

## Dreambox

**Team Name:** IES

**Client Name:** Castilleja Global Program

**Context:** The Castilleja Global Program is looking for a low cost project utilizing some learning goals to help 11 year old girls at Castilleja and their sister schools affect change in their respective communities.

**Rationale for Project:** 11-year old girls are at an age where they are not yet completely consumed by their friends, social status and peer pressure. The idea is to show girls at this age what it means to be a change agent and that anything is possible. The idea is to build empathy in these girls so that when they are faced with social pressures, they will make the right choices. The idea is to show girls that they can make a difference. The idea is that these girls have the imagination, skills and perseverance to be influential, and to be activists.

**Project Outline:** To provide a framework for projects that 2 or more schools can initiate that will facilitate 11-year old girls' design thinking around a problem they hear from their sister school. Girls in the same location work in teams to brainstorm solutions and they will communicate with the group at their sister schools. This framework can be reused with every 6<sup>th</sup> grade class with a different focus area, if the teacher so chooses.

### **Project Strategy / Timeline:**

Who: 11-year old girls in each school become part of a club to participate in this project

When: Over the course of a school year

Where: Palo Alto, China, Kenya, India, Guatemala (2 or more for each project)

What: 11-year old girls collaborate cross-nationally to identify and brainstorm solutions to a local problem around a common theme

### Process:

The teachers at the respective schools collaborate to choose a topic for the girls to focus on. Examples include water, energy, e-learning. Once the topic is chosen, the girls from each respective school discuss the issue they would like to focus on, e.g. in Palo Alto, the girls may decide that they would like to work on a product that will reduce water waste (running water until it turns hot). The girls in India may choose to focus on clean water for consumption.

Once the girls decide their focus problem, they work on gathering or making the contents of the box to be sent to a sister school. This can be cultural items relative to the topic, e.g. the Palo Alto girls can send pictures of their sinks, hot and cold-water faucets, water heaters, and showers. The girls in India can send photos of water usage, a vial of water from their water supply.

The boxes rotate through the participating schools. When each school receives a box, they open it, review the local problem identified by their friends at the other school. Ideally 1-2 girls present the problem to the rest of the class. Then, the entire class brainstorms ideas to solve the problem. They write down these ideas and put them in the box and send it on to the next school. The box circulates to all of the schools and then arrives back to the original school.

The girls review suggestions from the other schools and create a business plan/product to address their local problem. The box then makes another round for schools to provide feedback on each other's business plans.

If there is budget to use the internet, we would propose technology (wiki) so that the girls can do the following:

1. Track the box with an interactive map tracking the physical movement of the boxes.
2. Blog receipt of the box and reactions from the girls (if possible, post photos)
3. Blog brainstorming session
4. Blog gathering of contents for the box
5. Add photos of contents of box (if possible, the progress of the different states of the box should be photographed and posted)
6. Blog the science behind the problems and solutions, e.g. why is water in India unsafe to drink even though it may "look" clean? How does UV light kill germs to make the water safe to drink?

As the assessment of the solution, the girls can continue to work on the project in subsequent years - maybe building a business plan in 7th grade, etc. The wiki can continue to live and be a reminder of their project.

### **Learning Outcome (results):**

1. Gain a nuanced view of the issues surrounding the focus area (e.g. water, energy, e-learning), understand that it is a complex problem and solving the problem can be enhanced by involving multiple parties approaching this issue from different perspectives
2. There will be cultural learning in seeing / discussing the issues chosen by girls in their partner schools
3. Knowing that they can do something about a situation and make a real difference, students feel empowered, gain self-efficacy and become active change makers.
4. They will start to get a sense for some business concepts.

### **Learning Theories:**

Progressivism: We tried to create an educative experience that is directly connected to the students' personal experience and immediate surrounding.

Cognitive pluralism: Students with variegated interests and talents can approach this project from various angles.

**Team Names+ background:**

Shannon: finance, education

June: financial technology startups, GSB student.

Tara: environmental science, design

Manuel: technology consulting, information systems design, business background

Kerri: international education

**Budget Estimate:**

1. Contents of each box: \$50
2. Shipping: \$25
3. Castille-Wiki: \$0