

# EMPOWERING YOUTH THROUGH DESIGN THINKING



DFC METHODOLOGY

DESIGN *for*  
CHANGE  
SERBIA

This toolkit was created as part of  
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## **EMPOWERING YOUTH THROUGH DESIGN THINKING**

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## **Project partners:**

**Malta: Ministry for Gozo**



**GOVERNMENT OF MALTA  
MINISTRY FOR GOZO**

**Italy: World Net**



**Serbia: Vega Youth Center**



This toolkit was written by  
Vasiliki Akritidou,  
partner of Design for Change for Serbia  
(Vega Youth Center)



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What is **DESIGN FOR CHANGE**?

**DFC** is a global movement that started in India in 2009 and is present in more than 60 countries around the world.

### **DESIGN FOR CHANGE**

works towards cultivating the

### **I CAN**

design mindset of being optimistic, human centric & collaborative in children and young people through the simple design-thinking framework of Feel, Imagine, Do, Share.



At Design for Change we strongly believe that

### **Every Child CAN**

*Every child has the potential to change the world around them. Our work thus transcends all demographic, language, social and cultural barriers*

### **Every Child Matters**

*As a movement we are **Agnostic** to cause, culture, religion, language, gender and age*

*As a movement we are **Shamelessly Committed** to the pursuit of infecting every child in the world with the power of 'I CAN'*

*As a movement we are **Optimistic** that the world **CAN** be a better place and change is possible*

### **Together we can do more**

*We will collaborate and do what it takes to infect every child with the **I CAN** mindset*

# 4 STEPS TO MAKE A CHANGE



## **FEEL** your environment:

Children/youth identify situations that affect them and want to improve in their environment; they choose and research a problem to focus on.



## **IMAGINE** a solution:

Children/youth generate and develop ideas for improving the previously identified situation; choose the solution that best suits the resources and the situation.



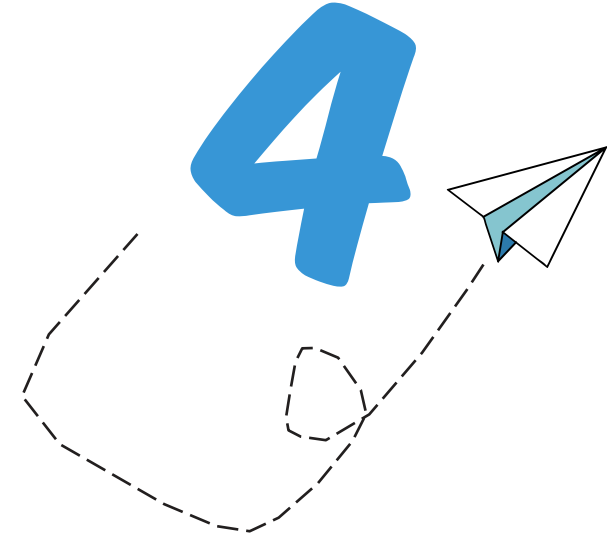
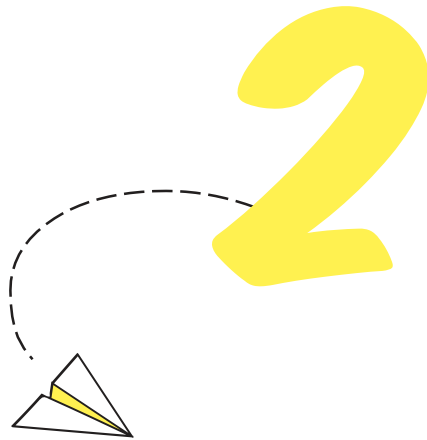
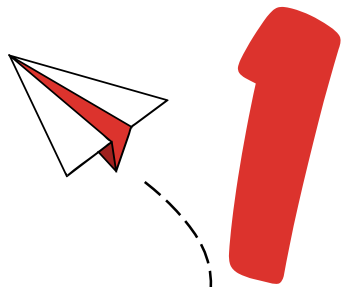
## **DO** everything you imagined:

Children/youth think about how to bring their idea to life and make a plan. Then it's time to move from dream to reality!



## **SHARE** your experience:

Children/youth are invited to think about the experience they had, to imagine other actions for the future; they are also invited to share their experience and share their thoughts (what worked and what could be improved, how their action was accepted by others, etc.).



# I WANT TO BRING DFC IN MY CLASSROOM

## What do I need?

### 1. INFORM THE SCHOOL AND THE PARENTS

For a positive outcome of your project it is very important that you inform the school and parents before the project starts. Throughout the project, every day is different. You will probably have to change the layout of the classroom and the daily schedule, as well as use rooms you don't use often, and allow students to be more independent. The support of the director will give you the freedom to implement the necessary changes, and if you share the flow of your work with your colleagues, you can prevent unexpected problems.

### 2. PLAN THE PROCESS

Depending on the skills and interests of your students, the project can last 10 workshops of an hour and a half and more. In this toolkit you will find a very specific explanation of activities. Feel free to adapt the time and the activities as you think appropriate, keeping in mind the basics of the four steps Feel, Imagine, Do and Share.

#### Tip:

Try to devote enough time to the first stage (FEEL), however quickly it seems to you that you can "master" it. This phase is particularly important for our process, because it highlights personal and collective values within the group, while a focused research identifies challenges in the environment that youngsters would not notice otherwise. Therefore it determines the further course of the process. Give students the opportunity to explore their environment in detail and in multiple ways.

### 3. PREPARE THE SPACE

If you want to get the best out of the DFC process be prepared for changes within the classroom. It is very difficult to work together if students sit in rows. Organize the classroom in a way that facilitates teamwork

- Improvise with different classroom layouts and see how different organizations of space support different types of learning. Connect the benches to create larger tables for group work.

- Use as many vertical surfaces as possible (blackboard, walls, etc.) for writing and sticking post-it notes. Clear some space so students can work in front of those surfaces. When working on vertical surfaces, students are often more committed to group effort.
- Be visual. It is not necessary for the process to progress linearly, there will be moments when the group will want to take a step back, reconsider ideas and conclusions. In order to allow them to go back and forth and appreciate the process, it is important to keep all the materials used (posters, drawings, idea sheets, etc.) on the wall, if not for the duration of the entire project, at least during a certain phase.
- Use everything outside the classroom as much as possible. Creativity happens everywhere!

#### 4. BELIEVE IN THE POWER OF YOUR STUDENTS

The most important factor for a successful DFC project is that you, the facilitator of the process, have confidence in the abilities of your students to come up with original solutions and turn them into concrete proposals. Only if you believe in them, you can give them the ability to be responsible for their projects, let them understand what is happening around them and give them the freedom to come up with ideas and make decisions.

