

# Change Making Pattern Workbook: A Workbook Approach to Pattern Applications

Sumire Nakamura\*1

Eri Shimomukai\*2

Taichi Isaku\*3

Takashi Iba\*1

\*1: Faculty of Policy Management, Keio University, Japan

\*2: Research Assistant, NPO Miratuku, Japan

\*3: Faculty of Environment and Information Studies, Keio University, Japan

## Abstract

We present here the *Change Making Pattern Workbook*. This is a workbook created based on the Change Making Patterns, a pattern language for fostering social entrepreneurship, and contains 31 patterns presented as workbook pages. This idea of presenting patterns in a workbook form - *pattern workbooks* - is a new approach for the practical use of pattern languages. It is based on the idea of *diagnosis and repair* presented in Christopher Alexander's book *The Oregon Experiment*. The users will be able to go through a *diagnosis* process by filling in the workbook to rediscover their current situation and any potential problems they are holding, then practical actions can be taken to *repair* the situation. This new form of presenting patterns that attaches workbook activities lets users explore and put into practice patterns based on their own context. The *Change Making Patterns Workbook* is our first product of pattern workbooks. We have also conducted a series of workshops in a 10-day study tour in the Philippines based on the workbook to explore the potential effectiveness pattern workbooks have in pedagogical situations. By using the *Change Making Patterns Workbook*, Japanese and Filipino participants of the study together were able to create two movements for social innovation in the Philippines. We have collected action plans from the participants after the program, and positive attitudes towards making social changes were seen in the plans. From these results we are able to show that presenting patterns as a workbook will help achieve the goal of the pattern language.

## 1. Introduction

In the spread use of pattern languages seen recently, the fields which the idea has been introduced in has shown great growth. Today pattern languages are being written in fields including but not limited to software design, education, and organizational design. Notably, its application to the educational sector has brought inspiration for many educators and students in their way of teaching and learning. Iba phrases these new trends where patterns handle human-

based actions as the target of design as Pattern Language 3.0<sup>1</sup>, following its precedents of architecture (Pattern Language 1.0 = tangible materials) and software (Pattern Language 2.0: non-material objects) [1][2].

Though most of these patterns written about human actions can stand alone by themselves, there are still struggles for their ways of practical application. This is especially true with patterns written about abstract ideas such as education where in some cases the patterns are made, but no further action is taken. Though many patterns include sections such as examples or implementation details to help readers use the patterns, a better guide to provoke actual actions would bring up experience with the patterns. It is often difficult for users to transpose the solutions of patterns to their daily lives. Thus, in the pedagogical application of patterns, there is a need for practical and immediate actions using the patterns.

The pattern workbooks presented in this paper is our effort to tackle this problem of lack in actions taken with pattern. This is a new form of presenting pattern languages that allows users to think of the patterns in terms of their own context. If the readers work through the workbook and answer the questions, they are walked through a process of thinking the problem statement of the pattern in their context, and then taking the first step towards solving it in the same process. As our first version of a pattern workbook, we will present the Change Making Pattern Workbook, created based on the Change Making Patterns presented in earlier papers [3][4]. We have also designed and conducted a 10-day study tour in the Philippines designed to put the workbooks to practice. This paper will also report on the tour's contents and results to show the potential effectiveness of the pattern workbook.

## 2. Pattern Workbooks

Pattern workbooks exist to enhance a learner's experience with a pattern language. In the workbook, each pattern is accompanied with a workbook page which the users can directly write in based on the user's own thoughts and experiences. The pattern workbooks purposely leaves out parts of the description left blank for the users to fill in. By filling in these blanks in, the user will be able to explore and understand the pattern in their own context. This property brings an important merit to the user's pattern experience. This can be described by Christopher Alexander's theory of *diagnosis and repair* presented in his 1975 book *The Oregon Experiment* [5].

*The organism, from the very beginnings of its life, is constantly monitoring its internal state. In particular, those parts of the organism where critical variables have gone beyond their allowable limits are identified. We may call this the diagnosis. In response to the diagnosis, the organism sets in motion growth processes to repair this situation.*

---

<sup>1</sup> Note these stages of Pattern Languages are not incremental but are gradient, meaning that some pattern languages may fall in multiple stage categories, or patterns from different stages may coexist in a single pattern language.

Similarly, Alexander describes, a town goes through a *diagnosis* to see whether a pattern is applied effectively, and then any places that need work will be *repaired*. It is this cycle of *diagnosis* and *repair* that drives the growth of a town.

It is this same process of *diagnosis and repair* of patterns that is occurring when a user fills in a pattern workbook. This process is explained in Figure 1. A user, when first meeting the workbook, will likely not have a concrete introspective of the self, and not know exactly what kinds of problems they are withholding. By filling out the blanks presented in the book based on the pattern, the user will be able to visualize their current self. This will make them notice potential problems that they hold. This is the *diagnosis* that pattern workbooks provide. The quality that patterns hold that allows us to notice problems are strengthened when it is put into the form of a workbook.

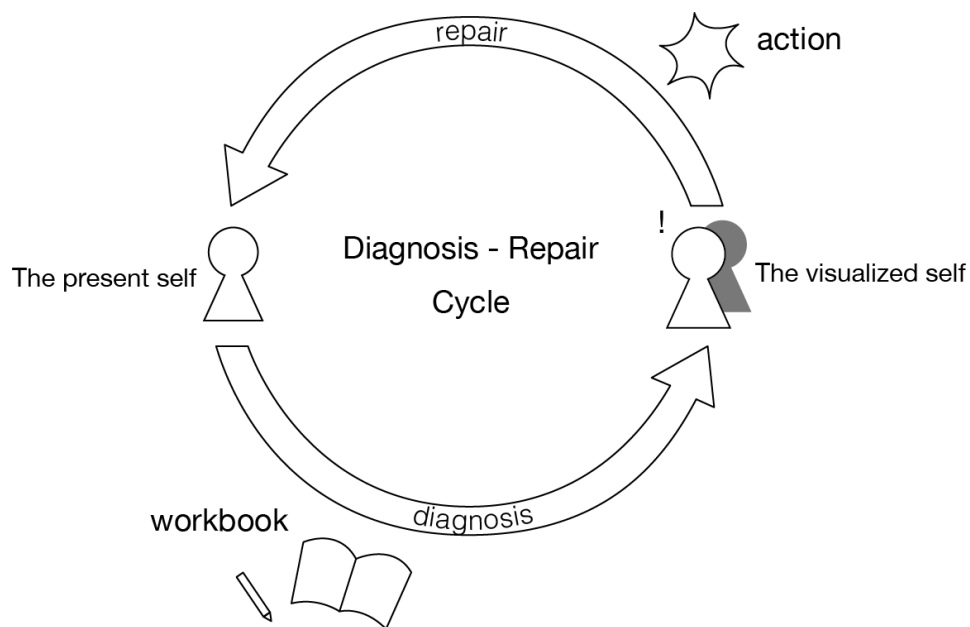


Figure 1: Pattern workbooks become a diagnosis for the users, letting them find potential problems they withhold. Once the problem becomes clear, the users can take actions to improve.

