TIME FOR CHANGE CANADA:
AN INTRODUCTORY GUIDE FOR EDUCATORS

FIRST BOOK CANADA
Eliminating Barriers. Inspiring Young Minds.

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Our world is in a constant and rapidly increasing state of change. This is why now, more than ever before, we need people prepared to be changemakers, able to step up and address complex challenges collaboratively and for the good of all. The time for change is now, and the solution is more changemakers of all ages, geographies, and identities. As an educator, your role in educating and nurturing the next generation of changemakers is essential.

Around the world, changemakers are noticing how systems produce challenges ranging from inefficiencies to injustices; and they are taking the initiative to address them. Just like these diverse challenges, changemaking projects can be far-reaching and complex, like building a powerful global movement to fight climate change. Changemaking can also be local and focused, such as reducing food waste in your school cafeteria. Your students may already be practicing changemaking at home or at school by recycling, organizing food drives, or protecting siblings and neighbours from bullies.

Use this introductory guide to changemaking to learn more:

What is changemaking and why should I incorporate it into my teaching? 3
How do I activate and support changemakers in my classroom? 5
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WHAT IS CHANGEMAKING?

WHAT IS A CHANGEMAKER?

A changemaker is someone who imagines a better reality, takes action, and collaborates with others to bring that new reality into being for the good of everyone.

WHY CHANGEMAKING?

A world of rapid and accelerating change needs people who can adapt and contribute to change. Changemaking is an empowering mindset that combats indifference and apathy.*

Like all skills, changemaking requires practice. Building changemaking abilities and mindsets supports the development of curiosity, solutions-orientation, the ability to mobilize others, and ultimately to effect positive change in the world.

These ways of thinking and doing prepare young people for the ever-changing world, and for the challenges they encounter.

CHANGEMAKING IS the idea that, in collaboration with others, every person can apply creative solutions to address challenges in their communities. We all have the power within us to be a changemaker — it doesn't matter how old we are or where we live. **IT IS** for everyone. **IT IS** shared leadership, collaboration, and teamwork. **IT IS** thoughtful actions that create positive change. **IT IS** an approach to life and a mindset

Changemaking **IS NOT** just for high achievers, individuals or only ambitious projects. Changemaking projects can have start and end dates, but changemaking itself is ongoing. It's how you think about the world and interact with your community.

WHY SHOULD I INCORPORATE CHANGEMAKING INTO MY TEACHING?

YOUR KIDS CAN MAKE A DIFFERENCE!

* A series of focus groups with First Book Canada's Network of educators revealed that apathy has increased among students during these recent turbulent years.

Through changemaking, young people naturally develop the talents and abilities required for academic success, career satisfaction, and lifelong civic engagement in a rapidly changing world.

> **You can teach young people to perform tasks, but we also want innovation, perseverance, civility taught — these are leadership qualities we need in today's world. And we rely on schools to make sure young people have chances to practice these much needed mindsets.**
>
> SIVA KUMARI, FORMER DIRECTOR GENERAL, INTERNATIONAL BACCALAUREATE
>
> Read more here: Forbes

CMEC GLOBAL COMPTENCIES & ACTIVATING SOCIAL-EMOTIONAL LEARNING

Global competencies are defined by the Canadian Ministers of Education (CMEC) as a "set of attitudes, skills, knowledge and values that are interdependent, interdisciplinary, skills such as critical thinking and problem solving, collaboration, communication, innovation, creativity & entrepreneurship and self-awareness & self-direction — all qualities of a changemaker. Most students do not come to school with these social-emotional and 21st century skills in place, so deliberate instruction and practice are necessary. "The provinces and territories are at various stages of progression with respect to their own competency frameworks. It is anticipated that the descriptions of the Canadian Ministers of Education (CMEC) pan-Canadian Global Competencies will evolve as the jurisdictions work to integrate them into curricula, pedagogy and assessment. The evolution and integration of these global competencies will also be shaped by and reflective of Indigenous knowledge, perspective, languages and histories." (https://www.globalcompetencies.cmec.ca/global-competencies)

If you, as an educator, incorporate changemaking into your teaching, the important social and emotional skills that you are trying to instill in your students will develop naturally as they practice **conscious empathy**, **teamwork**, **changemaking leadership**, and **changemaking action** and take on a changemaker mindset. In other words, practicing changemaking naturally helps young people reach social-emotional learning standards *and* achieve academic goals in English language arts, math, science, and other academic subjects.