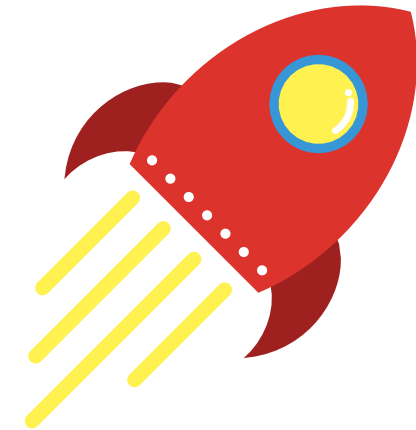
There will be times when you may think their ideas are childish, too difficult or illogical. However, your task is not to prevent them from making mistakes, but to help them think about their decisions and overcome difficulties. Your role is to guide the youngsters through the process and create the conditions for the successful completion of the project. Make sure everyone has a voice throughout the process. Always write down the children's ideas, no matter how "crazy" they sound. When they see you writing down what they're saying, they will feel that you respect them and that will encourage them to keep sharing ideas with you.

- Encourage students to listen to each other. Be the best example of listening.

- Make sure that even the shyest ones express their opinion, taking care not to force them to do so.
- Help students take a step back and reconsider the decisions they've made.
- If necessary, suggest a new point of view or additional information to expand their understanding of the situation, or to help them make a decision without you making the decision for them.
- Help them overcome an obstacle by reflecting: "What other possibilities do we have given this limitation?"
- Listen, be flexible, be persistent; observe, react and believe

Letting go doesn't mean your work is done. You still have a lot of work to do: ask questions and listen to what the students have to say. Manage the process so that the project is completed on time. You are involved in every step of the process as a facilitator while students determine the content. Give students space to share what they are doing with their classmates, help them summarize and think, monitor them and help them do their work in the best possible way. You will have a lot of work, but the work is in facilitation, not in the learning content or student choices.

*PREPARE TO BE SURPRISED BY THE IDEAS AND THOUGHTS THAT THE STUDENTS WILL COME WITH!*



## 5. TRUST THE PROCESS

We are used to solving problems in a linear way, going directly from problems to solutions using logical thinking through connected processes, sometimes too quickly.

The philosophy on which **DFC** is based, the Design Thinking approach, seeks to expand existing possibilities in order to combine them to select the best option.

By expanding the possible options, uncertainty grows and therefore discomfort can occur.

Although it sounds surprising, discomfort is a sign that we are on the right path, the path of creativity!

Allow enough time for each step without rushing, because there are things that take time. Have confidence in the process: uncertainty will begin to decrease as the project develops.

*Remember, fun, experiential activities can provide impactful learning if you take the time to discuss and reflect on the experience.*

## 6. DOCUMENT THE PROCESS

**DFC** values the entire process, not just the final product. To help students appreciate the process, understand the value of their efforts, feel proud of their successes, and appreciate their achievements, it is important to document the entire project from start to finish. Also, documenting makes it easier to share results with the school, parents and the whole world!

It is important that students are truly involved in the project. As the project progresses, your students become aware of what they have achieved together, even if the end result of the project seems modest to you (or them).

Documenting in this way facilitates building a collective benchmark that students can refer to when evaluating learning or preparing the final project presentation; the latter will then be facilitated and truly thorough. This documentation effort also takes on meaning over the course of the project. In fact, at each stage the work is not necessarily linear: you can go forward, but you can also go back, change your mind or idea, etc.

To facilitate the process, keep the materials (pictures or drawings that the children make during the process, summary posters, group work posters, post-it posters, research presentations, etc.) always posted on a separate board for everyone to see during the project. This will enable the children to cope more easily in the event of a course change.

*Children are growing up in a world of visual media and many times they will impress you with their ability to compose good photos and easily create good videos. Don't be afraid to give them the role of using their phones, tablets, cameras to create visual documentation of the project and even to edit the final video.*

Three main questions will guide the documentation work:

- **Who was there?:** present those involved in the project (children, adults, those for whom the project was intended).



- **What happened?:** Describe the steps, facts, and emotions experienced.
- **What have we learned?:** This reflective work allows for making connections with learning, whether in school or not.

There are different ways in which you can answer them, combining the school curriculum and encouraging the knowledge of your students:



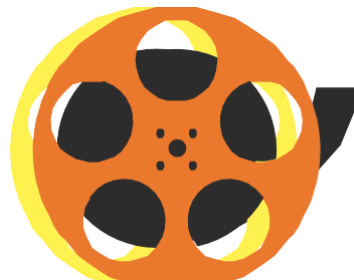
**Writing.** Ask the students to record magical moments, describe their feelings and their learnings in writing, perhaps even through short essays. It would be a good idea to ask them to keep a diary of the process.



**Photographing.** Ask the children (each time another child in each group is in charge of this) to take pictures with a phone or camera of how their peers work in groups, the wall with their ideas, the results, the rooms in which they work and research, etc. You can ask the children to draw a picture to represent what they did or learned during a particular session or **DFC** phase.



**Filming.** You can document the process by asking the children record short videos of how their peers implement the activities or give short interviews about what they have learned, describe the process or share their attitudes, feelings and thoughts during the entire process. Don't forget that collecting materials and work experience during the first three phases facilitates the organization of the last phase - **SHARE**, where a video should be made about what the students have achieved.



## REMEMBER

1. Documentation is happening throughout the project, not just at the end.
2. It is important that students are truly involved in the documentation process. The roles of photographer can be taken on by different children during different phases of the project. Also, this role can be used to re-engage discouraged children during the project.
3. When you encourage children to describe each stage of the process by talking or choosing a picture or sentence together, they become more aware of what they have achieved through their joint effort, even though the result may seem modest to you (and sometimes to the them).
4. The aim of documenting is not to beautify, but to understand: the difficulties we encounter are therefore as important to share as the successes!



## 7. EMBRACE FAILURE

In the Design Thinking process, we understand the term "failure" differently. When we take risks and push ourselves to develop new skills, we often fail the first time. Those "defeats" take us to places we would never have reached if we hadn't said something, asked something or tried something new. And that is worth celebrating!

