



## SIGN LANGUAGE FOR CHANGEMAKING



**SIGN FOR  
CHANGE**

### **Result 3: A Social Innovation Education Curriculum for deaf students**

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# PROJECT INFORMATION

**Project Acronym:**

Sign4Change

**Project title:**

SIGN LANGUAGE FOR CHANGE-MAKING

**Project Number:**

2021-1-DE03-K220-SCH-000032530

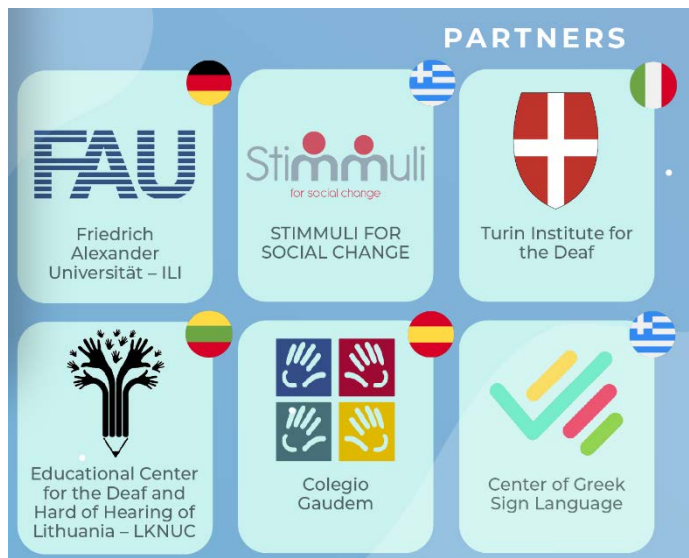
**Sub-programme or KA:**

COOPERATION PARTNERSHIPS IN SCHOOL EDUCATION

**Website:**

[www.sign4change.eu](http://www.sign4change.eu)

**Consortium:**



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# 1. Introduction

The Sign for Change mission is to address existing barriers and provide tailor made methodologies and educational activities to support Deaf and Hard of Hearing students to develop their confidence and self-esteem, foster their identity and develop key competences to become the changemakers of tomorrow.

The Social Innovation Education Curriculum for deaf students aims to guide teachers and other educators to familiarise with Social Innovation and cultivate students' changemaking potential. The curriculum contains high quality training material in the form of theory, guidelines, and activities.

The curriculum is designed to be used as a lesson plan for teachers to implement it directly in their classroom with their students. Moreover, a more detailed analysis of the SIE concept and its application in schools will be available in the 'Sign for Change' online teacher training.

Prior to the development of the student curriculum and the teacher training a needs analysis was conducted. The methodology that used was approached through a systematic process:

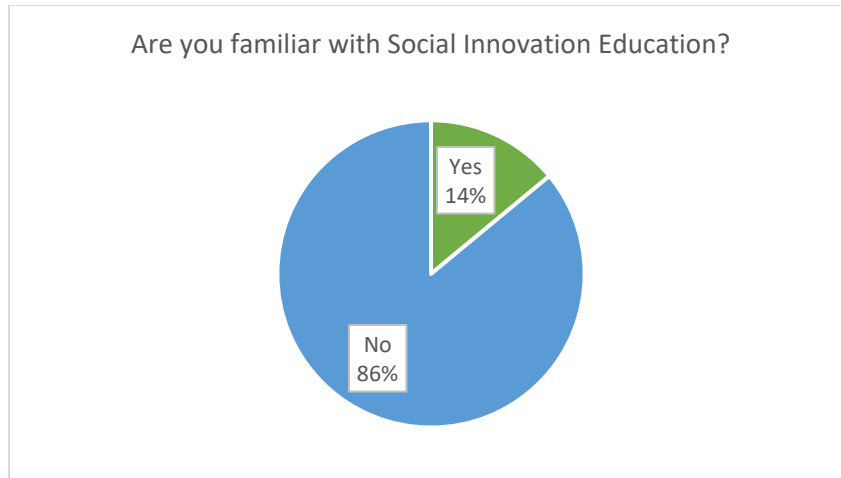
1. Needs Analysis: an online survey with 75 participants (teachers and other professionals who work with deaf students from all partner countries) allowed us to identify the needs for implementing SIE in the Deaf education context.
2. Learning Objectives: we defined the learning objectives for each module and unit of instruction. The learning objectives are specific, measurable, achievable, relevant, and time-bound (SMART). They provide a clear focus and guide the selection of appropriate content, activities, and assessments.
3. Content Selection and Sequencing: we identified the key content areas, topics, and competences to be covered in the curriculum.
4. Instructional Strategies and Activities: we determined the instructional strategies and activities to be used to engage students and facilitate learning. We managed to incorporate a variety of instructional techniques such as guidelines, cooperative learning, hands-on activities, and resources.
5. Adaptation for deaf learners: to finalise the content we took into consideration the specific needs of deaf students and the importance of Sign Language in all communications.

## Needs Analysis

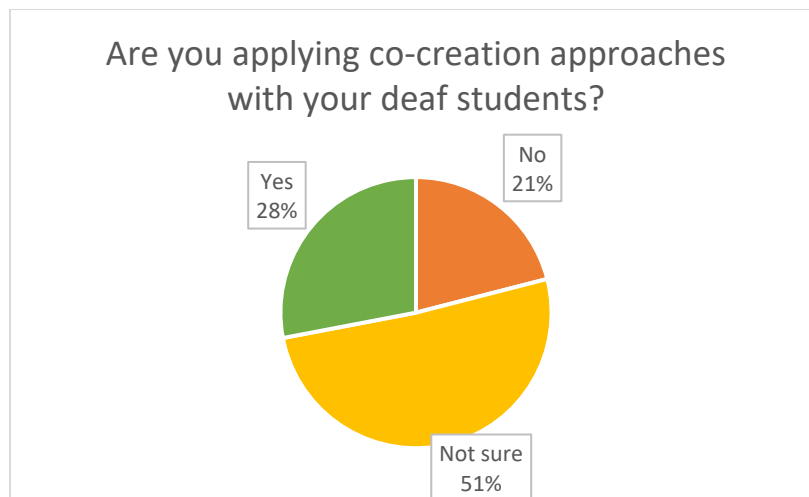
For the design of the curriculum, we conducted a needs analysis through an online survey. The online questionnaire included demographics, closed and open-ended questions about familiarity with Social Innovation Education, training needs, and preferences. The participants of the study were teachers, teaching associates, non-formal education experts, and educational consultants. In total, 75 professionals who work with deaf students participated in our study, with most of them being females (92%). Among the participants, the majority were teachers (43), while 17 were teaching associates, 8 were non-formal education experts, and 6 were educational consultants.