Young people who incorporate a changemaker mindset into their lives:

- Develop and apply empathy.
- Develop important executive function skills.
- Increase their independence, initiative, and sense of agency.
- Learn to express their needs and opinions.
- Practice leadership and teamwork.
- Learn how to fail well and see failure as a step in an ongoing process.
- Learn to understand and evaluate risk.
- Increase their confidence and self-esteem.
- Experience an increased sense of well-being.

HOW DO I ACTIVATE AND SUPPORT CHANGEMAKERS IN MY CLASSROOM?

We know that encouraging today's young people to adopt a changemaker mindset is critical for their long-term well-being and success. This section explains how you can encourage students to start their changemaker journeys.

Getting started:

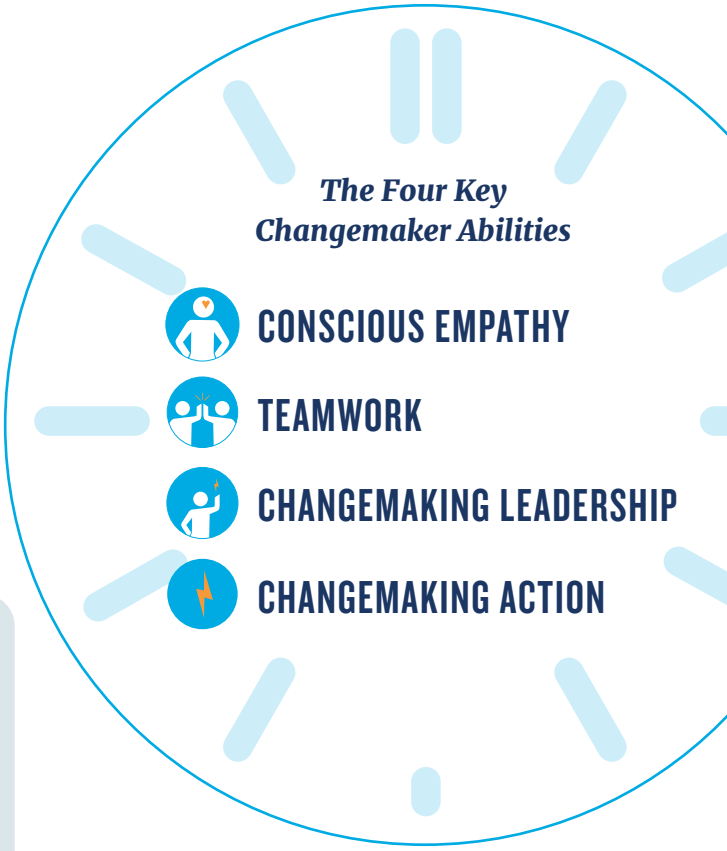
1. Encourage and nurture the four key changemaker abilities.
2. Practice changemaking together, as a class or program.
3. Share inspiring young changemaker stories.

> **I have a voice. I want young people like me to know they have a voice too. They can make change.**
>
> LIV, YOUNG CHANGEMAKER FROM THE U.K.

ENCOURAGE AND NURTURE THE FOUR KEY CHANGEMAKER ABILITIES

The four key changemaker abilities are conscious empathy, teamwork, changemaking leadership, and changemaking action. There are many ways to develop these skills in your students, such as using literature as a window, incorporating collaborative group projects, allowing students to lead in big and small ways, and encouraging students' creativity and initiative.

For each of the abilities below, engage students in a group activity related to the ability, discuss the ability as a class, and then have students answer the related journal prompts. They will use the journal entries as a starting point for their changemaking projects, so make sure students save their responses to refer to later.



INSPIRING BOOKS

Young people have been transforming their communities and standing up for their rights throughout history. Visit the First Book Canada Marketplace for inspiring books about Making a Difference and Activism and Civic Engagement that will encourage and motivate your students as they practice changemaking in their homes and their communities.

CONSCIOUS EMPATHY

Being aware of and sensitive to the feelings, thoughts, and experiences of others in a way that guides you to contribute to the good of all.

DEFINITION

HOW IT RELATES TO CHANGEMAKING

The kind of empathy used in changemaking is called **conscious empathy**. Understanding others' feelings, perspectives, and experiences provides a person with the insight required to tackle injustice around them. Noticing challenges and inefficiencies, and empathizing with those who experience them, are the first steps in the changemaker journey.

