

DESIGN FOR CHANGE TOOLKIT

Children and young
people just need a chance
to change the world.

WHAT CHILDREN ARE DOING TO CHANGE THE WORLD



Transforming educational centers into more pleasant places



Preserving traditional cultures



Designing alternatives for packaged food



Collecting funds for flood victims



Working together to end child marriage



Caring for the environment



Turning landfills into playgrounds



Spending time with the Elderly



Fighting against bullying and gender-based violence

Design for Change (DFC) Spain belongs to a global non-profit movement that **empowers** through social entrepreneurship.

In this guide we will tell you what DFC is all about and, above all, we will explain how to implement the process with groups of children and young people.

What is Design for
Change Spain?





We can change
the world

DESIGN FOR CHANGE SPAIN

Our objective is to promote social entrepreneurship by giving children and young people the opportunity to **put into practice their own world-changing ideas**, starting with their surroundings.

People interested in **evolving education** are trained in our original pedagogical framework, learn the DFC methodology and implement it with children and young people; developing a lasting model based on the I CAN. We firmly believe that they have the right to graduate with the I CAN Mindset.



THE WORLD NEEDS ITS CHILDREN

With DFC, children and young people really are changing the world. We cannot forget **the potential that the youngest have**. The framework for every project is the United Nations' Sustainable Development Goals (SDGs), with which the world is already being changed.



AN OPPORTUNITY TO GAIN CONFIDENCE AND UNDERSTANDING

Through an **experience of collective participation**, children from all over the world develop real projects to improve their environment, understanding and solving situations that affect them.

Each project makes it possible for them to trust their own ideas to improve the reality around them and to inspire other children who are not able to do so, transmitting **the I CAN spirit** to them.



THROUGH AN EXPERIMENTATION PROCESS

The process is structured in **five steps**: the identification of a challenge, the generation of ideas, the action, the reflection and the communication of the projects.

Our learning-by-doing approach encourages experimentation and conversation at each stage. Mistakes are a necessary element for the learning process.



A DIFFERENT AND FULFILLING APPROACH

DFC methodology as an educational framework is inspired in **Design Thinking**. It is a structured approach to the generation and evolution of ideas, based on the ability to sense, interpret what is observed, and develop significant ideas and action.

Along the way, children and young people who participate look for challenges on their surroundings, look for and select creative solutions in groups, put them into practice, reflect on the process and their project, and share it to inspire others.



WITH EVERYONE'S INVOLVEMENT

Student participation is encouraged and empowered using the tools, processes and ways of understanding and creatively resolving problems in a group, so that they can use these skills not only in school, but beyond.

There are students whose perspectives and approaches perform better outside the classroom than inside it. Which is why our projects open up ways for everyone to contribute in their own way.

What are the key points to
develop the project?



THIS PROJECT IS POSSIBLE

THANKS TO YOU

Your work at Design for Change Spain (DFC Spain) is crucial. First presenting the proposal and then facilitating the project of each team. Be optimistic and enjoy everything you do, bringing to your group a positive, open and flexible attitude, and showing them that anything is possible.

Children are the protagonists

Your students have the opportunity to be responsible for their own projects. Their tasks include interpreting what happens in their environment, generating ideas, making decisions... The role of teachers is to facilitate their work, guiding them through the process and creating the necessary conditions to develop their projects.

It is an exciting journey that requires a lot of attention and presence, and involves very diverse tasks. You may have to help them communicate better within a team, make a decision, or perhaps you just need to prepare the materials they will use.

Trust the process

We are used to solving problems in a linear way, moving directly from the problem to the solution, using logical thinking, through convergent processes, sometimes too fast. The philosophy on which DFC Spain is based encourages qualities that need both convergence and divergence, such as creativity. It diverges to increase the range of options available, and then converges to choose the best ones.

As the range of possible options expands, uncertainty increases, and it can be uncomfortable because it feels like a kind of "fog" in which it is natural to think that we have lost our way or are not on the right track. Surprising as it may seem, this is precisely the sign of being on the right track.

Spend enough time on each step without rushing through it, because some things need time, and trust the process: the uncertainty will disappear as the projects progress.



Promotes empathy

It is important for children to be able to see things from other people's perspectives. This will help them understand and imagine solutions based on empathy.

Before starting the projects, suggest an exercise to your students. Ask them to observe what type of backpack they are carrying and how they use it. Later, distributed in pairs, they will try to understand how their partner uses theirs. Where does he leave it when he arrives at school? When does he use it? How does he carry it? What changes from day to day? Does he carry it differently?

Encourages collaboration

Working as a team is exciting and rewarding: any team is stronger than a single person. However, it is not always easy. You have to reach agreements and make decisions that please everyone, and that means making compromises.

Your students may find it hard to give in at times. For a single teacher, it is worth working with groups of 20-30 students, creating not too large teams of 4-6 students, so that they can manage themselves on their own.

Encourage them to listen to each other

In both large groups and small teams, we need to listen to others and consider their opinions and ideas as valid as our own, even if we disagree.

Encourage your students to get mixed up with each other and listen carefully, explaining their way of understanding things and sharing their perspective with the group.

Make them feel like they are part of something bigger and have them understand that the main focus is not on carrying out their ideas, but on carrying out the ideas of the whole team.



