DESIGN *for* CHANGE

A simple **4 step** design process that empowers children to say

'I CAN'

Making Citizenship part of your curriculum

Guidelines to help our children become proactive, concerned, informed and responsible citizens of the world.

WHAT IS DESIGN FOR CHANGE

DESIGN FOR CHANGE is the largest global movement designed to give children an opportunity to express their own ideas for a better world and put them into action. It celebrates the fact that children are not helpless, that change is possible and that they can lead that change!

Children and their teachers are learning through Design for Change that "I Can" are the two most powerful words a person can believe.

Children who have discovered this are changing their world.

DEAR TEACHERS

Your role is to guide students to see that changing lives can be meaningful and fun, and that through this process they can also 'be changed'. As you create opportunities for students to identify their real issues and concerns, you embark on the journey of designing change along with them. Design for Change helps nurture key 21st century skills such as empathy, collaboration and persistence. Skills of communication, reflection, observation and problem solving are also honed. Thank you for making Design for Change part of your curriculum.

DEAR STUDENTS

Design for Change asks you to do four simple things to get infected with the I CAN bug:

Feel - anything that bothers you
Imagine - a way to make it better
Do - Implement your idea for change
Share - your story with your school, community, us and the rest of the world..... so that YOU can inspire and infect other children with the I CAN bug :-)

DEAR PARENTS

Your faith and support are essential for children to gain the confidence of moving into their community outside the comfort of their home and school. Thank you for believing that your children can make change happen!

Design for Change offers a simple framework to empower your children to lead change in their own communities and find opportunities for change. It would be great to have children do two change projects per year. You can include Design for Change into your calendar by setting aside time as one period a week, or you could do it as a week long project per term.

GETTING STARTED

1) Share about Design for Change and inspire your students stories of real superheroes from across the world. You can download stories in comic book format, case studies or videos at **dfcworld.com**
2) Choose any one story and prompt the students to think of ways that they might have offered a solution to that issue.
3) Encourage brainstorming and record all the possible solutions on the board.
4) Repeat this process with different stories to help the students understand that THEY can be superheroes too!

When you feel they are ready to design an independent solution for an issue that bothers them, take them through the FEEL, IMAGINE, DO, SHARE process. Things to consider as they embark on this process of change are :

1) Make the students form teams (not more than 5 per team)
2) Try to get students to engage with real people and issues that affect them directly, no matter how simple they may seem.
3) Help them think beyond the "first answer" (the most obvious solution) and guide them to include as many of their school mates in the act of change.

BE THE CHANGE YOU WISH TO SEE IN THE WORLD!

CASE STUDIES

GEORGE CHAYTOR
ENGLISH COLLEGE

http://bit.ly/1NRfHih

FEEL

IMAGINE

DO

15 year old Maria, Christian and their friends in Chile observed that the younger students in their school canteen were not being able to get access to food counters and were being pushed around by older children

They imagined a Canteen which would give equal access to all children in the school. They observed the chaos during lunch time and noticed that the counter height was very high for younger children. The students talked to the canteen manager and their school principal to brainstorm for possible solutions.

The students came up with a plan and redesigned the queue system in the canteen by marking lines using visible tape. They also reduced the height of the counter on one side by 80 cms so that young children could place their order easily. By putting their ideas in action, they created a CANteen for ALL in their school.

Respect means you care enough to think about others' feelings before you act. When you ask yourself, "What if?", you give yourself time to think about what could happen as a result of your actions. (We call those consequences.)

If the answer to "What if" is you could hurt yourself you could hurt someone else then you need to change your action. A small change can make a big difference in keeping the fun, but avoiding the trouble.

When you think before you act or speak, you're on our way to being responsible. How easy is that?!

APL GLOBAL SCHOOL

http://bit.ly/1nHXYVc

FEEL

IMAGINE

DO

Children at APL Global School, India felt that students were being teased, bullied, ignored, or judged because of their disabilities or appearances these children felt that they did not belong and did not have any friends.

To tackle such problems, students designed four sub-programs to sensitize the entire school. APL being an integrated school,caters to students with various needs, some of whom suffer from hearing impairments.