ACTIVITY

Read & Discuss an Article or a Video Related to Empathy

Have your students read an article or watch a video about an injustice, inequity, or example of empathy in action, such as:

- Stories for Early Changemaking
- Cool to Be Kind, Fifth Grade Reading Passage | readworks.org
- Using Dance to Foster Community | CBC Kids

Find Additional Articles Online:

CommonLit: Free collection of fiction and nonfiction for 3rd-12th grade classrooms, searchable by Lexile, grade, theme, genre, literary device, or common core standard.

KidsPost: Articles written for students from *The Washington Post.*

NY Times Article of the Day: Daily *New York Times* articles with questions for pre-reading, class discussion, and writing.

CBC Remarkable Kids: An online platform profiling Canadian kids who have made thenews with incredible stories.

CBC Kids News: Canadian news stories written for a younger audience. A great way for young people to stay informed.

On The Record: News videos made by and for high school journalists in Canada through the Canadian Youth Journalism Project.

CLASS DISCUSSION

As a class, discuss the article or video you chose, using these questions as a starting point:

- What injustice, unfairness, or problem does the article or video address?
- How do you imagine the people mentioned in the article or video felt? What words did they use to describe their emotions?
- How did they handle the difficulty or injustice they experienced?
- How would you feel if you experienced a similar issue?
- How did learning about their challenge make you feel?
- What did you learn from their experience?

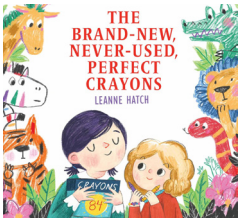
EMPATHY JOURNAL PROMPT

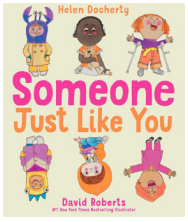
Think of different places such as your classroom, school, family, or community. Think of a time you saw a problem, such as something that seemed unfair or made you feel uncomfortable. Pick one problem that speaks to you most, and answer the questions below:

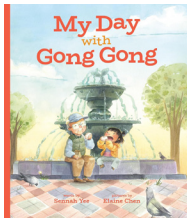
- What made you notice it?
- Have you seen this problem before?
- Where were you? Who were you with?
- How did you feel? How do you think others felt?
- What did you do? What didn't you do?

STORIES ON RESPECT & EMPATHY

Introducing stories about empathy into your classroom can profoundly enhance social-emotional learning. These narratives help students develop empathy, emotional regulation, and conflict resolution skills, all of which are crucial for building healthy relationships, setting healthy goals, and making considered decisions. By incorporating empathy-focused stories in the learning process, educators foster compassionate, inclusive environments that strengthen relationships, reduce bullying, and support a cohesive community, ultimately benefiting both academic and personal development. Browse our Respect & Empathy collection to find the perfect books for your student(s).







TEAMWORK

DEFINITION

Teamwork is when people work together to achieve a shared goal, and each person contributes their ideas and effort. There's a shared sense of responsibility and respect for different opinions and preferences. Although members may have specific assignments, everyone collaborates and communicates.

HOW IT RELATES TO CHANGEMAKING

Changemakers leverage "sophisticated teamwork," where a group forms around a common purpose to work together on meaningful solutions. This fluid model encourages people to:

- Break out of their comfort zone
- Expand their opportunities for growth and learning
- Contribute toward a common purpose
- Take on different responsibilities for different parts of the project
- See beyond traditional roles so everyone is involved and feels powerful

ACTIVITY

Classification

1. See the Appendix for a printable page with 20 images of diverse items.
2. Print out one page per student and have them cut out each of the different images.
3. Set a timer for five minutes and have each student organize the items into four categories that make sense to them. For example, a teacher, a calculator, a pair of scissors, a pencil, and a book could be items related to school.
4. Now organize students into groups and have them redo the categorization process, incorporating everyone's opinions and ideas.
5. When each group has finished, give them time to present their categories and explain their reasoning.

> **There is something that is not being solved — if you do not take action and step up to make a change, then no one else would do so.**
>
> VICTOR, YOUNG CHANGEMAKER FROM THE U.S.

CLASS DISCUSSION

Review how the classification activity relates to teamwork by discussing the following questions:

- What were the benefits and challenges of working alone versus working as a group?
- When you worked as a group, how did you take turns sharing your ideas?
- What new perspectives did you gain? Did you think of any of the items in a different way or see patterns you didn't notice when working alone? What were these differences or patterns?
- Was it difficult to reach a consensus? If so, how did you handle disagreements?
- Do you think everyone had an equal and fair opportunity to participate and contribute? If not, what could you have done differently?