SET THE STAGE IN ADVANCE

During the days in which you carry out the DFC Spain project, it's most likely that the work dynamic will be different from the usual one: make the necessary preparations so that you can enjoy your projects to the fullest.

Plan the process

There are different options when planning the work according to the time you have decided to spend. A week of dedication (five days) with 5-6 hours a day, is adequate to go through all the stages without too much of a rush and taking advantage of each step.

Establish a work plan that helps all teams to navigate the process with similar rhythms, so that they can meet to share group moments.

Further on you will find the estimated time frame for each step.

Identify a framework

Your students will develop projects to improve the world starting from their own environment. To avoid being too broad, it is advisable to limit it within a specific framework.

Selecting a broad and attractive framework, so that it allows them to identify several possible focuses for action.

A framework can be a physical place (the school or neighbourhood surroundings...), and you can also find other motivating frameworks (collaboration between schools, child participation...).

Inform the school

During the development of the projects, the day to day will be different.

The use of space and time will probably change.

Some schools have used large spaces, such as the gymnasium or the playground, and have even modified the distribution of school hours. Your students will act more independently, and will move around more times and places than the school is used to.

Share the project you are going to carry out with the whole teaching team and make them aware of the possible changes involved.





Space inspires

Prepares the classroom in a way that facilitates teamwork and collaboration, identifying common areas for all teams and own areas for the development of their projects.

Use your imagination: the most normal space can be turned into something different with a simple relocation of its usual elements.

You will find it useful to have large tables (or small tables grouped together) for collaborative work, free space for things to come up and even a place to relax.

100% visual

The work process is not linear: you will go forward and come back on the previous thing in order to revise it. If everyone can view the information, you will be able to improve previous stages when necessary.

Visualizing the process will help you and your students to keep each stage in mind as part of a whole. It is comfortable and practical to use the walls to share everything you create.

Prepare the materials

Have the necessary material ready before starting the project, so that it is accessible to everyone.

The materials you're going to need are:

- Colored Post-it notes.
- Large sheets of paper
- Cardboard.
- Masking tape
- Markers.
- Modelling clay.
- Scissors.
- Stickers.

PRESENT THE IDEA TO THE STUDENTS

For the projects to work, it is essential for your students to know that they are the protagonists and, as such, they must decide if they want to participate: it is time to invite them to be part of DFC Spain.

Inspire them with stories

Let them know what DFC Spain is, show them the video in which Kiran Bir Sethi, the founder of Design for Change, explains who we are:

<https://www.youtube.com/watch?v=1Mtxh5gXpN4>

You can find other videos to explain the project and get them excited about it at:

<http://dfcworld.com/dfc/SPAIN/>

<http://www.youtube.com/user/D4CSpain>

Many of these videos are stories of children who have already developed projects. After watching them, ask them what they thought of them and if they would like to know more.



Explain the project to them

Go over what DFC is with your students:

Design for Change is a global movement that offers children the opportunity to implement their own ideas to change the world starting with their own environment.

There are important messages in each part of the definition. The following questions may help you to understand them well.

What's the goal of the project?

It's main goal is to change the world.

Who has to do it?

You take the lead!

Is it mandatory?

It's an opportunity, would you like to participate?

What is there to do?

Putting your ideas into practice: this is about "doing" not about "having to do".

Are we alone?

70 countries participate.

What do we expect you to say when you finish your projects?

I CAN!

Introduce the process' steps

Explain to your students the five steps they will go through in the development of their projects: **Feel, Imagine, Do, Evaluate and Share**.

On the following pages of this document you will find a detailed description of each step.



Ask them to document their projects

Encourage your students to take photos, videos, drawings... to compile phrases and magical moments... Anything that will help them build a story that will allow them to tell their projects to other people in the Share stage.

It will be very useful to have photo and video cameras. However, nowadays we have the possibility to take pictures and videos using our mobile phones. Take advantage of them!

If you notice that some children become unmotivated during the projects, you can take advantage of this by suggesting that they take on the task of documenting everything that is happening.

How are the projects
structured?



**DIVIDED IN
FIVE STEPS**





Each step includes a small process within



What do you know about your surroundings?
Organize the information
Identify focuses of action
Choose a focus
Gain in understanding
Synthesize what you have learned
Generate a challenge

This is the step in which children identify possible focuses of action from situations in their environment that they would like to see changed.



Propose many ideas
Choose the best solutions
Make a prototype
Specify your proposal
Draw up a plan of action

It includes the generation and development of ideas to improve the situations analysed in the previous steps, and the preparation to put them into practice.



Take action

Implement the action plan so that the proposals for change are accomplished.



Reflect on your experience
Make your project evolve

This is the moment when we reflect on our experiences and imagine possible future actions. In other words: evaluation plus evolution.



Present your project
Share your project

Encourage children to tell others about their projects and their experiences, highlighting what has worked well and what could be improved.

How to
use this guide?



The following pages describe in detail the work process step by step.

At each stage you will find a cover page, a general explanation and each step explained in detail.

This process is designed to:

- Develop projects with children and young people **between the ages of 8 and 14**. However, DFC Spain is a valid initiative for any group and age.
- **Carry it out throughout a week**. In our experience, a week is an adequate time to be able to go through all the stages without having to go too fast. However, you can reduce or extend the time frame as much as you like: try it out for yourself!

