



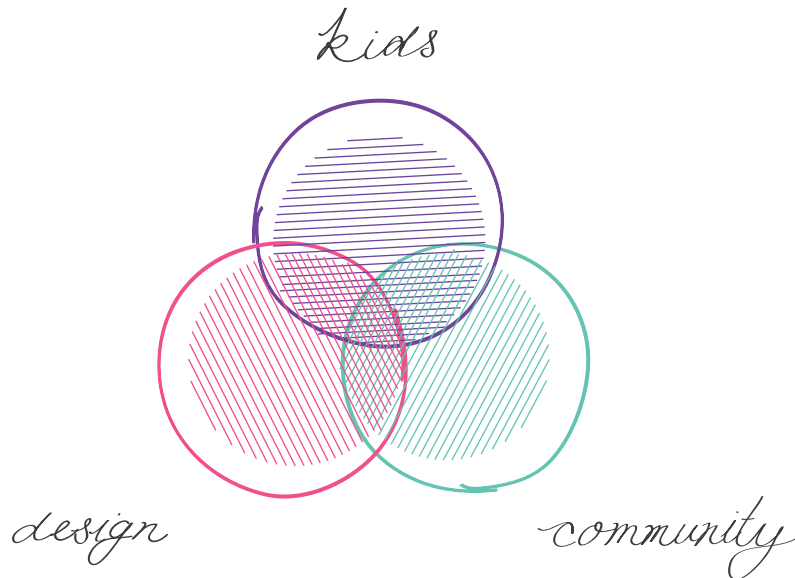
# KID

# MOB

## Kid Integrated Design Firm

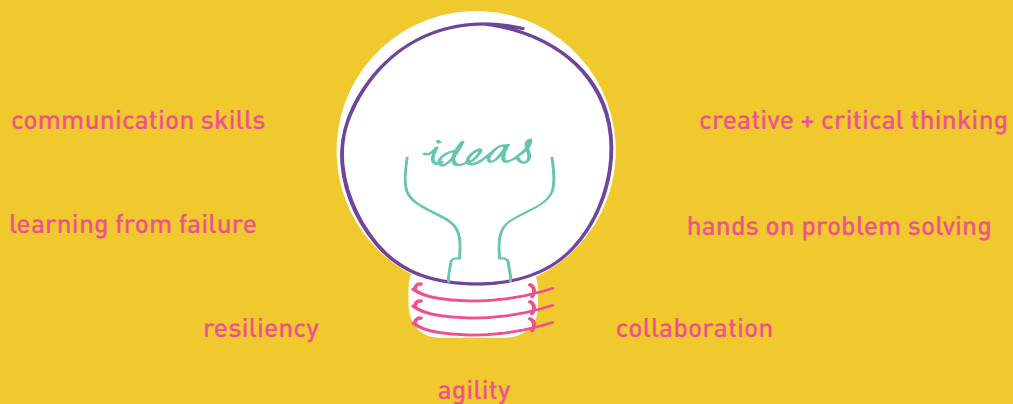
## OUR MISSION STATEMENT

Transform learning at the intersection  
of kids, community and design



## WHAT DO WE DO

KIDmob unlocks creative capacity in every person. We facilitate the design process with kids and teachers to help them think differently. We show up, we ask questions, we challenge ideas, and then we step back to watch as creative solutions rise from the community. We activate skills needed for success in our quickly evolving world.



21<sup>ST</sup> CENTURY SKILLS

## SUMMARY

Day 1

Teacher's workshop

Day 2, 3, 4

Indian Valley Academy

Chester

Quincy

# TEACHER'S WORKSHOP

Plumas County Charter Schools



## PROJECT DESCRIPTION

### THE WORKSHOP INCLUDED THE FOLLOWING

- 1 Focused on culminating an environment where creativity and 21st century skills can thrive for both the teachers and students.
- 2 Exposure, understanding of the KIDmob's design process,
- 3 Participating in the design process,
- 4 Understanding the differences between facilitating and teaching,
- 5 Being a facilitator + practicing interactive methods of engagement with students,
- 6 Being self aware of one's triggers (fears, anxiety)
- 7 Last but not least: having fun!

## HOURS

1 day (7 hours)

## # OF PARTICIPANTS

32 teachers

## # OF FACILITATORS

2 lead facilitators  
2 co-facilitators



### SHARING FEARS + EXPECTATIONS

Using an object - in this case, stress balls - as an interactive method to share thoughts, fears, expectations for the day.