TEAMWORK JOURNAL PROMPT

Think about a time you were part of a team. Examples include a club, a sports team, a time your family worked together, or a group class project. Reflect on the following:

- What was the purpose of the team?
- What skills or abilities did you contribute to this team?
- Who else was on your team? What did each team member contribute?
- What worked well on this team?
- How would you take what worked well and apply it to other team situations?
- What did you learn about yourself?
- What did you learn about others?

SOCIAL AND EMOTIONAL LEARNING: EDUCATIONAL STANDARDS AND SUPPORTS

Although there are no national social and emotional learning standards, most provinces and territories in Canada promote SEL, for example:

The Province of Alberta offers Educational Supports, Instructional Supports, and Social Emotional Learning Information on their website for educators of K-12 students.

- Accept various roles and an equitable share of work in a group
- Respond positively to the ideas, opinions, values, and traditions of others;
- Build healthy peer-to-peer relationships through personal and media-assisted interactions;
- Work with others to resolve conflicts and build consensus to achieve group goals;
- Share information, resources, and expertise and promote critical thinking to solve problems and make decisions.

CHANGEMAKING LEADERSHIP

A leadership mindset recognizes that, in a world of constant change, everyone has an area of expertise and is called upon to lead at different moments.

DEFINITION

HOW IT RELATES TO CHANGEMAKING

This type of leadership is not one person telling others what to do. Instead, a Changemaking Leader is someone who envisions a better solution, builds a team around that purpose, and ensures everyone on the team can contribute. This approach allows team members to use their existing knowledge and talents most effectively as they also practice and strengthen developing abilities.

ACTIVITY — Creating a Rainstorm

This simple activity allows everyone to focus on a common goal — creating the sound of a rainstorm. It also demonstrates why different roles (sounds) have greater or lesser importance at different points in the process. Like in changemaking leadership, everyone has a different expertise and is called on to participate to a greater or lesser extent at different times.

1. Divide your class into even groups and assign each group the following roles: wind, first rain drops, rain, heavy rain, and thunder.
2. Explain each group's action:

   Wind: rubbing your hands together

   First rain drops: tap one finger on the palm of your hand

   Rain: tap all four fingers on the palm of your hand

   Heavy rain: clapping

   Thunder: slapping your hands on your thighs
3. You will "conduct" the rainstorm by pointing to each group when they should begin their sound and then pointing to them again when they should stop.
4. The storm will start gradually and progress as sounds are added in this order: wind, first rain drops, rain, heavy rain, and thunder.
5. The storm will end gradually as sounds are removed in this order: thunder, heavy rain, rain, first rain drops, and wind.
6. Finally, as the wind group stops rubbing their hands together, the storm is over, and there's silence.

CLASS DISCUSSION

After the rainstorm is over, ask the students to consider what this simple activity reveals about changemaking leadership:

- Was the role of the leader more important than the other participants?
- How was everyone's role important?
- At different points in the rainstorm, more people were rubbing their hands together than clapping. Why was it important to have different sounds have a greater focus than others at certain points in the storm? How did doing that contribute to the goal of making a rainstorm?
- How did it feel to work together to create something no one individual could accomplish on their own?

CHANGEMAKING LEADERSHIP JOURNAL PROMPT

Being a leader is about understanding your own and others' strengths and talents.

1. Think about all the activities you do on a regular basis. Consider everything from schoolwork and extracurricular activities to chores and hobbies and who you are as a person. On the left side of your paper, make a list of your skills and passions. Keep in mind that in many cases the things you are passionate about (e.g., basketball, reading, art, etc.) are tied to your strongest skills.
2. On the right side of your paper, write a list of skills you would like to grow or improve upon. Remember that strong leaders build teams that include people who have strengths different from their own.
3. Circle one skill you would like to learn. Who could teach you that skill? Where could you go to learn that skill?

ENGAGING KIDS IN SOCIAL EMOTIONAL SKILLS DEVELOPMENT

Engaging students in conversations and activities that promote S.E.L. enhance learning skills broadly and are key to changemaking. Focuses include Respect & Empathy, Kindness & Compassion, Honesty & Integrity, Self-Esteem & Individuality, Self-Control & Mindfulness, Resilience & Leadership, among others.

