

LETTER TO TEACHERS AND MENTORS

TEACHERS/MENTORS

Definition: Some of the hardest working people in the world. They not only teach us valuable skills, they are role models who inspire us every day.

WORLD'S LARGEST EMPOWERMENT PROGRAM!

Thank you for responding to our call to participate in **Design for Change**. Today you have become part a global movement of teachers, mentors and children everywhere who are all saying I CAN!

SO NOW WHAT?

Now that you have become familiar with the Design for Change process of Feel, Imagine, Do, Share, you must be wondering, what's next? Please follow this guide to kick of your DFC project today!

WE NEED YOU!

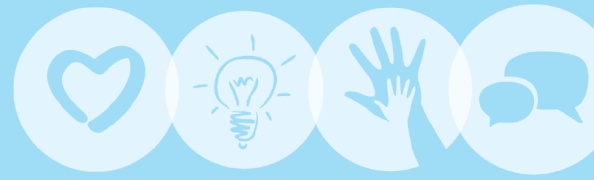
We, the Design for Change USA, team are here to support your every effort as you work through the **Feel, Imagine, Do, Share** process. The success of your project is largely dependent on your ability to channel the passion of your students/youth into a project that has personal meaning in their lives, one that they believe will truly make a difference in their community! We thank you for taking on this challenge and we promise an unforgettable experience!

Please visit www.designforchange.us for more details or email us at info@designforchange.us

Sincerely,

The Design for Change USA Team

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Getting Started

As the Teacher/Mentor of your students' Design for Change Project, we suggest you take the following steps prior to starting your project.

Teacher Resources

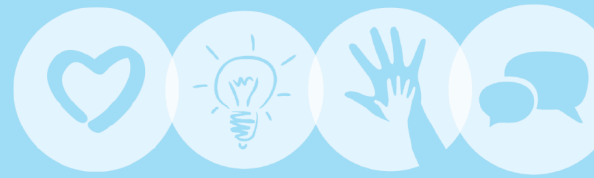
- **FAQs-** Read the FAQs for answers to general questions about Design for Change.
- **Top 10 Tips-** Read the Top 10 tips for teachers containing best practices and helpful suggestions.
- **WEBSITES-** Become familiar with the designforchange.us and the dfcworld.com websites to find resources and inspiration for your projects and become familiar with important information including important deadlines.

All documents referenced below can be found at www.designforchange.us/documents.

Tuning In

- **ICEBREAKERS-** Choose an Ice Breaker activity from our list of Ice Breakers to energize students both physically and emotionally and ready them for the Design for Change process.
- **DFC INTRODUCTION-** Use the "What is Design for Change?" Powerpoint slide show to introduce your students to the DFC mission and framework.
- **DFC VIDEOS-** Share videos of past Design for Change projects from around the world or any video/article/story of your choosing to serve as a point of inspiration for your students, while encouraging them to jot down observations and questions as they arise. Stories can be found at <http://www.dfcworld.com>
- **ESSENTIAL QUESTIONS-** Use the Essential Question document as a guide to create essential questions that reflect your academic goals for your students. Essential questions can be used to gauge the interest of the group, anchor the process and give your students a framework for learning. For older grades, students might take this time to generate additional guiding questions that will help drive their groups' process.

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Make a Decision

- **DESIGN FOR CHANGE - TOOLKIT**- Use this toolkit to guide your team through the Feel, Imagine, Do, Share framework
- **DESIGN FOR CHANGE – FULL WORKBOOK** – Use the workbook to Order a DFC Workbook from <http://www.designforchange.us>, full of 60 hours of fun exercises for your students

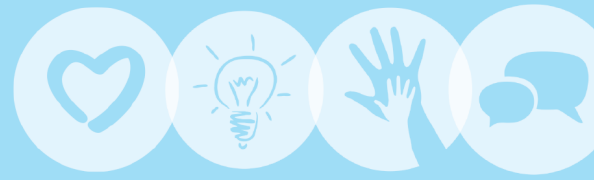
Plan

- **TIMELINES**- Once your students solidify their project idea, use the “Working Backwards” template to plan your activities for the coming weeks. You might estimate about 2 hours per week for elementary ages and about 1 hour per week for upper grades depending on your circumstances.
- **ADMINISTRATION/PARENT COMMUNICATION**- Use our “Letter to Parents” template to introduce the Design for Change program to parents and/or administrators to inform them of the project.
- **JUDGING CRITERIA**- Use the “Judging Rubric” to set your goals for your Design for Change project. You may or may not decide to share the judging criteria with your students to help guide the work.
- **COMMON CORE STANDARDS AUDIT**- Use the “Common Core Standards Audit” form to document each standard you meet.
- **DOCUMENT**- Remember to document your project as you work through the Design for Change toolkit/workbook. Use a variety of formats including e.g., video, pictures, journals etc.

