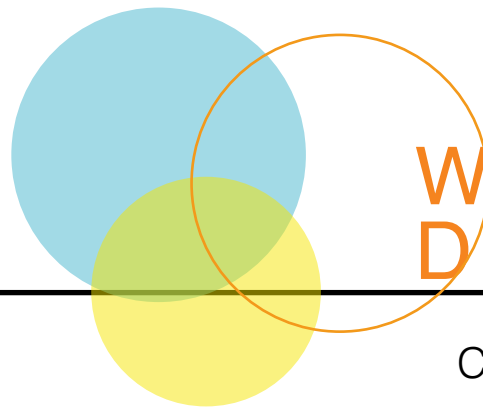




Part 3

WORKSHOP DOCUMENTS



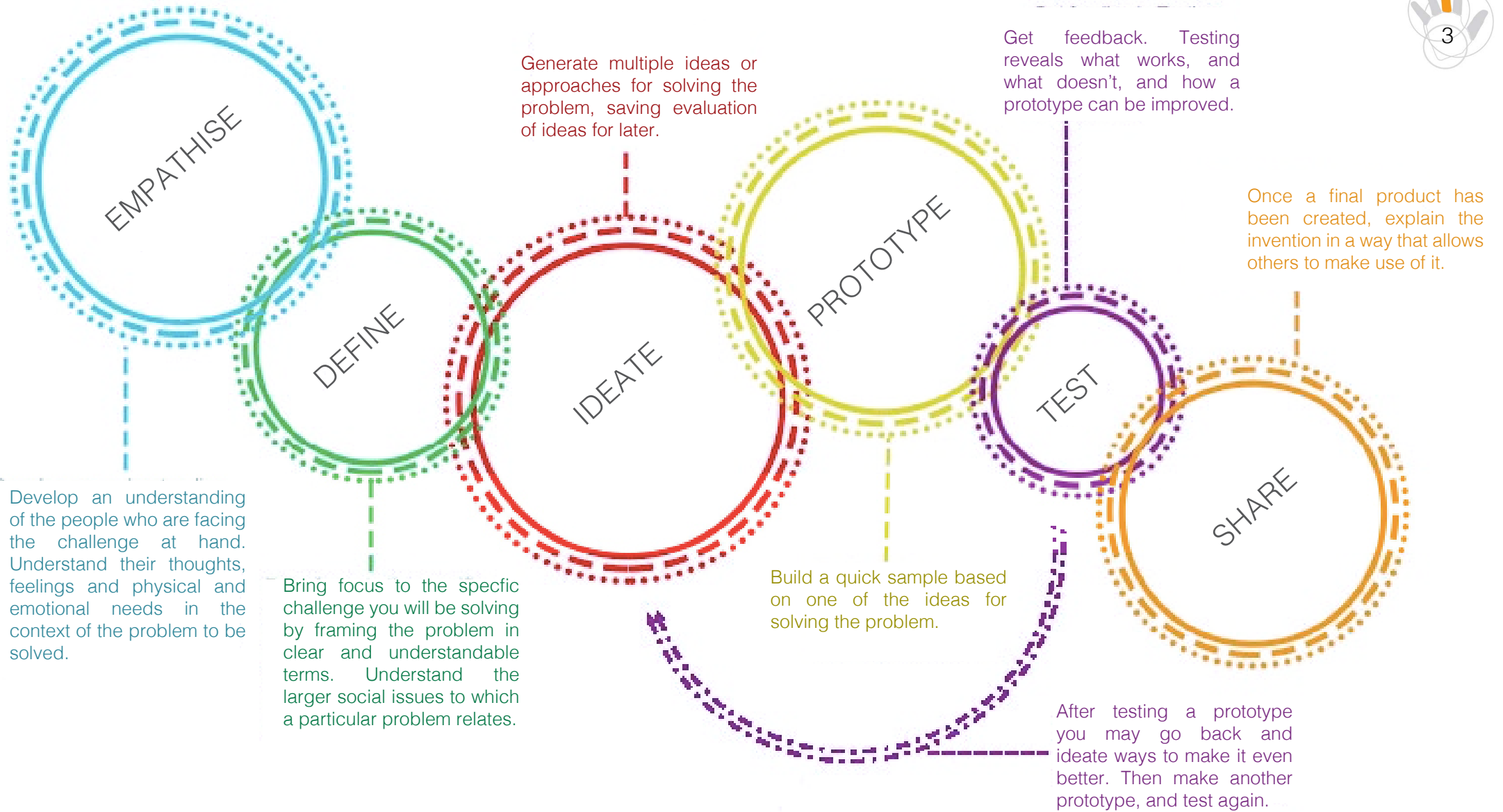
WORKSHOP DOCUMENTS

CORE DOCUMENTS

- 3 | Design Thinking for Children poster
- 4 | Documenting Children's Thinking
- 11 | What I Learned Today
- 12 | What I Observed Today
- 13 | Certificate
- 14 | Attendance Register