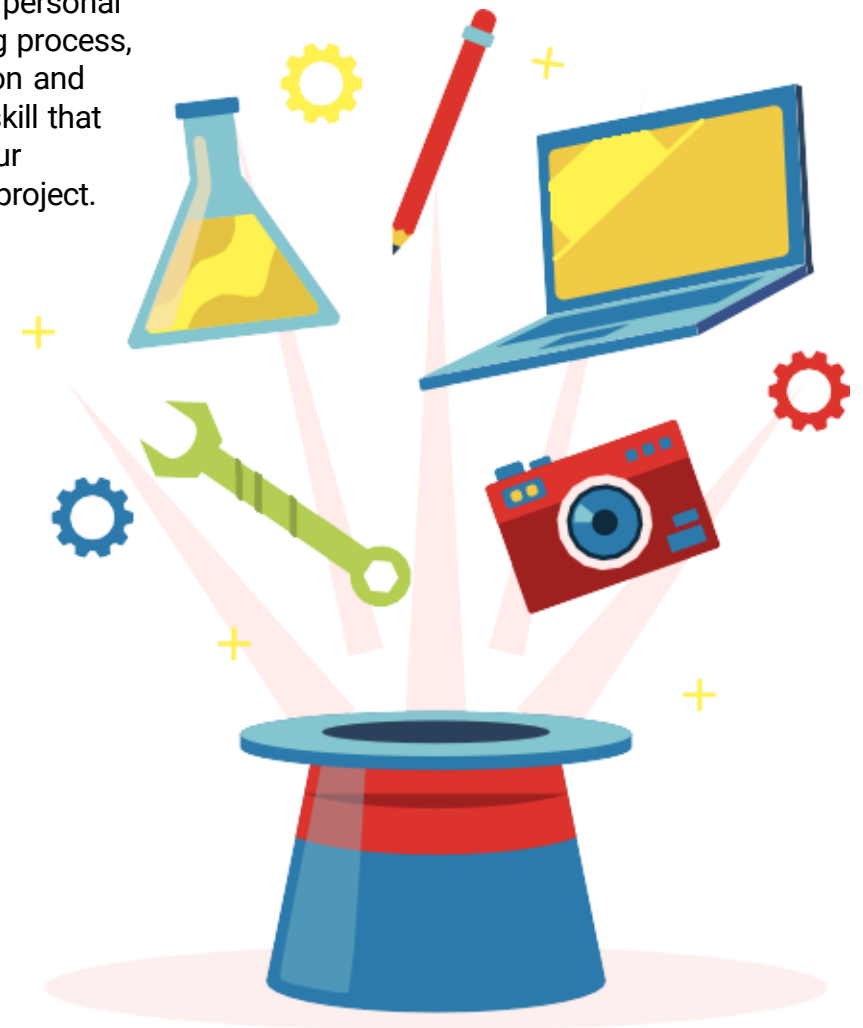
It is very important to show your students that they are safe and that it is okay to make mistakes, ask questions and step out of their comfort zone. Teach your students how learning happens through failure, effort, and hard work. A positive attitude towards development is the key to this process. A positive attitude towards development can be summed up and understood through the following sentence:

***„I can't do it...YET!"***

**We don't learn from experience...we learn from deep reflection on experience.(J. Dewey)**

## 8. ENCOURAGE CHILDREN'S EMPATHY

During the FEEL phase, boys and girls will have the opportunity to learn to see the world from someone else's point of view. This will improve their understanding of others and enable them to devise solutions based on empathy. Empathy is an important personal trait not only for the design thinking process, but also for successful collaboration and interpersonal relationships. It is a skill that can be learned and improved in your students, and all through the **DFC** project.



## 9. GIVE CONSTRUCTIVE FEEDBACK

Feedback is not another word for criticism. It is a constructive tool that considers the following aspects:

- Acknowledgment: What I liked...
- Critique: What I didn't like...
- Inspiration: What could I suggest...

During the development of the DFC project, children will have the opportunity to give and receive feedback from you and their peers.

It is very important that you are all familiar with the basic rules of giving and receiving feedback and that you practice assertive communication.

Rules for giving feedback:

- Your feedback should be relevant and useful to the other person
- Introduce yourself using "I" sentences, (do not use "we" or "someone")
- Separate feelings from observations.
- Show respect for the other person as a whole

- Keep in mind the position from which you receive something or give feedback.

Rules for receiving feedback:

- If you have a specific question, ask
- Do not discuss or comment
- In silence, decide which details and comments you will accept

**Use the chart to better explain the concept of constructive feedback (you can keep it on the wall as a reminder)**

Principle	respectful feedback	Discouraging feedback
Send an "I" message.	"I didn't understand this part".	"Your presentation was not comprehensible".
Describe, don't interpret.	"Your voice and hands were shaking during the presentation."	"You were upset and nervous again".
Communicate in a unique and special way.	"I am frustrated. I feel that the division of tasks and their coordination does not work. Well, sometimes it works".	"Our teamwork is a disaster"
Respect the other person completely.	"When you are excited, your voice rises. It makes me nervous".	"When you are excited, your voice rises. It makes me nervous".

Fieldwork



page

time

Workshop title

1

13

90 min

Introduction to Design for Change

2

15

90 min

Start where you are

3

16

90 min

Choose a challenge

Interviewing

4

18

90 min

Prepare for interviewing

5

20

90 min

Reframe the challenge

6

23

90 min

Unleash your creativity

7

25

90 min

Choose, prototype and test

8

28

90 min

Prepare for action

Implementing actions

9

32

90 min

Reflect on the whole process

10

33

90 min

Organise to share your project

Video and sharing events

# ↑ step **FEEL**

In order to FEEL it, it is essential that children and young people see, interpret and understand the world in which we live.

Involvement: When individuals love the work they do and when it fulfills them on a personal level, then they are motivated to invest energy and time, and the results are quality and positive influence on others.



## Workshop 1. Introduction to Design for Change

### Objectives:

- Create an inviting atmosphere to initiate the project.
- Introduce the DFC and the four steps of the methodology.
- Co-create the rules of the group behaviour.

### 30 min. Team building

Put the chairs in a closed circle in a way that they touch each other. Ask the youngsters to each one step on one chair. Their challenge will be to move on the circle of chairs so that they arrange themselves in alphabetical order. They have to complete the task without ever stepping on the ground and without talking. If somebody touches the ground or speaks change give them a new arrangement rule: to arrange themselves in order of their date of birth.

Take at least 10 minutes to debrief the activity making a point about team work.

- How did they feel during the activity?
- What helped/disturbed them to achieve the task?
- What conclusions can we draw about team work?

### 15 min. Introduction to DFC.

Introduce the DFC steps by briefly explaining how they are used in a problem solving project. Emphasize the fact that there is no chance of failure. The most important part of a DFC project is not its result, but the experience that young people live through all its stages, as well as their awareness that it is possible to become active citizens and that someone will listen to them now, and not when they grow up. Talk to the youngsters about children who have already used the DFC methodology to improve their school, neighborhood or society and show them some already existing DFC projects from around the world.  
<https://stories.dfcworld.org/>.





## Workshop 1.



### 45 min. Co-create the rules of the group

Explain to the group that the four steps can be used in addressing any challenge. Invite them to "Co-create the rules of behavior that the group should abide to in order to have a successful project".



### Feel. 15 min.

Explain to the youngsters that the first phase is about empathising with ourselves and with the others. Ask them what do they need in order to feel motivated and active when working in a group?

