



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 Documents

- **FAQs-** Read the FAQs for answers to general questions about Design for Change.
 - <http://www.designforchange.us/faq>
- **Top 10 Tips-** Read the Top 10 tips for teachers containing best practices and helpful suggestions.
 - <http://www.designforchange.us/getstarted>

Tuning In – <http://www.designforchange.us/documents>

- **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 any observations and questions as they arise
- **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.

Make a Decision – <http://www.designforchange.us/documents>

- **Teacher Survey-** Use this survey to communicate with the Design for Change team about your motivations, understanding and challenges surrounding Design for Change
- **Student Survey** – Use this survey to assess the motivations, interests and understanding of students surrounding Design for Change
- **Decision Tree-** Use the Decision Tree Document to help determine the most effective structure and course your project should take

- **Curriculum toolkit-** Use the *360° Lens* and *Be a Detective* activities to tune students' observational skills. The toolkit contains the Design For Change framework as well as documents that will help support and streamline your project

Plan – <http://www.designforchange.us/documents>

- **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 the parents of your students and find ways to involve them in 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
- **Document the process-** Remember to document your project as you work through the Design for Change curriculum. Use a variety of formats including e.g., video, pictures, journals etc.
- **Common Core Standards Audit-** Use the Common Core Standards Audit form to document each standard you meet.

Email: info@designforchange.us for more details and answers to specific questions

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