Once the problem becomes clear, then the person will be guided through the workbook in effort find solutions for improvement that they can practice. The workbook activity will provide an opportunity for the users to put the patterns in practice. They are designed to escort the students to take the next action outside of the workbook. Then through actions in and out of the workbook, they can become closer to an ideal state, which becomes the *repair* phase. After such practical experience, they can come back to the workbook to check how much they have grown, proceeding in the *diagnosis and repair* cycle.

The workbook also maintains its properties as a language. As the students work through the workbook, they will notice that one workbook activity must be done in order to finish the activity in another pattern. The findings they gain on one workbook page will be later continually nurtured in another. This is similar to the “related patterns” property that a pattern language

holds. As the workbook activities for different patterns overlap, one starts affecting another, creating an emergent whole throughout the workbook.

We believe this would become one solution to the phase of *using* the patterns in practical situations. The blanks left in the workbook would evoke actions from the reader, making it possible for them to think of the pattern in their own context. Also, with the existence of a workbook, workshops and classroom settings become easy to plan and execute.

### **3. The Change Making Patterns Workbook**

The workbook we are about to present was created based on the Change Making Patterns, a pattern language for fostering social entrepreneurship. This section will briefly cover the contents of the patterns, followed by a details of the Change Making Patterns Workbook created based on the pattern language.

#### **3.1 The Change Making Patterns**

The advancement in technology and globalization has created a more fast-paced world, creating more social problems such as poverty, natural disasters, hunger, and disparity of education.

Recently, active changemakers are in the forefront of creating solutions to those social problems and their influence has been widespread. Social entrepreneurship has been a trend in the last decade, attracting many youths to the rise to attack these situations.

However, though there are many who would like to take action, much of them still struggle to find a good starting point, while others feel size of the problems are too big to be solved and become overwhelmed [6].

The Change Making Patterns[3][4] is a pattern language for nurturing young social entrepreneurs. The pattern language was made by conducting interviews with social entrepreneurs to collect tips which the changemakers utilize to tackle social issues. The Change Making Patterns capture the essentials that future actors can reference to create their ideal change. The objective of the patterns is to clarify how social entrepreneurs find problems and solutions towards them. Furthermore, the ultimate goal of the patterns is to foster social entrepreneurship among individuals who want to challenge the status quo - regardless of age, nationality, or gender.

We believe that social change is only the outcome of personal change. Through the workbook, we want to help readers to think about the change they wish to create, concentrating on their motivations and the target issue by inspiring them with real stories and with case studies in which they can reflect on. The workbook will help the readers to repair, by implementing the actions in the field based on their answers.

The pattern language is introduced and described in detail in previous papers, and a brief description of each pattern can be found on the chart in section 3.4.

#### **3.2 Creation Process of the Workbook**

Pattern workbooks must let its users to think and of the patterns based on their own contexts. To make this possible, we first must pose a question to the users to pull out their current situations. To do this we rephrased the problem (and sometimes the solution) statement of the pattern into a command form asking the users to scribe out their current conditions and potential problems they are holding.

Once the current situation becomes clear, there is a series of blanks designed so that the user can fill in to find possible future actions. Since its format and the questions asked differ from pattern to pattern, we cannot standardize the process yet. However, each workbook activity was made to guide users through a desired thought process. It can be also thought of as a guide for the users to think out loud on the sheet, where enough abstractness remains to fit for each student's situations. To start, thinking of what kinds of findings we want the students to gain through the pattern was helpful.

For example, the first pattern in the Change Making Pattern is named *Know Yourself*. We quote the pattern below.

### *No.1 Know Yourself*

#### ***Context***

*You are interested in starting a project related to social issue.*

#### ***Problem***

*Since you have no idea what you wish to do or how you can approach to the issue, you cannot move on to start a new project.*

#### ***Forces***

- *People are motivated when they work on things related to their interests and their strengths.*
- *It is difficult to come up with an original plan in the beginnings.*

#### ***Solution***

***Know who you are and your capabilities before you take a step forward.***

*Spare your time to contemplate on your desires, and seek your true feelings. Then, identify your strengths and weaknesses by reviewing the turning points in your personal experiences or talking about yourselves with people who know you well.*

#### ***Consequence***

*You are capable of having authentic approaches toward the social issue that you wish to solve. As a result, you can differentiate your approaches from others.*

The solution is written in an abstract way, making the pattern rather difficult to put into practice - just reading the pattern itself may be not much help for the users.

To make this pattern easily practicable, we thought of what kinds of thought processes we want the users to follow. First we decided that we want them to rediscover what kind of a life they have walked through. It is the events in a person's life that shape their values that they hold. Once the goal of the workbook activity became clear, next we needed to design a way to make the person review their life up to the present. We decided that this was best done by making them actually draw out a timeline of their life. The final product of the workbook turned out as shown in Figure 2. On a x-y plane the users are asked to draw out a timeline of moods in their life: the x-axis representing the years of their life up until now, and the y-axis representing their mood. The x-axis would likely be measured in years, but we did not provide concrete units to leave room for fun and creativity of the activity. The mood axis can be totally subjective to the user since this motivational line graph is for the user to reflect on the ups and downs in their life. The user is to write down their important life events on the peaks so that they can reflect on what has made their life unique and special. We figured that big events in their lives will appear as turning points on the graph, and should be the elements that shape what kind of a person they are in the present – hence the pattern *know yourself*. Note this is a activity for a pattern early on in the sequence, and other patterns would provoke users to take even further actions from here.



