



# design for change

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**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 attitudes and skills such as empathy, respect, teamwork, persistence, communication, reflection, observation and problem solving.

## Important Note



Sharing your story with the world makes it accessible and visible. It is important that you document your journey by taking photos and videos. The documentation will be a key element of the final stage of the process - SHARE. Make sure you take photos / videos of the students and their ideas at every stage of the Design for Change process.

**It's going to be challenging,**  
but we promise you, it is going to be a lot of fun!

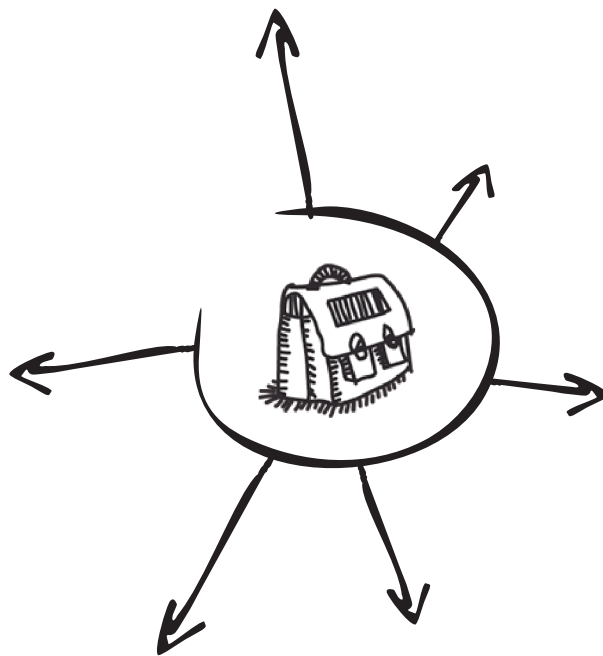
# SESSION 1

## Activity 1 | Backpack activity

Duration : 10 mins

Write or draw everything you know, see or think about your backpack.

(Use the arrows to record your thoughts)



### DEAR TEACHERS

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Remind your students that there are no right or wrong answers to this exercise. Have them to fill out this sheet without many instructions.

# What did you just do?

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You tried to express different ideas about something that you use every day.

Each and every thing that surrounds us tells us a story - the friends we have, the choices we make, even the food we eat. These simple things tell us about who we are and why we do the things we do.

However, these stories aren't written in stone. They are constantly growing and we can choose to be aware of them and change them if we want to. By looking more deeply into the most ordinary things in our lives, we can understand our ourselves and the world a little better. We can even make it a better place. It's all in your hands!



## NOTICING EYE

## Tool 1

The Noticing Eye is a tool that will help you see any situation in greater depth. It will help you be more aware and observant about your surroundings. You will start "noticing."

Use this tool to approach any and every situation in a unique way.

Consider the following:

### **Facts (basic facts)**

Physical / material / cost / brand / manufacturing / technology / weight

### **Form (the feel and physical features)**

Shape / color / size / details / textures / structures / senses (sound/smell/touch)

### **Function (usability)**

What it does / how it helps / where you use it / how you use it

### **Relationships (relationships you share)**

What it means to you and others / what memories and feelings you have with it / will it change

