TIME FOR CHANGE CANADA:
AN EDUCATOR'S GUIDE TO INSPIRING YOUNG CHANGEMAKERS

FIRST BOOK CANADA
Eliminating Barriers. Inspiring Young Minds.

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AN EDUCATOR'S GUIDE TO INSPIRING YOUNG CHANGEMAKERS

The rapid rate of change in the world demands that everyone has the ability to adapt to and drive change for the good of all. Developing these abilities takes practice. Giving your students the inspiration, tools, and supportive environment to begin to flex their changemaking muscle will put them on a path to thrive in the face of future obstacles and challenges. Built from evidence-based practices, this toolkit will help you create an environment where your students believe they can be changemakers, see themselves as powerful, and identify ways that they can make a difference in their classrooms, schools, and communities.

To better understand what changemaking is and the qualities that make up a changemaker, see the introductory resource: Time for Change.

Many of you responded to First Book Canada surveys about what you need to help support your students as changemakers. You asked for real-life, relatable stories to inspire your students. In this resource, you will find those stories to inspire you and your students on your changemaking journeys. These stories come from diverse communities that reflect the economic and social challenges experienced by educators and students across the country. Each story is accompanied by a discussion question, journal prompt, and changemaking tip.

Changemakers:

1. Spot challenges and opportunities.
2. Imagine a new way forward that benefits everyone, not just a few.
3. Try out a solution.
4. Learn, adapt, and keep at it!
5. Inspire others to own the solution with them.

Source: My Changemaker Toolkit | Ashoka

The Toolkit is organized into the following sections:

I. The Educator's Role

II. Young Changemaker Stories: Giving Students Agency to Be Changemakers:
- *Seeding Change: When a School Garden Becomes a Lifeline for Healthy Food Access*
- *Making Financial Education Accessible*
- *Linking S.T.E.A.M. to Changemaking: A Powerful Combination*

THE EDUCATOR'S ROLE

Educators play an important role in creating school and classroom environments that support students who speak up, suggest solutions, take chances, learn from mistakes, and strive to improve their classrooms, schools, and communities.

While the rest of the stories in this toolkit focus on students, this first story is for you — to inspire you to begin or continue your own journey as a changemaker educator.

Changemaker Story #1

DUSTIN'S STORY: SCHOOL LIBRARIES AS HUBS FOR NURTURING CHANGEMAKERS

Dustin reading to a third-grade class

In Santa Ana, California, one school librarian is shaping a new pathway for his students. At a time when students and educators continue to struggle with a constantly shifting landscape of pandemic impacts, a divisive political arena, and strains on student well-being, Dustin is creating a space where students are practicing how to be powerful and make positive change for their peers and their school. Through a creative library-centered initiative, students are building new skills and mindsets that will help them thrive in and out of the classroom and throughout their lives.

Turning Student Voice into Action

When Dustin came to his school to serve as their new librarian, he asked himself: How can I help students stay curious and connected to the things they are learning about? His answer: help them take charge of building a space where they are most free to drive their own learning — the library. To Dustin, a young person's journey as a changemaker often starts with books. "You're not escaping reality with a book," he explains. "Instead, you will find a truth in there. And you'll bring it back, find it to be socially relevant, and do something with it."

What Is an Equity Integrated Library?

An Equity Integrated (EI) Library provides a safe space where patrons — in this case, students — feel recognized for their talents and perspectives and have a sense of shared ownership and agency because they can put their ideas into action.

As a young person himself, Dustin was a voracious reader. His family supported that passion by always asking him questions that helped him connect to the written word. “They would ask me things like, What is it like to be in that position? Why do you feel that way when you read?” There were few spaces where he felt safe growing up, but libraries were one place he could be himself. The Equity Integrated (EI) Library concept builds from that early experience and links his own passion for books to the change he wants to bring to the lives of his students. “This is a chance to give them that space to become who they are, to give them the tools they need,” Dustin says. “To offer them what I needed, when I was at my crossroads in my community growing up.”

Dustin introduced the idea of the EI Library at his school, putting students at the center. He was fortunate that the school already recognized and valued student voice. “But you need to find a way to elevate that voice,” he reflects. His plan for the EI Library was a space where student voice could turn into action.

