

Imagine

Feel

Do

Share

A CASE FOR SUPPORT OF





"I learned that anyone can change the world, no matter how old, how young, or who you are, you can change the world."

—Maleah, 8th Grade
Design For Change USA student participant
DALLAS, TEXAS



Who do you wish had the power to change the world?

When you hear about young people who give up because they think they are voiceless, do you **feel** a desire to help them find a voice?

When you envision a just and equitable world that works for all people, not just some, do you **imagine** every child would have the opportunity to contribute to its creation?

When you learn about schools with so few resources that teachers can't bring in programs that could make a difference in their students' lives, do you wish you could **do** something to level the playing field?

And if you found a program that offers accessible and transformative engagement to young people anywhere in this country, would you help **share** this program far and wide?

Feel. Imagine. Do. Share. These four steps are at the heart of **Design For Change USA**.

Design For Change USA gives every student the power to change the world.

It gives teachers the power to help them. And it gives supporters and friends the power to bring this internationally acclaimed program to young people all across the United States.

Through Maleah's work with Design For Change in South Dallas, she and her eighth grade classmates actively worked to address the problem of homelessness in her community.

"People might say I can't change the world because I'm too young," she said, "But if you put your heart and all your effort into it, you really don't know what can happen."

We invite you to read more about Design For Change and learn about how you can help change the world along with students and teachers everywhere.



Design For Change



We Design for Students

Empathy is at the heart of the Design For Change experience. We encourage students to understand different perspectives through the Feel, Imagine, Do, Share framework. By transforming their communities, young people transform themselves, realizing their own power to create lasting change. Young people learn they are not helpless. They come to see that change is possible and they can drive it.

We Design for Teachers

Teachers and mentors are always doing more with less (less time, less resources, less everything). Design For Change doesn't add more work—it allows teachers to find simpler, proven, and more effective ways to help their students learn that they can make a positive difference in the world. Design For Change focuses on easy-to-adopt frameworks and integrating design thinking principles into existing curriculum to increase the value of what educators already do in their classrooms.

"The community of young people with which I work – students of color and immigrants – very often feel like their voice doesn't matter. DFC has the power to give them a platform in which they can make an idea all their own. It gives them ownership. That is really powerful."

**Megan Maeang, teacher,
BRONX, NEW YORK CITY**

USA: What We Do



We Design for Communities

When young people participate in Design for Change USA, they inspire a powerful coalition of others from their schools, their neighborhoods, their towns, and, through affiliation with Design for Change World, across the globe. By saying, "I CAN!" young people develop the practices of mind and heart that help them grow into citizens who can bridge divides in society, from across the street to across the world.



"My students' Design for Change ideas are AMAZING! They said that for us to really understand the issue of gun violence and design a change that rallies others, they need to hear and share the stories of all perspectives. It was so genuine and powerful! We all walked out better people."

Chris Biddix, teacher,
CHICAGO, ILLINOIS



Design for Students: The Story of Wakan Movescamp

WHEN WAKAN MOVESCAMP was a sophomore at Crazy Horse School, he was ready to drop out. “I lost my brother in 2011. I was going down a dark path,” he said. But thanks to the support of his grandmother, he struggled through.

Two years later, his 12th grade English teacher brought Design for Change to his classroom. “As soon as I heard the word ‘Change’ I picked my head up,” Wakan said. “It hit me. A lot of these teenagers didn’t have the support system from their loved ones. It made me want to persuade people they were not alone.”

Wakan and others chose to address the dropout rate for Native American students – a cause near to Wakan’s heart. Their research showed that the dropout rate at South Dakota’s Pine Ridge Reservation where they lived was a staggering 76 percent. They proposed an event for families that would, in Wakan’s words, “get youth out of their homes, speak their stories about

91%
of teachers surveyed
report that DFC
increased students’
self-motivation to
complete tasks and
persist through
obstacles*

living where we live, the poverty we face, and what they would be willing to do to get an education. We wanted to get people to show who they are to the community and lift each other’s voices.”

The experience altered Wakan’s sense of what was possible.

Today, he returns to his community of origin regularly, as well as traveling to other communities in need, to share the strategies he learned. “Change could be here,” he says wherever he goes. “We could make negative things into positive. [Design for Change] opened my eyes to become better for my family, my friends, for my people.”



Wakan’s project won Design for Change USA in 2013!