Write down all the answers on a board that everyone can see. If they propose a rule already, ask them to express the need behind it and write this down. Express your own needs as well. Eg. I need to feel safe to express my ideas freely. I need that everyone listens to me when I speak.

Make sure that the needs that are listed are respectful to everybody else's needs. "I need to speak while somebody is talking" is clashing with the need of the person who is talking. Ask why does that need appear and you might reach a more respectful need that can lead to a respectful rule: I need not to feel bored.



### Imagine. 15 min

When you have listed all the needs it is time to think of ideas on how to make sure that we all take care of our needs during our group work?

Go over the list of needs one by one. Frame each need into a HMW question and ask for ideas.

- How might we make sure that everyone feels safe to speak their ideas freely?

Ideas can include: We do not judge other people's opinions. We have a box where we can anonymously write our ideas, etc.

- How might we make sure that everybody is quiet when somebody speaks?

Ideas might include: We use a talking stick. We use a signal for quietness, etc.

Take a few minutes to collectively decide on the ideas that are most appropriate for the group.



### Do. 10 min

Create your rules board. Separate the group in smaller teams and give to each team a set of rules to write clearly on a poster and decorate it.



### Share. 5 min.

Put all the posters on the wall and keep them there for everybody to see during the whole project





## Workshop 2. Start where you are

### Objectives:

- Initiate the self awareness process of the participants.
- Inspire the participants to become aware of their community.

As the DFC methodology claims to raise some competencies, one of which is self-awareness, every DFC process is good to start and end with a self-evaluation of specific competencies, such as: empathy, cooperation, leadership, creativity, etc.

### 30 min. Introduction game

Play a game to introduce the self evaluation process in a fun way.

Ask the youngsters to answer the following questions on a piece of paper without showing their answers to anyone else and fold them.

- If I was a song I would be...
- If I was a food I would be...
- If I was a place I would be...
- If I was an animal I would be...

Separate the participants in two groups. One group gets the folded papers of the members of the other group. The groups discuss and decide which member of the other group they think each paper belongs to.

The groups share their results and find out if

they have guessed correctly or not.

### 15 min. Self evaluation

Explain to the group the importance of self evaluation as a way to understand better ourselves. Realising our weaknesses and strengths can help us collaborate better with others, find motivation in what we are doing and become aware of our learning and self-development process.

We have included a self evaluation questionnaire that you can use if you want. Feel free to make any changes you think that are appropriate to your group or use a completely new set of questions.

### 30 min. Map your community

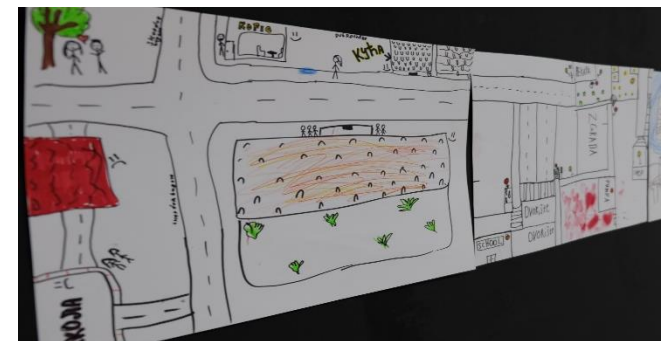
The goal of the FEEL phase is to identify a challenge that we want to work on and understand it deeper. The challenge has to be meaningful for all the youngsters of the group. It is therefore important to give them some time to think of what is important to them

Set the frame of the challenge by asking them to make a map of their community (house, neighborhood, school or town). On the map ask them to mark at least 5 spaces where

things happen, look or feel not exactly right for them. The problems they might identify can be social (eg. children begging at the traffic lights), spatial (eg. holes on the street) or emotional (eg. the building facades are gloomy and depressing). Point out that in the FEEL phase we do not think of solutions but of facts. Ask them to be careful not to write solutions (example: "There are no garbage cans in the park" is the solution. The problem is "the park is dirty because of garbage").

### 15 min. Debrief

In plenary discussion ask some participants to share what they have identified and why. Invite the youngsters to observe more closely their environment during the time until the next workshop and bring more ideas on things they would like to change at the next meeting.







## Workshop 3. Choose a challenge

### Objectives:

- To identify one challenge out of many proposed.
- To introduce the idea of democratic decision making.

Arrange the space so that the participants can sit in a circle. In order to initiate action and make a change, a lot of motivation and cooperation is needed. It is easier to start a change with the help of others. Therefore, it is essential that you identify as a group the challenge that is important to everyone.

### 20 min. Snowball fight

After everyone sits in a circle and gets a few pieces of paper, ask them to write one problem on one paper, crumple the paper into a ball and throw it to someone from the group.

Remind the group that we are at the FEEL phase, where we understand the problem better. We do not need to deal with solutions yet. We will leave this for the IMAGINE phase. Everyone continues to write ideas and throw balls at each other. When someone gets hit by a crumpled paper they should open it, read it to themselves and add facts that associate with that problem. Then they crumple the paper again and throw it to

someone else.

This is a fun way to get the youngsters to write whatever comes to mind, while they are at the same time inspired by other people's ideas.

### 25 min. List all the problems

When enough ideas have been expressed, stop the activity and collect all the papers. Read each problem out loud and write it in big letters on the board where everyone can see.


Make sure you are working on the problem, not the solution. If a problem is formulated so that it already contains a solution, rephrase the sentence (for example: "Toilets are not cleaned regularly" would be better formulated like this: "The toilets are not clean").








## Workshop 3.

### 30 min. Multiplying debate

 Ask each participant to choose the three most interesting and meaningful problems from the list.

 Ask them to connect with another participant and discuss until they choose the two most interesting out of the six they have from the previous segment.

 The pairs connect with another pair and through argumentation decide on one out of the four problems they have chosen until now.

 Collect the problems that the quartets have chosen and put them on the board. You should be left with two to eight problems by now, depending on the size of the group.

Explain that in Design for Change we see problems as opportunities to express our creativity and to cooperate in action. This is why before moving forward we will rewrite the problems in the form of a design challenge that inspires the group to take action. The phrases with “What if...?”

Make sure that the way you frame the challenges is neither too broad nor too

narrow.

Example:

“What if the world was clean?” is too wide. We need to make it more specific to be able to act.

If you think that a solution is included in a sentence ask the group “Why” they wrote what they wrote to get to the actual need without the solution included.

For example:

“What if we had more lights in the park?” includes a solution (the lights).

By asking “Why do we need more lights?” we reach to the actual need (the lights would help us feel safe or see the path) and we can reframe the question as :

“What if we could feel safe in the park in the night?” or

“What if we could find our way in the darkness?”

These questions are more open for creative solutions.