We hope that it will be useful to you, firstly, as a guide for the development of projects and, secondly, as a starting point for building other processes that are better adapted to the characteristics of the group you are working with.



Each step is presented on a page organized as follows:

The diagram shows a worksheet page with several sections and callout boxes:

- Top right callout:** "The caption indicates the stage within the overall process." (points to a row of icons: a heart, a person, a gear, a spiral, and a circle).
- Section Header:** "WHAT DO YOU KNOW ABOUT YOUR SURROUNDINGS?" (in a red box).
- Text block:** "Based on the proposed framework, encourage your students to think about actions, situations and behaviours in the environment that affect them, worry them, that they like or dislike: things they have observed or experienced related to the framework. Prepare a large sheet of paper and place it on the board or wall. Ask them to write down in large, clear letters anything they think is relevant, noting each observation on a post-it. Have them stick the post-its on the paper you prepared. The process is very simple: 'I think something, write it down, say it out loud and stick it on. They disagree with some of the observations, and they may even true to you. Don't worry and let it flow, because now is the to let them think and feel freely. Important to be aware that this is the space to find 'facts' and not encourage them to concentrate on what they know, think or proposing the search for solutions for the Imagine step."
- Right-hand column:** A list of icons and text: "Who else goes?", "30-30 minutes", "30mins-2h", "Large sheets of paper, Markers, Sticky notes".
- Right-hand callout:** "The right-hand column indicates the number of participants recommended for the exercise, the estimated amount of time and the material required."
- Left callout:** "In this block the name and description of the step you are going to take is specified." (points to the text block).
- Bottom callout:** "The blank space is intended for you to write down observations and ideas related to each exercise." (points to a large empty rectangular area).
- Bottom row:** Four small photographs showing students in a classroom setting.
- Bottom left callout:** "Some photographs taken during the projects can give you a visual idea of what happens during each step." (points to the photographs).

Work process



DEVELOPMENT IN FIVE STEPS



FEEL





TO FEEL IT IS NECESSARY TO PERCEIVE, INTERPRET AND THE WORLD WE LIVE IN

In the first step of the process, children will try to identify situations that affect their surroundings and those which they would like to see working better.

The **FEEL** step is a moment of research in which children will enhance their knowledge of themselves and their surroundings through observation, listening and analysis.

Make your students feel that what concerns them is truly important, and that it is worthwhile to go deeper to understand them better.





WHAT DO YOU KNOW ABOUT YOUR SURROUNDINGS?

Based on the proposed framework, encourage your students to think about actions, situations and behaviours in the environment that affect them, worry them, that they like or dislike: things they have observed or experienced related to the framework.

Prepare a large sheet of paper and place it on the board or wall. Ask them to write down in large, clear letters anything they think is relevant, noting each observation on a post-it. Have them stick the post-its on the paper you prepared. The process is very simple: "I think something, write it down, say it out loud and stick it on."

You may disagree with some of the observations, and they may even seem untrue to you. Don't worry and let it flow, because now is the moment to let them think and feel freely.

It is important to be aware that this is the space to find 'facts' and not 'ideas'. Encourage them to concentrate on what they know, think or feel, postponing the search for solutions for the Imagine step.



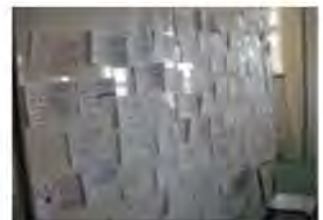
Whole group
(20-30 participants)



30 min.-2 hours



Large sheet of paper
Masking tape
Post-it
Markers





ORGANIZE THE INFORMATION

Now you will be looking at a lot of messy post-its.

Option 1

Ask your students to go out to the board and rearrange them, assembling any observations that they think are related. Each child will associate some post-its and separate others, and there may be those who want to put some observations together while others think they should be separated. Encourage them to explain to each other why they think one way or another. This is a good time to start and hold good conversation.

This dynamic is apparently chaotic, as all children act at the same time, but it flows quickly and easily, and it is a very good time for multidirectional communication.

At the end you will find all the observations grouped in "clouds of information", arising from the group's own criteria.



Whole group
(20-30 participants)



30 min.-2 horas



Option 2

Ask your students to go out to the blackboard and read the Post-its attached for at least 10 minutes. From all the facts stated, each person should choose the two key aspects they consider most important about the researched frame and write them down on two new Post-it in a different colour.

They will then meet in pairs and have 5 minutes to talk about the two Post-its chosen by each of them. They will have to talk until they decide between them the two most relevant facts they want to keep, out of the four they have. They can reformulate what is written, if they consider it necessary.

In the next round, two pairs will be brought together, and all four will have to agree on the two highlights.

At this point, the entire group of 20 people will come together, and they will have 10-12 observations that together they have considered to be important in understanding and dealing with the framework. It is time to sit in a circle and talk about your decisions. You have 10 minutes to decide whether you want to keep those 10-12 facts or change any of them.



30 min.- 1 hour



Post-it
Markers





IDENTIFY THE FOCUSES OF ACTION

If you've chosen **Option 1...**

Each "cloud" reflects a set of situations that, from the point of view of your students, are somehow conflicting.