A specific factor we needed to measure was the level of proficiency in Sign Language (SL) to adapt our content accordingly and make it accessible to more professionals who work with deaf students. In this regard, the results of our study showed that most participants had either a high proficiency level (39 of them) or a medium proficiency level (23), while 10 had a low level of proficiency. Therefore, in the process of designing the curriculum, we had to keep in mind that not all teachers/professionals who work with deaf students are confident with the use of Sign Language. In this context, particularly in response to the question of whether SL is the main communication language with their students, 88% of participants answered 'yes,' while 12% replied 'no.' It should be noted, that convenience sampling was used in this consortium for the identification of the participants in this survey and most partners work in context with teachers who actively use SL.

Regarding familiarity with Social Innovation Education (SIE), we identified the biggest gap that we need to address. As shown in the graph below, only 14% of participants are aware of SIE, while the majority (86%) are unaware of it. Considering this, and since our main goal is to introduce SIE in the context of Deaf education, the SIE training material starts from the basics and provides a detailed presentation of what SIE is and its impact on students.



Therefore, the step-by-step guide includes the theoretical and practical aspects of SIE, along with specific guidelines on how to organize and implement co-creation labs, which serve as the main vehicle for implementing SIE in the school context. In this regard, we asked participants whether they apply co-creation learning approaches with their deaf students. While 28% of them responded 'yes' and 21% responded 'no,' it is worth mentioning that half of the participants (51%) are not sure about it. This indicates that teachers are not fully aware of what constitutes a co-creation teaching/learning approach and what doesn't. Consequently, it poses a challenge for us to develop clear and straightforward guidelines on how to implement co-creation activities, as well as to define what constitutes a co-creation approach and which actors and activities it includes.



Furthermore, an important finding of our study, which also highlights the gap we need to address, is the lack of training in innovative educational approaches. Specifically, 80% of the participants stated that they have never received training in innovative educational approaches like SIE, while 12% are uncertain, and only 8% have received relevant training. Similarly, 87% of the participants

mentioned that they have never been involved in any social innovation or similar projects in the past.

Overall, the needs analysis we conducted clearly showcases the need to provide more opportunities for teachers and other professionals to receive training in innovative educational methodologies. Moreover, it appears that teachers struggle to define the co-creation approach and participatory methodologies, underscoring the importance of clearly explaining the definition and characteristics of innovative educational approaches, along with their practical application in the classroom.

## Modules overview and learning objectives

### *Module 1: Social Innovation Education – theory and the SIE competences*

This module provides the definition of Social Innovation Education (SIE), the 3 design principles and the description of the 13 SIE competences. The module will allow teachers to understand the basic elements and scope of the SIE methodology and to realise the impact of it to students through the cultivation of the SIE competences.

### *Module 2: the co-creation labs process*

Module 2 presents the co-creation labs process, which is the actual implementation phase of SIE methodology. In this module we present the step-by-step guidelines on how to organise and implement the co-creation labs, the two different phases and the steps and stages they contain.

### *Module 3: SIE activities*

The third and final module of the students' curriculum is the actual teaching and learning material that teachers will take as it is and implement it in their classrooms. Various activities in the context of ice-breaking, communication and social innovation will allow teachers to infuse the SIE competences to their students, by giving them the opportunity to participate actively in the learning process.

## 2. Module 1: Social Innovation Education – theory and practice

This Module introduces SIE to the learners. The SIE definition, the 3 design principles and the SIE competences will allow teachers to get a grasp of the purpose and impact of SIE on students.

### *Learning objectives*

Upon the completion of this topic students will be able to:

- ✓ Describe Social Innovation Education
- ✓ Understand the 3 design principles.
- ✓ Acknowledge the SIE competences.

### Unit 1: The Social Innovation Education (SIE) methodology

Social Innovation Education (SIE) fosters an attitude and drive in young people that encourages them to co-create, with a diverse range of people, social innovation projects to address social issues. This is achieved through students co-creating and carrying out social action projects with adults to address issues that are important to them. The SIE model is defined as follows:

*“SIE is a collaborative and collective learning process for the empowerment and socio/political activation of young people to drive social change no matter their professional pathways. it builds their competences to identify opportunities for social value creation, to form collaborations and build social relationships and take innovative action for a more democratic and sustainable society”.* (Kalemaki et al., 2019)

The approach has been introduced for the first time in the context of the H2020 project [NEMESIS](#) (Novel Educational Model enabling Social Innovation Skills) in 7 EU countries and lasted from 2017 to 2021. The evidence gathered during the evaluation of the NEMESIS project, from more than 1000 students who participated in an empirical study, indicates the positive effects of SIE in the development of social and civic competences. Since its finalisation in 2021, the SIE model was further developed, particularly through the KA3 project [ChangeShaping Schools \(CSS-EU\)](#) in 4 new EU countries. The model has been also applied at Higher Education level in the context of the [KA2 BUFSIE project](#) (Building the Universities of the Future through Social Innovation Education). In the context of special education, the KA2 project SIE4P.Inc (Promoting Inclusion through Social Innovation Education) aims to adapt the SIE model to the students with Special Education Needs (SEN).



In practice, SIE is based upon three design principles:

- 1) **Student at the centre** – SIE shifts the traditional teacher-student approach and renders students as agents of knowledge and change, together with other stakeholders. Students however is the core of the SIE project and those who lead it.
- 2) **Co-creation** – a cross-generational and collaborative process where all stakeholders contribute to the creation of knowledge and practical activities.
- 3) **Transformative social action** – SIE model is a process that aims to provide new knowledge and skills to the students, through collective and collaborative action. However, the scope is this process to have also (at least a small) positive impact in the local community and possibly to the wider society.

The main tool to introduce and practice SIE in a school environment is the “**Co-creation Lab**”. This is the place in which the projects are designed, developed, and carried out. The Co-creation Lab is led by a facilitator (usually a teacher) who enables both the preparation and implementation stages of the lab. The lab is an open learning environment where different stakeholders, such as students, educators, parents, experts, social innovators, and members of the local community collaborate in the design and implementation of social innovation projects. You can find more information about the co-creation lab process in the module 2 below.

## Unit 2: The Social Innovation Education (SIE) competences

The social innovation competences (skills and values) are what social innovators use when addressing social issues. In SIE young people develop these competences through hands on social action with members of the community to become the social innovators of the future.