### 10 min. Choose one challenge

Ask the participants to get up and vote by putting a sticker next to the challenge that attracts them the most or is important to them. If there is no clear winning challenge choose the two with the most votes and take a second round of voting, only with these two options.

It is not necessary that the group chooses only one challenge, but take into consideration that the more they choose, the more complex it will be for you to facilitate their work.



### 5 min. Debrief

Make sure that they choose to work on something that is really important to them: ask them to elaborate on how the problem chosen affects them, what makes it important to them and why they want to resolve it.





## Workshop 4. Prepare for interviewing

### Objectives:

- To discuss about empathy.
- To create interview questions.



**20 min. Discuss**

Start a discussion and try to break down the challenge by identifying the environment and the behaviors that led to the current situation.

As the discussion flows write on the board everything that the participants propose, separating it in two categories:

What we know and what we don't know (or assume) about the challenge.

Some of the things the youngsters think they know might be their assumptions. Help them differentiate the assumptions from the facts.

Introduce the empathy interview as a tool that gives us an understanding of the situation from multiple perspectives, helps us uncover the root cause of a problem and examine our own assumptions and biases.

### What is empathy?

The DFC methodology is based on empathy. Empathy is understanding the emotions of others and responding to them appropriately. It helps us understand the needs and desires of others and design solutions that are in line with them. To be empathetic, we observe and

interview people involved or affected by the problem we are solving and try to understand the perspectives of the ones we are designing a solution for. Pay attention that the interviews we are trying to achieve are more open ended discussions that search to understand people's **needs, desires, and emotions** than surveys that look for opinions.

### HOW to interview with a goal on empathy?

**Don't judge.** Just observe and listen to the respondents without prejudice and without judging their actions, circumstances, decisions, or "problems."

**Be curious,** like a four-year-old asking "Why?" about everything. Even when you think that you know the answer, ask people why they say or do what they have described. The answers will sometimes surprise you. From the answer to one "why" form another "why" question and let the conversation continue for as long as necessary.

### Ask closed questions only at the beginning.

Closed questions can be answered with one word. These are questions that start with Do..., Which...?, Who...? And similarly. Your goal is to collect stories, and you can do that by using open-ended questions in the conversation. These questions start with: Tell me something about..., Why...?, How....?, Explain...

### Don't suggest answers to your questions.

Even if the respondents pause before answering, do not help them by offering solutions. It can inadvertently lead people to say things that align with your expectations.

**Ask neutral questions.** "What do you think about littering in the park?" is a better question than "Do you think people shouldn't litter in the park?" because the first question does not imply a correct answer.

### Try to mark everything you hear and see.

Always interview in a group. Someone asks, someone records the voice, takes photos, and takes detailed notes... Each group member has a specific role in conducting the interview as well as possible. It is tiring and impossible for the same person to have multiple functions. Each one needs to devote themselves to their work at that moment.







## Workshop 4



### 10 min. List the stakeholders

Ask the youngsters to list all the people who are affected by the situation and are generally involved in the problem. Write their answers on the board. The people on that list can provide different perspectives on the challenge and they are potential respondents for their interviews.



### 15 min. Prepare questions

Remind the participants that the goal of interviewing will be to better understand the situation, to identify the cause of the problem and examine their own assumptions. With this goal in mind ask them to form small groups, choose who they want to interview from the list and write:

- Few introductory questions to break the ice and open the discussion.
- With the challenge they are investigating in mind and focusing on what they want to learn more from the people who are directly involved in the situation, ask them to write a few open ended questions that would help them gain more empathy.



### 40 min. Role play

Ask one person to come in the middle and try the interviewing questions they have prepared in a role play with a participant who is not in their group.

Remind the interviewer that they should not only stick to the open ended questions they have prepared but follow the stories that come out, asking for more explanations or descriptions in anything that captures their attention.

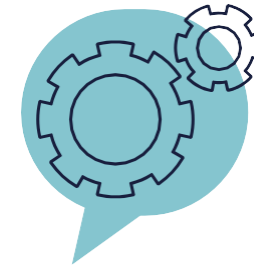
Ask the rest of the group to give feedback about the questions asked and to suggest improvements according to the guidelines of empathy interviewing.

Give the opportunity to all groups to test their questions through role play,



### 5 min. Closure

Make arrangements on when, where will the interviews take place and how many people will each group interview.





## Workshop 5. Reframe the challenge

### Objectives:

- Summarize the most important observations.
- Redefine the problem into concrete, manageable smaller challenges that drive action.



**5 min. Discuss**

The work you did at the previous workshop allows you to develop empathy and design **WITH** people, not **FOR** people.

Every problem has a solution if we change our point of view and break it down into challenges, opportunities for change, that we can manage. In order to succeed, we need to analyze the information we received from the research.

It is necessary to devote enough time to this phase, because it is a step that will help the group share the stories they have collected (not everybody interviewed the same people), discuss their values, interpret their data and create a common vocabulary for effective communication. This is an important step towards successful team cooperation.



or



**40 min. Mind map**

Take a large piece of paper and make a mind map (<https://youtu.be/CSCxadMmXDY>) of all



the interviews you have done and the other information you have collected through your research in the following way:

Put the problem in the middle and organize the information by drawing branches for each topic that came up during the interviews.

To get the best results, use the transcript of the interviews as a source of information or listen to the recording of the interview again and create a mind map simultaneously.

What topics come up often?

Add sub-branches (that branch off from the main branch/topic) that are your direct observations and conclusions about what your respondents said.

This activity aims to help the group analyze the information and reach conclusions (small branches), on what the real challenges that create the problem are.

If the teams have conducted many interviews each and the collected information is a lot you can give each team the task to make their own mind map, while you will move around the space to support each team separately.

If however each team has conducted only one interview it is best that you make one mind map as a whole group.



**15min. Energiser**

The previous activity takes a lot of energy and the youngsters will be tired from it. Since it is best that you create the HMW questions right after it, it is a good idea to make a break between the two activities using an energiser. We propose an energiser that will not only allow the participants to move but it will also help them express their creativity and make associations, preparing them for the next activity.



## Workshop 5

Ask the group to stand in a circle. Put an object in the middle. For example a broom. Demonstrate the activity by taking the broom in your hands, naming it as an object that it associates you with, and acting out the association. For example: pick the broom, hold it upside down, act like you are singing and say: "This is a microphone".

The participants take turns in acting their own associations. If they are stuck with ideas, encourage them to pick the broom and play around with it until they get an idea.



### 20 min. Form "How might we...?" questions

Now that you have put all the data down, look at the big picture and try to draw conclusions.

Guide the group to frame at least 3 sentences that express the most interesting conclusions from the analysis of the previous activity.

Framing them with the right words they become opportunities for change that can inspire ideas during the Imagine phase.