Spread the Word

- **SOCIAL MEDIA**- Spread the word about your project through your own social media channels as well as [DFCUSA on Twitter](#) and [DFC USA on Facebook](#)

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Using Essential Questions to Guide a DFC Project

The International Baccalaureate's Primary Years Program (PYP) uses the following concepts to help guide students when considering what they know about what they know: *form, function causation, change, connection, perspective, responsibility, and reflection*. These concepts are also helpful anchors to use when constructing essential questions.

Constructing questions like these with the students can give them a framework from which to work and provide the context for purposeful action and reflection along the way.

Form:

- What are the qualities/characteristics of the problem we want to solve?

Function:

- What about the way it functions is useful and not useful? How will our action affect that functionality?

Causation:

- Why is it this way, how did it get this way? Who does it impact and how?

Change:

- How has it changed, is it still changing; from what to what?

Connection:

- How does it relate to other things we know- how is it the same or different than other issues/problems we know?

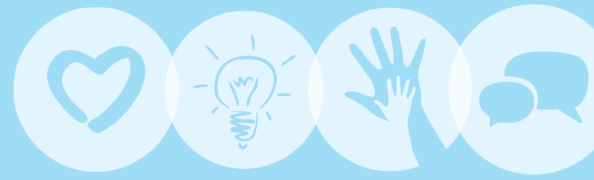
Perspective:

- What are other ways of looking at it? How do other people or groups view the issue?

Responsibility:

- What is our responsibility to the situation and the people impacted?

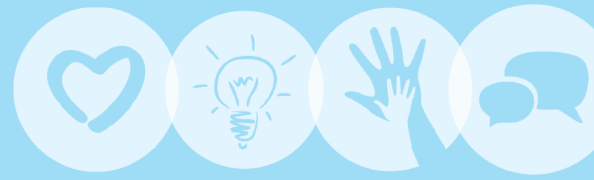
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Reflection:

- What are the effects of the changes we make? What other steps can or should be taken?
- What makes a leader? (*Form*)
- How do leaders impact their community? (*Function*)
- What inspires leaders to take action? (*Causation, Connection*)
- How is our role in our community the same or different from those in other communities or people in the past? (*Change, Perspective*)
- What is our responsibility and our contribution to our greater community? (*Responsibility*)
- What information do we need to decide what action is important to take? (*Connection, Perspective*)
- How will we work together and cooperate to create, grow and implement effective change? (*Function, Responsibility*)
- How will we know we've succeeded? (*Reflection*)

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Essential Questions for a 4th Grade DFC Animal Adoption Project

Below are examples of Essential Questions from a 4th grade project with the follow up reflections, “Answers”, that the students generated after the project was completed.

Form:

Q. How are homeless animals cared for in our community?

A. *We learned that homeless shelters and adoption agencies keep animals for a limited time and when they euthanize them- we learned the older animals are the most at risk.*

Function:

Q. How do the agencies find homes for these animals?

A. *We learned that they post advertisements on their websites.*

Causation:

Q. How do the agencies find homes for these animals? Why is it this way, how did it get this way? Who does it impact and how?

A. *They are understaffed and cannot get the word out like they would like- because the younger animals are the first to be adopted, it is the older animals that are scheduled to be euthanized most often.*

Connection:

Q. How does this relate to other things we know?

A. *We know that we love animal stories and connect when we understand a personal story. We decided to write individual bios on the oldest homeless animals at our community shelters to encourage people to choose an older animal to adopt.*

Responsibility:

Q. What is our responsibility to the animals that depend on our care?

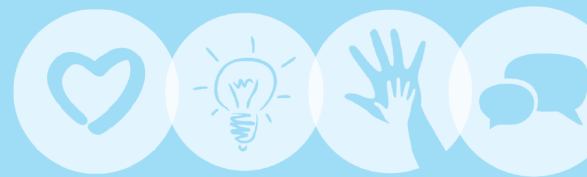
A. *We realized that, just as we are responsible as members of our ecological community, our domestic animals depend on us to respect and be sure they are cared for.*

Reflection:

A. What are the effects of the changes we make? What other steps can or should be taken?

Q. *We tried to track our ads to see if we were successful. We realized that we had not put a follow-up plan together that allowed us to keep track of the pets we had chosen to find homes for. We decided that a future project should have a plan in place to be sure that we can track our progress.*

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Submission and Judging Criteria

Process

As the teacher/mentor, you will be required to submit your project using the Design for Change online platform which can be found on the DFC USA website.

Deadline

- The last day to submit your entry is May 15, 2014.