<b>Social innovation competences</b>	<b>Explanation</b>
1. Vision for a better world	<i>Imagine a better and fairer world</i>
2. Responsible and critical thinking	<i>Spot the good and bad points so you can improve something responsibly</i>
3. Empathy	<i>Understand and respond to the feelings of others to build something better</i>
4. Self-efficacy	<i>Believe in yourself. Identify and assess your strengths and weaknesses. Value the opinions of others</i>

5. Collective and creative problem solving	<i>Create, as a group, ideas that trigger social change</i>
6. Embracing diversity	<i>Work with lots of different people for a positive outcome</i>
7. Collective efficacy	<i>Help others to achieve their goals</i>
8. Social resilience	<i>Persevere and stay focused on your vision despite setbacks or failures</i>
9. Take the leap for value creation	<i>Act upon your vision to help others</i>
10. Using resources well	<i>Coordinate people and use resources (including digital ones) to help achieve your goal</i>
11. Social communication	<i>Effectively communicate and interact with others to make positive and sustainable (long lasting) relationships</i>
12. Reflective learning	<i>Step back and reflect on / analyse what you have achieved in order to learn and improve</i>
13. Collaborative planning & democratic decision making	<i>Democratically (as a group) decide upon your future actions and shared vision</i>

### *Assessing social innovation competence development*

Competence development can be made explicit through targeted activities or implicitly through the practical approach SIE takes.

The prioritization of these competencies in the context of deaf education can be understood through a combination of educational and social considerations, as well as the specific needs and challenges faced by deaf children. The Sign for Change partners took into consideration all the different aspects and needs of deaf students, to put the competencies in the most appropriate order.

Here's a brief argumentation for the prioritization of these competencies:

- 1) Empathy: Empathy is foundational as it fosters understanding and support for deaf students' unique experiences, making it easier for educators to tailor their teaching methods and support to individual needs. On the other hand, empathy will also help deaf students to understand their hearing peers who may also lack empathy for them.

- 2) Self-efficacy: Developing self-efficacy empowers deaf students to believe in their ability to learn and communicate effectively, crucial for their overall educational progress and self-confidence.
- 3) Social communication: Effective communication is a fundamental skill for deaf individuals, given their reliance on sign language. Prioritizing social communication skills ensures that they can engage with their peers and the broader community.
- 4) Social resilience: Deaf students often face societal challenges, and building social resilience helps them overcome adversity, develop a strong sense of identity, and thrive in various environments.
- 5) Reflective learning: Encouraging reflective learning allows deaf students to understand their learning styles and adapt to diverse teaching methods, enhancing their educational experiences.
- 6) Responsible and critical thinking: Deaf students, like all students, need to think critically and responsibly to make informed decisions and participate actively in society.
- 7) Vision for a better world: Instilling a sense of purpose and responsibility for the greater good is important in fostering positive attitudes and contributing positively to society.
- 8) Collective and creative problem-solving: Deaf students, as a part of society, must learn to collaborate and creatively address challenges, leading to more inclusive and innovative solutions.
- 9) Using resources well: Efficient resource utilization is essential, ensuring that educational institutions have the necessary tools and support systems in place to meet the unique needs of deaf students.
- 10) Collaborative planning & democratic decision-making: Deaf education benefits from involving students, teachers, and the local community in decision-making processes, as it promotes inclusivity and understanding.
- 11) Embracing diversity: Deaf education, like any other, should foster an environment that celebrates diversity, creating a more inclusive and equitable learning atmosphere.
- 12) Collective efficacy: The belief in the collective power of a community or group of deaf individuals can be empowering and promote a sense of unity and shared purpose.
- 13) Take the leap for value creation: Encouraging students to take initiative and create value adds a practical dimension to their education, allowing them to apply their skills and make a positive impact on the world.

In conclusion, these competencies are prioritized in deaf education to provide a holistic and well-rounded approach to the unique needs and challenges faced by deaf individuals. The aim is to empower them with the skills and mindset needed to navigate the world effectively, communicate, and contribute to society as active and capable individuals, becoming what the Sign for Change project aims for them, the future “changemakers”.

### 3. Module 2: co-creation labs

This module aims to provide a step-by-step guide on how to organise and implement the co-creation labs. The co-creation labs is the actual environment where social innovation education takes place. Therefore, it is important for teachers to comprehend all stages and steps. Also, in the online course there is a more detailed analysis of the process, with several extra information and interactive material.

A co-creation lab is an open learning environment where different stakeholders such as students, teachers, parents, Sign Language interpreters, social innovators, community actors or any other member of the local community collaborate in the design and implementation of social innovation projects.



## *The 2 phases*

There are two main phases in the co-creation-lab process:

### Preparation phase

1. Understand Social Innovation and the co-creation lab process
2. Choose the students to be involved
3. Engage various stakeholders as participants
4. Arrange the logistics

### Implementation phase

- Stage 1:** Get to know each other and give a basic intro of SI
- Stage 2:** SDGs and the importance of SI
- Stage 3:** Investigation of local sustainability challenges and co-development of ideas and solutions
- Stage 4:** Co-creation of the Social Innovation project
- Stage 5:** Reflection and Evaluation

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### *Preparation phase*

In the preparation phase the facilitator works alone to understand SIE, what a co-creation lab is and prepare for the implementation phase where the social innovation project will be co-created. The preparation phase includes the following:

**1: Understand Social Innovation and co-creation lab process.** Reading the curriculum and other extra SIE material will give you confidence to introduce SIE to students and guide all participants to carry out a social innovation project.

**2: Choose the students to be involved.** Students are the main target group of the co-creation lab, since they are the ones that matter most to develop skills and competences and embrace social innovation. It is highly recommended to adopt a whole-class approach and so include all students and not just a group of them. However, some students may need support prior to the first lab so if any implementation stages seem tricky, they can be included in the preparation phase.

**3: Engage various stakeholders as participants.** At the heart of the co-creation lab concept lies the engagement of several stakeholders and the multiple benefits that co-operation can bring. Ideally, a co-creation lab should be a mix of school staff, students, parents, Sign Language interpreters, social innovators, and local community actors. It is recommended to prepare a list of

potential participants and contact them prior to the lab, to gauge their availability and willingness to join.

**4: Arrange the logistics.** The co-creation lab process can be a long process with several meetings - we suggest **at least eight sessions of 1hr**. Therefore, the facilitator should arrange in advance the appropriate dates and place where co-creation lab participants will meet. Sessions can take place in a school classroom, a community setting, a local club, or even online. Each lab can happen when suits you though we suggest not leaving too much time between each one to keep the momentum going!

Prior to every co-creation lab session, the facilitator should ask themselves the following questions:

- ✓ Do all participants know the venue, date, and time of the co-creation lab meeting?
- ✓ Are they all aware of the content and structure of the session?
- ✓ Is there any prior reading/work to be done?