### IMPROV ENERGIZERS!

One of the teachers had an amazing idea to share. It was a delightful wildcard for us, just as it was a wild card for the other teachers.

---

*“The whole point of today is to challenge the way we do things for the students, even if it means feeling uncomfortable.”*

---





*“Elementary school kids are way more forgiving and flexible. They can’t tell when we make mistakes.*

*So there’s nothing to lose.  
Try new things.”*

---

**“WE ARE HARDER ON OURSELVES  
THAN WE NEED TO BE.”**



*“ This was a profound week for me as an educator and I am committed to learning how to engage students’ thinking, creativity and problem solving”*

---

**“THE PROCESS IS AS  
CRUCIAL AS THE RESULT”**



### **BLAST TO THE PAST**

We paired up to share memories of our teachers who had the greatest impact on us. We reminisced about how they were more than just teachers to us and the attributes that made them great.

### **COLLABORATION + BRAINSTORM**

We broke up in teams of roughly 6 people to come up with ideas for a new "course." To start off, each team picked two words out of a hat like "dance" + "underwater" and brainstormed analogous words and places.

### **FACILITATOR'S TIME TO SHINE!!**

Each team had 15 minutes to facilitate the class they had developed. Certain teams led the workshop with meditation, others with a dark room disco dance energizer and even created a role play to share their lesson with everyone else. They brilliantly embedded the required content for students within their class while embedding team work, improvisation, sharing and active listening.



*Team UNICORN meditating with their class*

*“When you feel uncomfortable,  
where in your body do you feel it?  
Like do you feel it in your stomach  
or do you clench your jaw?”*

---

**RECOGNISE THE TRIGGERS  
+ REACT THOUGHTFULLY.**

*“Instead of saying ‘Oh, there isn’t enough  
money or space to implement’ we can  
respond instead by asking ‘How can we  
make it happen with a small budget or  
within our existing space?’”*

---

**WILDCARDS HAPPEN, SO WE  
HAVE TO BE MALLEABLE TO  
THINK OF A SOLUTION.**

*“Tomorrow I will let  
my students lead”*

---

**PART OF FACILITATING IS TO  
RELINQUISH CONTROL TO LET  
STUDENTS LEARN BY FAILING,  
EXPERIMENTING & EXPLORING.**



# STUDENTS' WORKSHOPS

Plumas County Charter Schools



## PROJECT DESCRIPTION

Together with the faculty of Plumas Charter Schools, we engaged students in the design process around their community challenge, stretched their creative muscles, had fun solving problems, and learning new skills.

## HOURS

3 days

## # OF PARTICIPANTS

3 Schools

## THE WORKSHOP INCLUDED THE FOLLOWING

- 1 Focused on culminating an environment where creativity and 21st century skills can thrive for both the teachers and students
- 2 Exposure, understanding of the KIDmob's design process
- 3 Participating in the design process
- 4 Learning to work with each other
- 5 To be respectful of peer's ideas
- 6 Last but not least: having fun!

## # OF FACILITATORS

Each school had roughly 4-6 facilitators, including educators themselves





### REALIZING IDEAS THROUGH BUILDING

Once students had wild ideas, they had to find ways to make their vision a reality. Through iterative prototyping and testing at various scales, they overcame each challenge to bring their design to life.

### COLLABORATION

Over the week, participants at all three locations worked individually, in pairs, small groups, and as a large team. They worked with classmates in new ways to generate wild ideas and solve challenging problems.

---

*"A student who designed a figure-8 bike track asked how to calculate the volume of a square-based pyramid, to know how much dirt he would need to build his jump. Hours later, he remembered it and included the calculation in his presentation!"*

---





*“My favorite part was doing the interviews. I liked asking people questions so I know how they feel.”*

---

**“THAT WAY, WE CAN BE  
BETTER FRIENDS”**



*“ Who here feels more like an Alpha, ready to lead? Who here feels like they are slightly more reserved? Today, those who are Alphas should step back, while if you are more reserved, step forward. If you see a teammate who isn't doing anything, include him/her. If you aren't doing anything, ask how you can help.”*

---

**“ENGAGEMENT IS A TWO WAY  
RELATIONSHIP”**

*“For F., a shy student with a traumatic past, the process of creative problem solving and making was able to engage her in a way other learning methods had not.*

*While working in a group she was able to focus on approachable aspect and designed a pole with a disk on it that kids could hold on to and spin around on. She realized she could actually build her idea and it was fascinating to see her think about the engineering details of her design.*