Go from cloud to cloud and comment on what's in each one. For each of them, ask them how they could express in a condensed way what it contains. It is very useful to describe it with a sentence with subject and object. It will be useful to try several possibilities.

When you have identified a phrase that clearly synthesizes a cloud, write it on a large sheet of paper and paste it next to the corresponding cloud.

It's likely to be a tedious step for them, and maybe that will lead you to go through it quickly. Be patient and encourage them to persevere until they find a sentence that fits them, as it is useful to identify possible focuses of action for the development of the projects. Use your intuition to help them identify what really matters to them, so that their motivation will grow and they will become much more involved in the next steps.

If you've chosen **Option 2...**

Pairs will take one of the 10 post-its and will have 15 minutes to make a simple drawing representing what is written and put a motivating sentence that invites them to action.

Each drawing with its sentence will be a focus of action, which is a concrete and relevant aspect of the problem-framework that opens a way towards its resolution. That is why it is important not to remain superficial and try to go deeper.

Then they'll put it in common with the rest.



Whole group
(20-30 participants)



1-3 hours



Paper sheets
Markers
Adhesive tape



30 min.- 2 hours



Paper sheets
Markers





CHOOSE A FOCUS

Once the possible focuses for the development of the projects have been identified, it is important to choose which one(s) to work on.

A two-step voting system helps to make better choices. Ask them to vote on the two or three issues that they find most appealing/important. Choose the most voted ones and ask them to take a second vote, this time with only one vote per person.

It is not essential to choose a single focus, but keep in mind that the more you choose, the more complex it becomes.

Make sure they choose to work on something that really matters to them: ask them how it affects them, what makes it important to them, why they want to solve it...

To vote, it's quick and easy to get up and put a marker or sticker on the bulbs you choose.



Whole group
(20-30 participants)



30 min.-2 hours



Markers
or stickers





GAIN IN UNDERSTANDING

The time has come for them to expand and enrich their vision of the situation they have chosen to improve.

It is essential that they understand how and why these situations arise, and what other people think. If, for example, they want to learn more about why parks are dirty, they should go to the park and observe how it gets dirty and why, asking both the people who use it and those who care for it.

Ask your students which people they think may be affected by the situation and, once they are clear, encourage them to go and talk to them to find out how those people are experiencing the situation they are investigating.

It is not a question of knowing whether the others are happy with what they have thought, but of knowing what they think about the subject in question: it is better to ask open-ended questions that give rise to conversation, so that they can listen to anecdotes and experiences, avoiding closed questions.

Ask them to write down everything that catches their attention without overlooking anything, documenting their research as best they can (making drawings, photographs, videos...) Remind them that if they are going to take photographs or record videos, they must first ask permission.



Teams of
4-6 participants



1-3 hours



Notebook
Pencil
Photo camera
Video camera





SUMMARIZE WHAT YOU HAVE LEARNED

Leave some time for them to share what they have observed as a team. When you finish, ask them to summarize everything they know, explaining to them:

What the situation is.

It is likely that they have constructed a new interpretation based on what they have learned, so that the focus of their work has evolved. If so, ask them to rephrase the sentence that initially expressed what was in the cloud, to express the focus as they understand it now, and to write it in large letters on a new sheet of paper.

Who it affects and how it affects them.

What do these people think, feel, do... about the problem. Remind them that the more clearly and visually it's expressed, the better. A drawing works very well. Offer them cards to capture this information in large size.

If several teams are working on the same situation, suggest that they use this material to explain their findings to each other.



Teams of
4-6 participants



30min.-2 hours



Large cardboards
Markers





CREATE A CHALLENGE

If the work focus chosen and/or reformulated in the previous step motivates your students, you can skip this step. If, on the other hand, the focus (expressed in a sentence) is not motivating to them, propose to transform it into a challenge. To do this you can use the "How could we...?" strategy in the following way.

Imagine that the situation you are dealing with is that the parks are dirty and you can't play comfortably. The challenge that immediately arises is: How could we make the parks less dirty? Although you can try to find other related challenges:

How could we?

- ... get people to keep parks clean?
- ... have parks clean themselves?
- ... turn trash into something that is not trash?
- ... turn trash into swings?
- ...

Ask them to create several challenges and choose the one that is most attractive and motivating. Write the chosen challenge in large letters on a piece of paper and paste it together with the materials you have generated.