You can formulate these sentences like this:  
**Person X needs Y in order to Z.**

X: target group

Y: the need of the target group that we identified

Z: the change we want to achieve

For example, if in our research about the dirty parks we found out that people are not using the recycle bins because they don't know how, we could form the sentence: "People in our neighborhood need to learn how to use the recycling bins in order to start recycling".

Focus on identifying the actionable challenges in which the youngsters can create a **direct impact**.

Guide them to be specific enough but make sure not to narrow their perspective (no solutions!) so that they identify the actual opportunities of change within the bigger challenge.

Once you have 3 to 5 conclusions framed appropriately transform them to "How might we...?" questions. Eg. "How might we teach people in our neighborhood how to use the recycling bins?"

Do the questions inspire many different answers? If not then they are formed either very broadly or too specifically. Reframe them to get it right.



### 10 min. Self reflection

As a conclusion to the FEEL phase ask the youngsters to answer in their own notebooks these questions:

1. What have I learnt about the challenge

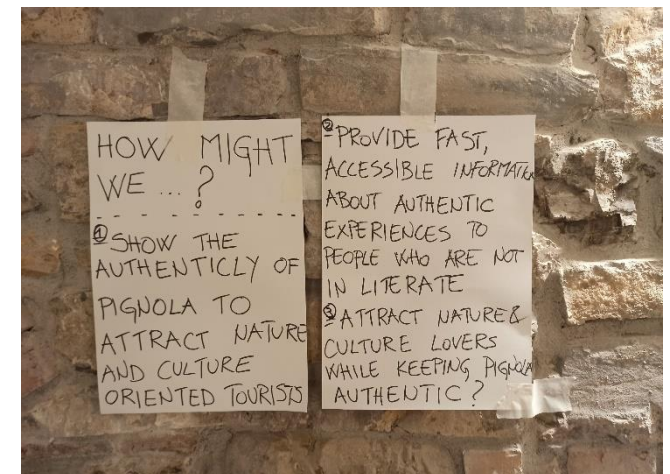
through the FEEL phase?

2. What I have learnt about the group during the FEEL phase?
3. One thing I have realised about myself during the FEEL phase.

As a facilitator you might also get stuck and feel that you cannot help the youngsters frame the questions correctly. Don't worry.

This is a learning process for all. Test the questions in the next Imagine activity and if you realise that they don't help the group produce ideas you can always reframe them.

Remember that the DFC process is not necessarily linear. You can go back and forth anytime you realise you have missed something in the previous step.





# 2 *step* **IMAGINE**

The first step in building a new reality is the release of imagination. In this phase, children will think about ways to solve the problem they have researched. IMAGINE is a creative phase that is carried out through teamwork, in which many unexpected abilities emerge from all participants, all of which contribute to the well-being of the group.

Have confidence in your students' ability to imagine thousands of amazing solutions and turn them into viable and valuable propositions.





## Workshop 6. Unleash your creativity

### Objectives:

- Produce as many ideas as possible.
- Understand that there are no wrong ideas and dare to take risks.
- Experience the fact that ideas are a common product of team work.
- Understand the importance of separating the process of creating ideas and choosing the good ones.



### 25 min. Creativity energiser

Ask the group to stand in two lines facing each other. Tell them to look at the person that is standing opposite them. Now instruct them to turn their back at their pair and to change 5 things in their appearance without using any objects from the space. Give them some minutes to complete the task and ask them to turn around again facing their pairs. Give them a few minutes to check if their pair has managed to complete the task. Now ask them to turn their backs again and change 10 things in their appearance. Many participants will now start complaining that this is not possible. Tell them that you know that they can do it. After some minutes tell them to turn again to their pairs and count the changes they did. Do the same one more time asking them to change 15 things. There will be more complaints, but assure them that everybody can do it.



### 20 min. Debrief and construct the brainstorming rules

How was it? At first it seemed difficult for you to reach the goal of 15 changes. How did you end up doing it? What have you noticed about your creativity? What helps creativity flow?

Starting from the participants' answers, present the brainstorming rules:

1. All ideas are good. Even "stupid" ideas have value because they inspire the creation of new ones.
2. Don't judge your ideas and those of others. Let the creativity flow. You will decide later which idea makes sense.
3. Write the question you are answering during the session with big letters, so that everybody can see it. Keep your attention on the question.
4. Be positive. Use "Yes, and..." instead of "Yes, but..." sentences to add new ideas to the ideas of others, rather than criticizing existing ones.
5. Aim for volume. Usually the first 10 ideas are ideas you have already heard. When you force yourself to produce a lot more than this the mind starts making connections and creates more innovative ideas.

6. Express and write on your list EVERYTHING, no matter how silly or crazy the ideas may sound.
7. When you brainstorm as a group the ideas that come to each one are the product of the collaboration. One idea inspires another. Therefore, ideas do not belong to an individual but to the whole group.
8. Think graphically. Draw your ideas.





## Workshop 6



### 5 min. Demonstrate

Before asking the groups to brainstorm on their "How might we questions...?" make sure that you demonstrate the way the brainstorming should be done with the following exercise:

Ask the group to produce as many ideas as possible in 2 minutes, for the question: "How can we use a.....(add an object of the everyday life such as: paper clip, pen, non working tablet etc.)?" . Write down ALL the answers the students come up with for alternative uses of the object you have given.



### 30 min. Brainstorm

Brainstorming sessions are more effective in groups between 3 to 6 participants.

In this session groups should aim to produce **at least 50 different ideas**.

Ask each group to start by writing on a big piece of paper ONE of the "How might we..?" questions they framed at the end of the FEEL phase.

Allow 2 minutes for each member of the group to write a few answers to the question individually, in silence.

When everyone has written a few answers individually they can move on to sharing their ideas.

The participants share their ideas aloud one

by one, within their group, and note down ALL the ideas the group produces.

Move around the groups to make sure that they are not discussing the appropriateness of the ideas but they are just taking it all out! If you realise that some group is stuck give support them with one of these extra prompts so that they all reach the 50 idea goal.

1. Superhero powers. Imagine you are a superhero! What powers do you have? What would you do if you could fly? Or become invisible? Or teleport yourself? Think of 5 superpowers and then write ideas to solve the "How might we..?" question you are working on using these powers. Add your ideas to your list.

2. Combinations. Pick two unrelated ideas from the list you have already and come up with a new idea that combines the two. Create three more ideas with this technique. Add your ideas to your list.

3. Build on your ideas. Choose inspiring ideas from your brainstorming list and build on them using the "Yes, and..." philosophy. Add your ideas to your list.

4. Use one of these exaggerated scenarios: How would you answer your HMW question:

- if you were your greatgrandmother?
- If you had all the money in the world?
- If you lived on the moon?
- with the latest/non-existent technology?

- If you had to implement the idea tomorrow?
- in a fun way?