Five Core Leadership Capacities key to making progress toward educational goals:

1. Setting Goals
2. Aligning Resources with Priorities
3. Promoting Collaborative Learning Cultures
4. Using Data
5. Engaging in Courageous Conversations

CHANGEMAKING ACTION

Applying critical thinking skills to come up with more effective and sustainable innovative solutions to address social problems.

DEFINITION

HOW IT RELATES TO CHANGEMAKING

Changemakers:

- have a thirst for knowledge with practical applications.
- are comfortable with ambiguity and setbacks.
- move forward despite uncertainty, risks, and challenges.
- see problems as opportunities for creating solutions.

ACTIVITY

Creative Solutions

Choose four or more different items, such as a book, coffee can, ball of yarn, or stapler. Now present a situation where each team solves a problem using only those items. Possible scenarios include *being stranded on a desert island and needing to escape or send an SOS message* or *rescuing a kitten from a tree branch*. Give the teams ten minutes to figure out an original solution to the scenario, including ranking each item based on its usefulness. When time is up, have each team present their solutions and thought process to the class.

CLASS DISCUSSION

- How did you come up with your solution?
- What questions are you trying to answer?
- What process did you use for sharing your ideas?
- Did you know from the start how you would approach the problem?
- How did you consider and evaluate the proposed solutions?
- How sure are you that your solution will work? And does that matter?
- What would you do differently if your idea didn't work?

CHANGEMAKING ACTION JOURNAL PROMPT

How do you think changemaking might be useful in different parts of your life? For example, at home with your family, when playing sports with others, on the playground, or when your friends get in a fight?

PRACTICE CHANGEMAKING TOGETHER

This is your opportunity to practice the first steps of changemaking together as a class or program. Remember, the most important role for you as an educator is to guide your students as they make decisions and design their initiative. **Resist the urge to step in with your own ideas and decisions. Your own changemaking journey as an educator grows as you enable others to start on their journeys.**

Young people — equipped with creativity, energy, and fresh ideas — have the insights and power to unlock solutions to society's greatest challenges.

Your students have studied and practiced conscious empathy, teamwork, changemaking leadership, and changemaking action, and they have reflected on their own experiences with these abilities. Now it's time to put this learning into action and make a positive difference in the world.

Through this exercise, your students will work in small groups to create an awareness campaign around a topic of interest and utilize the different elements of changemaking as part of the process. Making societal change can sometimes seem overwhelming if you don't know where to start. Creating an awareness campaign is an achievable first step that will give your students the confidence they need to continue their efforts toward making positive change in their community and world.

Step 1: Choose an Issue

Break the class up into small groups. Have each group revisit the problems they identified using the Empathy Journal Prompt and vote on an issue they're most passionate about as a group. Write each selected issue on the board. Allow the students to reorganize themselves into teams based on the topic that interests each of them the most.

ALLOW YOUR STUDENTS TO LEARN BY LEADING

It may be tempting to share everything you know about the issue your students have chosen to address, such as identifying adult allies that could prove useful or highlighting potential roadblocks. Support your students by giving them the time and space to work on their changemaking project, but resist the urge to assume a leadership role or offer unsolicited advice. This is an important opportunity for your students to propose, test, and eventually find their own solutions to problems. By allowing your students to problem solve without your assistance, you are helping them to flex their changemaking muscles and advance along their changemaking journeys. Every challenge they experience on their journey will translate into knowledge that will improve the quality of their future changemaking and enhance their ability to collaborate, lead, and solve problems.

Step 2: Collect Group Knowledge

Have students reflect on the following questions to gather their group's existing knowledge on this topic.

1. Whom does this issue affect? Who is involved?
2. Where or when does the issue occur?
3. Why does this issue exist? Are there assumptions or beliefs that contribute to the issue?
4. How will the community be different if the issue is addressed? What will the community be like if this challenge continues?
5. Where would you go to find out more about this issue? Time permitting, ask students to find three facts about the issue using any available sources, such as books or online references.

Step 3: Design the Campaign

Ask students to design a campaign to get other students in their classroom or program interested in helping them to address their challenge. As a starting point for this exercise, consider having students spend five minutes brainstorming each of the following idea starters:

1. Design a game or competition, such as a trivia contest or scavenger hunt, that helps others learn about your issue. What would this game look like? How would you play?
2. Use a passion from your skills and passion list (see the Changemaking Leadership Journal Prompt) to encourage others to care about your issue. What passions or skills would help you communicate the importance of your issue? Examples include writing a song or creating a comic book for those who are passionate about singing or writing comic books.