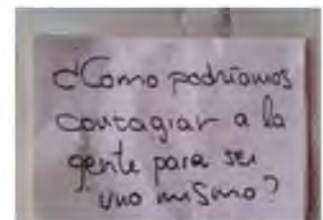
Teams of
4-6 participants



30min.-2 hours



Paper sheets
Markers



IMAGINE



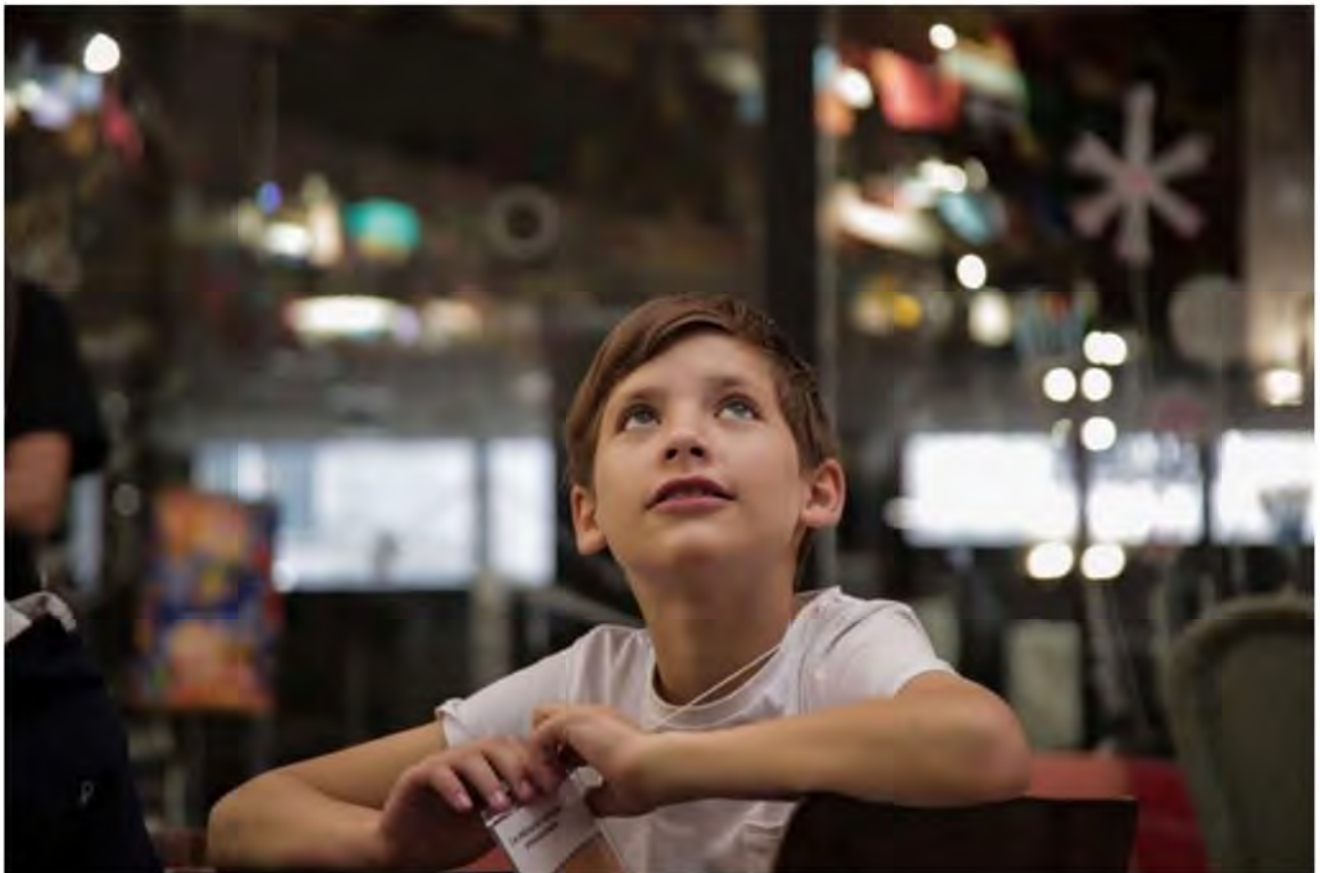


YOUR IMAGINATION IS THE FIRST STEP TOWARDS BUILDING A NEW REALITY

In this step, children will devise ways to solve the problem they have been researching.

IMAGINE is a creative and cooperative step in which a multitude of unsuspected skills of the participants emerge and are brought to the group.

Trust in the ability of your students to imagine thousands of wonderful solutions and to turn them into viable and valuable proposals.





COME UP WITH MANY IDEAS

The best way to find good ideas is to generate lots of them. We propose two ways to facilitate the generation of ideas depending on how the group has been divided to work.

If everyone has chosen the same focus

Place a large sheet of paper on the board or wall and gather the group in front of it. Ask the children to say out loud any ideas they may have. Write down all the proposals in large print as a list on the paper as they are said.

If multiple focuses have been chosen

Ask each team to take sheets of paper for all members and sit in a circle. The exercise consists of each team member writing five ideas on a sheet of paper and passing it to the person on their right, who writes five new ideas on that sheet of paper, continuing until everyone has written on all the sheets of paper.



Whole groups or teams



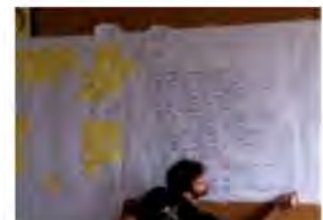
30min.-2 hours



Large sheet of paper
Masking tape
Paper Sheets
Markers
Pencils

Encourage the group to use their imagination, to give bold, crazy, imaginative ideas; without judging any proposal and building on the ideas of others. They can take an idea that has been said and break it in two, exaggerate it, transform it, put it together with others... To do this it is essential to listen to each other: ask them to respect their turn to speak and to try to express their ideas in a simple and clear way.