Dustin started by inviting a group of students to help design the library to be a powerful place for students to support one another. Together they addressed language differences by bringing in new collections of books in Spanish for the majority native Spanish speaking student body. They increased the comic book collection as an engaging on-ramp to students reading chapter books and created a student-led mentorship program where they help each other improve their reading skills. A sixth-grader, Amaya, shares, “It feels like I can just *do*. I can help and I can ask questions.”

Throughout North America, educators like Dustin are creating spaces where their students can practice taking initiative and changing something they care about. In the EI Library, students lead and support one another. Through this, they start to build confidence that they can do the same in other aspects of their lives. “[Students] sometimes come into the library space and go, ‘yeah, we don’t like this and this.’ And we’re like, Write it down. Let’s talk about it so we can bring it up. Advocate for yourself, your community. . . I am hoping that with the EI library space, that is something that we do. We advocate for ourselves as a community.”

To Dustin, a world where his students and *all* students have the experience of being powerful contributors and changemakers is one possibility. “If everybody was a changemaker, we could actually address the larger problems that could be on the horizon that we’re not able to see,” Dustin reflects. “They are complex problems, and so we have to acknowledge that they have complex solutions, but they’re not impossible solutions.” And through the EI Library, he is helping students link their passions to solutions.

Today, the power of the EI library is felt beyond the stacks of books. Monica, the school’s Dual Language Immersion Curriculum and Instruction Coordinator, noticed that beyond the physical changes in the library the overall *feeling* has shifted. “Now kids come into the library with agency; they feel that they are changemakers in terms of what they find in the library — the fact they have a voice in what books are available, what they can read here, what they can do and learn here, and they’re motivated to participate in this community.” To her, this new kind of agency has changed how and what they study in other classes. “They have different questions for their teachers now, and those questions can really drive what they’re studying.”

EDUCATOR SELF-REFLECTION

✓ Dustin realized that when students have a say in the library's selection of books and are part of creating the library experience for other students, they become more confident in stepping up in other ways. This type of participation and ownership has become an important part of the educational experience at Dustin's school. **Are there places in your school (your classroom, the library, or after-school programs) where students can make decisions and try out their own ideas? If so, how can you grow what you are already doing? If not, how could you get started in creating these spaces?**

✓ Educators who are focused on their own growth as changemakers will be in a better position to nurture and advise the young changemakers in their classrooms and programs. Take a few minutes to reflect on your own changemaking journey.

1. Do you identify as a changemaker? If not, what could you do to begin your changemaking journey?
2. When did your changemaking journey begin? A good way to figure this out is to think back to the first time in your life that you took charge or created a change.
3. What challenges have you attempted to solve in your lifetime? These problems can be big or small. Which are you most proud of?
4. What has been your biggest challenge? What lessons have you learned from your work or life experience that could be helpful to share with students?

> **A changemaker is a human who takes action to have an impact in positive ways, and that can look really different. Changemaking is so infused in absolutely everything we do at our school. We focus on social justice and social action, and we do two weeks of training for staff almost yearly.**
>
> TOBEY, EDUCATOR

EDUCATORS AS CHANGEMAKERS & ADULT ALLIES

Part of nurturing young changemakers is understanding what it means to be an adult ally. Being a changemaker involves taking risks, failing, and learning from that failure. Adult allies provide encouragement and support during this process without stepping in and taking over.

Consider the following do's and don'ts of being an adult ally:

	Do:
✓	Interweave the four changemaking abilities into your day-to-day curriculum: empathy, teamwork, changemaking leadership, and changemaking action.
✓	Teach about current events and discuss issues of equity and access.
✓	Share stories of people making changes in their communities (like those in this toolkit).
✓	Allow opportunities for students to make decisions.
✓	Celebrate failure and allow it to happen without stepping in.
✓	Provide opportunities for students to identify their passions. It's important to be passionate about the issues you're trying to change because you're going to hit obstacles along the way.
✓	Let students come up with their own project ideas.
✓	Help students to focus their ideas. Students may feel passionate about ending hunger or protecting the environment, but those topics may be too large to tackle effectively and sustainably. Encourage students to think about how those issues impact people in their community. For example, is the cafeteria throwing out food that could be put to a different use?
✓	Offer support, advice, and encouragement to students on their changemaking journey.
✓	Suggest potential partners that could help advance your students' desired change.
✓	Encourage peer support: Young people need support from peers as well as adults. Help young people find and connect with peers who are also passionate and driven and who have similar or complementary interests.
✓	Teach that hearing "no" is part of the process. Being a changemaker is about perseverance.
	Don't:
✗	**Don't be quick to step in and problem solve.** Let students problem solve around their own failures and solve their own disagreements.
✗	**Don't think that changemaking is just for your students.** To create changemakers you must be one yourself. Be a creative problem solver in the classroom and at home. Don't give up. Being a changemaker is about persevering and finding creative solutions to problems.
✗	**Don't think of changemaking as only being about social change projects.** Changemaking is a way of thinking that allows you to problem solve around any type of problem.