### *Implementation phase*

After the preparation phase, the facilitator is ready to kick off the co-creation lab with all participants / stakeholders. The implementation phase is where participants in the lab co-create their SI project to address the social issue they identified.

The different stages of the implementation phase are:

**Stage 1: Get to know each other and give a basic intro of SI.** This stage allows participants to get to know each other for effective collaboration and to understand the wider philosophy, elements, and practicalities of Social Innovation Education.

**Stage 2: SDGs and the importance of SI.** The second stage raises awareness of the Sustainable Development Goals to help participants understand the importance of social innovation. SIE uses the framework of the Sustainable Development Goals to guide students into identifying and connecting global and relevant local challenges. Through this process, the main learning objective of the SIE model is to allow students acquire specific competences that will help them become the changemakers of tomorrow. For more information about the SDGs and their role on SIE, please check the Sign for Changes online modules – teachers' curriculum.

**Stage 3: Investigation of local challenges and co-creation of ideas and solutions.** Participants co-create ideas and solutions about real-life local social problems. The topics need to be in the context of social or environmental challenges. In our case, it is recommended to implement a project in the contexts of Deaf culture, inclusion and ideally with Sign Language as a key element in communication/ dissemination of the project results.

**Stage 4: Co-creation of the Social Innovation project.** This is the stage where participants will turn their ideas into practice, by co-designing and carrying out social innovations, real-life SI projects or community campaigns, focused on Deaf community.

**Stage 5: Reflection and Evaluation.** The final stage gives to participants the opportunity to reflect upon their experience and analyse how and in what ways this process changed them. Second, the feedback from participants will allow the facilitator and project partners to evaluate the impact that the co-creation lab had on participants.

### *Further reading*

In the websites below you can find free resources with training material and guidelines about the SIE model

<https://nemesis-edu.eu/about/resources/>

<https://bufsie.eu/results/>

<https://css-project.eu/results/>

## Extra co-creation tips for teachers

SIE is different to existing initiatives because it encourages students’ commitment, engagement and participation through the co-creation of ideas to address social issues.

Here’s how SIE is different to other forms of social action

<b>What SIE is</b>	<b>What SIE isn’t</b>	<b>Example</b>
Student driven / ownership	<i>Telling children what to do</i>	Students reminding staff when it’s time to meet!
Working alongside the community	<i>Doing things for the community</i>	Playing ‘goalball’ with the local school for the visually impaired
Collaborative & collective problem solving	<i>Individuals addressing problems</i>	Students asking children from other schools to be involved
Developing a mindset to help society	<i>Unaware of societal issues</i>	One project inspiring children to start another one at the same time
Redefined child-adult relationships	<i>Adults taking over from children</i>	Mature and confident enough to start a conversation with an adult

Developing competences & a social philosophy over time	<i>Ticking a skill outcome box</i>	Less arguments between two students because they were working together in a different way
Advocates transformative action	<i>Lack of involvement in wider issues</i>	Taking a playground idea to the local village & then to a nearby town's public spaces

## 4. Module 3: the SIE activities

This module provides specific activities that teachers can implement in their classrooms. The goal is to begin developing the SIE competences in students through interactive and participatory activities that enable them to engage with SIE elements. The activities are divided into five different stages, according to the five stages of the co-creation labs implementation phase that we discussed earlier. The table below provides a summary of the activities relevant for each stage. In what follows, are the lesson plans for all these activities. Each lesson plan covers the SIE competences that could be cultivated in the students, along with the resources, instructions, age level, and time.

### Learning objectives

Through this learning process, students will be able to:

- ✓ Develop the ability to empathize with the challenges and needs of the deaf community.
- ✓ Enhance communication skills, including proficiency in sign language and written communication.
- ✓ Foster innovative thinking and problem-solving skills within a group.
- ✓ Develop the ability to critically assess the ethical and social impact of innovative solutions.
- ✓ Cultivate a sense of purpose and social responsibility.
- ✓ Understand the importance of inclusivity and collaborative decision-making.
- ✓ Connect the global Sustainable Development Goals to local challenges.
- ✓ Build confidence in the collective power of a group.
- ✓ Understand the importance of efficient resource utilization.



## Tips to use sign language and ensure inclusion of deaf students when using during the activities

Encourage students to use sign language or visual aids during their presentations and provide opportunities for questions and discussions afterward. Creating an inclusive environment for deaf students in social innovation education activities is essential. Here are some tips to encourage the use of sign language and visual aids, as well as foster discussions and interactions:

### *Preparing for the Activities*

- 1) Sign Language Resources.
  - ✓ Ensure that sign language resources are available and accessible to all participants. Consider having interpreters or sign language experts available to assist both deaf and hearing students.
- 2) Visual Aids.
  - ✓ Encourage the use of visual aids like presentations, diagrams, videos, and infographics. These aids can help in conveying information and ideas effectively.
- 3) Practice Sessions
  - ✓ Organize practice sessions where both deaf and hearing students can learn basic sign language and understand the importance of using visual aids in their presentations.

### *During Activities*

- 1) Clear Communication Guidelines
  - ✓ Emphasize the importance of clear communication for everyone, using sign language, visual aids, and concise verbal explanations. This helps ensure everyone can follow along.
- 2) Peer Support and Collaboration
  - ✓ Encourage collaboration between deaf and hearing students. Pair them up for presentations or group activities to facilitate mutual learning and understanding.
- 3) Inclusive Presentation Formats:
  - ✓ Create presentation formats that accommodate sign language, such as allowing the use of videos, slides, and demonstrations alongside verbal explanations.

### *Encouraging Participation*

- 1) Open Discussions
  - ✓ Facilitate open discussions after each presentation. Encourage both sign language and verbal questions, allowing everyone to participate.
- 2) Respectful Interactions:

- ✓ Teach students to be patient and respectful during discussions. Ensure that all questions and comments are communicated in a way that includes everyone.
- 3) Encourage Feedback
  - ✓ Encourage students to give constructive feedback and engage in constructive critique of presentations, focusing on content and delivery rather than the mode of communication.
- 4) Celebrate Diversity
  - ✓ Highlight the value of diverse communication methods. Showcase the strengths and uniqueness of sign language and visual aids in conveying information.

*Post-Activity Support*

- 1) Follow-Up Resources
  - ✓ Provide resources for further learning, such as sign language courses, accessible materials, and online resources for continued practice and improvement.
- 2) Feedback and Improvement
  - ✓ Gather feedback from students, both deaf and hearing, to continuously improve the inclusivity of activities for future events.

By implementing these strategies, you can create an inclusive environment that encourages the use of sign language and visual aids while fostering discussions and mutual understanding among all students. The next section provides an overview of relevant activities which will in the following be detailed.