When a brainstorming session starts, at the start some proposals come up timidly (it is drizzling), then many come up (rain!) and finally it starts to drizzle again. Be patient and trust your students: the ideas will come up!





CHOOSE THE BEST SOLUTIONS

Your students will now be faced with many possible ideas, so they must choose which one(s) they will carry out.

It is important that they believe in the ideas they are going to develop: ask them to vote individually on the proposals that they like and find interesting ... 3 or 4 votes per person are enough, although it depends on how many ideas have come up. Choose the ideas that have received the most votes from the group and discuss them with everyone, encouraging them to imagine which ones can best help solve the problem.

After that, take a second vote using one vote per person. In this second round you can raise new criteria, such as whether they are original solutions, have the potential to improve the lives of many people, are sustainable, can be easily implemented, etc.

- If the whole group is working with the same focus, choose the most voted ideas and divide into teams to work on the different ideas.
- If the group has already been divided into teams to work on different focuses, ask each team to choose the idea with the most votes.



Whole group
or teams



45min.-2 hours



Stickers
or markers





CREATE A PROTOTYPE

A prototype is the first model or version of an idea, a step towards bringing it into existence. Building prototypes is very useful to better understand the vision that each person has about an idea, it will also help them to better define what they want to do.

There are many different prototypes: drawings, models, collages... (remember that "hands also think") even a small theatrical performance can work very well. Anything that will help the idea "plunge into reality".

Prototypes should be simple and useful, as the intention is not to make works of art, but to communicate among the team and better define the idea:

Ask each team to make a prototype of their proposal, and to explain among the members their own vision of the idea they have chosen.



Teams of
4-6 participants



30min.-3 hours



Paper
Cardboard
Adhesive tape
Pencils
Markers
Modelling clay
....





SPECIFY YOUR PROPOSAL

Once the children have finished their prototypes, ask them to define:

The idea

A short sentence that summarizes the proposal.

What it's for

What they want to achieve once it is implemented.

What it takes to make it happen.

Needs, both of material resources and collaboration of other people outside the team.

Write it on a large piece of cardboard so they can keep it in mind at all times.



Teams of
4-6 participants



30min.-2 hours



Cardboard
Markers





CREATE A PLAN OF ACTION

The last step before carrying out the idea is to plan the action.

Ask each team to write down on a post-it all the steps they think need to be taken to make the idea a reality (one step per post-it), and to stick them on a panel or on the wall.

When they have finished, ask them to order them sequentially and identify how much time they will need to do so.



Teams of
4-6 participants



30min.-2 hours



Post-it
Markers



DO





THE MOST VALUABLE LEARNING COMES FROM **ACHIEVING CHANGE THROUGH REAL ACTION**

In this step, children will carry out actions in the real world and see that they can produce significant changes in the world and enrich their environment.

DO is especially exciting: it is now that all the work done is materialized and that children feel they CAN truly change the world.

Support the group in the actions they are going to carry out and enjoy this moment, because it is when ideas become realities.





TAKE ACTION

All you have to do is go over the plan of action and...

Go for it!

It's possible that the actions may not turn out the way they had imagined. Don't let them get frustrated if this happens, because this is a first step, the "first form" their project takes. Later on you can improve it and carry out more evolved actions: the important thing is that your project does not remain an idea.



Teams of
4-6 participants



1-3 hours



Remind them to take photos, videos, drawings, write down phrases... any means they can use to build their story in the SHARE stage.



EVOLUATE





REFLECTING ON OUR ACTIONS MAKES US GROW

In this step, children will reflect on the experience they have lived.

Evaluate is a stage that mixes evolution and evaluation, in which the aim is to project the look towards the future to imagine new actions that can enrich the work done.

It makes it easier for your students to reflect both personally and as a group, enjoying whatever may come up.





REFLECT ON YOUR EXPERIENCE

We propose two simple tools for evaluation that allow you to both reflect on and imagine your projects beyond the present moment.

Anecdotes

Ask your students to draw an anecdote that happened to them during the project that arouses their emotions. Once the drawings are finished, you can share them by commenting on each anecdote, or by pasting them on a panel for the whole group to see.

Different, difficult, learned

Divided into groups of three, propose that they reach a team consensus on something that they found different, something difficult, and something they learned. Ask them to write it on a post-it and stick it on three panels with the questions: What did we find different, what did we find difficult, and what did we learn? You can then read them aloud and discuss them with the whole group.

These two tools for evaluation facilitate a final group reflection in which, more informally, they can share whatever they want. Take some time for this final group moment, as the most valuable reflections are likely to appear here.



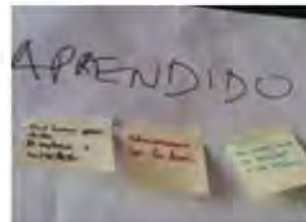
Whole group
(20-30 participants)



1-3 hours



Paper sheets
Pencils
Markers
Post-it





MAKE YOUR PROJECT EVOLVE

It is very constructive to identify those aspects that have worked better or worse. For this purpose, we propose the following assessment tool:

Start / Stop / Continue

Divided into groups of three, propose that they reach a team consensus on three aspects. First, something that has not been done during the projects and that they would have liked to have been able to do (START); second, something that has been done and they consider would be better to stop doing (STOP); finally, something that has been done and is worth continuing to do (CONTINUE). Ask them to write each aspect on a post-it and paste it on three panels, each belonging to each block (START/STOP/CONTINUE). You can then read them aloud and discuss them with the whole group.