Add your ideas to your list.



### 10 min. Debrief

How easy was it to come up with so many ideas? What made it easier to come up with ideas? what was the role of the group? What can we conclude about the way brainstorming can help in collaboration?

Brainstorming needs focus and attention, which means that if the energy level of the group is low due to tiredness the session will not be successful. Here are some tips for successful brainstorming:

1. Make sure that the brainstorming session doesn't happen after a tiring day.
2. Use an energiser to raise the energy level of the teams before starting the brainstorming.
3. Have some chocolate handy!



## Workshop 7. Choose, prototype and test

### Objectives:

- to understand the difference between idea creation (brainstorming) and idea evaluation
- that each group develops their idea
- learn to give and receive feedback

### 20 min. Choose an idea

It's time for the groups to decide which idea to implement. The decision should be based on specific criteria.

Ask the groups to do the following steps one by one:

1. Read the list of all the ideas that you produced and mark all that you like and excite you.
2. Now read only the ones you marked in 1. and separate the ones you find innovative and interesting.
3. Read only the ones you have separated in 2. and mark the ones that can have a big impact (affect many people or make a big change) .
4. From the ones that have a big impact choose the ones you find realistic.
5. If you still have more than one idea that matches all the criteria, vote for the one that you want to realize as a group during this project.

### 25 min. Prototype

The prototype is a step towards turning an idea into reality. Each team member has their own understanding of the chosen solution, and making a prototype will help them define what they want to do as a team. There are different types of prototypes: drawings, storyboards, models and even a tiny theatrical performance can be significant. Here, the groups will benefit from everything that can help them get the idea "out" of their head into reality.

The goal of prototyping is to make the ideas tangible and concrete enough so that they can be tested and improved, even rejected.



This is why it is best that you don't spend too much time on making them so that the youngsters don't get overly attached to their products and are willing to change their idea if it is actually not working in reality.





## Workshop 7



### 30 min Present the prototypes

This is a moment where you the youngsters will be exposed, requiring them to be brave enough and accept their vulnerability. A typical behavior when someone criticizes our ideas and products is to defend them passionately. This comes from a mistaken connection of our selfworth with the products we create. Support the teams to keep their confidence in that there is nothing wrong in making mistakes.

"I did not make a mistake. I just found 1000 ways that don't work". Thomas Edison, inventor and scientist.

In DFC, prototyping is not meant to support our idea or to prove it correct. The idea of prototyping is to find the flaws of the idea and avoid mistakes before its realisation. Testing the prototypes will also help the teams reconsider assumptions and beliefs. In order for the testing to be meaningful ask the to follow the following these tips:

1. The basic rule of prototype testing is: "Don't fall in love with your prototype." That's the only way to be open-minded and non-defensive so that you listen carefully to all feedback.

2. Present your prototype as a work in process and use a neutral tone as you present. It is best to explain as little as possible, allow people to interact with your prototype and see if it will produce the reactions you are expecting.

3. Speak and explain a little. Listen and observe a lot.

4. When you receive a criticism or a suggestion for improvement don't try to justify your idea. Make a note of the comment and thank the person that offered it without any further explanations from your side. This is the whole point of this step!

5. Record both positive and negative comments from people as they test your prototype.

If possible, invite other people (students, teachers, directors, parents, experts, someone from the business sector, etc.) to be present at the prototypes presentation. Let them interact with the prototypes and offer their feedback.

Give also instructions on how to offer feedback by introducing three pictures:

At the end of the session congratulate everyone fro their braveness to give and receive constructive feedback.



First we give positive feedback and praise what we think is good at a certain solution and what should be kept (refrigerate and store).



Next, we advise what it is that we don't like and we think should be thrown out (trash bin). This information is also important and constructive, encourage students to give this type of feedback as well, instead of saying that everything is great and they wouldn't change anything.



Finally, we state what could be improved and added (we put in microwave and continue to "cook").



### 10 min. Individual reflection

- What is team work?
- What have I understood from this process about the way I cooperate with others?
- What could I improve in the way I cooperate with others?



# 3 *step* **DO**

We begin to learn the most valuable things with real actions that lead to change.

At this stage, boys and girls will see their ideas in action in the real world and discover that they can significantly change and enrich their environment.

DO is a particularly emotional phase: now that all their hard work is becoming a reality the youngsters feel they can truly change the world. Support the group in ongoing actions and enjoy this moment, because now ideas are transformed into reality.





## Workshop 8. Prepare for action

### Objectives:

- Incorporate feedback
- Organise the action

Every skill is born from practice, and projects can always be improved. Therefore, the more times you carry out the process of testing and fixing the prototype, the better results you will get. However, it is also essential to understand how much time we have available. A great idea that remains only at the level of an idea or prototype has less impact than an average idea that is realized! It's time to incorporate feedback into the design, to refine the idea and take action.

### 15 min. Energiser

Separate the participants in different groups than the ones they have been working through the project.

Give to each group two magazines, one scissors and one tape and ask them to make the most high free standing tower they can, in eight minutes.

### 15 min. Incorporate feedback

Ask the groups to discuss what needs to be changed in their idea so that everyone has the same understanding of how they will incorporate the feedback they received from