**1 Facts**

eg. Cost : \$\$\$

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**2 Form**

eg. feels heavy



**3 Function**

write or draw



eg. It's so soft, I can also use it as a pillow! 😊

**4 Relationships**

**immediate - now**

eg. I got this backpack when I won a spelling bee

**distant - what if?**

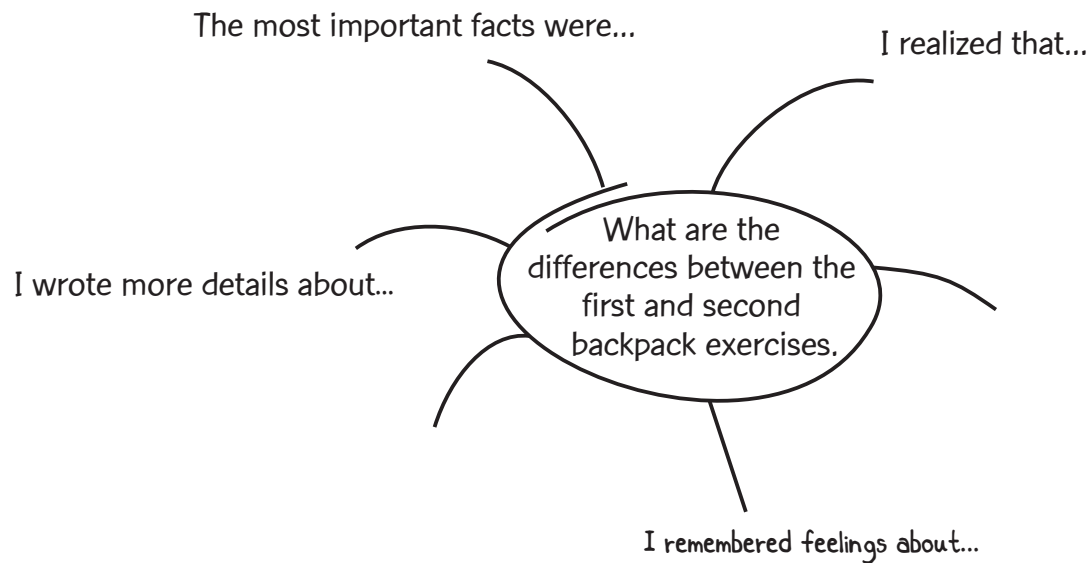
eg. what will school be like without backpacks?



# THE SHIFT

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COMPARE both pages of the backpack exercise and list the differences in your responses. Note how the Noticing Eye tool helped you see **DEEPER**. Summarize your thoughts from both pages.



Great Job! Now let's get **STARTED**



# SESSION 2

## Activity 3 | Get Inspired

Duration : 40 mins

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The following story will help your students visualize what a Design for Change project can look like. Have them read the story in pairs or groups. See if they can identify and describe each of the four stages of the process: Feel, Imagine, Do and Share.

Additional questions they might answer in discussion:

- What made this project particularly meaningful for these students?
  - How did their plan match the needs of the people they helped?
  - What other plan might have worked?
  - Describe some of the learning that happened by doing this project together.
  - Using the attributes list, let students identify examples of attributes that these children used to be successful.
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On a rainy Monday morning, Jake stood alone outside his fifth grade classroom. He saw his tall, bright eyed classmate Libby trotting up the stairs toward him. She called out to him, "Hey, where's Fay?" For as long as Libby could remember her best friend, Fay, had been the first to arrive at school. It may seem like a trivial concern but, to Libby, it was rather unsettling not to have Fay there to greet her in the morning.

"Why would you think I know where Fay is every day?" Jake grinned. He had long since given up on hiding the fondness he had for Fay from his friends and they no longer seemed to feel the need to tease him about it either.

"It's just that she's always here before anyone. We even have a presentation today, and I know Fay would never want to miss that..." The roar of the bus arriving at school interrupted Libby. Maybe Fay rode the bus today, Libby thought. Libby and Jake both stretched tall over the rail to see if they could find their friend from the stream of kids pouring out of the bus.

Though there was no sign of Fay, there was a steadily growing chatter rising from the clump of fifth graders moving toward them. "...and you could see it from my bedroom...and it took so long for the fire department to get there that..."

"My dad and Noah's mom were there and then a bunch of firemen with hoses, but...."

Another added, "I never saw it but I heard the sirens and...."

"What happened? Where? What?!" Libby pleaded.

A boy emerged from the center, "The fire. There was a fire at Fay's in the middle of the night. It was scary and loud and..."

"Oh no!" Libby gasped.

"What happened! Did they get out?" Jake asked.

Tali pushed forward, "They got out in time, but the whole top floor is gone. I saw Fay crying."

Adam added, "They were all standing on the front lawn- her sister tried to go back in to get something, but they wouldn't let her. "

"Fay was holding the sculpture she had made for your presentation today," Tali shook her head, "but it was all wet- I think it was ruined."

Libby was speechless. She knew how much it meant to Fay's whole family to have a home of their own. She remembered how excited Fay was when her mother found a job at the hospital near school. When they found the house, Fay had called Libby for a special sleepover.

Just then, their teacher, Ms. Parra, appeared at the entry doors. The students erupted in descriptions of what they knew about the night before, and some elaborations on what they didn't. Noah and his mom had just arrived and were standing at the rear of the pack. Noah's mom added, "Fay and her family are staying in a shelter tonight until they can find some friends or family to live with temporarily. I believe they've lost almost everything."