His team raised the funds to travel to India for Design for Change’s Global Conference. Learn more at designforchange.us/pages/stories



“What struck me as I watched our students go through the Design for Change process was the joy that organically bubbled up. Finally, they had a space where their creativity and their passions were honored and elevated in the classroom. Students lit up when telling me about the discussions they were having in class...they were suddenly on the front lines fighting for their community and they thrived like I hadn’t seen before.”

Dan Seibel,
*Principal, Crazy Horse School,
WANBLEE, SOUTH DAKOTA*



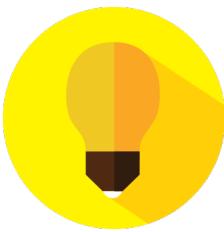
How Does Design For Change Work?

Design for Change applies design thinking principles* to teacher-facilitated project-based learning.



Feel

Teams gather information about a community challenge through research and interviews.



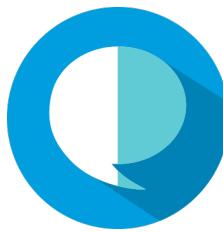
Imagine

Teams work with community members to brainstorm points of possible solutions.



Do

Teams develop and implement an action plan that results in lasting change.



Share

Teams share their story to generate awareness and inspire others to act.

- Middle school-aged students work with an adult educator (teacher, parent, youth leader, coach)
- Students work in teams to investigate social issues, brainstorm solutions, develop action plans, and implement their ideas.
- Educators guide students using DFC's Feel, Imagine, Do, Share approach (see below) and dozens of free activities. Projects can range from four hours to weeks long.
- Each team has the opportunity to be selected to represent the United States at the annual Design for Change Global Conference, held in a different country each year.**

* Design Thinking and the design process can provide a structured framework for identifying challenges, gathering information, generating potential solutions, refining ideas, and testing solutions. Design Thinking can be flexibly implemented, serving equally well as a framework for a course design or a roadmap for an activity or group project. (<https://tll.gse.harvard.edu/design-thinking>)

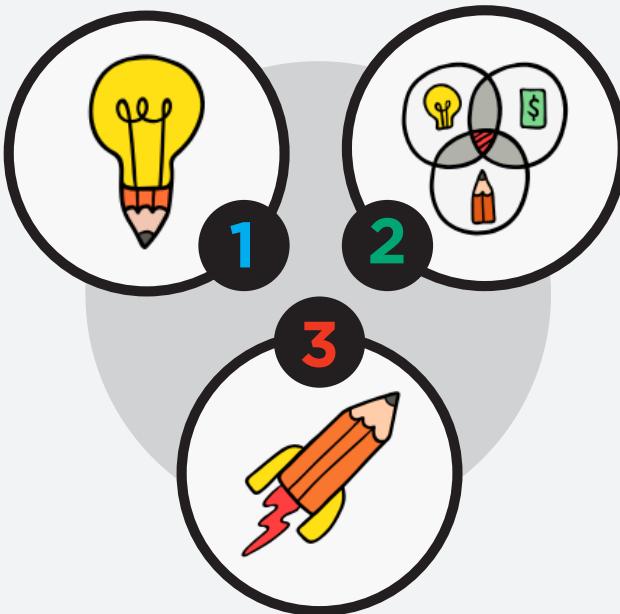
**DFC USA is affiliated with DFC Global but operates as an independent 501(c)(3) organization in the United States. For more information about DFC Global please visit ([website](#))

How Do Teachers Use Design for Change?

Design For Change currently offers three pathways for educators to learn how to use the Feel, Imagine, Do, Share method with the young people they teach:

Workshops

Experiential workshops introducing educators to design thinking and the DFC methodology.



Design Sprints

Brief classroom activities that build empathy around a social issue and introduce design thinking concepts.

Projects

Expert-designed lesson plans and activities that build a custom and immersive design thinking experience.

"Design for Change provides expertise and experience in training teacher leaders to utilize and train their students around their unique Feel, Imagine, Do, Share change model. This model is truly powerful and has enacted incredible student-led change on a global level already."

Michael Harries, Co-founder and COO,
TEACHERS SUPPORTING TEACHERS





Donna Guerin,
Teacher,
CASTLEROCK,
COLORADO

Design for Teachers: The Story of Donna Guerin

DONNA GUERIN was a dedicated eighth grade teacher in Castle Rock, Colorado, battling a serious case of burnout. Like far too many talented educators, she had lost sight of what she loved about teaching due to budget constraints, constantly changing regulations, high turnover of staff, and lack of inspiration. Then she discovered Design for Change. In 2017 she participated in DFC's professional development training. She was hooked immediately.