Figure 2: The "ACTIVITY" section created for the pattern "Know Yourself". On the shown time-mood plane, the users are asked to trace their life up until the present in terms of their transitions of mood. The turning points of the graph will most likely show turning points in their life. A larger version can be seen on the actual workbook page on page 12.

A similar process was followed for the rest of the patterns, leading to the completion of the collection of 31 patterns in the Change Making Patterns.

### 3.3 Workbook Composition

An image of a sample workbook page can be seen in Figure 3. Each pattern is presented on the left page with the matching illustration in the middle. The users can first read through the pattern to get a feeling on what the pattern is about. Then, to get a better understanding and to pull the information down to their context, the right page provides the workbook activity. Though the contents of the activities differ from pattern to pattern, each workbook page contains somewhat the same elements.

On top of the right page, the users are presented with an “ACTIVITY” icon followed with a statement that poses a question to the readers that relates to the pattern. The main part of the activity follows, where there are spaces for the readers to write their thoughts in. On the bottom of the page, there is a “STORY” section to conclude the activity. Along with some closing comments, the section provides readers with a story of one of the social entrepreneur we have interviewed. This allows readers to see rather practically, what kind of a future they can achieve when the pattern is pursued. The episodes will become a role model and motivation for the readers to look up to.

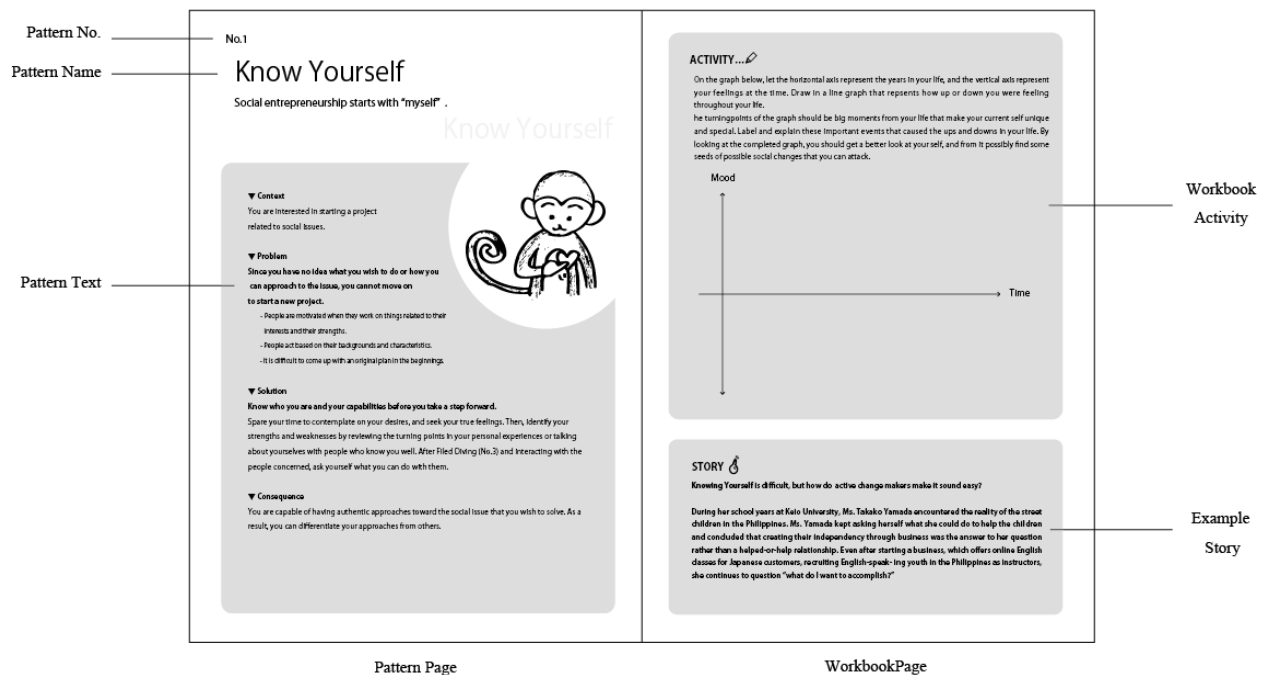


Figure 3: Layout of the Change Making Patterns Workbook. The pattern description is on the left page. The right page contains the actual workbook activity, along with a checkpoint section which gives the users a real-life story on the pattern.

### 3.4 Change Making Patterns Workbook

Below we will demonstrate workbook pages for three patterns from the Change Making Patterns Workbook. Only three were chosen due to space restrictions, but a summary of all 31 pattern workbook activities can be seen in the following chart. For each pattern, a brief description of the pattern, and a summary of what is done in the corresponding activity in the *Change Making Patterns Workbook* are listed.

No.	Pattern Name	Pattern Description	Activity Description
1	Know Yourself	Find out what kind of a person you are to find out what kind of a change to make.	Draw a timeline of events in your life that leads to the present self.
2	Yes, and...	Communicate with a “Yes, and...” mindset, which you accept difficult situations, and willingly add on ideas instead of denying them.	Write out the Challenges you are currently facing, along with negative and positive effects the challenge will bring.
3	Energy Boost	Know the sources that you can gain energy from, and boost your energy for change making with it.	Diagnose your life based on categories such as health, diet, family friend relations, money, work, etc. and think of what kind of things give you energy in each.
4	Microvision	Understand big social issues on a personal basis to find a starting point for change.	Look back in your life to write out events that you felt anger, frustration, confusion, etc. and make them seeds for changes to make.
5	Trust your Instincts	Choose a theme that you can feel true interests and honest feelings towards.	Write out as much themes that you feel interests towards as you can on separate small cards, have a partner show you two of the cards, and choose the one you feel more attracted to within 5 seconds. Repeat until you are down to one card.
6	Idol Imitation	Find a role model and start by imitating their ways. Then add on your originality to it.	On one of the two partially-overlapping human figures, write in your name, and on the other, the name of your role model. Beside your role model's figure write in things you want to mimic, and beside your figure write out the parts original to you that you can add on.
7	Juice Work and Life	Make the leanings from one element in your life useful to other parts too.	Fill in three of your life missions such as work, family life, change making, etc. then on the arrows in between write out things from one element that could become helpful for another.
8	Frontiership	Create your own new ways of doing things and become a pioneer in the area.	Write out a challenge you want to attack, and beside it one existing method that could solve the problem. Then think of a different new way that could also solve the problem.



