WE Are Innovators
Elementary Resource

Module 1: Sustainable Innovation
Welcome Educators

In partnership with Dow, WE is committed to empowering young people to change the world through innovation. When young people are encouraged to use an innovative mindset, they can put their creativity, observation, critical thinking and problem-solving skills to work and design a new solution to issues that challenge our local and global communities.

The WE Are Innovators steps:

• Introduce the module options and select one or more based on student interest and potential links to current classroom program or extracurricular groups
• Use the resources to explore the issue related to the module topic
• Learn about innovative scientific work being done and related career case studies
• Work as innovators to create a new idea for the issue
• Submit one idea per class or group for a chance to win a financial grant for your school!

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<thead>
<tr>
<th>Module</th>
<th>Students will explore</th>
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<tr>
<td><strong>Sustainable Innovation</strong></td>
<td>• What is an innovative mindset?</td>
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<tr>
<td>Guiding Questions</td>
<td>• What types of skill sets, problem-solving styles and</td>
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<td></td>
<td>knowledge support an innovative mindset?</td>
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<td></td>
<td>• What makes a solution sustainable?</td>
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<td>• How do scientists work safely?</td>
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<td>• What does work look like in this area? How do Dow</td>
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<td></td>
<td>scientists approach problems?</td>
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<td><strong>Environmental Protection</strong></td>
<td>• What is “responsible consumerism?”</td>
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<tr>
<td>Guiding Questions</td>
<td>• How can an innovative mindset impact product development</td>
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<tr>
<td></td>
<td>or change a related behavior?</td>
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<tr>
<td></td>
<td>• What does work look like in this career area?</td>
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<p>| How can science combined with critical thinking and creative problem-solving skills work together to solve social issues? |
| How can science be used safely while still meeting the needs of the world’s population? |
| How can science create opportunities beyond the original “reduce, reuse and recycle” approach? |
| How can innovative designers contribute? |
| How can nature lead us to a more sustainable world? |</p>
<table>
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<tr>
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<td><strong>Food Waste</strong></td>
<td>• What is meant by food waste and what are the statistics?</td>
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<tr>
<td>Guiding Questions</td>
<td>• How does innovation in packaging and refrigeration keep food fresh?</td>
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<td>• How can technology support human behavior to prevent food waste?</td>
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<td>• What does work look like in this career area?</td>
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<tr>
<td><strong>Guiding Questions</strong></td>
<td>• How does food waste impact our ability to eradicate hunger?</td>
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<tr>
<td></td>
<td>• How can science create ways to keep food fresher longer?</td>
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<tr>
<td></td>
<td>• How will food preservation ultimately save resources?</td>
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<td><strong>Energy and Housing</strong></td>
<td>• What makes a home energy efficient?</td>
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<tr>
<td>Guiding Questions</td>
<td>• How exactly do building materials and products save energy?</td>
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<td>• What opportunities are there in homes and buildings that will create energy efficiency?</td>
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<td>• What does work look like in this career area?</td>
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<tr>
<td><strong>Guiding Questions</strong></td>
<td>• How can choices about how we build and maintain homes and buildings create efficiency?</td>
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<td></td>
<td>• How does energy efficiency affect the environment?</td>
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<tr>
<td><strong>Water Access and Reuse</strong></td>
<td>• What are the statistics behind the lack of access to drinkable water?</td>
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<tr>
<td>Guiding Questions</td>
<td>• How does the lack of accessible sanitation contribute to unsafe drinking water?</td>
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<td>• How do floods and water disasters affect safe drinking water?</td>
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<td>• What does work look like in this area? How can science turn salt water into safe water to drink?</td>
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<td></td>
<td>• How does the earth’s fresh water become scarce and unsafe?</td>
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<td></td>
<td>• How does science turn unsafe water into water that is safe for human consumption?</td>
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Visit [www.we.org/we-schools/program/campaigns/we-are-innovators](http://www.we.org/we-schools/program/campaigns/we-are-innovators) to download the application.
Module 1: Sustainable Innovation

Overview:
This module is designed to help students understand the importance of innovation and how developing an innovative mindset can help create ideas that can change the world. Students will explore the characteristics of an innovative mindset and will discover how these behaviors, skills, and attitudes can support the development of unique and creative ideas to support people and communities around the world.