This dynamic can help them to understand what has worked and what has not worked in their proposals to improve their environment. It is a great time for group reflection, and can be very useful in laying the groundwork for future projects.

Remember that projects can be improved, and that you can carry out the work process as many times as you consider necessary. Skill comes from practice, so the more times you do it, the better results you will get.



Whole group
(20-30 participants)



30min-3 hours



Markers
Post-it



SHARE





SHARING OUR EXPERIENCES CREATES OUR STORY

Finally, children make their projects and their experiences reach other people.

SHARE is a celebration and a way of sharing the satisfaction that comes from effort and dedication.

Highlight the value of what they have done. It is worth telling and can inspire others because it contains a powerful message: "I can... You Can!"





PRESENT YOUR PROJECT

This is a big moment!

Children have carried out their actions to change the world, and it is important that they share their experience.

Ask them to reflect as a team on the outcome of their action, thinking about what they were expecting and what happened. Ask them also to prepare a short presentation to tell the rest of the group about their projects.

Encourage them to review all the material they have generated and to prepare attractive, simple and not too long presentations that clearly convey the messages they want to express. To get the group's attention, it works very well to share the experience in the form of a story, of which they have been the protagonists.

Prepare the space where they are going to present their projects, so that they feel it is a special and valuable moment in which it is important to listen to each other.

When you are presenting the projects, invite the rest of the group to ask any questions they may have, trying to understand each project as well as possible.



Teams of
4-6 participants



1-3 hours



Cardboard
Markers
Computers
Projector
...





SHARE YOUR PROJECT

It's time to share what you've done with the world!

Just as you were inspired by the projects that others had carried out, now is your opportunity to inspire others with the message: We can! DFC Spain and Design for Change would not be possible without everyone's involvement, that's why this step is so important: to participate in the I CAN Challenge.

From all the material you have collected during the process (photos, drawings, videos...) and perhaps with some short interviews afterwards to find out how your students have felt, make a short video with them, in which you tell about your experience and your project throughout the different stages.

Remind them that children all over the world will see it: the more visual, the better. In any case, in the following pages you will find explained tips and indications to make the video, which will surely be very useful.

In addition, during the whole process of the five steps, you can share the moments that you find most significant in social networks (Facebook, Twitter, Instagram, Youtube) by tagging @dfcspain so that your project has a greater dissemination and can inspire as many people as possible.



1-3 hours



Documentary material collected during the projects





SHARE YOUR PROJECT

Participate in the I CAN Challenge!

In order to evaluate the projects and give them the greatest visibility, it is necessary to share them through the platform. It is available on the web: <http://www.dfcspain.org/comparte-tu-proyecto/>

When you access it, you must select the country (Spain), choose language (if you prefer another language other than Spanish, it will have to be with English subtitles), and register.



Ideally, each educational organization should have a single user and modify each story, completing the information for each step and adding the link to the video for each project.

Projects must be able to be framed within one (or more) of the United Nations' Sustainable Development Goals (SDGs). Here is an example of the 2018 I CAN Challenge and its distribution by topic:





SHARE YOUR PROJECT

Let's celebrate!

Participating in the I CAN Challenge gives you the chance to have your project selected from one of the ten finalists who present their story of change every year at the I CAN Gala.

It is the celebration where projects are shared to honor children and young people for their perseverance and strength in undertaking DFC projects, with which the I CAN Mindset is developed. Although only the 10 finalist projects can be exhibited; it is a party to bring together the entire DFC family, share stories and learning, and celebrate that change is possible!

This event is the framework to announce which project will travel to represent DFC Spain in the International Be the Change Celebration (BTC Gala), which is held every year in a different country.





ANNEX 1

VIDEO RECORDING

1. POINT OF VIEW

When working with children,, it is ideal for the camera to be at the level of the eyes of the protagonists.

2. STATIC SHOTS

Spend time recording static shots of general actions which can be peaceful and serene.

3. POINT-OF-VIEW SHOT

It is interesting to follow up some action by accompanying a child in the first place as if the camera were his or her shadow.

4. ZOOM

Zooms are unpleasant and in editing they don't work very well; unless you have good recording equipment. It's better to get physically close with the camera.

5. LONG TAKES

It is preferable to record longer takes in case details are lost. They also give more continuity, which is why we recommend not to cut shots constantly.

6. RESOURCES

Leave some time to redo some of the actions.

If there is not much time, you can achieve similar results by asking the protagonists to repeat the action as much as possible.

7. CLOSE UPS

You can illustrate some actions with close ups and detail shots. This way the viewer will have more information and will be able to appreciate things that are not seen in wider shots.

8. CAMERA MOVEMENTS

The person in charge of recording must make smooth movements without being abrupt, keeping a balanced position.

9. LIGHTING

It is very important for the stages to be well lit, otherwise you lose quality.

10. FULL SHOTS

An almost indispensable resource are full shots with some of the protagonists speaking on camera like an interview.

It is therefore advisable to look for a quiet, well-lit environment without much noise. If possible, record the sound on camera with a lavalier mic.