Structure

- We request that your submission be broken up into the four Design for Change stages:

Feel, Imagine, Do, Share

Format and Standards

- We are able to accept your submission in the following formats and are happy to accommodate others upon request:

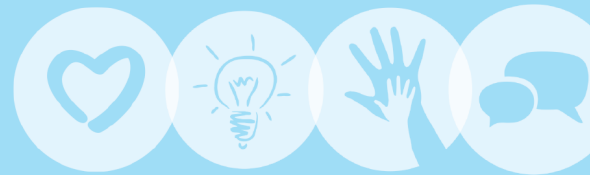
PowerPoint, Video, PDF, Word Document

Important Information

- Be sure to document your project at every stage, this footage/documentation will be vital when constructing your final presentation
- Please remember, the goal of your presentation is to narrate the story of your class project as you ventured through each stage of the curriculum e.g., highlight key events and struggles

If you have any difficulty with the submission platform, please notify us at info@designforchange.us

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Determining How to Apply CCSS to a DFC Project

Authentic Service Learning comes from students and the service that drives the learning process at every step. When Service Learning is authentic, the skills and knowledge students develop emerges from what is required for successful completion of the project. ASL gives students ownership and an internal motivation, (Feel, Imagine, Do, Share), to acquire essential skills effectively and with their full investment. Although, each service project is different, each affords students with opportunities to develop skills identified by national standards as well as valuable learning that is not so easily measured. The Common Core State Standards (CCSS) document attempts to identify essential measurable skills. While Authentic Service Learning comes from the students first, you will find Common Core skills emerge from their projects.

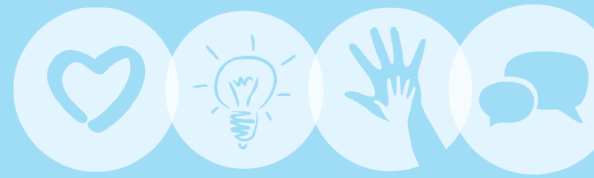
The following guide is designed to help you align an Authentic Service Learning project with Common Core Standards. Use the check boxes to track those skills that arise from the project. Refer to your state's CCSSI document for the full text provided for each grade level.

Check Box

Elementary Writing

- | | | |
|--------------------------|----|--|
| <input type="checkbox"/> | W2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. If your students write an essay for presentation or a proposal about the issues driving the topic of choice they will develop these writing skills. |
| <input type="checkbox"/> | W4 | Produce clear and coherent writing, (standard varies by grade level), in which the development and organization are appropriate to task, purpose, and audience. By writing authentic pieces related to the project, piece, i.e. letters or emails of request or thanks, how-to documents, persuasive letters, etc. your students develop these writing skills. |
| <input type="checkbox"/> | W5 | With guidance and support, develop and strengthen writing as needed by planning, revision, editing, rewriting, or trying a new approach. If your students move through the writing process as part of their project this skill applies. |
| <input type="checkbox"/> | W6 | With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type, (standard varies by grade level). Your students develop these writing skills if their project includes some form of electronic publishing and collaboration. |
| <input type="checkbox"/> | W7 | Conduct short research project that use several sources to build knowledge through investigation of different aspects of a topic. By researching the issues driving the topic of choice, students develop this writing skill. |

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- ☐ W8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and cite sources (standard varies by grade level). If your students used multiple sources in this way this standard applies to their work.
- ☐ W9 (Begins from Grade 4), Draw evidence from literary or informational texts to support analysis, reflection and research, i.e. compare/contrast analysis or drawing parallels from analogous text.
- ☐ W10 Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. If your students keep a journal or track and reflect on essential questions, group work, feelings or impact in writing they develop these skills.

Check Box

Elementary Speaking and Listening

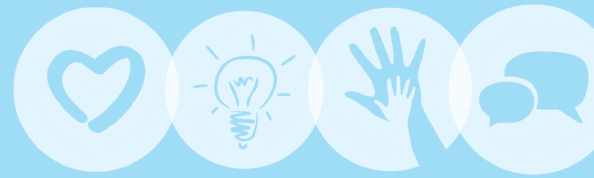
- ☐ S1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners, (standard varies by grade level). If your students are actively participating in a group to discuss the issues surrounding the project topic they develop this speaking and listening skills.
- ☐ S2 Summarize a written text read aloud or information presented in diverse media and formats including visually, quantitatively and orally. If your students can retell or reteach text related to the service topic, they are demonstrating this skill.
- ☐ S3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence, (standard varies by grade level). When students demonstrate understanding of information presented by a guest speaker related to the topic.
- ☐ S4 Report on a topic or text or present an opinion sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- ☐ S5 Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- ☐ S6 Adapt speech to a variety of contexts and tasks using formal English when appropriate to task and situation. If students adjust their language for appropriate audience and situation this standard applies to their work.

Check Box

Elementary Language

- ☐ L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases applying flexibility from a range of strategies. By using reference materials and context to define new words, students develop these language skills.
- ☐ L6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases including those that signal contrast, addition and other logical relationships. By using and examining relationships of new words, students develop these language skills.