Through this module, students will be introduced to innovative people and organizations that are designing alternative products and services to address local and global problems. Students will learn how these innovators are creating sustainable innovations that help to improve working and living conditions without compromising natural resources.

Based on the case studies, students will use their creativity and imagination to work as innovators and develop an original, innovative idea of their own.

One idea from each group or class can be submitted to the WE Are Innovators Challenge!

How to Use This Module:

The five parts of this module will develop student understanding of sustainable innovation and how an innovative approach from young people can be used to develop solutions for the future.

1. Exploring the Issue
Engage students in learning about social, economic, and environmental issues affecting both local and global communities.

2. Thinking Outside the Box
Introduce students to people and organizations that are developing new and innovative solutions to help address local and global issues.

3. Become an Innovator
Challenge students to use their creativity and innovation skills to develop an idea that will address the environmental issues they care most about.

4. Share and Reflect
Students will be given opportunities to share ideas within the school and potentially their local community. Students will reflect on what they have learned about themselves as innovators and their power to shape the future.

5. WE Are Innovators Challenge
The best idea from the class can be submitted to the WE Are Innovators Challenge!

The Educator Planning Form and recommended module timeline are included as support resources to personalize the module to meet student needs and complement current unit plans. The module can be used as part of an existing science unit or as part of an integrated unit that combines science, social studies, and English language arts.

The culminating activity of creating an innovative solution offers assessment and evaluation opportunities as students apply their science knowledge and skills to a real-world context.

It is important to note that Internet access will be required to access videos and articles used in this module. Make sure to review your school or district’s Internet-use policy before you begin.
Exploring the Issue:

**Educator’s Note:** Based on discussions and case studies presented in this module, students will explore how innovators use creativity, observation, critical thinking and problem-solving skills to identify and understand problems and how they develop unique and effective ways of seeking solutions. They will learn how innovators often see large and complex problems as challenges and focus on possibilities first and obstacles second. Students will see how resilience and reflection help innovators overcome obstacles and adjust until their idea is the best it can be.

1. On the front board, display the following quote from Albert Einstein. If students are not familiar with Albert Einstein, show a picture of him and explain that he was one of the most important scientists of the 20th century and he was also an extremely influential thinker and innovator.

   “We cannot solve a problem by using the same kind of thinking we used when we created it.”

2. Discuss what students think Einstein meant by this quote. What types of problems is he referring to? How might this quote have been influenced by his work as a scientist?

3. Explain to students that scientists around the world are using their knowledge and skills to approach the problems in our world in different ways and creating new and exciting solutions to solve them. For example: scientists at Dow are using chemistry to tackle the issue of food waste, which affects people and the environment both locally and globally.

4. Show students “Fight Food Waste with Flexter, the Super Pouch” www.dow.com/en-us/markets-and-solutions/packaging/fight-food-waste and discuss the following questions as a class:
   - What do you think motivated Dow scientists to create a new type of flexible packaging?
   - What are the environmental or economic impacts of food waste?
   - How is this type of flexible packaging different than other types of packaging?
   - What skills and/or knowledge do you think the scientists from Dow needed to develop this new type of packaging?

5. Explain to students that new and creative ideas can also be called *innovations*. This means they are ideas, products or methods that are unique and revolutionize the way we do things.

6. Show students “Innovation,” www.youtube.com/watch?v=5Uh1KxcpWz0 (1:20) to learn more about the process of developing an innovative idea.

7. Inform students that the people who created these innovations can be referred to as *innovators*. Innovators are able to turn their ideas into groundbreaking products and services because they have an innovative mindset. This means that innovators have specific sets of attitudes, opinions and ways of thinking that help them to be successful.

8. Label five pieces of chart paper with the following titles:
   - Innovators Are Curious
   - Innovators Are Problem Solvers
   - Innovators Are Risk-takers
   - Innovators Are Empathetic
   - Innovators Are Resilient

9. Prepare the classroom for the carousel strategy by posting each of the pieces of chart paper described above in a different space around the classroom.