OPTIONAL DOCUMENTS

- 15 | Icebreaker Activities
- 16 | How do I feel?
- 17 | Playdough Recipe
- 18 | Glue Recipe



DESIGN THINKING FOR CHILDREN



Documenting Children's Thinking

Empathise



What do you see in your neighbourhood?

Empty rectangular box for writing answers to the first question.



What are some feelings you have in different parts of your neighbourhood?

Empty rectangular box for writing answers to the second question.



How do you think other children might feel in different parts of the neighbourhood?

Empty rectangular box for writing answers to the third question.



Define

What are some challenges you, or other children, face in the neighbourhood?



A large, empty rectangular box with an orange border, intended for children to write their responses to the question.

Ideate

Ask children about their drawings and document here.



A large, empty rectangular box with an orange border, intended for documenting children's thinking.



Prototype

Document what you see and hear.

A large, empty rectangular box with an orange border, intended for documenting observations.



Ask children about their prototypes and document here.

A large, empty rectangular box with an orange border, intended for documenting questions and responses.

Test



Where does your invention belong in the community?

Empty response box for the first question.



Where are the things you like about an invention?

Empty response box for the second question.



Where are the things you don't understand about an invention?

Empty response box for the third question.



What are your ideas for making an invention better?

Empty response box for the fourth question.



Share

Where does your invention belong in the community?



A large, empty rectangular box with an orange border, intended for a child's response to the question about where their invention belongs in the community.

How does it work?



A large, empty rectangular box with an orange border, intended for a child's response to the question about how their invention works.

How does it make the space more child friendly?



A large, empty rectangular box with an orange border, intended for a child's response to the question about how their invention makes the space more child-friendly.





Other observations

A large, empty rectangular box with an orange border, intended for documenting observations.



What I Learned Today

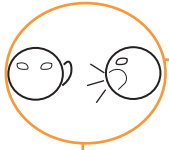


Today I learned ...



Today I felt ...

What I Observed Today



What did you hear from children that surprised you?



How do you feel this experience can benefit children?



What did you see children do that surprised you?



What emotions did you see from children?



How do you feel this experience can benefit the community?





I'M AN INVENTOR



C E R T I F I C A T E

HEREBY AWARDED
TO

for completing Play Africa's Designing with Children workshop
introducing design thinking through
play, creativity and problem-solving.

Granted on this day, / / at (location) _____



Designing with Children workshop

Attendance Register

Date						
To be completed for ALL adults and children						
Adult's name	Adult's surname	Child's name	Age	Gender	Cell number	Email (optional)

Name of school/ organisation	Total children	Ages	Girls	Boys	Adults	Location

Icebreaker Activities

Icebreakers are short activities aimed at helping children feel welcome and comfortable in a new situation.

Activities can be as simple as playing a game of tag or catch before beginning the workshop. Please choose an activity that fits your context.

“The monster has ... ”

Materials: Paper and writing tool for each child

An adult begins by describing the attributes of a monster (the monster has 3 scary eyes) and the children draw what is described on their own papers. Each child gets a chance to name an attribute (the monster has 6 furry legs, the monster has 1 wiggly ear, etc.). After everyone has had a turn to name an attribute, share the drawings.

“I went to the shop ... ”

This is a listening and remembering game. Sit in a circle so everyone can hear one another. An adult can begin by saying, “I went to the shop, and I bought some bananas”. The next person in the circle repeats the first item, and adds a second item, “I went to the shop and I bought some bananas, and a pumpkin”. The next person adds an additional item, “I went to the shop and I bought some bananas, a pumpkin, and bread”. Each person adds an item until everyone has had a turn.

Popcorn

Materials: Two or more balls

Stand in a circle close enough so that all participants will be able to toss a ball to each other. Begin with two balls. Whenever someone tosses a ball they must say, “Pop!”. Toss the ball around and across the circle making popcorn. For an added challenge, use more than 2 balls, and use different sized balls.