9	Detective Eyes	Have skeptical views on the things around you to seek for the cause of problems.	In the center of the diagram, write out a problem you want to solve. Then in the four areas around it write out how the problem would be seen from the viewpoint each of a bug, a bird, a fish and a bat.
10	Market Research	Research in depth about the background and cause of the problem you are trying to attack.	Use a web or book source to research the problem and create a timeline of events. Then find a person you can interview about the problem and gain information not attainable from books or the internet.
11	3W1H	Think for yourself the Who, What, Why, and How of your challenge.	Fill out the diagram with blanks each for the 3W1H to map out the relationships in your challenge.
12	Leverage Point	Capture the whole of the problem by looking at it from different viewpoints, and find a point for breakthrough that could solve the problem.	On the diagram two cycles are connected. On one of the cycle draw out a negative cycle occurring in your challenge. Then find one point in the cycle that could be thought as a point of breakthrough, and copy it to the second cycle, drawing out a positive cycle that could happen.
13	Field Diving	Jump in and gain first-hand experience with the problem.	Think of where your field will be, and list up what kinds of information you want to collect there.
14	Quick Actions	When you get a good idea, trust your insight and immediately put it to action.	When you have gotten an insight from one of the other works, immediately conduct field work to put it into practice, and after, fill out a report on it.
15	Training for Innovation	Train your basic skills to attack any challenge.	List up basic skills (language, programming, etc.) that you want to gain, and then beside it write down a good habit you can practice to gain the skill.
16	Sustainable System	Create a system that would become an absolute must for the people involved.	In the flow chart, fill in the current situation, the source you will use, the immediate results that can be gained, and an ultimate vision of the future it will realize.
17	Root Rediscovery	Look back at your origin, and track back to the present what kinds of goals and achievements you have followed.	With a group of people talk about the origins of your project. After, list down any discoveries you gained through the dialogue.
18	Roadmap to the North Star	Make a plan on how you will achieve the ideal future.	Fill in a three-step flow chart: the present, an "if", and a resulting "then".
19	Success Prototyping	Make a prototype of your idea and create a small success which you can build on	From work no.18, think of a simple way you can test the idea, and then share the prototype with a peer.
20	Invite Aliens	When forming a team have someone with a completely different background and thoughts to join.	Think of a person with a different background but has special skills / knowledge / experience that you want for your team. Then try to write an invitation letter to that person to join your team.

21	Excitement Delivery	If you are a leader of the team, create an environment that everyone in the team can comfortably enjoy working.	With a peer, talk about what kinds of things you feel fun or value in when working. Then take notes on your findings.
22	Trustream	Create a team where members can trust each other and share the same visions.	Name the circles in the diagram with your name and the names of your team members. Fill each circle with the things each can contribute. Then in the center, write out a common value within the team.
23	Stage Setting	Set an opportunity to gain comments and reviews on your project from people outside the team.	Think who the "fans" of your project will be. Then set an opportunity to get a review from the person.
24	Pile of Efforts	Continue pursuing your efforts on a daily basis.	On the vertical rectangular diagram, set an index to measure your efforts (amount of money, number of people, etc.) and fill in how much you have accomplished. Then in the second diagram, do the same by expressing your future goals
25	Obsession with Everything	Pay attention to the details to brush up the quality of your work.	Create a flow starting from you to the target group you are trying to reach. Then circle the points you put special effort in, the mark the places you still haven't got the chance to work on in detail.
26	Inspire Evangelists	Connect with people who understand your project well and also has many connections that could help you spread your ideas.	Create a business proposal sheet that explains your project to an <i>Inspiring Evangelist</i> so they can help you spread your idea.
27	Chain of Empathy	Tell your challenge, the things you have seen, and your vision as a story so more people empathize with your project	Organize your project's challenge into a four-part story with an introduction, development, turn, and conclusion.
28	Outcome Ruler	Think of an original index to measure the growth of your project	Look back at the flowchart made in No. 16, and rewrite it terms of an original ruler of growth.
29	Utilize Media	Use media that your stakeholders are likely to be using.	Create a sample profile of your target user (age, gender, work, hobby, etc.) and create an ad that would sell your project to them based on it.
30	Idea Catcher	Have an eye open for the things occurring around you, and make them a seed for inspiration for your project.	For a day, carry around a small notepad to jot down inspirations from the things around you. Then at the end of the day think how they can become valuable for your project.
31	Professionalism	Have pride in what you are doing, and have fun making social changes!	Create a presentation of your project showing your idea, the things you have achieved, and your future goals.

# Know Yourself

Social entrepreneurship starts with “myself” .

## Know Yourself

### ▼ Context

You are interested in starting a project related to social issues.

### ▼ Problem

**Since you have no idea what you wish to do or how you can approach to the issue, you cannot move on to start a new project.**

- People are motivated when they work on things related to their interests and their strengths.
- People act based on their backgrounds and characteristics.
- It is difficult to come up with an original plan in the beginnings.

### ▼ Solution

**Know who you are and your capabilities before you take a step forward.**

Spare your time to contemplate on your desires, and seek your true feelings. Then, identify your strengths and weaknesses by reviewing the turning points in your personal experiences or talking about yourselves with people who know you well. After Filed Diving (No.3) and interacting with the people concerned, ask yourself what you can do with them.

