

Studio H



Studio H is a design/build program offered to 8-11th grade students at REALM Charter School in Berkeley, California. In Studio H, a studio and workshop environment, students design and build real products for the collective benefit of the school and community.

Studio H was launched and is managed by a nonprofit organisation founded in 2008 called Project H Design, which also runs summer camps and workshops to introduce young people to designing and building. The Studio class is co-taught by Emily Pilloton, REALM's Director of Design, and founder of Project H. Other teachers include a design student, a former architecture professor, and a math teacher.

Students learn how to use industry-standard digital design software, wood and metal-shop tools, a laser engraver, drafting tools, and more. Previous projects include thinking up, designing, and constructing a farmers market pavilion; a pop-up park; sculpted public furniture; and roadside farmstands. The Studio H blog provides parents, community members and the interested public with updates on the work of each project.

The Studio H space is branded with the slogan *Design. Build. Transform.* The experience is intended to develop the creative capital, critical thinking, and citizenship to ensure both the students' individual wellbeing and the future success of their communities, and have a transformative effect on both. Students emerge with a different sense of their capabilities. As one past student says: "I'm a 10-year-old girl, and I know how to fuse metal. What can't I do?"

Project Breaker



Breaker is a new model of learning and working that brings together teams of young creatives to work on pressing global problems. Each Breaker project is a three month challenge, and is set by a group leading global visionaries in a particular field.

For each challenge, young people, aged 18-24, apply to form interdisciplinary teams, who are supported by design professionals to develop and test a response. For the first challenge, Tom Uglow of Google Creative Labs and Charlie Melcher of Melcher Media teamed up to create a challenge to rethink the future of the book, in relation to the problem of illiteracy. Teams came up with two new products, MoBo, for engaging with stories via text message, and Unbound, a resource of videos ‘unbinding’ topics relevant to contemporary society to help readers.

Other challenges so far include creating a new role for micro-agriculture, and developing new uses of technology for civic engagement. The current challenge is entitled ‘The Future of Stuff’, and kicked off with a 14 day intensive workshop at Stanford’s Institute of Design. For this challenge, young people applied to one of three city-based teams, or to join an online team.

By working with industry experts, Breaker involves young people in a process to ideate, build, and test real solutions with real market value. Products result from Breaker ready to be stress-tested and developed. As well as a learning experience for the young people involved, the model can be used to meet any number of design challenges within a community – whether global or local.

Bobby Shaddox's classroom



Bobby Shaddox is a former teacher at High Tech Middle School (HTM), part a group of schools in San Diego, California who specialise in high quality project based learning. As part of his masters' in Teacher Leadership at High Tech High Graduate School of Education, Bobby carried out an enquiry into the co-design of projects with students.

Bobby's driving question was: *What if teachers & students co-designed their learning around students' questions about the world and themselves?* He and his teaching partner, Allie Wong, went about designing a project with their team of 56 sixth grade students. They established a classroom community based on democratic values and decision-making, building on practices pioneered by James Beane, the educator who developed many ideas about democratic classrooms and integrated curricula in the 1960s.

Bobby and Allie found that as they shared control in the classroom and empowered students to pursue their questions, they saw an increase in the students' sense of independent inquiry, spirit of collaboration and mastery of topics. They concluded that inviting students into the design of their learning can be a way to achieve deeper engagement, significant learning and prepare students to play active roles in a democratic society.

The Peaceful Village



The Peaceful Village was smuggled into life as a literacy project as part of a school improvement program in Manitoba, Canada (MSIP). In actuality it provides an integrated education in the arts, social justice, community theatre, sports and reflective practices, helping students to ‘read the world’.

In any given school, the Peaceful Village starts with this question from the 1996 declaration of the United Nations: *“Do all members of our community have the enjoyment of economic and social justice, equality and the entire range of human rights and fundamental freedoms within society?”*

From this point, the educators and participants engage in action research methods to explore how the school could help the community face challenges of equity and justice - or rather, as the founders put it, participants come to see how the school and community are bound together if they want any hope of improving their situation in terms of equity and justice.

Key projects in one Peaceful Village include ‘the Village Artist’, which leads students through an artistic project to express something they are passionate about; and ‘the Village Kitchen’, where every three weeks families gather in the school to learn about each other as they cook a meal.

By developing and building rituals over time between the school and the community, the Peaceful Village provides students and their families with additional means to find depth, meaning and purpose in their work and lives. Wrapping around and infused into the peaceful village space and timings are education and enrichment projects that develop core literacy skills and critical literacy understanding in students and their parents.