## Overview of Activities

<b>STAGE 1</b>	<b>Get to know each other and give a basic intro of SI</b>	
	The 'introductory stage of the co-creation labs aims at allowing participants to get to know each other and become comfortable to be fully engaged in the process. Additionally, it allows participants to understand the wider philosophy, scope and practical application of Social Innovation Education.	
	<b>Activities</b>	
	Who am I...? Funny drawing Desert Island	What makes you smile? Who inspires us? Firestarter

<b>STAGE 2</b>	<b>SDGs and the importance of Social Innovation</b>	
	The second stage aims at giving the methodology and the context of sustainability challenges to the participants, thus enabling them to understand the importance of Sustainable Development and Social Innovation.	
	<b>Activities</b>	
	SDG reference material Brainstorming the SDGs Small changes mean a lot	Find the SDG Speedy problem solving Tech for a better Future
<b>STAGE 3</b>	<b>Investigation of local challenges and co-creation of ideas and solutions.</b>	
	In this stage participants will enter the core of the co-creation process, since they will be engaged in the co-developing of ideas and solutions about real-life local sustainability problems. The activities here will help students and participants to conceptualize the problems and the relevant solutions by developing empathy and critical thinking, among other competences.	
	<b>Activities</b>	
	Walking Dev Traffic Lights OPERA	Draw your vision Blue eyes, brown eyes... 5 investigating questions
<b>STAGE 4</b>	<b>Co-creation of the Social Innovation project</b>	
	This is the stage where participants will turn their ideas into practice, by co-designing and carrying out social enterprises, real-life projects or community campaigns.	
	<b>Activities</b>	
	1, 2, 3 action! Event planning	SWOT analysis

<b>STAGE 5</b>	<b>Reflection and Evaluation</b>
	<p>The final stage of the co-creation lab is the reflective section and has a two-fold scope. First, it will allow participants to reflect upon their experience and analyse how and in what ways this process changes them. Second, the feedback from participants will allow the facilitator and project partners to evaluate the impact that the co-creation lab had on participants.</p>
	<b>Activities</b>
	<p>Emoji time</p> <p>Timelapse your activities</p> <p>Timeline</p>

## Activities for Stage 1: Get to know each other and give a basic intro of Social Innovation

### *Who Am I?*

<b>Resources</b>	Pens, pencils, paper, colours
<b>SI Competences</b>	reflective learning, social communication, self-efficacy
<b>Instructions</b>	<p>In mixed pairs, instruct deaf students to find a sign for each handshape that corresponds to the letters in their names and connects to their personalities or interests. For instance, if a student's name starts with 'D,' the handshape used for the letter 'D' may also be associated with a sign like 'Travel' if the student enjoys traveling.</p> <p>Similarly, for each letter of the hearing students' names, ask them to find a word that resonates with their interests or characteristics.</p> <p>Ask to share their words/signs in pairs. In the whole group ask each pair to feedback one word/sign about their partner to the group and explain why they chose it.</p> <p>The objectives of this activity are:</p> <ul style="list-style-type: none"> <li>✓ Deaf students gain insight into how hearing students think and may learn new words.</li> <li>✓ Hearing students gain an understanding of how deaf students think and come into contact with sign language.</li> </ul> <p><u>Useful clarifications</u></p> <ul style="list-style-type: none"> <li>✓ For deaf schools, there is no need for an explanation about hand-shapes.</li> <li>✓ For mixed (hearing and deaf student) groups, a teacher, associate, or interpreter is needed to facilitate communication between groups. Also, a brief explanation about the handshapes is needed before the activity.</li> </ul> <p>*Best if all students have at least basic knowledge of Sign Language</p>
<b>Age</b>	6-15
<b>Time</b>	10-15 minutes

*Who Am I? (version 2)*

<b>Resources</b>	Pens, pencils, paper, colours
<b>SI Competences</b>	Reflective learning, social communication, self-efficacy
<b>Instructions</b>	<p>Ask students to write their name vertically on a piece of paper.</p> <p>Ask them to write individually for each letter a word that connects to them.</p> <p>Ask to share their words in pairs. In the whole group ask each pair to feedback one word about their partner to the group and explain why they chose it.</p>
<b>Age</b>	15+
<b>Time</b>	10-15 minutes

*Funny drawing*

<b>Resources</b>	Pen / pencil, paper, glue or similar
<b>SI Competences</b>	Social communication, collective efficacy
<b>Instructions</b>	<p><b>Preparation (5 minutes):</b></p> <ol style="list-style-type: none"><li>1. Briefly explain the activity to the students, emphasizing the importance of collaboration and creativity.</li><li>2. Form groups of three students each.</li></ol> <p><b>Drawing and assembly session (5 minutes):</b></p> <ol style="list-style-type: none"><li>3. Distribute a piece of paper to each student in the group.</li><li>4. Ask one student to draw a head on their piece of paper, another to draw a torso, and the third to draw legs.</li><li>5. Emphasize that they should not show their drawings to each other during this phase.</li></ol>

- Instruct the students to put their pieces together to form a complete body.

**Visual Vernacular Presentation (10-15 minutes):**

- Ask each group to present their assembled drawings to the class using "Visual Vernacular."
- Explain that Visual Vernacular is a form of expression that uses body movements, facial expressions, and gestures to convey ideas.
- Each group should take turns describing their character using Visual Vernacular, highlighting features such as emotions, actions, and characteristics.

**Inclusive Learning (Throughout):**

- In mixed hearing and deaf student groups, highlight the benefits for each group, such as the depth of Sign Language (SL) expressive capabilities, an opportunity for introverts to express with their bodies, and the excitement SL can bring to hearing children.
- Emphasize the importance of cooperation between deaf and hearing students, fostering an inclusive learning environment.

**Facilitator's Role:**

- Ensure that students who don't know SL have a teacher, associate, or interpreter present to facilitate communication, not to interpret.
- Provide support as needed but encourage students to communicate and work together independently.
- At least one deaf facilitator with a strong knowledge of Sign Language (SL) is essential.

This activity not only engages students in a fun and creative exercise but also promotes teamwork, communication skills, and an understanding of different modes of expression.