### ▼ Consequence

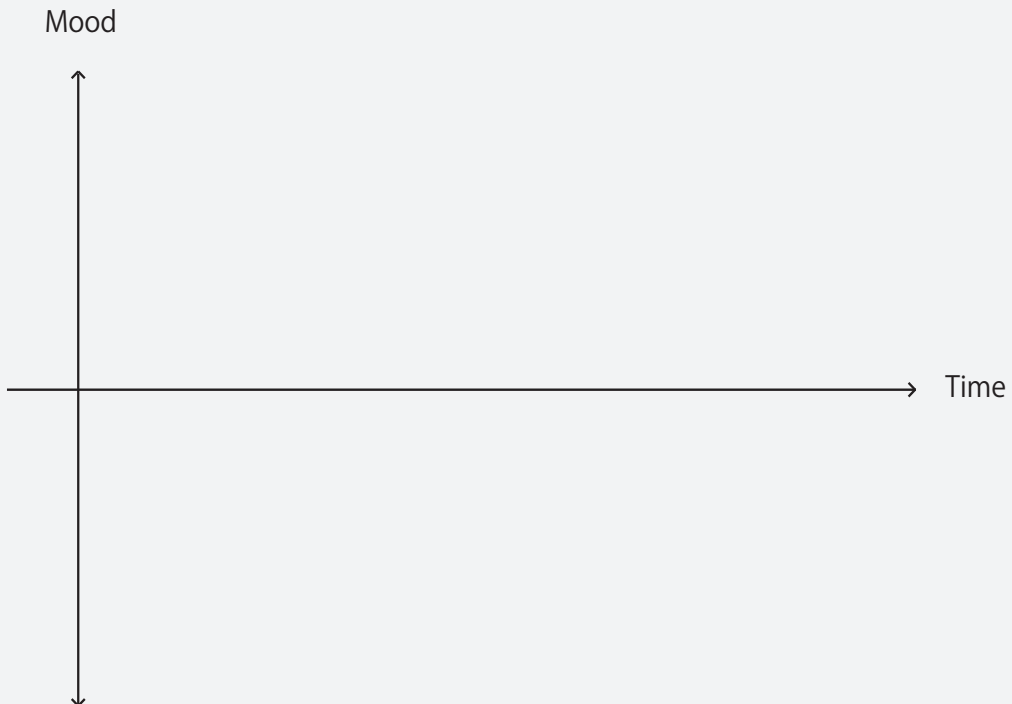
You are capable of having authentic approaches toward the social issue that you wish to solve. As a result, you can differentiate your approaches from others.



## ACTIVITY...

On the graph below, let the horizontal axis represent the years in your life, and the vertical axis represent your feelings at the time. Draw in a line graph that represents how up or down you were feeling throughout your life.

The turningpoints of the graph should be big moments from your life that make your current self unique and special. Label and explain these important events that caused the ups and downs in your life. By looking at the completed graph, you should get a better look at your self, and from it possibly find some seeds of possible social changes that you can attack.



## STORY

**Knowing Yourself** is difficult, but how do active change makers make it sound easy?

During her school years at Keio University, Ms. Takako Yamada encountered the reality of the street children in the Philippines. Ms. Yamada kept asking herself what she could do to help the children and concluded that creating their independency through business was the answer to her question rather than a helped-or-help relationship. Even after starting a business, which offers online English classes for Japanese customers, recruiting English-speaking youth in the Philippines as instructors, she continues to question "what do I want to accomplish?"

# Market Research

Go to the field and gather information for constructing ideas.

## Market Research

### ▼ Context

You are trying to identify your goals and approaches of your project.

### ▼ Problem

**Because you are still uncertain about actual needs and situations, your plan trails away from the demands of the people.**

- You may be dealing with issues that are not personal to yourself.
- It is difficult to understand demands without any interactions with people in need.
- An approach that doesn' t meet the demand is useless.

### ▼ Solution

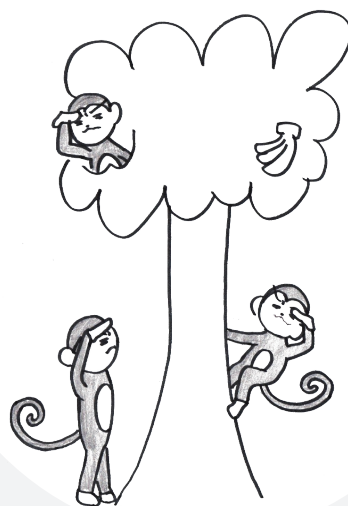
**Research the background of the issue.**

Identify your target, the causes, and the surroundings of the issue with Detective Eyes (No.9).

Research includes not only through reading books and online research but also through Field Diving (No.13) to meet and interview the people in need and feel empathy. After understanding the background of the issue, use 3W1H (No.11) to define your mission and goals of your project.

### ▼ Consequence

You will be able to see the fundamental parts of the issue. Consequently, you can set reliable and firm solutions based on the actual needs you discovered through research and will be able to see the Leverage Point (No.12).



## ACTIVITY...

Use various research methodologies to find out the background of the issue.

Q.1 Look for information online or through books, articles, and other reading materials.

Q.2 Write down a chart about its history.

Q.3 Go out for interviews or learn stories from hearsay.

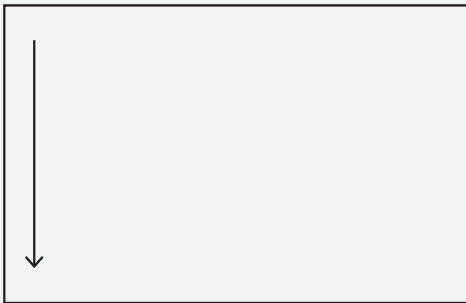
(Anyone relevant to the issue.)

Organize all the information below!

Q1: Background

Q3: Interviews

Q2: History Chart



## STORY

From only a one-sided perspective, you will not be able to grasp the entire structure of the issue, so it hard to identify its solution that is needed. Thus, it is essential to understand the setting.

While living in Jakarta and listening to the news on the radio, Ms. Rikako Sano grew interest in the refugees whom escaped from the civil war in East Timor. Researching the organizations which act on refugee issues, she decided to join Amnesty International. Even after dedicating herself to the non-governmental organization, she kept on interviewing suspects in prison and learning treaties from the Internet and articles. She found herself to obtain strong problem-solving skills by being an expert in searching information that connects to the issue. As Ms. Sano has proved, **Market Research** is effective in any type of changemaking projects, using your own feet to meet relevant people.

# Roadmap to the North Star

Draw the approach to reach your goal.

## Roadmap to the North Star

### ▼ Context

Identifying the Leverage Point (No.12), you have created the plan for a Sustainable System (No.16).

### ▼ Problem

**Your project drags on, and it takes time to accomplish the goal, so you give up tackling the issue.**

- There is no short cut to solve an issue.
- People easily give up on challenging activities.
- People become less productive and postpone things without a clear plan.

### ▼ Solution

**Think about specific ways to reach your goal and plan for implementation.**

First of all, be optimistic and start with imaging your ideal vision even if there are tremendous risks, be optimistic and start with imaging your ideal vision. Think in the framework of theory of change which is like "If I did ~, then people would be ~." After brainstorming the theory of change, do not hesitate to revise it by writing down or telling them to others.