10. Divide students into five groups and ask each group to stand in front of one of the papers. Give each group a different color marker.

11. Explain to students that they will have three minutes to brainstorm how the attitude or way of thinking on the paper helps innovators transform ideas into valuable products and services.

**Educator’s Note:** Make sure to clarify each label for students. If students need more support, provide an example on each paper before students begin the activity. For example: Being curious can help innovators investigate problems or issues that others may not consider.

12. After three minutes, give groups a signal and ask them to move to the next paper. They can either add on to what has already been written on the paper or they can add their own ideas.

13. Once students have responded to the last paper, ask a representative from each group to summarize the responses.

14. Answer any questions or clarify any misunderstandings that may have come up during the activity. Leave the chart paper in the class to refer to throughout the module.

15. To conclude, ask each student to write a reflection to the comment, “An innovator is...” or create a visual representation or mind map to describe what it means to have an *innovative mindset*.

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**Educator’s Note:** To learn more about how Dow is using their flexible packaging to reduce food waste and support the Houston Food Bank, explore the following links:


Thinking Outside the Box:

1. To begin, show students “GreenChar - An Innovate Kenya ’13 Winner,” [www.youtube.com/watch?v=11UchSYXM_q](http://www.youtube.com/watch?v=11UchSYXM_q) (2:54).

2. Discuss:
   • What problem was Tom Osborn trying to solve or what process was he trying to improve?
   • Why was this an innovative idea?
   • What motivates Tom’s actions?

3. Explain to students that innovators are often motivated to solve problems affecting people around the world. When innovators develop ideas that aim to help many people over a long period of time without harming the environment, this is called **sustainable innovation**. Sustainable innovation aims to find solutions that provide safe living and working conditions for people, while also protecting the environment.

   GreenChar is an example of cutting down trees to make charcoal, the company uses agricultural waste (sugar cane husks, cassava peels, etc.) to produce its briquettes. Not only is this solution addressing the problem of household pollution, but it also makes sure that natural resources are not being wasted.

4. Use one or more of the following options and the guiding questions to explore how people and organizations are developing sustainable innovations to solve problems around the world.

**Option 1: Science and Sustainable Innovation**


Scientists and employees at Dow are working in the areas of chemistry and technology to find sustainable solutions to some of the most urgent problems affecting our world today.

   • Dr. Danniebelle Haase is passionate about developing paints used to coat metal and wood that are water-based and healthier for people and the environment. To learn more about Dr. Haase and her work, check out Appendix 1: Working Toward Sustainable Innovation.

   • Jason Fiori is an Instrument and Electrical Technician who uses his technical skills and expertise to contribute to sustainable innovation. He also very concerned about the safety and wellbeing of Dow’s scientists and innovators. He makes sure that everyone is able to work in a safe environment and that they always have the protective equipment they need. To learn more about Jason and his work, check out Appendix 1: Working Toward Sustainable Innovation.

**Guiding Questions:**

a) Why did Dow develop their 2025 Sustainability Goals?

b) What skills or knowledge in science and technology do Dow employees like Dr. Haase and Jason Fiori use in their work?

c) What positive impact does their work have on people and the environment?

d) How does their work represent sustainable innovation?

e) How does Dow aim to protect the safety of people while also protecting the environment?

**Option 2: Planet Abled**

Neha Arora, an Indian Engineer, is committed to providing accessible travel and leisure activities for people with a variety of disabilities. Planet Abled aims to help people travel regardless of their disability.

   • [www.planetabled.com](http://www.planetabled.com)


   • “Planet Abled Turns One - Happy Travelling 2017,” [www.youtube.com/watch?v=8Hmb52-Gwjs](http://www.youtube.com/watch?v=8Hmb52-Gwjs) (2:22)

**Guiding Questions:**

a) What problem was Neha Arora trying to solve or what process was she trying to improve?

b) What positive impact does this idea have on people and the environment?

c) Why is this an innovative idea?

d) What motivates her actions?

e) How does her idea represent sustainable innovation?

f) How does it aim to protect the safety of people while also protecting the environment?