<b>Age</b>	All
<b>Time</b>	30-45 minutes

### *Desert Island*

<b>Resources</b>	n/a
<b>SI Competences</b>	Social communication, critical thinking
<b>Instructions</b>	<p>In small groups, ask, 'If you were stranded on a desert island, what one book (and another item) would you have with you?' This activity will enable students to reflect on their priorities in life, considering what is most important to them and perhaps why.</p> <p>Note: It's common for deaf children to not have read many books, as most of them are not accessible. Adaptations may be needed for the object they have to choose. Alternative to use might be: film, app, electronic device, non-electric item, item of clothing, drink, make up, food, song, TV series.</p>
<b>Age</b>	All
<b>Time</b>	10-15 minutes

### *What makes you smile*

<b>Resources</b>	n/a
<b>SI Competences</b>	Social communication, critical thinking
<b>Instructions</b>	<p>Form students into groups of three and ask each student to make a list of the five things they enjoy the most. Duration: 5-10 minutes.</p> <p>Next, have the groups identify commonalities among their lists and make the group present the reason each member enjoys those shared interests. Duration 10-15.</p> <p>The goal of this exercise is to show deaf and hearing students that they may have more in common than they think.</p>
<b>Age</b>	All
<b>Time</b>	5-10 minutes



*Who inspires us?*

<b>Resources</b>	Paper, coloured pens
<b>SI Competences</b>	Empathy, critical thinking, embracing diversity
<b>Instructions</b>	<p>Individually students should think of / research people who inspire them to help others.</p> <p>Ask them to draw a picture of them.</p> <p>Ask them to note down reasons around the picture, why they chose this person.</p> <p>Share the drawing with the whole group or showcase them in the classroom.</p> <p><b>Extra tip:</b></p> <p>Ask students to search for a deaf role model and prepare a presentation. Each presentation should include key information about the individual's life, accomplishments, and significance.</p>
<b>Age</b>	11+
<b>Time</b>	30-40 minutes

*Firestarter*

<b>Resources</b>	n/a
<b>SI Competences</b>	Social communication, embracing diversity
<b>Instructions</b>	<p>Introduce students to the concept of Social Innovation and instruct them to search for successful Social Innovation projects on the internet. Allow them approximately 30 minutes to find examples before having them brainstorm their own ideas. Then, use the following question prompts to initiate a whole group discussion:</p> <ul style="list-style-type: none"><li>✓ What made you get involved in social innovation (SI) project?</li><li>✓ Tell us about your SI idea.</li></ul>

- ✓ What characteristics and skills do you think someone needs to have to be part of a SI project?
- ✓ Do you have a favourite SI? Why?
- ✓ Other questions?

**Extra tip:**

Invite a social innovator to answer questions from students about his/her opinion of social innovation using the question prompts and questions the students define themselves prior to the encounter.

<b>Age</b>	15+
<b>Time</b>	1 hour

## Stage 2: Sustainable Development Goals and the importance of Social Innovation

*SDG reference material*

<b>Resources</b>	<p><a href="#">SDG poster and material</a></p> <p><a href="#">SDG classroom activities</a></p>
<b>Instructions</b>	<p>Display the poster of the SDGs as an introduction to show students what the goals are, use the poster for reference, to annotate, comment on, and/or draw on.</p> <p>Ask students to match the description of each goal to the goal number on the poster. Examples:</p> <ul style="list-style-type: none"> <li>– Working together to achieve the goals = 17</li> <li>– Everyone has enough food = 2</li> <li>– Everyone is equal = 10</li> <li>– No one has to drink dirty water = 6</li> <li>– Not throwing away clothes after wearing them once = 12</li> <li>– Helping the planet stay healthy = 13</li> <li>– Looking after sea life = 14</li> <li>– Keeping people healthy physically and mentally = 3</li> <li>– Fairness for men and women = 5</li> <li>– Cities that respect the planet = 11</li> <li>– No has to work in bad / dangerous conditions = 8</li> <li>– Looking after animals and plants = 15</li> <li>– Everyone feels safe = 16</li> <li>– No one lives in dirty, dangerous, unhealthy conditions = 1</li> <li>– Everyone has the opportunity to go to school for a better life = 4</li> <li>– Everyone country / city has good facilities to take care of people = 9</li> <li>– No pollution = 7</li> </ul>
<b>Age</b>	10+
<b>Time</b>	20-30 minutes

### *Brainstorming the Sustainable Development Goals*

<b>Resources</b>	<a href="#">SDG poster</a> , pens, paper
<b>SI Competences</b>	Critical thinking, using digital resources well, vision for a better world
<b>Instructions</b>	<p>In pairs ask to choose a few of the SDGs and discuss the following questions:</p> <p>What you think each one means.</p> <p>Where do you see examples of them local to you?</p> <p>What do you like and dislike about them near you?</p> <p>What could you do to improve it?</p> <p>Make notes then share with the group.</p>
<b>Age</b>	For younger students (6-15), For ages 15+, written answers could work well
<b>Time</b>	45-60 minutes

### *Small changes mean a lot*

<b>Resources</b>	<a href="#">SDG poster</a> , pen, pencil
<b>SI Competences</b>	Vision for a better world, social communication, empathy
<b>Instructions</b>	<p>Write the prompts on the board.</p> <ul style="list-style-type: none"><li>– Someone smiles at you.</li><li>– Someone shouts angrily at you.</li><li>– You see lots of rubbish blowing in the wind.</li><li>– You see a photo that makes you laugh on social media.</li><li>– A friend unexpectedly gives you a present.</li><li>– Someone who normally says hi ignores you.</li></ul>

In groups, ask to discuss how these make them feel. Then, pick one or two goals and ask students to think of a small daily habit in the context of each goal that could have a (small) impact on the planet.

For example:

Goal 13 (climate action).

Negative action: leaving the fridge door open whilst doing other things.

Impact: this wastes energy.

Positive change: close the door while I pour my drink.

Impact: this will help save energy.

<b>Age</b>	11+
<b>Time</b>	30-45 mins
<b>Source/Link</b>	For poster and reference list of the SDGs see <a href="#">SDGs Communications materials</a>

*Find the SDG*

<b>Re-sources</b>	<a href="#">SDG poster</a>
<b>SI Competences</b>	social communication, empathy, creative problem solving
<b>Instruc-tions</b>	<p>This is a no speaking game. Students need to guess the SDG chosen by performing it using pantomime.</p> <p><u>Steps</u></p> <ul style="list-style-type: none"> <li>✓ Split students into groups and each group choses 1 SDG and prepares a small pantomime act.</li> <li>✓ They present to the class and the other groups have to guess which SDG it is.</li> </ul> <p>This activity can be repeated until all SDGs are done.</p> <p>Tip: this activity is better in a mixed class (with both deaf and hearing students), as deaf students can teach SL words to hearing students through the activity.</p>

<b>Age</b>	12+
<b>Time</b>	1 hour

*Speedy problem solving*

<b>Resources</b>	Pens, paper
<b>SI Competences</b>	Creative problem solving, critical thinking, self-efficacy, social resilience
<b>Instructions</b>	<p>Ask students to think of a passion / knowledge / skill they have.</p> <p>Then, ask them to think of a problem or a challenge of that passion / knowledge / skill.</p> <p>Ask them to try to come up with an innovative solution to that problem or challenge.</p> <p>For example, a girl says that she likes flowers and gardening, but there are very few gardens in the city. The solution could be to ask the school/local educational authorities to create gardens in the schoolyards.</p>
<b>Age</b>	11+
<b>Time</b>	20-30 minutes