Then, understand what kind of activities or actions you need to take in order to reach your goal, and set deadlines. Then, express your actions and deadlines to others.

### ▼ Consequence

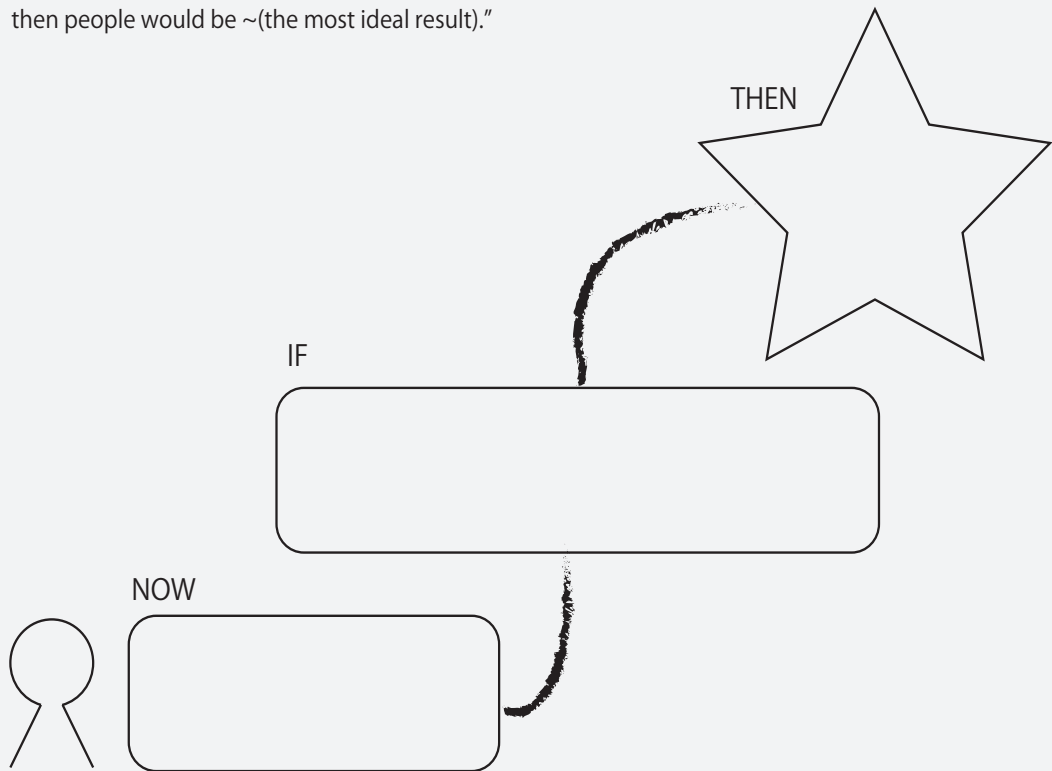
You will be motivated to take actions with a strong determination by talking about your plan to others. In addition, you can expect to have more support from your advocates, knowing what' s needed to accomplish with a plan.



## ACTIVITY...

Plan a hypothesis to solve the issue resulting in the ideal outcome.

The formula to draw the roadmap is: "If I did ~, (actions and qualifications) then people would be ~(the most ideal result)."



## STORY

By the time you are reading this, we hope that you have an idea of what kind of society you would like to create. The time and effort you have put to reach to this point are vital in creating your project's strategy. So how do we reach the north star?

Ms. Takako Yamada wanted the unprivileged youth in the Philippines that are under protection of NGOs to be independent and to be able to create their own ways. To make this happen, she started a business that hired the young Filipinos as English instructors. Not only teaching English, they also committed to manage and run the business. As a result, their efforts to earn by themselves nurtured self-confidence in them. Ms. Yamada discovered methods to create her **Roadmap to the North Star** by capitalizing on her past experiences.



## 4. Workshops using Pattern Workbooks – a Case Study in the Philippines

According to Dewey, good education should have both a societal purpose and purpose for the individual student. Educators are responsible, therefore, for providing students with experiences that are immediately valuable and which better enable the students to contribute to society [7]. Pulling this down to our context, we felt that the workbooks alone would not be enough to evoke the actions of youth. Referring back to Figure 1, pattern workbooks themselves only support the *diagnosis* part of the *diagnosis and repair* cycle. To make the process full and sustainable, we found the need to support the *repair* part of the cycle too.

We figured this could be actualized by holding *workshops* based on the pattern workbooks. After having the users fill in the workbook to get an insight on the self, holding workshops to make the users take further action will become effective. Once the current context and problems become clear, then the next step is to put plans into action to solve the problems. Then the cycle of *diagnosis and repair* starts to form. In other words, the *diagnosis-repair* cycle using a pattern language can be actualized with the set of pattern workbooks and pattern workshops, creating a more concrete cycle of workbooks and workshops. This cycle is expressed in Figure 4.

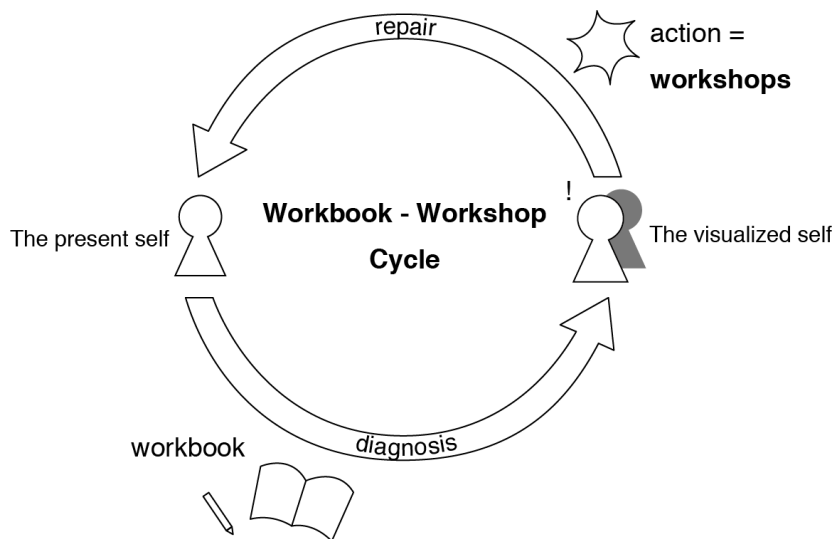


Figure 4: Holding workshops that make the users take actions based on the diagnosis by pattern workbooks become a supplementary counterpart that completes the diagnosis-repair cycle.