**Option 3: Flybot**

Mihir Garimella is a college student who is designing small flying robots that can be used by first responders during natural disasters and in other danger zones. His inspiration comes from nature and he hopes to develop technology that is efficient to use and inexpensive to produce.

   • “Designing the Next Generation of First Responders,” [www.youtube.com/watch?v=3PGoIA50_7w](http://www.youtube.com/watch?v=3PGoIA50_7w) (11:23)

   • “Mihir Garimella,” [www.tedxteen.com/speakers/mihir-garimella](http://www.tedxteen.com/speakers/mihir-garimella)

**Guiding Questions:**

a) What problem was Mihir Garimella trying to solve or what process was he trying to improve?
b) What positive impact does this idea have on people and the environment?

c) Why is this an innovative idea?

d) What motivates his actions?

e) How does his idea represent sustainable innovation?

f) How does it aim to protect the safety of people while also protecting the environment?

**Become an Innovator:**

1. Divide students into small groups and challenge them to use an innovation mindset to design a product or service that aims to solve a social, economic or environmental problem. Remind students that designing an innovative solution may seem difficult at first, but they should use their imagination and challenge themselves to consider ideas that have never been tried before. Post the criteria for innovator mindset on the board for reference.

2. Provide each student or group with a copy of the Student Planning Form to support their work.

**Educator's Note:** Explain to students that innovators and scientists must think about their own safety and the safety of those around them. They must always consider hazards or safety risks while they are working or developing their ideas. Discuss each group’s idea and identify any health or safety risks they might present. For example: If students will need tools to develop their ideas, they must consider what safety equipment will be required to use those tools.

3. Inform students that once they have designed their idea, it will be presented to the class. Advise students on the presentation format options available.

**Share and Reflect:**

1. Ask each group to present their idea. This is a time for students to receive peer and/or teacher feedback. The process of answering questions, clarifying ideas and justifying their thinking will encourage students to continue to develop their skills and mindset as innovators.

**Educator's Note:** If this presentation will be used to assess students’ knowledge and skills based on curricular expectations, it’s important to first establish research and/or presentation criteria with students so they are clear about what is expected.

2. As innovative ideas are completed, create an opportunity for students to present their ideas to other classes in the school, to parents or to other community members. This will not only allow students to celebrate their achievements, but to also raise awareness of how science and sustainable innovation can have a positive impact on issues they are passionate about. Consider using one of the following options:

   • Host an “Innovation Fair.” Students display and present their ideas at different stations in the school library or a large meeting area and present them to other classes, parents or community members.

   • Ask each group to create a short presentation and record it using video recording software. Share the video on the school website or other social media platforms. Make sure to refer to the school or district Internet-use policy before posting anything online.

3. Collect all Student Planning Forms and presentation materials and conclude the module by asking students to write a reflection in response to one of the following questions:

   • What have you learned about the importance of an innovator mindset and approach?

   • How can innovation in science create positive change in local and global communities?

   • To what extent do you see yourself as an innovator?

   • What skills or attitudes do you still need to develop?

   • How has this experienced changed the way you feel about the power of science to solve problems and challenges in the world?


Challenge students to justify how their innovation idea supports one or more of the Sustainable Development Goals. Investigate how to contact the United Nations and ask each group to compose a letter to send that outlines their idea and how it would contribute to achieving the goal(s) by the UN’s 2030 deadline.

**WE Are Innovators Challenge:**

1. As a class, vote/select one idea for sustainable innovation.

2. Describe the idea and its potential impact on the issue. Take photos of any prototypes or models created.

3. Download the application form from www.we.org/we-schools/program/campaigns/we-are-innovators.
Appendix 1: Working Toward Sustainable Innovation

Dr. Danniebelle Haase—Version 1

What is your role at Dow?

I am the lead synthetic chemist in the Dow Coating Materials’ industrial coatings segment. I’ve been with the company for more than three years, and my job is to use chemistry to create new ways to make paint and wood coatings for customers all over the world.

What is your educational background?

I grew up in Jamaica, where I attended college and earned a bachelor’s degree in both chemistry and management. I then attended the University of Florida, where I obtained a Ph.D. in organic chemistry, with a minor in medicinal chemistry. After graduating, I pursued post-doctoral studies at the University of Pennsylvania, where I helped develop biosensors to guide the treatment of lung cancer patients.

