

The Kando Project presents
WORLD'S LARGEST
DESIGN *for*
CHANGE
SCHOOL CHALLENGE

USA

presents

i can

feel

imagine

DO

share

school children design solutions for the world's greatest challenges

Design for Change Curriculum Toolkit



A Four Step Design Process
That Empowers Children to Say:
"I CAN"

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

What is Design for Change?



Design for Change offers a very simple framework to empower students to be the change makers of tomorrow! The Design for Change experience creates a unique opportunity for students around the nation, to identify a problem they are passionate about, work in collaboration

with their peers and mentors, and design solutions to challenges in their community. Design for Change is flexible and customizable to accommodate the busy schedules of both teachers/mentors, and students. You can incorporate Design for Change into your curriculum by setting aside time on a weekly basis, or you can choose to execute your project in one week.

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 the change.”

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 attitudes such as:

- Creativity
- Problem Solving
- Empathy
- Respect
- Teamwork
- Persistence
- Communication
- Reflection
- Observation



Dear Parents



Your faith and support are essential for your child to gain the confidence they need to venture outside their comfort zone, and become a contributing member of their community. We encourage you to get involved in helping your child be the change they want to see in the world.

- Ask your child's teacher how you might be able to volunteer your skills and time to support the chosen project
- Help students draft letters to community leaders
- Help students generate awareness about their project, by reaching out to local media outlets
- Help spread the word to family/friends, and other teachers

"Thank you for believing that children can change the world through the power of their ideas!"



Dear Students

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

- Feel anything that bothers you
- Imagine a way to make it better
- Do what you imagine
- 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

Getting Started

To assist you in getting started, please see the Teachers Toolkit below for a step by step process on how to implement your Design for Change project. This toolkit includes links and other helpful resources. Accompanying Worksheets and Ice Breaker Activities can be found under the Implementation Toolkit tab.

Step One - Feel

Tuning In:

Materials needed: TV / Laptop / Chalk / Black-

Show students the videos below to introduce them to the idea of Design for Change.

All videos can be found at: <http://www.designforchange.us>

- A Message from Founder Kiran Sethi
- The Power of Your Imagination
- Success Story: Pearl River Middle School
- Click on "Videos of Change" to view inspiring videos from around the world

Watch videos, speeches and read books about change makers from around the world:

For example., show students a video of the March on Montgomery in 1965 or read quotations from Mahatma Gandhi or read about César Chávez

Find more resources at <http://www.designforchange.us>

Ask the students what the video was about, what bothered the change maker and what action did the change maker take in response? Ask students to think of all the change makers they know? Pick a student volunteer to act as a scribe and write all names on the blackboard. Encourage students to think broadly - all answers are welcomed!



Step Two - Imagine

Materials needed: Sticky Notes / Chalk / Blackboard / Copies of What's Bothering You Worksheet / Copies of Design for Change Worksheet / Markers / Chart Paper

Distribute six sticky notes to each student and ask the students to do the following:



Attributes

Write your three strongest attributes on three separate stickies, and then stick the notes on a black board. With the help of your teacher, sort the sticky notes by similar strengths.

*Spend some time defining abstract words/concepts such as: attributes, values, happiness, sadness

Values

Write three values that are important to you on three separate stickies, and then stick the notes on the black board. With the help of your teacher, sort the sticky notes by similar values.

Reflection

Ask yourself, who are we as a class, what is our greatest strength, and what do we value most?

What's Bothering You Worksheet

Using the What's Bothering You.doc, list all the things you know about or have experienced that bother you. Think about a problem that affects many lives. When thinking about solutions, go beyond the obvious answer and get creative!

Design for Change Worksheet

Split up into groups of 4-5 and brainstorm your ideas using the Design for Change worksheet.

Brainstorm Ideas: Do not edit – every idea should be valued and written down by a chosen recorder.

Listen: Have one conversation at a time and listen to ideas of your team mem-

Grid and Be the Change Worksheet

Replicate the grid below on a black board/chart paper and ask each group to present their top 2 ideas. Enter each idea into the grid and rate them using same scale as in the Design for Change Worksheet. Determine the highest rated idea and if the class is in agreement, this will be your class project for Design for Change.

- Write down the idea and enter a rating from 1-4 into each column
- Add up all the ratings across the row for each individual idea
- Tally up the final score - enter the number into the "Final Score" column and determine the highest rated idea.

Originality of idea	Potential for long lasting change	Achievement in a reasonable time frame	Does idea benefit those we can connect	Low cost or little need from outside help	Final Score
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- o Define the chosen project idea – give the idea a title to frame the issue
- o Fill out the BetheChange.doc worksheet as a class

Step Three - Do

- Help students form committees for the initial planning.

Use the [DFCPIGSFace.doc Worksheet](#) to guide students on how to successfully work in a group.

- Sign and have each group fill out the Action Committee Contract.

[ActionCommitteeContract.doc](#)

- Each committee member must commit to creating a timeline for implementing and supporting the efforts of their peer planners.

[BeTheChangeTimeline.doc](#)

- Encourage students to design a template for communication to be used with industry experts and other resources.

[BeTheChangeCommunicationScript.doc](#)



- Brainstorm what you will do during the course of the project.

[CommitteeSpringBoardandIdeaGenerator.doc](#)

- Implement the project and track learning's at each stage – record how the idea changed lives.

[ActionSteps.doc](#)

- Once the project is carried out, celebrate and reflect on learning's.

[BethechangeReflection.doc](#)

- Re-visit why the change was implemented and if the desired outcome was achieved.
- Was a better understanding of the cause / situation / behavior developed? This helps for further change movements.



Step Four - Share

Photos / Videos / Final Presentation

- Put together a narrative of your story of change, using the following mediums: Powerpoint, Photo/Text, Video/You Tube
- If time allows, interview students and encourage them to talk about the various stages of how the idea developed - excerpts from their reflections can be transcribed and used as captions in the final presentation
- Please use the following titles to format your presentation: Feel, Imagine, Do, Share
- Please include the following information:

Submission Title
Name of School
Address

Student: Name, Age, Grade

Mentor Teacher
Telephone
Email

- Submit entry to Design for Change USA
<http://dfcworld.com/dfc2011/usa/>
- Share your story with your school, parents, family and friends to inspire them to take part in the change
- Continue to observe whether the change continues after the project is complete

G Ross Elementary School text

Feel

Students from G Ross Elementary School enjoy bike riding and find it an effective and fun way to stay healthy and fit. However, there are very few safe and accessible bike paths in their community.



Imagine

They decided to meet with city officials, including the mayor of Lancaster, to discuss possible solutions to the limited number of safe bike paths in their community. Several ideas were proposed: creating more green space, scheduled ride times in high traffic zones, and designated bike paths.



Do

The students reached out to the community of Lancaster through a petition & garnered support for the development of new and improved bike paths. They further planned a community sponsored bike rodeo to create awareness for their cause. By May 2011, the brilliant and passionate students from Lancaster will have touched approximately 55,000 people in their community.



Teacher Tips

It is important for teachers/mentors to guide students to identify the heart of the problem they are trying to change. For example - take the case study of littering. Children might feel that by cleaning up a pile of garbage in their community or outside their school, they have solved the problem of littering in their surrounding area.

However, they might find themselves disheartened when the garbage returns in less than a week. Such a situation is very common and can result in students feeling discouraged from doing any further acts of change.

To address this issue, a teacher/mentor can guide students to observe the behavior of people who deposit the garbage, and understand their mindset and reasons for their actions. In this way, students will have a much deeper understanding of the problem at hand, and how best to create long lasting change to solve it.

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.



Contact Information

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