Educators in the First Book Network share their tips about how to be effective adult allies:

Learn from and with your students:
"There's a time when the **children needed to reteach us** because we were in times of chaos."
– Alberta, Educator

Allow your students the space to lead:
"So **it's giving them that room, that space**, it's having that trust be built into that singular space, particularly for us, the library. Having that conversation, having that communication, having a chance to have them be leader, and knowing that that's because they will be one day."
– Dustin, School Librarian

Show your support:
"I just **find a place to give him the space to do what he wants to do**. And our administration and other teachers and the entire school corporation has just been all in. So, he asks and I find a way to make it happen."
– Kara, Educator

Respect their power and their autonomy:
"I always say to students, just because I'm older doesn't mean that I'm smarter. When we sit down at a table and, we always sit in circles, **we always sit at the same level**."
– Tobey, Educator

YOUNG CHANGEMAKER STORIES: GIVING STUDENTS AGENCY TO BE CHANGEMAKERS

In this section, we share inspiring stories of young changemakers and offer suggestions about how you can use these stories to encourage your students to see themselves as changemakers. A discussion question, growth mindset journal prompt, and changemaker tip accompany each featured story to help you inspire and activate the young changemakers in your care.

SEEDING CHANGE: WHEN A SCHOOL GARDEN BECOMES A LIFELINE FOR HEALTHY FOOD ACCESS

Alberta, Hannah, and Nariyah working in the garden

STAR School is a pre-K through 8th grade public charter school in Leupp, Arizona (population 900), on the Navajo Nation. Sustainability is a core principle of the school — and the facility is fully supported by wind turbines and solar. Empathy, the foundational skill for changemaking, is also a core principle of the school.

Hannah and Nariyah, both 13, are two young changemakers. Alberta is a Diné (Navajo People) educator who teaches art and service learning to grades 3 to 8, with a focus on setting up students to be confident, lifelong changemakers working to improve their community.

Turning Student Voice into Action

Spanning parts of Arizona, New Mexico, and Utah, the Navajo Nation is home to great natural beauty and rich cultural heritage. On the reservation, due to low public investment for decades, much of the public and commercial infrastructure is not well developed. “We have to drive over an hour into Flagstaff just to get groceries,” Nariyah told us. “We have basically just gas stations and processed foods.” Indeed, with just 10 grocery stores on the whole Navajo Nation, access to fresh food is very limited, giving rise to diabetes, pre-diabetes, and other diet-linked health conditions.

In response, students and educators at STAR School are casting ahead to a different kind of future: a future where abundant fresh vegetables are grown locally and available year-round. To this end, students are now leading the development of a school garden, with the goal of growing nourishing food — including traditional plants such as beans, squash, corn, and wild spinach — and having more agency. Alberta shares, “Practicing food sovereignty means feeding our bodies with the foods our ancestors ate, so we can properly metabolize it, with the right proteins, vitamins, minerals that our bodies truly need.”

Having developed the garden, Hannah, Nariyah, and their classmates are expanding it and seeing the change ripple out into the surrounding community. “It’s making a big change in how people are getting food. They can get vegetable food boxes from us that they take home and cook with the vegetables that they get from our school,” says Nariyah. And best of all, the knowledge of how and what and when to

plant is spreading — so far, 10 families have been inspired to create gardens of their own, tapping into the knowledge of students and the school community.