What brought you to Dow?

After attending a chemistry conference, a Dow representative recommended that I consider an industry position. I was excited to be offered a job by Dow and accepted a research position in the coatings segment of the company.

What do you like most about your job?

The best part of my job is the challenge of designing high-performance polymers, which are used in paints and other coatings for buildings, bridges and homes. I enjoy the research involved in producing coatings that beautify our world, and it’s really exciting to make a connection between the research in the lab and real life. It is also very rewarding to see a product that I developed on store shelves, knowing that it is going to help others.

What does being an innovator mean to you?

To me, an innovator is someone who does something to make the world a better place. I strive to be a radical innovator, someone who is a technology disruptor!

How can science, critical thinking and creative problem solving work to solve social issues?

In the past, it was normal for paints to contain a large amount of dangerous substances. When these substances all come together, they have a negative effect on the environment and human health. Through science, we’ve developed water-based paints, which are more sustainable, limit the amount of waste in the environment and pose fewer health risks to humans.

How do Dow scientists approach problems?

At Dow, we are always looking for ways to improve quality of life. Our scientists find ways to make products work better through sustainable solutions, which are discovered through research, discussions with other researchers and exploring new fields.

What types of skills and knowledge are needed for careers in STEM (Science, Technology, Engineering and Mathematics)?

You need to be hard working, have endurance to stay focused on a problem through successes and failures and you need to be able to work well with other scientists and engineers as you collaborate throughout the process. Overall, you must be open to learning new things by interacting with others and researching ideas.

How do jobs in fields like science, engineering and manufacturing contribute to innovation?

These jobs improve our quality of life through innovative discoveries. For example, at Dow we have sustainable products such as smart-coatings that help improve air quality, materials that help keep our food fresh, materials that can improve safety and noise level in cars, and coatings for buildings and bridges that can improve the length of service they provide to the public.
Appendix 1: Working Toward Sustainable Innovation

Dr. Danniebelle Haase—Version 2

What is your role at Dow?

I am the lead synthetic chemist in the Dow Coating Materials’ industrial coatings segment. I’ve been with the company for more than three years, and my job is to design polymers for metal and wood paint coatings. In other words, I use chemistry to find and create new ways to make paint and wood coatings for customers all over the world.

What is your educational background?

I grew up in Jamaica, where I attended college and earned a bachelor’s degree in both chemistry and management. Afterward I taught middle and high school science for two years while attending business school. I then attended the University of Florida, where I obtained a Ph.D. in organic chemistry, with a minor in medicinal chemistry. After graduating, I pursued post-doctoral studies at the University of Pennsylvania, where I helped develop biosensors to guide the treatment of lung cancer patients.

What brought you to Dow?

My initial job search was focused on research positions in academia, however, after attending a chemistry conference, a Dow representative recommended that I consider an industry position. I submitted my resume to Dow through the university recruiting program and I was brought in for an interview. I was excited to be offered a job by Dow and accepted a research position in the coatings segment of the company.

What do you like most about your job?

The best part of my job is the challenge of designing high-performance polymers, which are used in paints and other coatings for buildings, bridges and homes. I enjoy the high level of research involved in producing coatings that beautify our world, and it’s really exciting to make a connection between the research in the lab and real life. The research process is very fulfilling and enjoyable, which is important in research because not every effort in the lab is translated into products. But it is also very rewarding to see a product that I developed on store shelves, knowing that it is going to help others.

What does being an innovator mean to you?

To me, an innovator is someone who does something to make the world a better place. I strive to be a radical innovator, someone who is a technology disruptor!

How can science, critical thinking and creative problem solving work to solve social issues?

In the past, it was normal for paints to contain a large amount of dangerous substances. When these substances all come together, they have a negative effect on the environment and human health. Through the study of science, we’ve developed water-based paints which are more sustainable, limit the amount of waste in the environment and pose fewer health risks to humans.

How do Dow scientists approach problems?

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Appendix 1: Working Toward Sustainable Innovation

Jason Fiori

What is your role at Dow?
I currently work as an instrument and electrical technician.