*Tech for a better Future*

<b>Re-sources</b>	Pens, paper, the following prompts:
<b>SI Competences</b>	Using digital resources well, vision for a better world, social communication, empathy, creative problem solving

<b>Instructions</b>	<p>Write/display the 3 prompts on a board so everyone can see:</p> <p><i>Vision - describe the type of future you're imagining</i></p> <p><i>Object - describe the main thing that needs to be improved</i></p> <p><i>Idea - how can technology help improve your future?</i></p> <p><u>Steps</u></p> <ul style="list-style-type: none"> <li>✓ Ask students to reflect individually about their vision, object and idea.</li> <li>✓ Each pair combines their visions and co-create a common future with their ideas together.</li> <li>✓ Then, each pair explains/ presents their future and highlights the role of technology on this (it is recommended to use Sign Language for this).</li> </ul>
<b>Age</b>	13+
<b>Time</b>	45-60 minutes

## Stage 3: Investigation of local challenges and co-creation of ideas and solutions

### *Walking for change*

<b>Resources</b>	Paper, pens
<b>SI Competences</b>	Vision for a better world, creative problem solving, collaborative planning & democratic decision making, social communication
<b>Instructions</b>	<p>Ask students to walk around the local area to identify places that need improving.</p> <p>In groups, ask them to note down their ideas and discuss the reasons for the required improvement.</p> <p>Is it feasible for them to do something?</p> <p><b>Extra Tip:</b></p> <p>These issues could be the basis for a Social Innovation project.</p>
<b>Age</b>	All
<b>Time</b>	45-60 minutes

### *Traffic lights*

<b>Resources</b>	Paper, pencils, colours
<b>SI Competences</b>	Social responsibility, empathy, responsible & critical thinking, social communication
<b>Instructions</b>	<p>Think about the route you take to school / somewhere you go often.</p> <p>Draw the route from start to finish.</p>



Ask students to indicate in different colours the following areas on their route:

- green spot for a nice area
- amber for an OK area
- red for a bad area

In pairs, ask to discuss each spot and why they made it green / amber / red.

Feedback and discussion with the whole group.

**Extra Tip:** Identify a common issue (red area) and use it as the basis for a Social Innovation project.

<b>Age</b>	All
<b>Time</b>	20-30 minutes

*OPERA*

<b>Resources</b>	A4 paper, pens
<b>SI Competences</b>	Social communication, collaborative & democratic decision making, self-efficacy, collective efficacy
<b>Instructions</b>	<p><b>O</b> - Students have 5 minutes on their <b>own</b> to think about a problem in their school or local community that could work together and provide a solution and make notes.</p> <p><b>P</b> - Discuss this in <b>pairs</b> for 5 minutes.</p> <p><b>E</b> - The pair <b>explains</b> their ideas to the group, using one sentence to describe it, and then stick it on the wall.</p> <p><b>R</b> - The ideas are <b>rated</b> as each student selects the 3 ideas they like the best. Any idea with no selection are removed from the wall. You can't vote for your own idea.</p> <p><b>A</b> - The remaining ideas are discussed and <b>arranged</b> into themes by the group. This can inform your plan of action.</p>

In groups ask them a question about their project that needs answering such as:

- “What bothers you in the school or local community”?
- “What can be changed”?
- “What shall you do a social innovation project on? “
- “Why you selected this project and how it could help in your school/ local community”?

Take them through these questions to answer the question as a group.

<b>Age</b>	9+
<b>Time</b>	1 hour

*Draw your vision*

<b>Resources</b>	Photos from your local area, pens
<b>SI Competences</b>	Vision for a better world, creative problem solving, responsible & critical thinking
<b>Instructions</b>	<p><u>Steps</u></p> <ul style="list-style-type: none"> <li>✓ Ask students to take a photo of their area that requires change.</li> <li>✓ Ask students to draw what they want to see there.</li> <li>✓ Ask them to discuss their ideas in pairs and how they think these ideas could work out in real life.</li> </ul> <p>Feedback discussion with the whole group.</p>
<b>Age</b>	All
<b>Time</b>	25-30 minutes

*Blue eyes, brown eyes...*

<b>Resources</b>	Pens, paper,
<b>SI Competences</b>	Empathy, critical thinking, social communication
<b>Instructions</b>	<p>Divide the class in groups depending on their eye colour. At the start, explain some new rules - people with <b>brown eyes</b> will be treated better than those with other colour eyes. Make up some rules such as ‘people with brown eyes cannot sit next to people with blue eyes’ etc.</p> <p>After applying the rules, carry out any short activity linked to where you are in the project whilst strictly enforcing these new rules. This may mean new groupings. For example, when you talk about the SDGs separate students according to their eyes’ color and give priority on the problems identified by those with the brown eyes.</p> <p>Afterwards, explain the experiment use the questions to prompt people to use expressive writing to give students space to individually reflect on this experience:</p> <ul style="list-style-type: none"><li>– How did being treated a better / worse than another person based on your eye colour make you feel?</li><li>– Did you miss your friends?</li><li>– Was it fair?</li><li>– Did you look at people differently?</li><li>– Did you wonder why you were being treated like that?</li><li>– Did the experiment help you see how unfair this kind of treatment is? How?</li></ul> <p>Reflect with the whole class on the experiment. Discuss how this can exemplify the reality of minority groups including deaf people. Facilitate sufficient class discussions where students are free to express how they felt and what they think about this experiment.</p>

Further information about the original experiment run by Jane Elliott:  
[https://www.youtube.com/watch?v=dLAI78hluFc&ab\\_channel=chel.by.the.seas](https://www.youtube.com/watch?v=dLAI78hluFc&ab_channel=chel.by.the.seas)

**Sources:**

- Stephen Bloom’s \*Blue Eyes, Brown Eyes: A Cautionary Tale of Race and Brutality\* by Toni Hays - <https://s-usih.org/2022/07/22919/>
- Michalinos Zembylas (2015) ‘Pedagogy of discomfort’ and its ethical implications: the tensions of ethical violence in social justice education, *Ethics and Education*, 10:2, 163-174, DOI: [10.1080/17449642.2015.1039274](https://doi.org/10.1080/17449642.2015.1039274)