*When another group was having a problem with their treehouse/zip-line/ball pit project, they were brainstorming ways to make it safer. F. chimed in with an idea for a safety net.*

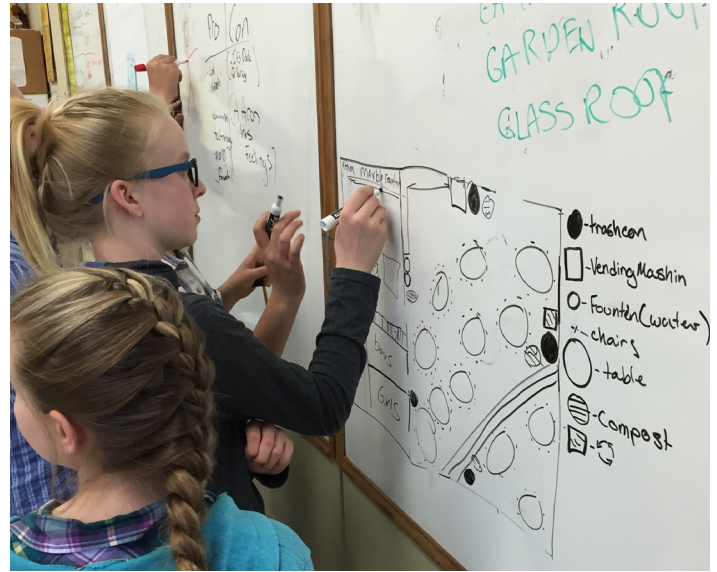
*Another student shouted ‘That’s BRILLIANT!’. This was a powerful moment because her group of peers validated her contribution and ideas, which provided a social benefit and a confidence booster too.*

*These experiences empowered F. to talk about her designs in the final presentation  
Something she never did before!”*

---

**“SHE REALIZED SHE  
COULD ACTUALLY BUILD  
HER IDEA”**





### **BUILDING CONFIDENCE WITH CREATIVITY**

Learners of all types were challenged to expand beyond their comfort zone. For some this meant learning to listen, for others it translated to being vocal and sharing ideas with the group. For everyone, it meant taking risks to change how they worked and applying their creativity in new ways.

### **PROJECT-BASED LEARNING**

Students at all three schools were given a unique design project that imbued them with new problem solving skills. Each challenge exercised the student's flexible thinking, their ability to identify patterns, create hypotheses, conduct research, test ideas and evolve their solution.



*Educators JUMPED IN and took the chance to facilitate!!*



*“On the first day, one student was very shy and kept to himself. He wore his hood and chose not to participate in the brainstorming phase. Later on during a moment of reflection, another student made a paper crown to wear as each person went around and shared a moment from the day, unsurprisingly this quiet student didn’t want to wear it.*

*However, the next day he started sharing ideas and really embraced the design challenge. Towards the end of day two, the hood was off and he eagerly crowned himself to share lessons from the design process. By the final day, he was helping others amidst laughter and a buzz of creative thinking.”*

---

**BY THE FINAL DAY, HE WAS HELPING OTHERS AMIDST LAUGHTER AND A BUZZ OF CREATIVE THINKING”**



# NEXT STEPS

Where do we go from here?

## FOR YOU

The students invested time and energy into developing amazing ideas for these projects. Now comes the challenge of making their ideas come to life. Within each site, the Teacher Facilitators are prime candidates to champion the next steps of the projects. Identify which parts of their idea we actually want to build. What permissions need to be granted? Who do you need to partner with to make the builds happen? Who can approve a budget, and could the students be tasked with managing that budget? Every part of this next phase can utilize student design teams as the drivers for these projects. Offer support and guide them in the right direction, but leverage their skills and passion for making it happen!

As for the educators, keep pushing yourselves out of your comfort zone. Remember: the pressure is released when you relinquish control and give yourself permission to allow learning to happen rather than making it happen. Continue to question why you do what you do and feel how you feel. Experiment. Try. Fail. And try something else. You've got this!  
We can't wait to hear how it works for you.

## FOR US

We're so excited for the future of these students, your amazing team of educators, and the different site projects! Thanks again for the opportunity to work with PCS and please keep in touch so that we might partner again on future projects. We will continue to check in and ask about progress as we are just as excited to see these projects be built as the kids are!

# THE MOB



TYLER PEW



KATE GANIM



KAELYN LOES



JULIANNE



MCKENNA COOK



JIAYUN ONG



ANGELA CHIARENZA



GENNA



HANNAH MINTZ



KENNY ARNOLD



CARLA LINK