So, the program started with 'Silent Hour' where students communicated either through signs or writing, even the teachers taught their subjects completely through power points. Programs like 'You are my friend because...", "You are special because..." got children to form buddies and helped them understand one another better. A 'Togetherness Wall' was also designed with handprints of all students of the school to remind them everyday of the change they had brought within themselves.
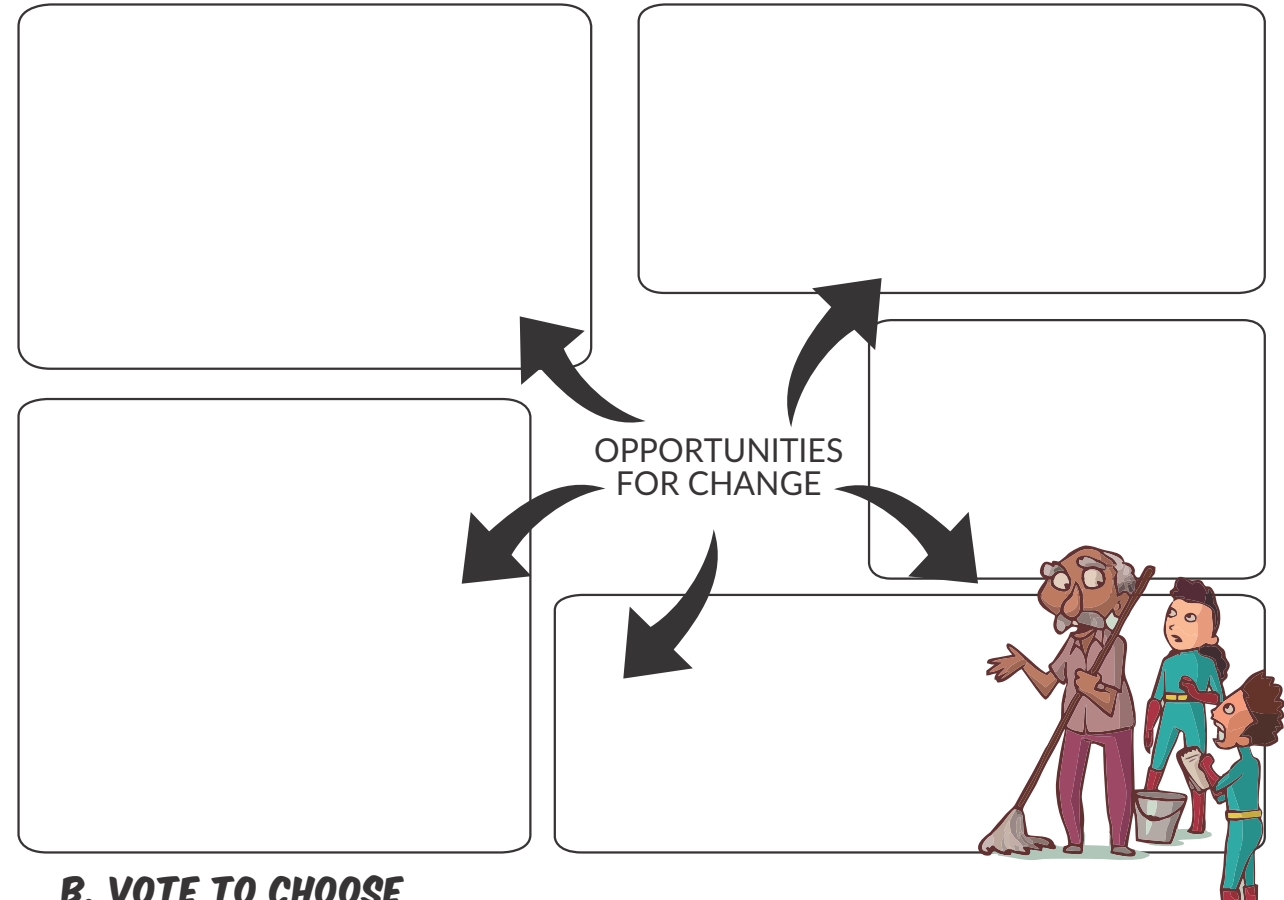
Silent hour – Designate an hour everyday to this activity for a week. Tape your mouth for the entire hour so that you are unable to speak. Experience how it feels to live in a world of quietness. Record your experiences and feelings.

STEP 1 **FEEL**

A. OBSERVE TO UNDERSTAND

In the space below, note down actions/ situations / behaviours that bother you!!

OPPORTUNITIES FOR CHANGE

B. VOTE TO CHOOSE

Share your observations and vote for the one Opportunity for Change that you want to work for.

C. START WITH QUESTIONS :

• Who did you see as the people involved in the selected opportunity for change?
• Why do you think the situation is the way it is....

TEACHER TIP

Guide the students to :

• Locate and identify what bothers THEM. It does not have to 'sound' important, but it has to be something that THEY feel strongly about. Help them notice all that is around them – the space, the people, all that happens. Ask questions to help students reach the root cause of the problem.
• Find out how the problem occurs?
• Ask 'WHY'. Even when they think you know the answer, ask them again WHY they are bothered by that particular issue.

STEP 2 **IMAGINE**
IDEATE

A. BRAINSTORM :
- **ENCOURAGE WILD IDEAS** - **ALL** ideas are valued
- **GO FOR VOLUME** – the best way to have a good idea is to have **lots** of ideas
- **ONE CONVERSATION AT A TIME** – **listening** to your team members' ideas is the _____ for building on ideas.

NOTE DOWN THE IDEAS TO THE SELECTED OPPORTUNITY FOR CHANGE

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B. VOTE FOR THE IDEA WITH MOST PROMISE FOR CHANGE :
You might want to consider these points while choosing the idea for implementation:

1. Can we implement it?
2. Would we be able to get resources for it?
3. Will people find our solutions useful?
4. What do your team-mates feel about the chosen solution?

DEFINE

Give a title to the chosen problem as this helps DEFINE the concern
for example - if you have chosen an issue of reducing the load of heavy school bag, the title can be **'Study well without the load of hell'**. ...

STEP 3 **DO**
IMPLEMENT

- Plan and prepare for the final implementation
- Get as many people involved in the act of **'DO'**- this helps increase the impact.
- Document process of implementation in the form of video or a photo story to share.

Things to consider before you start. Divide responsibilities by forming groups for each action point

Plan of Action

How will your idea impact the people affected by the problem

WRITE YOUR CHOSEN PROBLEM HERE

Who will do it? By when?

How will you implement your idea?

What resources do you need ?

STEP 4 **SHARE**

REFLECT

- Put together the **narrative of your story** either through pictures(ppt) and/or videos, that makes visible your journey of change.
- Share your story with your school, parents and friends to inspire them.
- **Revisit** the reason that the act of change was implemented for and **review** if the desired impact was achieved - for the people involved and affected by the problem
- Was a better understanding of the cause / situation / behavior developed? This helps for further change movements.

CONTINUE

- **'OBSERVE'** again the human behaviour towards the solution and see if **'REAL'** impact has been achieved.
- Look at ways in which you can stay with the project for at least minimum of three months. This will help you see whether the solution has been able to bring long lasting change.

TEACHER TIP

To enrich the solution, do think of partnering with experts (NGO's that are working in the area of concern or design professionals) to help them add different perspectives to their solution.