Have students use the Awareness Campaign Worksheet in the Appendix to think through their campaign design as a team.

Step 4: Practice Changemaking!

It's time for the teams to create their awareness campaigns and share them with the rest of the class or program. Step back and let them get to work!

Step 5: Reflect

Invite students to reflect on their experience in small groups or through individual journaling.

- What went well with your campaign? What didn't go well?
- What feedback did you receive?
- What lessons did you learn?
- How did you function as a team? What ideas from the teamwork session did you put into practice here? Did different people take leadership roles at different points in the process? How did having different people with different skills and passions help the team?
- How did it feel to run this campaign?
- What do you want to do next?

Join the Changemaker Movement

After your class has completed their project, share their accomplishment by using the hashtag #TimeForChangeCanada or emailing timeforchangecanada@firstbook.org.

FIRST BOOK CANADA MARKETPLACE FOR ESSENTIAL RESOURCES

Visit the First Book Canada Marketplace for books about respect & empathy, kindness & compassion, teamwork & trusting others, self-esteem & individuality, leadership, self-control & mindfulness, resilience & perseverance, and resourcefulness. These abilities are integral to changemaking.

Empathy

- Collaboration requires kids to be respectful of one another and demonstrate empathy for others' working styles, abilities, and ways of thinking. Visit our **Respect & Empathy** section to find stories of kids and adults demonstrating appreciation for others.
- When people use empathy to spur action, that results in kindness. Visit our **Kindness & Compassion** section to find examples of empathy in action.

Teamwork

- Visit our **Teamwork & Trusting Others** section to find stories of people working together to make great things happen.
- For kids to feel like they are making valuable contributions to a team, they need to develop an appreciation for their own unique talents, qualities, and gifts. Visit our **Self-Esteem & Individuality** section to find books that help kids develop.

Changemaking Leadership

- Leadership can take a variety of forms and is expressed differently by each person given the opportunity to lead. Share stories with students from our **Leadership** section to help them discover diverse examples of effective leadership.
- Indigenous knowledge sharing is amplified through voices and stories of innovation & resilience. Visit our list of **First Nation, Inuit and Métis** authored and illustrated books.
- Speaking up, taking charge, and leading a team can be scary. Explore the stories in our **Courage** section to inspire courageous activity.

Changemaking Action

- Creative problem solving requires kids to think creatively and develop solutions. Visit our **Creativity** section to discover books in which kids express or explore their creativity in a range of traditional and nontraditional ways.
- Problem solving often requires taking risks and trying new things, which can force kids outside their comfort zones. Visit our **Self-Control & Mindfulness** section to find books that help kids recognize and cope with strong emotions, so they'll be better equipped to safely step outside their comfort zones.
- Being comfortable trying new things and proposing solutions requires a willingness to take risks that comes only from the experience of trying things and failing. Visit our **Resilience & Perseverance** section to find stories in which characters and/or real people have developed the resilience and perseverance skills necessary to feel comfortable trying new things, taking risks, and developing creative solutions to problems.
- Solving problems creatively requires being resourceful. Visit our **Resourcefulness** section to inspire great ideas.

YOUNG CHANGEMAKER STORIES

Share these examples of creative and courageous changemakers to inspire your students to find their own causes and solutions.

Hannah and Charlie

Siblings Hannah and Charlie are determined to normalize the saying, "it's okay not to be okay." When Hannah developed depression and experienced bullying because of a chronic illness, these painful experiences led her to self-harm and consider suicide. After realizing that she and others dealing with similar conditions could use a "panic button" to call for help, she and her brother decided to act on that idea. Together, they created a mental health app called the notOK app that, when prompted by the user, sends an alert to five friends to immediately inform them that the user is not okay, followed by a GPS location. In the beginning, many adults didn't take their project seriously, but Hannah and Charlie knew their idea was valuable and persisted. They now have over 100,000 users across the U.S. and are hoping to branch out to Canada and the U.K. For Hannah and Charlie, being a changemaker means stepping up. "If you don't step up, who will? That has to be your mindset. If you don't do it, then no one else will. Someone has to be different and step up. If you have an idea, run with it, because you don't know what exists and you might make a better one, if you don't do it, you will never know the end result."