Beyond Gardens: A Community of Changemakers

"I'm proud to be a changemaker," says Nariyah. "The project made me feel good to finally be a part of something major. It's getting me out of my comfort zone. And it has been a real good change for this community." Hannah added that she has found it gratifying to be "a role model to little ones" in grades below her at STAR School.

As for Ms. Alberta, she sees her role as supporting her students by "helping them order materials, get seeds together, and understand some of the things about growing plants. So, what temperatures do they need? Are they cool crops? Are they warm crops? Which plants grow together, which ones don't. [Expanding the garden] is their decision. It is their leadership. And for me, I'm just here just to make sure they are safe, make sure they have the inputs and resources they need. And if they have any questions, how to go about things."

Armed with a new vision for what their community can look like, students at STAR School are also looking to a future where solutions sprout from within the community. What will this look like? "There would be more voices heard and people would understand that there would be a problem in their community and would want to help. And not being shy or being turned down. Not being afraid to actually stand up for what the problem is." As Hannah, Nariyah, and other STAR School students have learned, they have agency to make change in their community.

"In five years, I would love to see STAR School as a fully food-sustaining resource. Meaning that all the food that's served in the kitchen is completely grown here for our cultural events. Everything is grown here and fed here. And we already see some of that. But I would love to see it be full time. I would love to see every meal come from our gardens and from things that we can either can, or jar, or preserve. So that way we know what we're feeding ourselves and the children at all times."

Featured Changemaker Video

> The project made me feel good to finally be a part of something major. It's getting me out of my comfort zone. And it has been a real good change for this community.

CLASS DISCUSSION

What is something you'd like to change about our community? Close your eyes and imagine for a few minutes: What would a different way look like? Get specific in your own mind, like you're drawing a picture. Then we'll share and listen to what everyone else "sees" when they look into the future of our community!

GROWTH MINDSET JOURNAL PROMPT

Having a growth mindset is an important part of being a changemaker. Instead of giving up when they encounter challenges, changemakers see challenges as opportunities to grow, learn, and adapt — resiliency skills that are important for success in life. Part of having a growth mindset is being willing to learn from our past.

A comfort zone is a place (or activity) where we feel safe and at ease. As many of the young changemakers in these stories have observed, the world would be a better place if we all got out of our comfort zone. Hannah shared that getting out of her comfort zone and pushing herself to try new activities led to personal growth and a greater ability to make positive change in her community.

Although it's natural to prefer doing activities that we're already good at and enjoy, a changemaking mindset requires developing new skills and pushing ourselves to grow and evolve. Think about a time when you tried a new activity or did something outside your comfort zone, something that made you feel nervous.

- Describe how you felt before, during, and after the experience.
- How did you prepare?
- Did you ask for help?
- What happened when you pushed yourself outside of your comfort zone? What did you learn?

> **I guess being a leader, not being shy, asking questions. Getting out of your comfort zone. That's what I think about [in terms of] being a changemaker and [having people share] their thoughts about what they think is a problem.**
>
> HANNAH, CHANGEMAKER

CHANGEMAKING TIP: PRACTICING AFFIRMATIONS

In order to change behavior, we first need to change beliefs. One of the most important steps in developing a changemaking mindset is believing that we have the power to make a difference. Often, we downplay our skills and ideas or forget how powerful we are. Affirmations are statements that we say to ourselves that shift our beliefs. When practiced regularly, affirmations are a great way to build the positive mindset needed for changemaking.

Affirmations work best when we say them aloud, use the present tense, and choose personally meaningful statements. Examples include:

- I am strong and capable.
- I am powerful.
- I can make a difference in the world.
- I don't fear failure. It is how I learn.
- I think of solutions AND take action.
- I am a changemaker.
- I advocate for myself and others.

Practicing Affirmations with Your Students

1. Ask students to think about the skills needed for changemaking. These could be the key abilities — empathy, teamwork, changemaking leadership, and changemaking action — or related skills and mindsets such as self-advocacy, confidence, resilience, and determination.
2. Ask students to think about which of these abilities come naturally to them. Then ask them to think of the abilities that seem a little more challenging. For example, they may need to give a presentation to share their plan for how to address a problem but are nervous about public speaking. Whatever skill they've identified, ask them to think of a time when they used this skill successfully. Maybe they gave a great presentation in class or spoke publicly at a family event. Have them focus on the memory of this experience and how they felt doing something challenging.
3. Remind students that they can do hard things, and there are many available tools that can help when we feel like something is too difficult or out of our comfort zone. One tool is using affirmations, or positive statements that help us focus on our strengths or build confidence around weaker areas. Affirmations for someone who struggles with speaking could be: "I express myself clearly and confidently," or "I am comfortable sharing my opinions with others."
4. Ask students to write three personalized affirmations focused on skills and abilities important for changemaking. Encourage them to find time to say their affirmations aloud regularly.