Donna brought Design for Change to her middle school classes. "We had about 15 student groups and the outcomes were incredible!" she raved. "[One] group raised almost \$1000 in order to make care packages for the homeless. They partnered with the local Fire and Rescue Department so they can help them distribute the care packages. They even contacted several of the local news channels to help spread their message. They plan to make this an ongoing effort as they move into high school next year."

91%

of teachers surveyed report that DFC increased students' empathy for the experiences of others*

Design for Change has recharged Donna's work by bringing her back to the power of her chosen career to change young people's lives. When the school where Donna originally taught decided to eliminate support of DFC's program, Donna quit her job and moved to

a school that allowed her to keep Design for Change at the center of her practice.

"I utilize the design thinking process in all of my teaching now," she said. "Developing changemakers and giving students voice has become an integral part of my every day. I have created a classroom environment that promotes deeper thinking, empathy and creating global citizens."

*2019 Harvard Graduate School of Education and Fielding Graduate University study on the outcomes of participating in DFC for young people.

How You! Can Help!

CHILDREN often have the capacity to solve problems that adults do not. They are inherently creative and resourceful.

However, systemic issues prevent teachers from helping children lean into these natural skills. Students are assumed to be too young to solve large problems. And schooling perpetuates adult-centered solutions.

Design for Change provides both a roadmap for group activities and a proven approach to creating habits of mind and heart that impact young people's decision-making now and in the future.

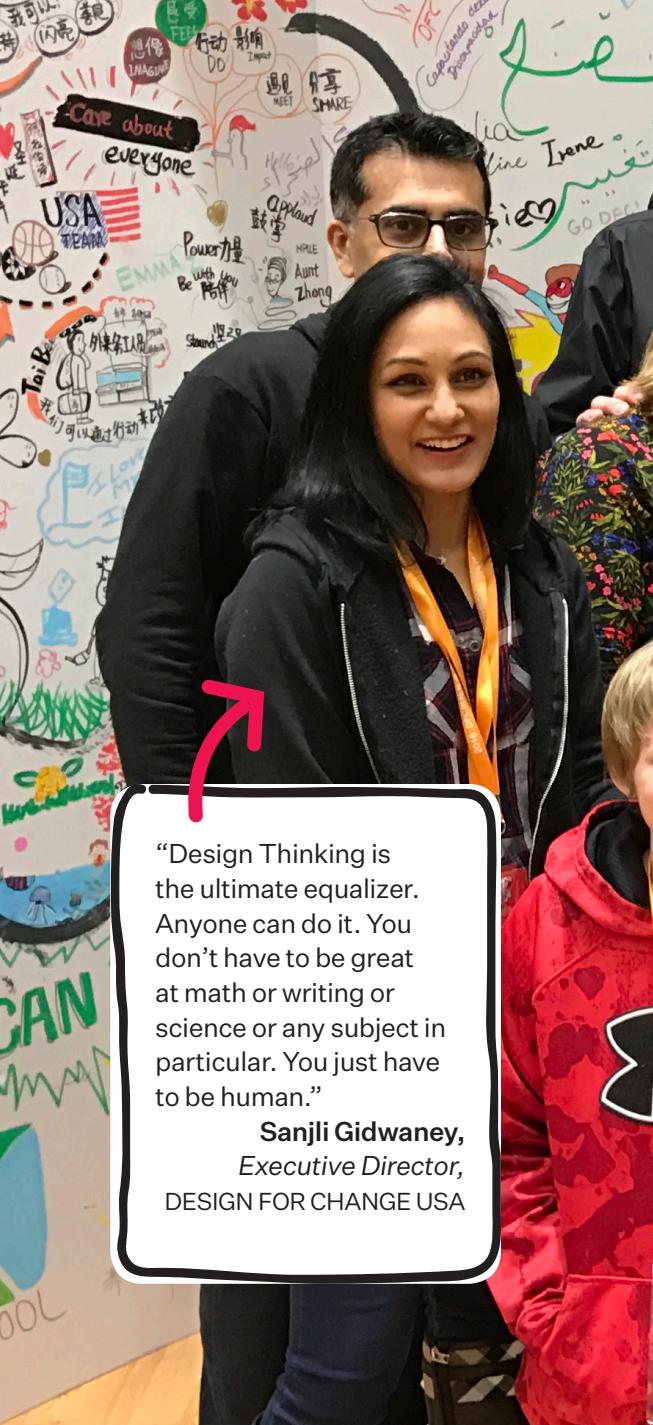
The experience a student has in school can change the trajectory of that student's life.

