

# *The Kid with Big, Big Ideas* TEACHER'S GUIDE

## Note from the Author

Dear Teachers,

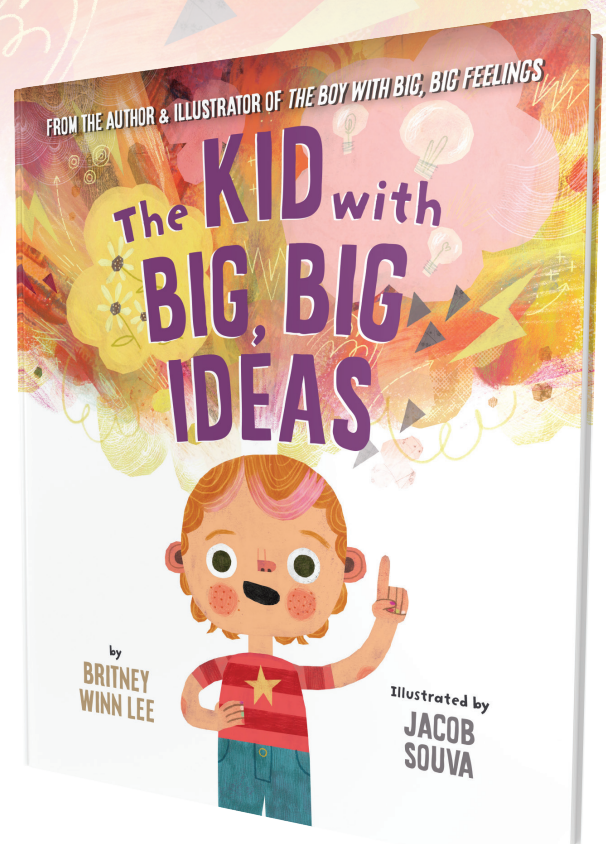
You are incredible, and the spaces you make and ideas you foster are invaluable! I will forever be grateful for the teachers and grown-ups in my life who made room for the words *What if?* For so many young humans, their introductions into creative problem-solving, community engagement, and self-empowerment start in the classroom. I hope this book and its accompanying teacher's guide can serve as a resource for that world-shifting work.

Cheering you on!

Britney

## How to Use This Guide

This guide is created to complement the children's book *The Kid with Big, Big Ideas* and is designed to be a classroom resource for expanding the book's story through various learning activities suitable for ages 5–8. Its message, which highlights the importance of listening to and empowering children's innovative and imaginative voices for change, can be activated through your students as they move from learning about big ideas to dreaming about and implementing them together. Make your way through each activity within one setting or split them up among teachers of various subjects to engage a grade-wide focus. Celebrate and share the work of your classroom through social media using the hashtag #thekidwithbigideas.



## Research

Facilitate or assign research into children who are making (or have made) history with their big, big ideas (for example, Malala Yousafzai, Claudette Colvin, Greta Thunberg, Emma González, Kelvin Doe, Jaylen Arnold, Jazz Jennings, Anoyara Khatun, Xiuhtezcatl Martinez, Ann Makosinski, Boyan Slat). Have students choose a person as their focus and answer the following questions independently, as a group, or with the assistance of a grown-up.

*Name of world-changer:*

*Problem they identified:*

*How do you think they finished this sentence? What if \_\_\_\_\_?*

*What difference have they made?*

## Share

Invite students to share their findings with their class or grade (consider a “world-changers” event where each child dresses like one of the heroes and presents their research!). Be mindful of cultural appropriation in activities such as these, and encourage socially conscious, respectful sharing.

## Dream

Then have children consider themselves the “world-changers” and explore similar questions through the following prompts.

*Name of world-changer: (child’s name)*

*Problem you’d like to solve:*

*Considering this problem, how would you finish this sentence? What if \_\_\_\_\_?*

*What ideas do you have for solving this problem?*

## Implement

Gather responses and choose the top contenders (problems named by multiple students). Invite the class to vote on the problem they would like to try to solve together through the year. Empower them to take as much ownership as possible, from naming and organizing to inviting and speaking. Engage parents, city officials, and local leaders to support the work and vision of the children. Celebrate and share your journey with us online!