Mena and Zena

Sisters Mena and Zena tackled the issue of diversity and inclusion in their local libraries after noticing a lack of books featuring Muslim women. Working with the PTA, they added 200 books featuring characters of all backgrounds and started a non-profit called Girls of the Crescent. Since its founding, Girls of the Crescent has collected and donated books to almost 30 schools and 10 public libraries in three states and six different countries, including Morocco, France, and China. Mena and Zena also developed a website with a list of over 200 book titles that feature strong Muslim women. These sisters demonstrate what it means to be driven by solutions, rather than discouraged by problems through writing, normalizing, and uplifting the stories of underrepresented voices and perspectives. Mena says, "Being young or inexperienced should not stop you from doing what you want to do."

APPENDIX

DEFINITIONS

TEAMWORK ACTIVITY

AWARENESS CAMPAIGN WORKSHEET

EDUCATOR RESOURCES

We cannot solve our problems with the same thinking we used when we created them.

ALBERT EINSTEIN

DEFINITIONS

Agency
The sense of control you have over your mind, body, and environment, such as the ability to take action, assume responsibility for your behavior, and influence your own life.

Apathy
A condition or feeling of not having much emotion, interest, or motivation.

Changemaker
A changemaker is someone who imagines a better reality, takes action, and collaborates with others to bring that new reality into being for the good of others.

Changemaker Mindset
Someone with a changemaker mindset has the courage to take action when they see a problem and engages others in building creative solutions. A changemaker mindset in action can be something small, like teaching your family new methods for recycling, or larger, like organizing a movement of peers against bullying.

Changemaking
Changemaking is a mindset or an approach to life that, in collaboration with others, every person can take action to creatively solve problems in their communities and the world for the good of all.

Changemaking Action
Applying critical thinking skills to come up with more effective and sustainable innovative solutions to address social problems.

Changemaking Leadership
A leadership mindset that recognizes, in a world of constant change, everyone has an area of expertise and is called upon to lead at different moments.

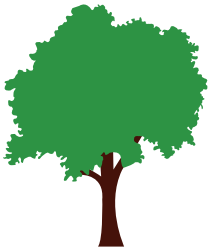
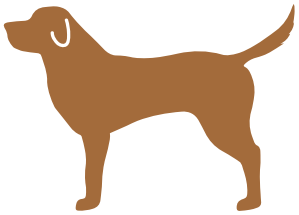
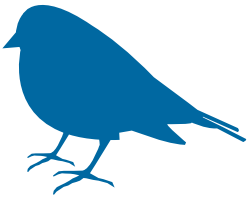
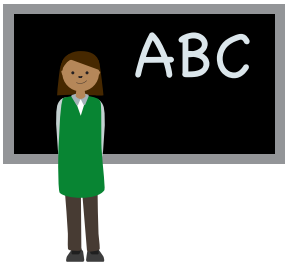
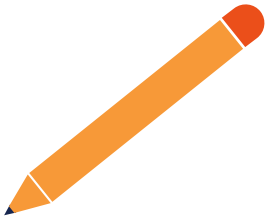
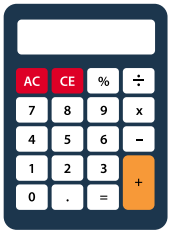
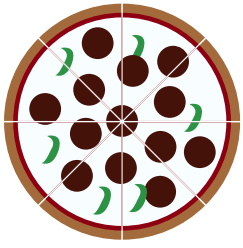
Conscious Empathy
The kind of empathy used in changemaking is called conscious empathy. Understanding others' feelings, perspectives, and experiences provides a person with the insight required to tackle injustice around them Noticing problems and inefficiencies, and empathizing with those who experience them, are the first steps in the changemaker journey.

Executive Function Skills
The three areas of executive function are working memory, flexible thinking, and inhibitory control. These important skills are needed for academic and career success as well as healthy interpersonal relationships. *Learn about incorporating executive function skills into your teaching here.*

Social and Emotional Skills
Skills that define how people act and relate to others that include self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Teamwork
When people work together to achieve a shared goal, and every person contributes their ideas and effort. There is a shared sense of responsibility and respect for different opinions and preferences. Although members may have specific roles, everyone collaborates and communicates.

TEAMWORK ACTIVITY

ACORN	PIECE OF CANDY	LEAF	LOONIE
BOOK	 TREE	PAIR OF SCISSORS	BICYCLE
SUNGLASSES	HAT	 DOG	AIRPLANE
BALL	 BIRD	 TEACHER	HEADPHONES
STROLLER	 PENCIL	 CALCULATOR	 PIZZA

AWARENESS CAMPAIGN WORKSHEET

You will be creating an awareness campaign using the materials and resources available in your classroom or program. Once you have created your campaign, you will share it with the other students in your class or program.