"Am I capable of making a difference? Do I have a voice that can be heard?"

These are questions that Design For Change helps students answer with a resounding "Yes."

TODAY, Design For Change USA trains 600 teachers each year and reaches 10,000+ students. However, we currently have to turn away more schools than we can serve because we do not have the organizational resources to meet the demand.

BY 2020, DFC USA wants to increase our impact in the United States by 200 percent. By training 100 additional teachers, refining our programs through feedback about use, and building out our train-the-trainer model to extend our reach, we anticipate meeting this goal with a cost-reduction of delivery per student of 30 percent.



"Design Thinking is the ultimate equalizer. Anyone can do it. You don't have to be great at math or writing or science or any subject in particular. You just have to be human."

**Sanjli Gidwaney,
Executive Director,
DESIGN FOR CHANGE USA**

"So many students have commented: "I feel like I can do anything now!" "I want to be a designer!" and "I never thought I could do this, but I did it and it feels so great!" – things I never imagined I would hear from sometimes apathetic students when we started this process last year. They are already talking about what they want to do for Design For Change next year. This is the power of DFC!"

**Dana Kinel, teacher,
EAST HARTFORD, CONNECTICUT**



Your contribution to Design for Change provides the opportunity for tens of thousands of children to change the trajectory of their lives today.

\$3,000
will cover the cost of
**training for a group of
educators** with
Design for Change

\$5,000
will allow a **student
team to participate**
in one cycle of
Design for Change

\$7,500
will fund a school to
train teachers to bring
Design for Change to
five classrooms

\$10,000
will support bringing
Design for Change
to an **entire school
community**

For more information about how your gift will help students and teachers turn empathy into action, please call
Sanjli Gidwaney, Executive Director, at 857.869.7777 or make a donation online at www.designforchange.us.



I want to do something amazing
I want to be remembered and not forgotten
I want to help
But there are a lot of problems in this world and
I want to be the one not scared to address them
I want to be able to say when I'm 80 I did something
I want to speak to large audiences
To spread a good message
A message to change lives
I want to start a whole new epidemic of something good,
something that will help others
A campaign as you will, the campaign will help
problems that our community but others as well.
Design for Change got me wanting to do this and
I can only thank this school and Mrs. Dickinson
Thank you for the great memories



Sincerely, Garrett
Washington Elementary School

Design For Communities: The Story of Sandpoint, Idaho

IN 2016, Sandpoint, Idaho, was a community in pain. The town, with a population of just over 8,000, had seen six teens die as a result of suicide in just two years.

At Washington Elementary School, teacher Ann Dickenson's sixth-grade Design for Change students decided to tackle this issue. They conducted research, became role models for kindergartners, and set up a buddy bench, a YouTube channel, and a "catching compliments" board.

Out of hundreds of teams across the country who submitted projects to Design for Change USA, Ann's students were chosen to represent the United States in Spain at the DFC Global Conference. Now they had to raise the funds to attend. The local Rotary Club chimed in to support the project by matching individual donations. The local paper published an article about the Design for Change challenge announcing the match.

The next morning, a man appeared at the school, introducing himself as a neighbor who lived a block away. He read the piece and wanted to donate. Ann happened to be in the office and said she could take his check.