In February of 2014, we have conducted a study tour in the Philippines using the *Change Making Patterns Workbook*. During the tour, the participants were guided through the workbook-workshop cycle using the *Change Making Patterns Workbook*. The remaining of the section will report on the objectives and itinerary of the program, along with an analysis of results gained from pattern workbook-based workshops.

### 4.1 Workshop Objective and Details

The objective of the study tour was to help participants learn about social entrepreneurship and to start their own personal project through hands-on experience using the *Change Making Patterns Workbook*. Conducted in Cebu City and Manila City in the Philippines, the study program offered the participants the basic knowledge and theory of social entrepreneurship. The program also conducted joint workshops with Filipino students and a Japanese change maker who had been in the field. Eight students from S.A.L., a Japanese student group in Keio University which focuses on international issues, also participated. The program gave the students a chance to study closely how the social entrepreneurs creatively solve social issues in the field. They were to learn the efforts and the real challenges of creating a difference in the community and find their own way to act on problems in their community. Through interactive workshops, dialogues, fieldwork, and group work, the study tour aimed to inspire the Japanese students and Filipino youth to create an action plan for their project.

In order for the participants to have a better understanding of the hows and whys to create social change in their matter, we decided that it was important to see how it is done in the real world by the pioneers of social entrepreneurship. In this case, we had a Japanese social entrepreneur, Ms. Takako Yamada<sup>2</sup>, who works in the Philippines provide real experience and knowledge to the ready-to-be change makers. She has been acknowledged in the world of social entrepreneurship.

The study tour was conducted for 10 consecutive days - 7 days in Cebu City and 3 days in Manila City. The Figure 4 shows the itinerary of the study tour in the Philippines. The activities in bold are the pattern-based workshops held.

Day	Place	Morning	Afternoon 1	Afternoon 2	
1	Cebu	Departure	Arrive at Cebu		
2			Visit Lorega District	Visiting the Market	
3		<b>Yes, and</b>	<b>Know Yourself</b>	<b>Roadmap to the North Star</b>	
4		<b>Sustainable System</b>	<b>Field Diving</b>	<b>Market Research</b>	<b>Quick Actions</b>
5		<b>Market Research</b>			
6		<b>Trusteam</b>	<b>Chain of Empathy</b>		
7		Retreat	Sightseeing		Dialogue
8	Manila	Depart for Manila	<b>Problem Solving Workshop</b>		
9		Sightseeing			
10		Checkout	Depart for Japan		

Figure 5: Itinerary for the study tour in the Philippines using the *Change Making Patterns Workbook*. The events bolded are pattern-based workshops that were held.

<sup>2</sup> CEO and Founder of Waku Work ENGLISH in Cebu City. Believing in the potential of the Filipino youth, she founded Waku Work English, an online English school, in 2009 to help achieve their dreams. Collaborating with local NGOs and orphanages, Waku Work English has offered English education to Japanese students while giving opportunities for the Filipino youth.

## 4.2 Workshop Examples

We held workshops based on the *Change Making Patterns Workbook* throughout the program stay at Cebu City. Each day, the participants learned the ideas of the patterns through the workshops and dialogues. This was a joint program with Waku Learning Journey, one of Waku Work Center’s main programs.

In the following we will trace the program by highlighting some workshops that were conducted in detail. The workshops were designed centered to the corresponding workbook page, where the participants filled in the workbook together and shared the results with one another. This process encourages the students to take action and experiment upon their visualized ideas.

### Example 1: Know Yourself

This workshop was held early in the program as an icebreaker. The goal was for the participants to get to know themselves and each other better for the days to come.

The students each wrote a motivational graph outlining their life story, reflecting on the ups and downs in past experiences. After, they were put into groups of 4 or 5 to share their life stories with others. Through the dialogue, not only did they learn about other people’s dreams, but they were also able to each find out more about themselves in an objective view. Through this the student would become more conscious of their thoughts towards the world around them. From here they can find small seeds of possible changes they could make, which would make their motivations more concrete. The workshop also built an intimate atmosphere, influencing them to create a sense of belonging to the group for later workshops.



Figure 6: Icebreaker workshop “Know Yourself” using the *Change Making Patterns Workbook*

### Example 2: Road Map to the North Star

This workshop was held in hopes of finding problems that the future changemakers were holding to shape them into a chance for social innovation.

To create a common goal between the participants of the program, they were asked to share what they wanted to achieve during this program - focusing on all of personal, team-level, and community-level goals. Broadly reading each others' ideas written on sticky notes put on the wall, most of them were seeking internal improvements such as obtaining self-confidence or better English skills. Some also hoped for great teamwork and friendship. Looking into the details, we tried to figure out a goal and mission of the program on a feasible scale. We grouped and categorized the notes into labels such as educational workshop and dialogues in Lorega, sports, making monuments, etc.

We examined the ideas in the level of feasibility, and as a result, two projects have emerged: Waku Mama Bar and T-shirt printing service. These two projects became the seeds of social innovations in the program.

Some local youth said that they want to attend school, but had difficulty in doing so due to lack of money. Many said that they wanted more on-the-job training opportunities, while others addressed that they are pursuing a job in teaching or business. The Waku Mama Bar was intended to offer job opportunities for local youth for their school tuition. The team proposed a plan which extends the operating hours of Waku Mama Cafe, an existing local cafe, later into the night as Waku Mama Bar.

The T-shirt printing service was brought by a female Filipino participant who wished to work in the business sector. She was eager to gain both tuition for school and working experience to be advantageous to others.



Figure 7: Sharing ideas on sticky notes to find the “Roadmap to the North Star”(left) and workshop filling in the workbook (right)

### Example 3: Market Research

On day 4, to obtain data, statistics, and reliable information for their social change, each group went out on a fieldwork. The *Waku Mama Bar* team went to grocery stores in search for prices of food and alcohol best for the bar. Referring to a SWOT<sup>3</sup> analysis, the bar team went into to local competitors to study their price range and quality of service.

---

<sup>3</sup> A planning method used to evaluate a business venture through its Strengths, Weaknesses, Opportunities, and Threats.