<b>Age</b>	8+
<b>Time</b>	45-60 minutes

*5 investigative questions*

<b>Resources</b>	A4 paper, pens
<b>SI Competences</b>	Vision for a better world, collective efficacy, collaborative planning & democratic decision making
<b>Instructions</b>	<p>This activity is useful to help students identify/ define their project. You can ask them to answer the questions below individually and then present/ articulate each question in groups of 2 or 3 students.</p> <p>Then, you can ask each group to combine their ideas and create a common project-idea that they can discuss with the whole group.</p> <p>The questions they need to answer are the following:</p> <p><u>What?</u></p> <ul style="list-style-type: none"> <li>✓ What is your idea?</li> </ul> <p><u>Why?</u></p> <ul style="list-style-type: none"> <li>✓ Why is it important to you?</li> <li>✓ Why are you doing it?</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Why will it improve life?</li> </ul> <p><u>Where?</u></p> <ul style="list-style-type: none"> <li>✓ Where can it happen?</li> <li>✓ Where can it start and maybe move on to?</li> </ul> <p><u>Who?</u></p> <ul style="list-style-type: none"> <li>✓ Who's it for?</li> <li>✓ Who will it affect?</li> <li>✓ Who'll be involved?</li> </ul> <p><u>What?</u></p> <ul style="list-style-type: none"> <li>✓ When shall we start?</li> <li>✓ When can it happen?</li> <li>✓ How often?</li> </ul>
<b>Age</b>	All
<b>Time</b>	45-60 minutes (per session – if needed more than 1)

## Stage 4: Co-creation of the Social Innovation project

*1,2,3 action!*

<b>Resources</b>	Paper, pens
<b>SI Competences</b>	Critical thinking, reflective learning, self-efficacy, using resources well, collective efficacy, take the leap for value creation,
<b>Instructions</b>	<p>Ask students to form small groups to write down all the things they need to do to achieve their goal of the social innovation project they have already identified.</p> <p>Ask students to categorise each task into group 1, 2 or 3:</p> <ol style="list-style-type: none"> <li>1. We have all the skills needed.</li> <li>2. We know someone who has the skills needed.</li> <li>3. We need to find someone who has the skills needed.</li> </ol> <p>With the whole group, agree on the correct group for each thing.</p>
<b>Age</b>	12+
<b>Time</b>	30-40 minutes

*Event planning*

<b>Resources</b>	Paper, pens / pencils
<b>SI Competences</b>	Collective efficacy, social communication, self-efficacy, take the leap for value creation
<b>Instructions</b>	<p>Ask students to think about a successful event that they have attended using these questions:</p> <ul style="list-style-type: none"> <li>– What made it successful?</li> <li>– What could have made it even better?</li> </ul>

Ask them to plan their event, thinking of what will make people want to come, like:

- ✓ Number of people
- ✓ Food
- ✓ Drink
- ✓ Equipment
- ✓ Costs
- ✓ Entertainment
- ✓ Room set-up
- ✓ Advertising
- ✓

Ask them to delegate all tasks among group members and plan the agenda and content of the event in detail.

**Tip:** you can dedicate 2 sessions in this activity, the first day you can let students plan the event and the second to present it in the classroom.

<b>Age</b>	10+
<b>Time</b>	45-60 minutes (per session)

### *SWOT analysis*

<b>Resources</b>	Pen, paper
<b>SI Competences</b>	self-efficacy, collective efficacy, social resilience, take the leap for value creation, using resources well, reflective learning, collaborative planning
<b>Instructions</b>	<p>Ask students to complete in pairs a <a href="#">SWOT analysis</a> for their project. You can prepare a very short presentation about what is a SWOT analysis or show them a <a href="#">video</a>. Then ask them the following questions:</p> <ul style="list-style-type: none"> <li>✓ Strengths: what are we doing well?</li> <li>✓ Weaknesses: what could we improve?</li> <li>✓ Opportunities: what can we take advantage of?</li> <li>✓ Threats: what could get in the way our project?</li> </ul>

- Ask them to divide a paper sheet in 4 parts (strengths, weaknesses, opportunities, threats) and fill in the relevant info for each part.
- Ask pairs to share their results with the other pairs of their group to create a whole group SWOT analysis.
- Ask students to use the results to evaluate their idea and plan their next steps.

<b><i>Age</i></b>	13+
<b><i>Time</i></b>	45-60 minutes



## Stage 5: Reflection and Evaluation

### Emoji time

<b>Resources</b>	Paper, pens, emojis ticket
<b>SI Competences</b>	Reflective learning, collective & creative problem solving, social communication, self and collective efficacy, social resilience
<b>Instructions</b>	<p>Give every student one emojis ticket. Ask them to write their name and the date on the back of the ticket.</p> <p>Ask students to circle emojis that show how they are feeling about</p> <div data-bbox="451 835 1273 1654" data-label="Image"> </div> <p>the project – they can add any emoji that is missing.</p> <p>Ask them to discuss in their group why they chose those emojis.</p> <p>Whole group discussion on the current feelings about the projects.</p>

Ask students to keep their ticket to compare how they feel at different times in the project.

**Tip:** also, you can implement this activity in different stages of the project (beginning, middle, end) and at the end to reflect upon the different emojis/ feelings.

<b>Age</b>	All
<b>Time</b>	20 minutes

*Timelapse your activities*

<b>Resources</b>	Smartphone, ensure students take pictures during the different steps of their project's implementation, find an appropriate application for students to create a time-lapse.
<b>SI Competences</b>	Using digital resources well
<b>Instructions</b>	<p>Ask students to create a <a href="#">timelapse</a> of an activity in their project using their smartphone/ ipad (what is available).</p> <p>Share it online. For example, in your schools' social media group or personal profile. Alternatively, teachers can create a new social media group about the project and share the timelapse there.</p> <p><b>Tip:</b> in case you don't want to make it online, you can make a poster with the pictures.</p>
<b>Age</b>	All
<b>Time</b>	Varies depending on project being recorded.

*Timeline*

<b>Resources</b>	Paper, glue or similar
<b>SI Competences</b>	Reflective learning, collaborative planning and democratic decision making, self-efficacy, collective efficacy
<b>Instructions</b>	<p>Ask students to stick together several pieces of paper to make a long strip.</p> <p>Ask to draw a line on the paper with the project start at one end, today's date in the middle and a line going into the future.</p> <p>Everyone adds things along the line that stand out in their memory.</p> <p>Discuss some special events.</p> <p>Ask everyone to add things they want to do in the future for the project.</p> <p>Ask to discuss the future ideas.</p> <p><b>Tip:</b> this activity is for after the end of the project.</p> <p><b>Extra tip:</b> Students can also create a future action plan, deciding which actions to follow, how and in what order.</p>
<b>Age</b>	8+
<b>Time</b>	15-30 minutes