Changemaker Story #3

Isaac teaching finance education in an elementary school classroom

MAKING FINANCIAL EDUCATION ACCESSIBLE

Isaac, 16, of Greencastle, Indiana is the founder of Students Teaching Finance (STF), an initiative that equips high schoolers with the tools they need to bring financial instruction to K-8 students in their communities. Isaac piloted STF at Greencastle High School (where he is a student), leading financial literacy classes for younger students and coaching his peers in delivering this instruction. The program offers a free, open-source curriculum on its website so other schools across the country can use it as well.

Making Finance Inclusive

Isaac first realized something needed to change when he began to notice the economic disparities in his rural Indiana community. Some classmates had money to spend; others really did not. Confronted with this imbalance, Isaac began to investigate how peer education could address this issue. “My lightbulb moment was less about the education and more about the inequality in my community,” Isaac shared. “I thought to myself, What can I do to try to combat economic disparity?”

First, Isaac did research, discovering that 35 states don’t require personal finance education in public schools – meaning that at least 11.9 million students don’t get to learn about personal finance. So he created a nonprofit, Students Teaching Finance (STF), to fill that gap, offering an open-source curriculum of fun, engaging financial literacy content — covering topics such as compound interest and supply and demand — that can be tailored to different age groups. STF then teaches high-school-aged students how to lead classes on these topics for their younger peers.

Collaborating to Make Change

From the beginning, STF has been a collaborative effort. When creating the curriculum, Isaac talked to two dozen people in his community and around Indiana, including adult allies such as his teachers and financial experts from Indiana universities. Looking back, Isaac credits his teachers with giving him the space to start STF and experiment with the course content.

“Teachers have been the integral aspect of Students Teaching Finance,” Isaac said. “In terms of not only getting them on board for allowing us to go in and teach their classes for 45 minutes, but also in the development of the curriculum.”

Now, STF passes on the knowledge to other young people, activating high school students as changemakers who lead financial literacy classes for their younger peers. His teammate Grace said, “The community outreach is something I’m really proud of. What we are doing is really important and we’re giving kids the skills to learn and create something for the future.” STF has already reached over 550 students and is expanding rapidly through chapters in 13 states. Through 220 new volunteers, STF is poised to impact 2000 students in just three months. Isaac is now focused on giving other young people the tools they need to share the programming. He has built this with colleagues and co-builders, an integral part of his ability to grow his initiative.

“I think it’s really important to have a team, especially when you are creating something and you have different aspects of this nonprofit,” his colleague Grace shared. “So, Isaac mainly focuses on presenting and talking to people, while I do some of the behind-the-scenes stuff.”

“Teamwork is probably the only reason Students Teaching Finance exists,” Isaac added. “Because I can’t do it on my own. I’m not an expert in anything, but by consulting teachers, education experts, and financial experts, I hope to find the confluence between these three things and create a program like Students Teaching Finance and then using a team, working on disseminating the curriculum and the chapters around everywhere.”

Isaac’s recipe for changemaking is simple: recognize an issue, research a solution, and activate a team of other changemakers around it. And Isaac wants other young people to know that they also have the power to make change. Isaac encourages everyone to be a changemaker: “Just recognize a problem and come up with a solution for how you can combat it. Whether it’s an inequity, whether it’s something to do with the environment, whether it has something to do with anything truly that’s a problem in your community or other communities.”

Featured Changemaker Video

> Just recognize a problem and come up with a solution for how you can combat it.

CLASS DISCUSSION

Could Isaac have done his changemaking work on his own? Why was bringing on a team important? And how did each person involved in Students Teaching Finance contribute to its success?