Both the T-shirt printing service and the Waku Mama Bar gathered and researched prices in the local market to set the prices based on local standards. Figuring out the demand, each team was able to prototype a model business plan and presented to all the members.

Through the experience of creating a business plan, the youths were able to find out each other's strengths and weaknesses. This experience of team building and covering up each other's weaknesses allowed them to co-create a preliminary business model to achieve the shared goal of providing opportunities to Filipino youth.



Figure 8: Visiting grocery stores for “Market Research” (left) and presenting the information gathered (right)

### 4.3 Results

At the end of the study tour the Japanese students each created their own action plans using the patterns from the *Change Making Patterns*. Since the objective of the study tour was to learn social entrepreneurship and create their own personal project, the students freely showed their personal thoughts and findings on their experience in the Philippines. The pattern names were used directly in the action plan in hopes to integrate collaborative problem-solving skills and knowledge into their daily lives. We will introduce parts from the action plans that the students have made below. These action plans were collected in Japanese, and then translated into English by the authors. Though these action plans do not prove explicitly the effectiveness of pattern workbooks and workshops, they do show that they have created some positive change to the users. The pattern names used are underlined in each.

*“Having some difficulties in expressing my opinion and showing initiative in discussions with the Filipino youth, I realized that I needed to change my passive attitude by improving my English skills and enable myself to speak out to others. In particular, as I will brush up my English level through Skype sessions with students at Brown University, I need to be more aware of having a well-balanced life, using my Energy Boost and studying English regularly through Pile of Efforts.”*

*“I would like to absorb more knowledge by having Detective Eyes, constantly asking myself why to the facts and ask the questions in 3W1H to the problems I encounter.”*

*“I would like to take part in reinforcing tourism at Pengeragoan, a small village in Indonesia. Since my stay in the village last summer, I was touched by the villagers’ warmth, even though we had trouble communicating. After knowing that the only hotel, Private Villa Bintang was about to run out of business due to lack of visitors, I felt the need in intervening in its business; creating an original website which introduces the village, major sightseeing spots targeting students. In order to find out our next step, I would like to draw the Roadmap to the North Star, planning ahead and take action.”*

*“After coming back to Japan, I hope to set up a Trusteam using Social Networking services to keep exchanging our ideas for the T-shirt Printing service and Waku Mama Bar Project. Reflecting on the experiences in the Philippines, I would like to take actions as an Idea Catcher and have a broader and wider view towards the world.”*

*“To be honest, since I don’t have a clear vision of my future pursuits, I would like to listen to one’s stories and thoughts, finding out more about my possibilities. Taking the stories and information in careful consideration, I would like to show a Yes, and attitude to others, going beyond grasping their ideas, developing my ideas on them.”*

We can safely infer that the workbooks and workshops were a success to some extent. The students were able to gain positive attitudes towards making social changes, through actual hands-on experience by writing in the work activities and reflecting on their answers. Generalizing, we are able to show the potentials that pattern workbooks and workshops have in helping to achieve the goal of a pattern language – in this case, helping youths make changes.

## **5. Conclusion and Further Possibilities**

This paper introduced the idea of shaping pattern languages into a workbook format, and then conducting workshops based on the patterns. We would like to state that this is only our first step to our challenge of putting pattern languages into practical practice. We will continue to improve our workbook, taking in the results and feedback from the participants of the study tour, in hopes of proposing a better tool to integrate collaborative problem-solving skills and knowledge into the daily lives of would-be changemakers.

Though not yet considered, we believe pattern workbooks could be made for other pattern languages for human actions including the *Fearless Change* [8] patterns, or the *Personal Culture Patterns* [9]. As future work we will continue creating new versions of pattern workbooks and workshops in effort to systematize and organize the knowledge of putting any pattern language into the shape of a workbook and/or a workshop.

## Acknowledgements

Our appreciation goes to Kaori Harasawa for providing her illustrating skills in creating this paper. We would like to thank the Japanese students at S.A.L. who have made the study tour possible. Additionally, our greatest appreciation also goes for Ms. Yamada and her partner Mr. Morizumi and the Waku Work Family and staff for providing support and inspiration in Cebu. We would also like to express our deepest gratitude to Ms. Nakamura and the UNIQUEASE staff for their help and insights in manila. Lastly, we would like to thank and acknowledge all the participants of the Change Making Study Tour in Philippines for their enthusiasm and energy they have provided us to make actions for a better future. We hope that a wider scale and size of people would be able to evaluate experimenting on social change more rigorously, and take initiative and ownership into advancing change within their home, school, companies, neighborhood, community, and ultimately the society. We would like to end with a note to let everybody know that we learn how to create change through practice. Practice makes perfect.

## References

- [1] Iba, T. 2011. "Pattern language 3.0: Methodological advances in sharing design knowledge," Third International Conference on Collaborative Innovation Networks (COINs2011).
- [2] Iba, T. 2012. "Pattern Language 3.0: Writing Pattern Languages for Human Actions" (Invited Talk), the 19th Conference on Pattern Languages of Programs (PLoP2012), Arizona, USA.
- [3] Shimomukai, E. and Iba, T. 2012. "Social Entrepreneurship Patterns: A pattern Language for Change-Making on Social Issues," 17th European Conference on Pattern Languages of Programs (EuroPLoP 2012).
- [4] Shimomukai, E. Nakamura, S., and Iba, T. 2012 "Change Making Patterns: A Pattern Language for Fostering Social Entrepreneurship," 19th Conference on Pattern Languages of Programs (PLoP 2012).
- [5] Alexander, C., Ishikawa, S., and Silverstein, M. 1975. *The Oregon Experiment*, Oxford University Press.
- [6] Bornstein D. and Davis, S. 2010. *Social Entrepreneurship, What Everyone Needs to Know*, Oxford University Press.
- [7] Dewey, J. 1938/1997. *Experience and education*. Macmillan.
- [8] Manns, M. and Rising, L. 2005. *Fearless Change: Patterns for Introducing new Ideas*. Pearson Education, Inc..
- [9] Nakada, M., Kamada, A., and Iba. T. 2013. "Personal Culture Patterns A Pattern Language for Living with Continuous Self-fulfillments". 18th European Conference on Pattern Languages of Programs (EuroPLoP 2013).