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Elementary Math

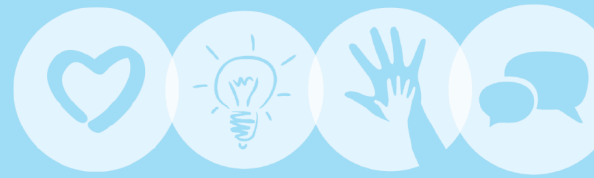
Math standards are composed of Math Practices, MP, and Math Content. Math Practices are consistent across grade levels and can be applied to multiple Math Content areas. There are 8 Math Content areas that vary across grades K- 5. Refer to the document for a detailed description of these skills.

Check Box

Elementary Math Practices

- ☐ MP1 **Make sense of problems and persevere in solving them.** If your students explain the meaning of a problem and find a way to solve it- analyze givens, constraints, relationships, and goals this skill applies. They may consider the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt.
- ☐ MP2 **Reason abstractly and quantitatively.** If your students had to make sense of quantities and their relationships in problem situations. If they used reasoning by considering the units involved and attended to the meaning of quantities, not just how to compute them they practiced this skill.
- ☐ MP3 **Construct viable arguments and critique the reasoning of others.** This applies if students stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures.
- ☐ MP4 **Model with mathematics.** This skill is applied when students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace so this should be checked if students applied any math at all to their project.
- ☐ MP5 **Use appropriate tools strategically.** When students select and use the appropriate tools for problem solving that might include pencil and paper, concrete models, a ruler, a protractor, a calculator, or spreadsheet for example.
- ☐ MP6 **Attend to precision.** This applies when students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. In the elementary grades, students give carefully formulated explanations to each other or when presenting information to a group.
- ☐ MP7 **Look for and make use of structure.** If students look closely to discern a pattern or structure connected to their project, for example, examining or using patterns to create something new.

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- ☐ MP8 **Look for and express regularity in repeated reasoning.** When students notice that calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal.

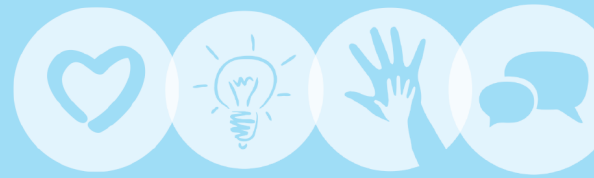
Check Box

Elementary Math Content

- ☐ OA **Operations and Algebraic Thinking :** From understanding addition and subtraction in kindergarten to writing and interpreting numerical expressions and analyzing patterns and relationships in 5th grade.
- ☐ NBT **Number and Operations in Base ten:** In kindergarten they are using objects or drawings, and record each composition or decomposition by a drawing or equation and by 5th they show understanding of the place value system and perform operations with multi-digit whole numbers and with decimals.
- ☐ NF **Number and Operations—Fractions:** In 3rd grade, develop understanding of fractions as numbers. And by 5th students use equivalent fractions as a strategy to add and subtract fractions and apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- ☐ MD **Measurement and Data:** Kindergartners describe and compare measurable attributes, classify objects and count the number of objects while 5th graders convert like measurement units within a given measurement system and understand concepts of volume.
- ☐ G **Geometry:** From kindergartners who identify analyze, compare, create, and compose and describe shapes to 5th graders who can graph points on the coordinate plane to solve real-world and mathematical problems.

To download a copy of the Common Core State Standards, go to your state's Office of the Superintendent of Public Instruction website or to <http://www.corestandards.org/the-standards>

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Letter to Parents

Dear Parents,

I am excited to announce an opportunity our students have this year to join an international initiative involving over 30 countries across the globe. It is called the Design for Change.

We will be using the format of Feel, Imagine, Do, Share to identify a problem within our community, design a solution and take the necessary steps to solve it. In the **FEEL** stage, we will work together to observe our community and examine what bothers us in order to identify a problem or need. Then, we will **IMAGINE** solutions that might solve the problem and decide on how we will take action. We'll design a plan for that action and **DO** it. As we go, we will track our work and **SHARE** with our community as well as the global Design for Change community!

While it is essential that your child leads the Feel, Imagine, Do, Share process, your interest and support are invaluable to the success. Here's how you can help:

- **Be a questioner-** Ask your child to share and help you understand the nature of the project. Ask them how they feel about it, what are the challenges and what is going well.
- **Be a listener-** As your child shares his/her project idea, try to resist any inclination to advise or make suggestions. (This can be hard for the change maker in all of us!)
- **Be a supporter-** Validate and acknowledge their role and help them reflect on their work, their impact and their personal growth.

You can find out more about Design for Change at their website www.designforchange.us. We have much work ahead of us in the weeks ahead but it promises to be an unforgettable experience. Thank you for your support and please email me with any questions or comments.

Sincerely,

Your name

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