GROWTH MINDSET JOURNAL PROMPT

The idea for Students Teaching Finance was Isaac's, but he couldn't have created the nonprofit or the curriculum without help. Think about a time in the past where you tried to solve a problem or accomplish a goal and were not as successful as you had hoped. If you had assembled a team to solve that problem, how could the outcomes have been different? What skills would have been helpful for your team members to have?

I think my changemaker mindset has really just helped and given confidence in my ability to rectify inequalities, but also to activate others to do the same because I can't do anything alone.

ISAAC, CHANGEMAKER

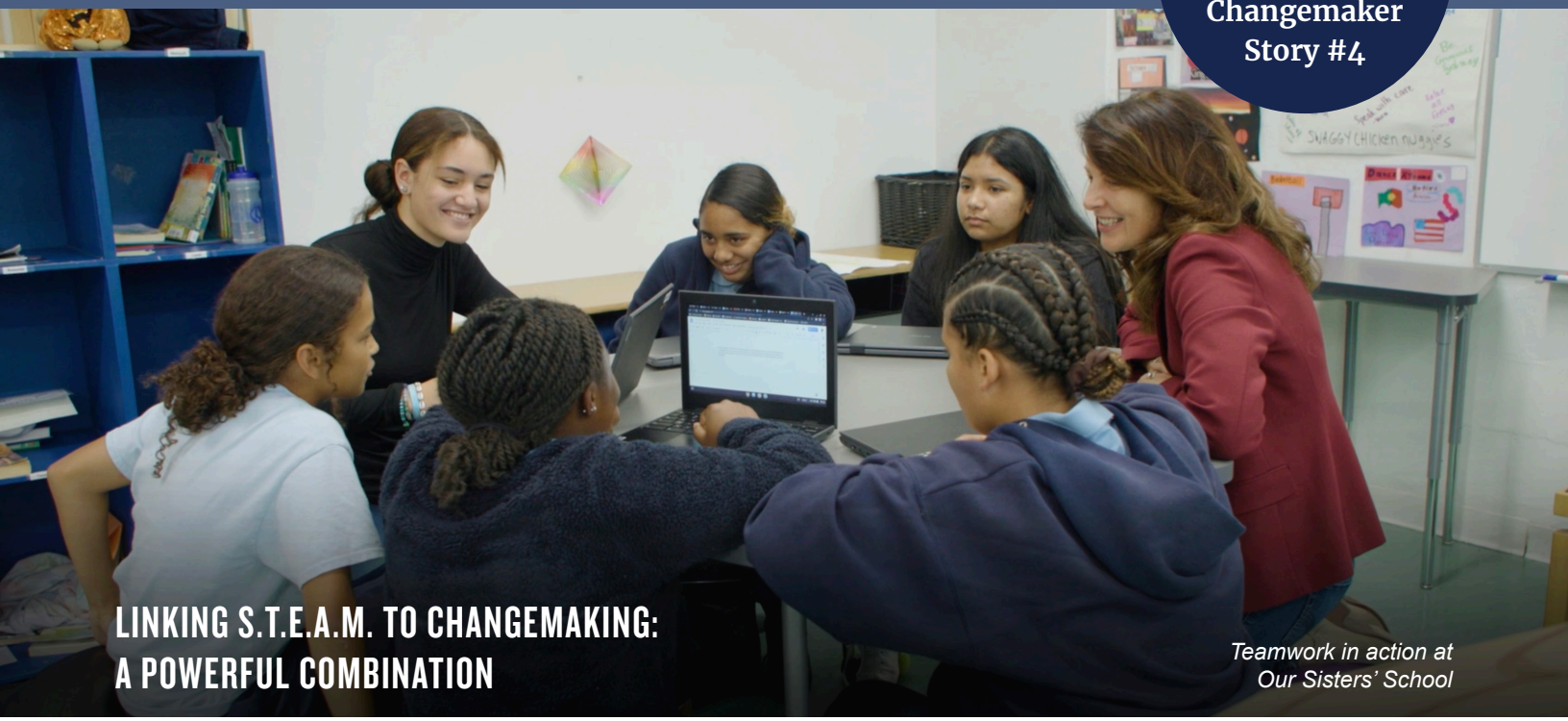
CHANGEMAKING TIP: PRACTICING VISUALIZATION

In order to change behavior, we first need to change beliefs. Visualization is a powerful tool used by many successful people to see a desired outcome, such as winning a game or nailing a performance. The next time you notice a problem, spend some time visualizing possible solutions as well as the actual steps you would take to achieve the solution. Visualization will make the actual *doing* easier and may also provide some ideas about the best way to approach the process.