ANNEX 2

INSTRUCTIONS FOR EDITING THE VIDEO

PLANNING AND GOAL DEFINITION

Start by clearing your head. You need to think about what you want to do and what you want to achieve. Therefore, it is necessary to clearly define what you want to communicate, to whom and how.

SHORT LENGTH

If you're only going to put in pictures and video clips, ideally the video should last 2-3 minutes. If you're adding interviews, it can be as long as 5 minutes.

Remember that it is better to be brief and concise. A video that is too long and full of information makes the viewer disconnect.

VIDEO TYPE

In this case we ask for a rather demonstrative video, which explains the process of creating change through the main steps: Feel, Imagine, Do, Evaluate and Share.

SCRIPT PREPARATION

Don't try to tell too many things and be careful with the order of the actions. Summarize the activity in the main concepts and let the images complete the messages you want to convey.

These questions can help you prepare your script:

What is the problem we want to solve? Define in one sentence the challenge/problem that was encountered. The sentence has a subject (or user), a verb (or detected need) and an object (discovered aspect).

What is the solution we propose?

What for? What do you get and why this idea and not another one.

To make the story engaging, try to make it simple, unexpected, tangible, credible and emotional. Include a context, a challenge and a good dose of creativity, trying to capture connections between different (young and old, city and nature, etc.). This way you will achieve a spectacular script.

VOICE-OVER

If you want to include it, choose the voice that best represents the project. A child with good reading skills will give the video an endearing tone and greater credibility.

MUSIC

It's all about taking advantage of all the communicative power that a video provides.

It is important for the melody to be royalty free. You can find some here:

<https://www.youtube.com/audiolibrary/music>; or pay for its license.

EDITING AND POST-PRODUCTION

First, make music that will last as long as the video will last. On top of it, the editor should edit the shots and actions to fit well with the changes of shot or sequence, letting the music breathe from time to time and adding comments (medium shots) of the protagonists on camera.

It is attractive to let the action be heard, even if it is not speeches on camera. That's why you have to turn the music down to the second term.

TITLES AND CREDITS

The titles serve to introduce the parts of the video and give additional information. End with the credits to mention those who have participated in the project. If you also want to animate these texts or add graphics, even better.

Let's go back to
the beginning





WE CAN

CHANGE THE WORLD



An opportunity to gain confidence and understanding...

After having been an active part of a project in which observation, listening, respect and teamwork have been key, each child is encouraged to incorporate the idea of "I Can", to be empowered, and to be the change he or she wants to see in the world.



...through a process of experimentation

Throughout the process, both students and teachers develop skills such as empathy, creativity, critical thinking, management of uncertainty, or problem solving without rushing directly to find the solution, favouring the emergence of leaders with different profiles according to each stage of the process.



...a different and fulfilling approach

Children are the protagonists, and therefore they take responsibility for their own learning, as well as increasing their commitment to the community. The teachers, for their part, take on a different role, allowing the projects to flow.



...with everyone's involvement

Each participant has a chance to contribute in his own way. All themes have their place and, given the global nature of the movement, diversity and multiculturalism are encouraged.

1 Try it out



We have already said it: this is not about saying what has to be done, but about doing it. We encourage you to embark on this adventure and to carry out a first project that you can consider a "prototype" of what you can achieve with this methodology until you join the I CAN Mindset.

2 Share the projects



Send us your students' projects following the steps of SHARE YOUR PROJECT. From DFC Spain we will be able to give national and international visibility to what you have done. You will participate in the I CAN Challenge and celebrate your experience at the I CAN Gala.

In addition, some of the stories from each country are included in the book "I CAN", published by the University of Cambridge.

Furthermore, the protagonists of one of the stories selected in the I CAN Gala participate in the BE THE CHANGE CELEBRATION, an international event in which they share their ideas for change and experiences in the Design for Change project with children from other countries.

Finally, we want to tell you that Design for Change has the support of prestigious organizations such as IDEO, Stanford School of Design and the National Institute of Design (NID). According to the The Good Project report, from Harvard Graduate School of Education, the impact of DFC methodology in the development of skills such as collaboration, creative thinking, empathy and problem solving has been confirmed. Seeing their capacities increased has a direct impact on the improvement of student's confidence and grades.

3 Tell us what you think about it



What did you think of this guide?

How has it helped you?

Would you change anything?

We would love it if you as a teacher, could use the learned/difficult/different technique and send us the results. We would appreciate it very much because it would help us improve :)

4 Take it for a spin



From Design for Change, the project has inspired us to embark on our own adventures, through the work philosophy it proposes, so we encourage you to do the same. Take it for a spin to see how you could improve the work process, adapt it better to your students or explore where else you could use this philosophy.

By the way, we haven't introduced ourselves...

The DFC Spain team is a group of people with different backgrounds and trajectories, united in this exciting project for educational innovation and social entrepreneurship. If you want to know more or you want to meet us, visit us at www.dfcspain.org, follow us on social networks through @dfcspain or send us an email to spain@dfcworld.com, we will be happy to talk with you and explore new paths.

Good luck and see you soon!



Revolucionar tu aula es de buena educación

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DESIGN FOR CHANGE SPAIN
Guide to facilitate projects
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