Act out the story

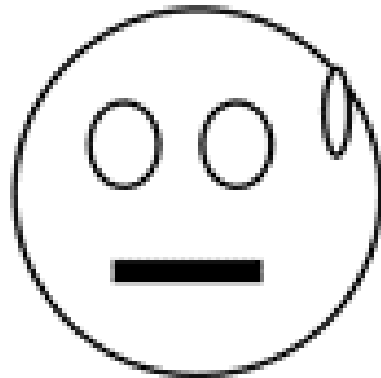
Make enough space for everyone to spread out. The facilitator tells an exaggerated story that children act out. For example: “When I woke up in the morning and got out of bed, I found my floor was covered in glue (children act out walking through glue). Then I opened my door and saw the floor was covered in snails, so I had to jump over all the snails (children jump up and down). Suddenly the wind started blowing. It blew me back and forth (children move back and forth). Next thing I knew I was in a tunnel, so I had to crawl through (children pretend to crawl through a tunnel).”

Plan the story and actions in advance so the facilitator can model the movements.

How do I Feel?



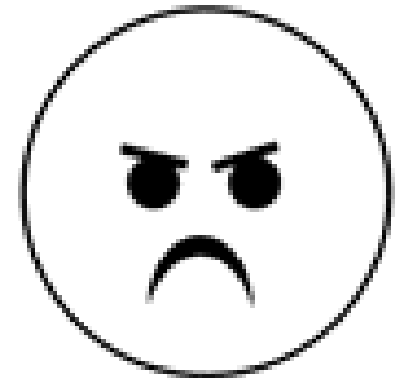
Happy



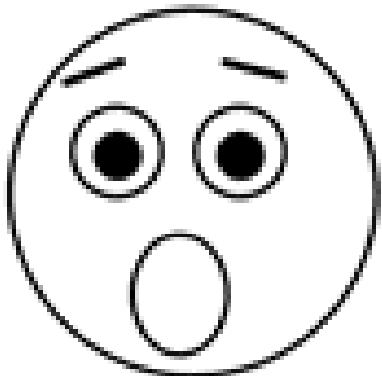
Nervous



Safe



Angry



Scared



Sad



Lonely



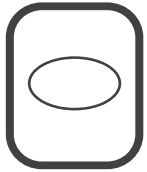
Excited



play dough

RECIPE

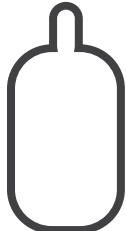
1



flour
2 Cups



2



cooking oil
2 Tbsp



3



salt
1/2 Cup



4



cream of tartar
2 Tbsp



5



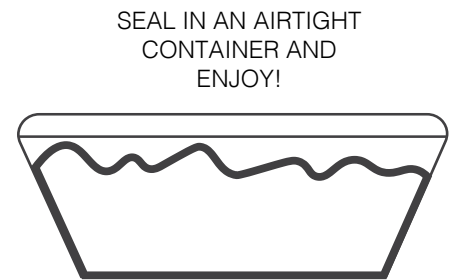
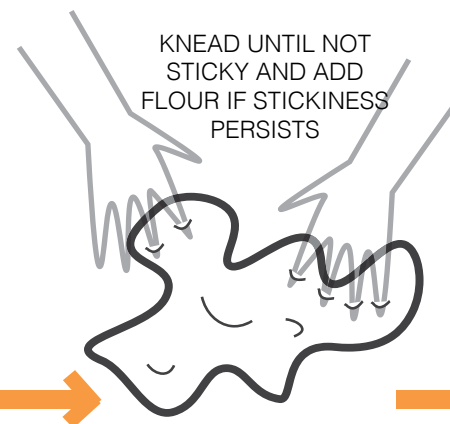
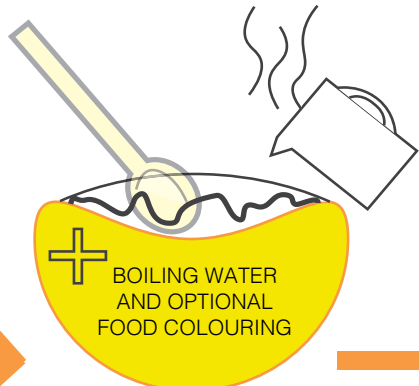
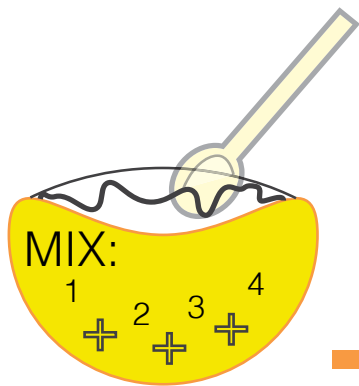
boiling water
1 - 1 & 1/2 Cups



6



food colouring
(optional)



G L U E

RECIPE