Five-minute guided visualization

Use the following steps to guide your students through a guided visualization practice. You may want to have a quick classroom discussion about issues in the community so everyone has some problems they can easily tap into for the visualization exercise.

1. Get in a comfortable position.
2. Close your eyes and relax by breathing slowly and deeply.
3. Think of a problem you've noticed in your community and actions, however small, that you think could help resolve the issue.
4. Hold these actions firmly in your mind. Add as much detail as you can, including the individual steps you need to take toward your ultimate goal of resolving the problem.
5. Imagine yourself succeeding at this goal. Focus on your location, the people around you, and your feelings.
6. If doubts or worries arise, such as "This will never work out," or "I'm not brave enough," think of positive mantras such as "I can do this," or "I'm strong enough to keep trying."
7. Focus on your breathing and your mantra as you visualize your success and the positive impact it will have on your community.



LINKING S.T.E.A.M. TO CHANGEMAKING: A POWERFUL COMBINATION

Teamwork in action at Our Sisters' School

A middle school for girls in New Bedford, Massachusetts is giving students the opportunity to ignite their passion for S.T.E.A.M. (science, technology, engineering, arts, and math) by connecting these subjects to real problems they care about in their community. Anyis created a S.T.E.A.M. night to get others in her community to see science and technology as a viable career and as a way to solve problems.

A Space to Make Mistakes and Learn Together

Anyis was a middle schooler in New Bedford, MA, when she decided to join her school's robotics club. Two of her team members had siblings on the autism spectrum and discussed some of the challenges they faced. The team worked to come up with a solution — a robot that could help create a calm and relaxed atmosphere using headphones and soothing music. The robotics team offered the optimal environment for building a solution to a real challenge experienced by classmates and members of the community. Teams working together included multiple perspectives from multiple backgrounds and provided the opportunity to try and fail and then learn from mistakes. "I realized you can't really do things by yourself," Anyis reflected. "It's really important to have a team by your side with different people and different backgrounds."

Anyis' experience helped her practice working with others, building solutions together, and ultimately knowing how to fail and try again. "Mistake making is a huge part of our program," explains Tobey, an educator at the school. "We like to make mistakes often, fast prototype, and build that resiliency and that mindset of 'I can do this.' It is about building that capacity to understand that you have the right to take this world on and be a part of making a difference."

Anyis got into robotics because growing up she wanted to be a construction worker but didn't see many women in that profession. It wasn't until 6th grade, when she was introduced to robotics, that she realized she too could leverage S.T.E.A.M. skills to make change.

Supporting Others to Find Their Spark

With these experiences of creative problem solving and teamwork, Anyis decided to host a S.T.E.A.M. event in her community to give other girls the chance to engage with science, technology, and robotics at an earlier point in life than she had. When Anyis learned that one of her younger classmates, 7th grader Sam, wanted to bring art and design to girls in their community, Anyis saw an opportunity to join forces and support her peer. “Anyis was out there in the community, and she was doing a lot of positive changes,” Sam recalls. “And I kind of wanted to follow after her steps.” Together the two planned a night of S.T.E.A.M. for their community taking advantage of the “AHA nights,” a monthly New Bedford community gathering. Throughout the night, children and their families got together to learn about robots and S.T.E.A.M. problem-solving methodologies in four different stations. Kids could interact with color-changing robots, build their own robots, play around with Legos, and take home their creations. At the event, Anyis recalls teaching two young girls from her community how to change the colors on a robot. “It was just amazing to see their faces light up and be like ‘I can do something like this!’ I was elated that someone else was as passionate as I was about something.”

A Mindset for Change

Now a 9th grader at her new high school, Anyis carries with her a sense that she *can*. “The skills I’ve learned,” Anyis shares, “have helped me prepare for future obstacles.” They include empathy, teamwork, supporting others to lead and problem solving. This mindset is an example of what her school is all about. “Anything we do here is really built around the agency of young people and for them to see their ability to have social impact and identify what that looks like.”

