled out the old wooden shoe and put the crow right into it.

“Why, that’s enough for a whole meal!” said the Princess. “But where do we get the sauce from?”

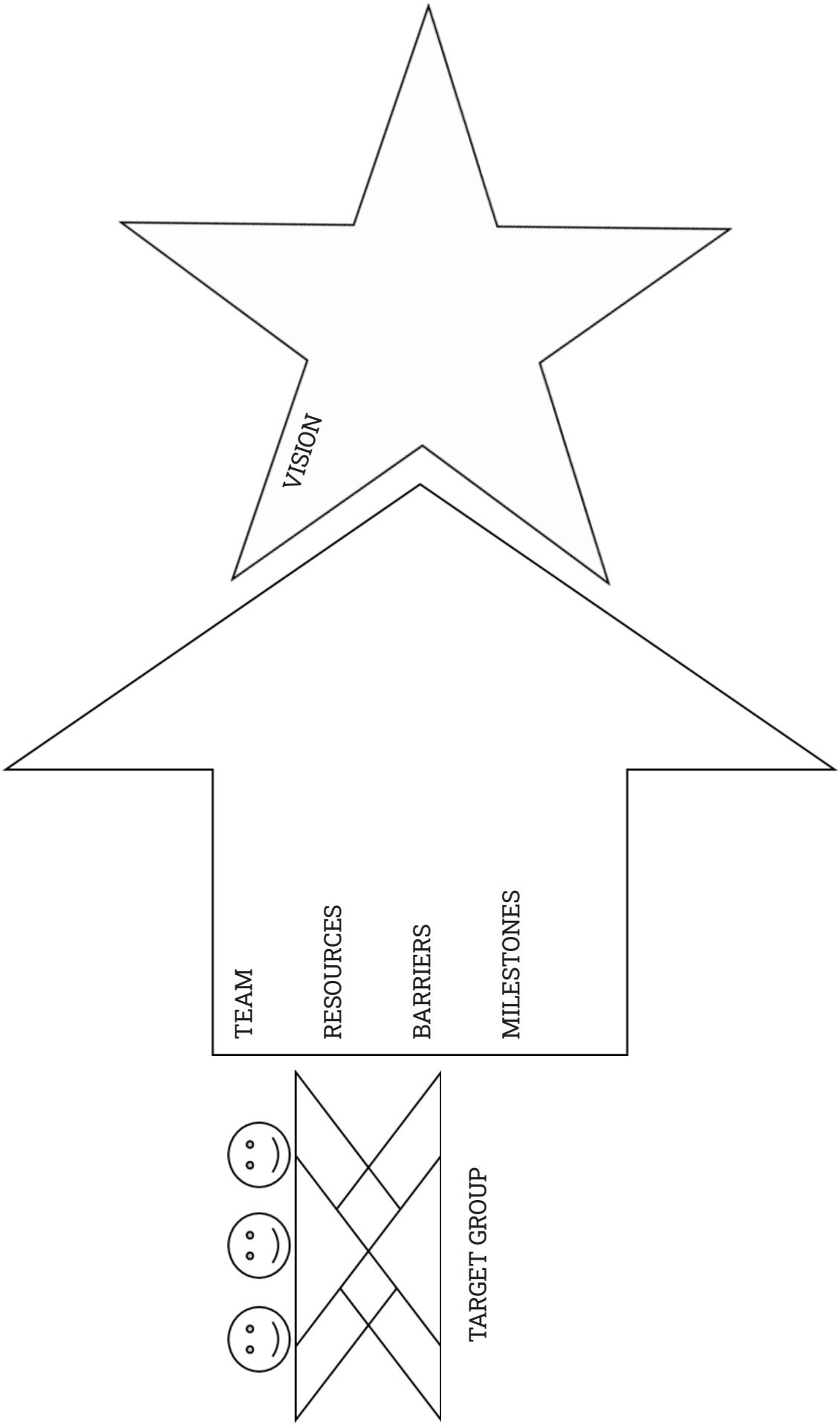
“I have that in my pocket,” replied Clumsy Hans. “In fact, I have so much I can afford to spill some of it.” Then he poured a little of the mud from his pocket.

“I like that!” said the Princess. “You have an answer for everything, and you know how to speak. I’ll take you for my husband. But do you know that everything we’ve said and are saying is written down and will be published in the paper tomorrow? Look over there, and you’ll see in each window three clerks and an old alderman, and that alderman is the worst of all; he doesn’t understand anything!”

She said this only to frighten him, but all the clerks chuckled with delight and spurted blots of ink on the floor.

“Oh, so these are the gentlemen!” said Clumsy Hans. “Then I must give the alderman the best thing I have.” Then he turned out his pockets and threw the wet mud in the face of the alderman.

“Cleverly done!” said the Princess. “I could never have done that, but I’ll learn in time!”

So Clumsy Hans was made a king, with a wife and a crown, and sat on a throne. And we had this story straight from the alderman’s newspaper-but that is one you can’t always depend upon

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