89%

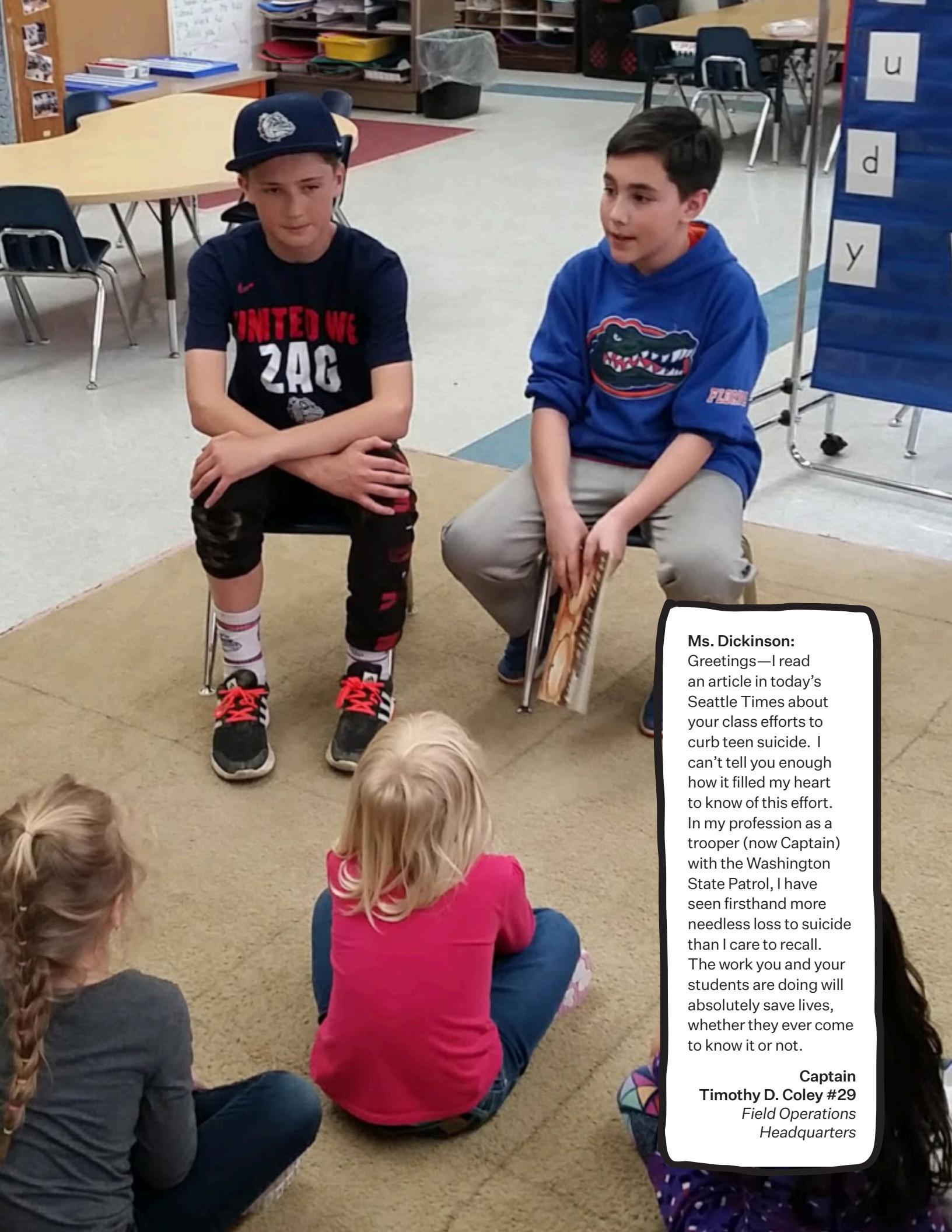
of teachers surveyed report that DFC increased students' engagement with problem-solving for their schools or communities*

"I see him start writing the amount, and I was floored," she later told a reporter. He donated \$1,800. Along with the Rotary match and additional funders, the group had enough to go!

But the truly moving moment came next.

"He looked at me with tears in his eyes," Ann said. "Then he told me 'I am a suicide survivor, and what you are doing is extremely important and I want you to know that.'"

Today the students are continuing their suicide prevention work at their middle school. The power they had to bring their entire community together has had a ripple effect beyond what they could have dreamed. And they've changed the course of their own futures as well. As Garrett, one of the students in the project, wrote: "I want to start a whole new epidemic of something good."



Ms. Dickinson:
Greetings—I read an article in today's Seattle Times about your class efforts to curb teen suicide. I can't tell you enough how it filled my heart to know of this effort. In my profession as a trooper (now Captain) with the Washington State Patrol, I have seen firsthand more needless loss to suicide than I care to recall. The work you and your students are doing will absolutely save lives, whether they ever come to know it or not.

**Captain
Timothy D. Coley #29
Field Operations
Headquarters**



**with students, teachers, and
communities across the country.
Together, we have the power
to change the world.**

Design For Change would like to thank the partner organizations who
have supported our work to date

HASBRO, INC.
POWER 2 CHANGE
CARTER EDWARDS

List is current as of June 2019



Contact Us: sanjli@designforchange.us / 6 Liberty Square #2339 Boston, MA 02109 USA

designforchange.us