With the support of her teacher and peers, Anyis found her changemaking spirit. “Changemaking to me is about finding something that you’re passionate about and then using that to uplift your community and working with others,” Anyis explains. It is a confidence that will help her thrive in whatever obstacles come her way.

Featured Changemaker Video

> **Changemaking to me is about finding something that you’re passionate about and then using that to uplift your community and working with others.**

CLASS DISCUSSION

When she was younger, Anyis questioned whether she had a place in science or engineering because of her gender. Have you ever felt that you couldn't do something because of your gender, race, culture, or economic background? Can you find examples where people have defied these expectations? Why is representation so important? What are some ideas that could help you (or others) overcome unspoken messages about what is possible? What kinds of team members would you need to help you achieve this vision? Which teachers could give you support? Who in your community would be open and interested in helping you?

GROWTH MINDSET JOURNAL PROMPT

Anyis noticed a lack of representative role models when she first became interested in science and technology. She identified a need in her community and planned a S.T.E.A.M. night as part of the solution.

Most people can think of a time when they noticed a problem or witnessed an injustice but didn't speak up or take action. Think of a time that you noticed a problem — maybe a classmate being bullied or a dangerous intersection without a crossing guard. It should be a time when you noticed an issue but didn't act or address it. Channel your inner changemaker (we all have one!) and re-write the story so it has a different outcome. Explain how you would address the problem, who you would work with to do so successfully, and what your first three steps would be.

I think a changemaker is someone who can go out into the community, find a problem, and figure out a way to creatively change it or figure out something that isn't working well and to change it and create a new solution for it.

GRACE, CHANGEMAKER

CHANGEMAKING TIP: REFRAMING

In order to change behavior, we first need to change beliefs. Reframing is the act of looking at a situation, thought, or feeling from another angle. Usually, this involves thinking about a negative or challenging situation in a more positive way. While many students are encountering real problems in their lives and world, how they perceive those problems can have a real impact on their ability to overcome them. Focusing on negative thoughts can consume a lot of our energy and make it harder to believe we can actually make progress in solving those issues and inequities. By reframing a problem as a challenge, our minds are often motivated to then rise to the challenge and find creative solutions. This is because "challenges" are subconsciously perceived as temporary hurdles rather than "problems," which can be perceived as larger permanent issues without solutions.

If you notice students becoming discouraged after a setback or obstacle, it may be tempting to solve the problem for them. Rather than stepping in to solve the problem, encourage your students to see the challenge as an opportunity to be creative in finding solutions and to focus on what they have learned from the experience.

Practicing reframing on a daily basis will help this powerful mental tool become second nature when students encounter challenges along their changemaking journeys. As a daily practice, try this "Rapid Reframe" tactic. As your students enter class each day, have a one sentence challenge for them to react to. Set a timer for two minutes and see how many ideas students can think of for how to overcome that specific challenge. Doing this exercise will help build their muscle memory for overcoming challenges. Here are some examples of challenges:

1. I can never get to school on time.
2. My school will never fix the broken water fountain, and we'll all become dehydrated.
3. On pizza day the line is too long at lunch, and we don't have enough time to eat.
4. I'm going to fail this class because I can never get my homework done.
5. This desk is wobbly, and it makes it harder to do my work.
6. It's hard to concentrate after lunch.
7. I feel the need to move around in class. It's hard to sit still.

Once you've provided your students with a few examples and practiced the Rapid Reframe technique, hand out index cards and ask students to each submit a challenge statement based on their personal experience. Use these challenge statements as the springboard for your daily Rapid Reframe challenges.

Having met the changemakers featured in these stories, you and your students have now seen multiple examples of how having a changemaking mindset can result in a greater sense of agency and positive changes in your community. The first step in becoming a changemaker is believing that you can be one and knowing that your voice and actions can make a difference. The class discussions, journal prompts, and changemaking tips included in this resource will help you continue to nurture your students as changemakers and set them up for success for years to come.

To me, being a changemaker is recognizing a problem or an inequity in my community and coming up with a solution for it. And with that solution, activating a team of other changemakers to combat this issue, and then spreading this solution to adjust these problems across the nation.

ISAAC, CHANGEMAKER

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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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.

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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

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