Give your campaign a name:

What does your awareness campaign look like? What do you need to do to get started? Write at least your first five steps.

1.

2.

3.

4.

5.

What does your perfect awareness campaign announcement look like? Sketch it below:

Who is on the team? What skills does each team member have? What jobs will each person do?

Name	Skills	Job

EDUCATOR RESOURCES

This resource was intended to provide an introduction to changemaking and to show the value of incorporating this mindset into your teaching. First Book Canada and Ashoka Canada are planning to create additional resources and tools based on your feedback. In the meantime, explore these existing resources from Ashoka Canada as you begin or continue your changemaking journey.

Changemaking Toolkit
Tailored to educators and those who work with kids, this resource provides a framework for how to support youth in changing the world for good.

Changemaking from Home
An activity guide for parents and educators with stories and activities on how to activate young people to create positive change.

Changemaker Journal for Educators
This journal is designed to help educators find their own spark for changemaking and offers tips on how to embed this practice into their classroom curriculum and culture.

Stories of Changemaker Education
A series of stories and videos from Ashoka's Changemaker Campuses and Schools around the world that highlight educators who are embedding empathy, teamwork, leadership, and changemaking into their curriculum and culture.

Stories of Changemaker Educators
A video created for the American Federations of Teachers that highlights the personal stories of six educators given the freedom to be changemakers at their schools.

Stories of Young Changemakers
An archive of stories of young people from around the world having a dream, forming a team, and changing their world for the better.

> **By setting small targets — and working step-by-step towards them — change will soon start taking hold in your community, then scale outwards.**
>
> MIDRIA, YOUNG CHANGEMAKER FROM BRAZIL

First Book Canada and Ashoka Canada are joining with Audemars Piguet to equip a generation of educators and young people with the abilities needed to take action to make sustainable change in low-income and historically excluded communities in North America and in countries around the world.

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(866) READ-NOW
firstbookcanada.org

ABOUT FIRST BOOK CANADA

First Book Canada is a social enterprise and a charity, using a market-based model to disrupt the current system. First Book Canada is filling the gap in book ownership, working to ensure that kids in need have as much opportunity as possible, to build a healthy future for themselves and the rest of Canadians. By building up the home libraries of children from low-income and historically excluded communities, they work to develop resilient communities and reduce the educational inequities that entrench many Canadians in poverty. To date, they have distributed more than 10 million books and educational resources to kids via a network of over 20,000 members serving Canadian kids in need, in every province and territory — including schools, shelters, social service organizations, new-immigrant transition centres, hospitals, foodbanks, and sports organizations. For more information, visit firstbookcanada.org.

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ABOUT ASHOKA CANADA

Ashoka's vision is a world in which Everyone is a Changemaker — a society that responds quickly and effectively to challenges, and where each person has the freedom, confidence, and societal support to address any social problem. The largest global network of leading social entrepreneurs, Ashoka is devoted to catalyzing social entrepreneurship and innovation that drives systemic change. We do this by identifying and supporting the highest impact leaders in social innovation through our lifelong fellowship called the Ashoka Fellowship. Over the past 40 years, Ashoka has elected more than 4,000 social entrepreneurs in over 90 countries. In Canada, the Ashoka network is home to over 70 Ashoka Fellows, who have developed some of Canada's most impactful responses to critical challenges. Ashoka Canada also partners with post-secondary educational institutions to build student and institutional capacity for social innovation via our Changemaker Campus designation. For more information, visit ashokacanada.org.

ABOUT AUDEMARS PIGUET

Audemars Piguet is the oldest fine watchmaking manufacturer still in the hands of its founding families (Audemars and Piguet). Based in Le Brassus since 1875, the company has nurtured generations of talented craftspeople who have continuously developed new skills and techniques, broadening their savoir-faire to set rule-breaking trends. In the Vallée de Joux, at the heart of the Swiss Jura, Audemars Piguet has created numerous masterpieces, testament to the Manufacture's ancestral savoir-faire and forward-thinking spirit. By pushing the boundaries of what is possible and building bridges between different creative worlds, Audemars Piguet has been able to explore new horizons and build an inspired community. **Seek Beyond.** – audemarspiguet.com

TIME FOR CHANGE:

DREAM. ACT. CHANGE OUR WORLD.

FIRST BOOK
Eliminating Barriers. Inspiring Young Minds.

ASHOKA

AUDEMARS PIGUET
Le Brassus