What is your educational background?
I attended the U.S. Air Force Aircraft Electrical Technical School, then completed the Los Medanos College ETEC Certification Program, where I completed both the instrument and electrical program.

What brought you to Dow?
I have always loved technology and learning about how things work. After high school, I went into the Air Force where my role was to fix aircrafts. After the military, I learned about an internship through Los Medanos College and came out of the program with a job as a technician at Dow.

What do you like most about your job?
I love that every day brings a new, unknown problem to solve.

What does being an innovator mean to you?
Being an innovator means researching and developing new technologies to help with day-to-day tasks, thus allowing jobs to be performed more efficiently and safely.

What types of skills and knowledge are needed for careers in STEM (Science, Technology, Engineering and Mathematics)?
The skills and knowledge needed to be successful in a STEM career starts at a very early age. It can be very difficult to learn everything one would need in a college setting. It begins with exposure to how and what makes the world work, which if done right, will then bring the “itch” to learn more about the science behind it. Along the way, you can develop the necessary tactile skills by playing and experimenting with toys and things that you enjoy, to see the way things work using your own hands and brain.
## WE Are Innovators - Educator Planning Form

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<th>Length (# of days)</th>
<th>Start Date</th>
<th>End Date</th>
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<td>Exploring the Issue</td>
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<td>Thinking Outside the Box</td>
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<td>Becoming an Innovator</td>
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<td>Share and Reflect</td>
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<tr>
<td>WE Are Innovators Challenge</td>
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### Learning Goals

Personalize to fit within your school district context and long-range program goals.

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### Curricular Expectations and/or Outcomes to Be Assessed:

How will I connect this to my existing curricular expectations?

- 
- 
- 

### Grouping

- [ ] Small groups
- [ ] Whole class
- [ ] Other: ____________

### Integrated unit:  [ ] Yes  [ ] No

#### Subject areas:

**Opportunities for Cross-curricular Planning:**

What connections or links can I make to other subject areas?

- [ ] English Language Arts: __________________________________________________________________
- [ ] Communications/Technology: __________________________________________________________________
- [ ] Social Studies (History/Geography): __________________________________________________________________
- [ ] Science: __________________________________________________________________
- [ ] The Arts (visual or performing arts): __________________________________________________________________
- [ ] Other: __________________________________________________________________
Options for Summative Assessment:
- Presentation
- Product: _______________________________________
- Reflection
- Other: _______________________________________

Planning Considerations:
What resources will I need to help students create and present their ideas? Who will I need to consult?

Options for Extension/Enrichment:
How can the class or individual students go beyond the WE Are Innovators Challenge?

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<tr>
<th>What area of innovation will I focus on?</th>
<th>What are my key dates?</th>
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<td>Sustainable Innovation</td>
<td>Draft due:</td>
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<td>Environment Protection</td>
<td>Final version due:</td>
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<td>Food Waste</td>
<td>Presentation:</td>
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<td>Energy and Housing</td>
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<td>Water Access and Reuse</td>
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What problem am I trying to solve?

Why is it important to me?

Guiding Questions
- How does this problem effect people, animals or the environment?
- In which region, country or city does this problem occur most?
- What information do I still need to find out?

What do I already know about the problem?

Guiding Questions
- How will these ideas help to solve the problem?
- Which idea do I think will work best?
- How will it have a positive impact on people and the environment?

What ideas could help to solve this problem?
List all your ideas, even those that seem impossible!
<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>How will my idea work?</th>
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<tbody>
<tr>
<td>• What do I need to do first?</td>
<td>Use words and images to make a plan for your idea.</td>
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<tr>
<td>• What steps will I take?</td>
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<tr>
<td>• What will my idea look like?</td>
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<tr>
<td>• Where can I access the materials and resources I will need?</td>
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</tbody>
</table>

**What materials or resources will I need?**
Consider what building materials, tools or technology you will need and what type of space you will require to work. For example: glue gun, cardboard/wood, laptop, etc.

**What could the hazards or safety risks be?**

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>What challenges or problems could I face? How will I resolve them?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Who can I ask for help?</td>
<td></td>
</tr>
</tbody>
</table>

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