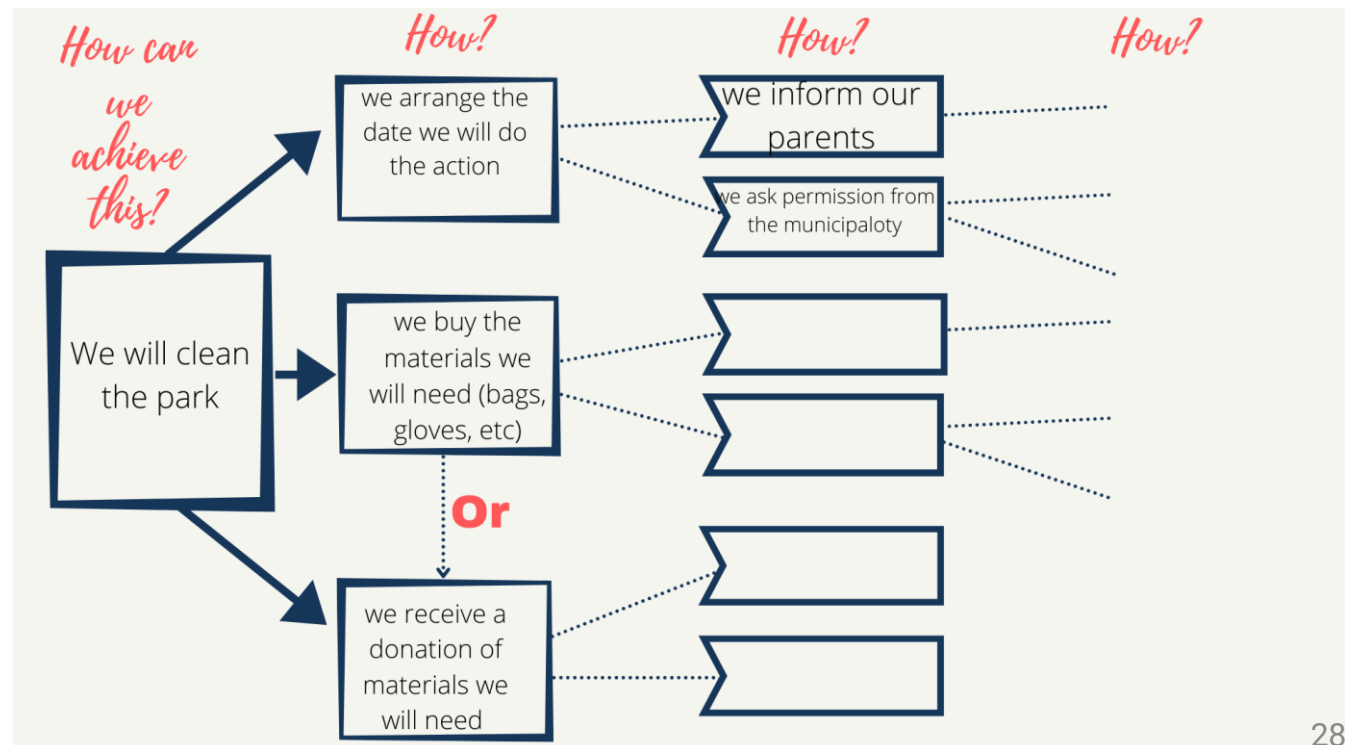
the prototype testing.

### 30 min. Create a HOW-HOW diagram

In order to better understand their solution and the various ways they can implement it, the participants need to ask a lot of questions and develop a detailed plan of action.

Give the following instructions on how to create a How-How diagram:

Start by writing the solution idea on the square on the left. Then ask HOW can we achieve this? Write the answers in the squares on the right that branch off from the original one. For each new square ask the question "HOW can we achieve that?" and write the answers in boxes on the right. Continue like this until you reach the most simple action you need to do first. In the end you will have on the right side of the paper a list of simple actions you will have to start with.





## Workshop 8

Working in a group is powerful especially when every member takes responsibility for an action that they feel engaged in and capable of completing. Do the following activity so that you separate responsibilities among the group. Make sure that no one is “forced” to do an activity they don’t want to. If there is something difficult or not pleasant share the responsibility between more members of the group. **Don’t forget the role** of documenting the actions through videos and photos.

 or  **20 min. Share responsibilities**

Depending on the actions this activity can be done in small groups or with all the participants together.

Create a chart that will serve primarily for the division of roles but also for monitoring the implementation process.

To be used successfully, hang the chart on the wall to be visible to everybody during the DO phase.

Create a chart that will answer the following questions:

- Who?
- What?
- Where?
- When?
- How?
- How much does it cost?

- How can other people help us?



**10 min. Reflection circle**

Sit in a circle and ask each participant to say in one word how they feel after today’s workshop.







JUST DO!

**TIME FOR  
ACTION**



# 4 *step* **SHARE**

Our experiences build our story. At this stage, the youngsters will touch other people with their projects and experiences. SHARE is a celebration and a way to share with others the pleasure derived from dedication and effort. Emphasize the value of what the youth have done. It is a story worth telling and can inspire other children, because it carries a powerful message:  
"I did it...you can do it too!"



## Workshop 9. Reflect on the whole process

### Objectives:

- Develop a growth mindset
- Reflect on the impact of the project
- Self reflect on your learning



**20 min. Discuss the impact of the project**

Before presenting the results to others, take the time to evaluate the project in terms of its impact.

Here are some questions to discuss with the whole group:

- What are the results of the actions taken?
- What worked and what didn't?
- How would you do it next time?
- What was the biggest challenge you faced?
- How did you overcome it and what did you learn from that?
- How did other people experience the action?
- How will the action continue after that?



**45 min. Remember the whole process**

Give to each group the task to present through a collage the whole DFC process from the beginning to the end.

They can use photos, drawings, words to describe one by one the activities they have done in each step, commenting with their

impressions, conclusions, etc.

When everyone has finished, the groups present their work to the whole group.

This can be a rehearsal that will give ideas on how to present your project in front of a diverse audience (parents, other teachers, kids, etc).



**15 min. Self evaluation**

Now that they have refreshed their memory on the process it is time that they reflect on their learning and their self development.

Give them the attached self reflection questionnaire to answer.

When they finish you can give the envelopes with their self evaluation from the beginning

of the project to compare their before and after answers.



or



**10 min. Debrief**

Give the youngsters some time to share their conclusions of their self evaluation either in pairs or in a group discussion.



## Workshop 10. Organise to share your project

### Objectives:

- Celebrate our achievements
- Share with the rest of the world



### Organise actions to share the story

You have come a long way and the youngsters have had the courage to make their ideas a reality and to show to the world that young people are not the future but the NOW!

You have definitely a reason to celebrate! To make your impact even bigger it is important to share your story with others and inspire them with your experiences to take action too!

Think as a group about how you would like to share your story.

Make a list of different people with whom you would like to share your story (parents, school, neighborhood, people in town).

What activities should you prepare for each person on the list (organization of events, involvement in a festival, guest appearances in the media, spreading the news on social networks, etc.)?

Look at all the materials you have collected so far and make an exciting presentation that will speak about your experience and the Feel, Imagine, Do and Share steps.

Sharing experiences in the form of stories, theater plays, songs, dances, or other

creative ways can attract attention.

Each group can present its part, but ensure that everything is shown as part of the same whole (all parts will tell one story you created as a group).

To organise your actions you can use the How-How diagram.

### SHARE! SHARE! SHARE! SHARE! SHARE!



### Create a video to tell your story

It's time to share your story with the world!

To inspire more people to become active citizens make a video that explains the four simple steps of the Design for Change methodology and how the group used them to solve a challenge and develop their project.

Share this video on the global DFC platform, where we are collecting stories from all over the world to show the power of children and young people to change the world.

<https://challenge.dfcworld.org/>

Whatever format you choose, make sure that apart from explaining the four steps you also include personal testimonials from the group

to show their perspective, how they feel now, how difficult or easy the process was, etc. It is also a good idea to include testimonials from people who have witnessed their actions. This video should last a maximum of 3 minutes.

Separate roles so that as many youngsters as possible are involved in the creation (someone collects the material, someone makes a storyboard, someone writes the text, someone finds the music, someone does the editing).

We wish you happy and creative work:)

DESIGN *for*  
CHANGE  
SERBIA

EVERY CHILD CAN!