It got very quiet. Fay's classmates seemed to need a moment to sort out their feelings about what they had learned.. Jake uttered, "So, um...now what?"

Ms. Parra addressed the group, "Well, students, how do you FEEL about this?"

Tali responded, "It feels terrible. I'm thinking about how I would feel. I think I would be glad that my family was safe, but would probably feel sad knowing we had lost all of our clothes and other belongings."

"...or food..." another boy added.

"What if she lost her favorite book or stuffed animal?" a girl interjected.

"Maybe they lost all of their family photos..." Noah's mom said softly.

"We have to DO something. We have to think up a plan!" Jake exclaimed.

The school bell rang, but nobody noticed. The children put down their things, entered the classroom and began to brainstorm ideas for how they could help Fay and her family. Jake and Libby offered to stand at the whiteboard to record the ideas. On one side they listed the problems that might have been caused by the fire. On the other side they listed possible ways they could make their plan better.

### What does Libby's family need?

Problems	Possible solutions
No food	We can collect food from families
No clothes	We can donate our clothes? (What do we do?)
Lost photos	We need to ask the family (form a committee) then make a plan
Lost toys or special things? Are their pets okay?	Write them letters/care packages
Money?	We can raise money- art sale? auction?

The students got the teacher's permission to organize an action plan instead of doing their presentations that day. Then, Noah had an idea, "Don't you wish Fay could be here to help us? She is so hard working. Maybe we should take pictures of what we are doing so we can show her and share with other students so they can join us." Michael remembered the 3rd grade classroom had a video camera so he volunteered to ask to use it.

Their chart allowed them to create a plan of action, to decide what to DO. They used it as way to organize work groups and task lists.

### What can we do?

Problems	Possible solutions	Action
No food	We can collect food from families	<b>Food and Clothes Committee</b> Make posters Set up collection spots
No clothes	We can donate our clothes	<b>Food and Clothes Committee</b> Get sizes from Fay's mom Write letter to classroom parents Set up collection spot
Lost photos	? (Don't know what to do?)	<b>Special Things Committee</b> Maybe nothing...help them feel better- comfort- put in last category
Lost toys or special things? Are their pets okay?	We need to ask the family (committee) then make a plan	<b>Special things Committee</b> Interview the family to learn about special needs and create a plan for how we can help
Money?	We can raise money- bake sale? art sale? auction?	<b>Fundraiser Committee</b> Decide on fundraiser, date, place
They feel sad/alone	Write them letters/care packages	<b>Special things Committee</b> Get stationary, make cookies, cocoa etc.
Share		Tape people working and interview them



Once they determined who would do what, the kids formed groups and got to work. Some students made phone calls, others wrote letters, and still others collected boxes for collecting food and clothing. Noah and his committee moved from group to group with their video camera recording their work so they could share it. Jake and Libby kept track of the progress of each group and also let the teacher know if there was something they were having trouble with. During a large group meeting, Libby announced that she had spoken to Fay the night before and that she would be coming back to school the next morning. "But we're not ready yet!" Noah protested.

"Don't worry," Libby assured him. "We don't have to stop working. She can help us! She knows more than any of us about what her family needs."

The next morning, of course, Fay was the first to arrive to school but her classmates were close behind her and there were hugs and greetings all around. When the classroom doors opened, Fay's friends led her inside where she was shown the spread of illustrated posters, letters, cans and boxes with fully edited instructions for how to donate. Fay was very moved by the incredible effort of her friends. Tears welled up in her eyes. "I can't believe what you have done for my family," she said. They walked her around the room, offering her stories of how it all came together. "Wow," Fay said. "This is so amazing. My family is so lucky, but you know what? When we were at the shelter I met other people who had lost their homes for all sorts of different reasons. I wonder if we could do this for them too."

"Could we, Ms. Parra?" several children pleaded.

"You've sure shown that you can work hard and get the job done." Ms. Parra encouraged.

After the plan for Fay's family was completed with the successful donation collection, letter drive, and fundraiser, Fay and the fifth grade class put another plan together to support more families living in the shelter. They were able to use their charting system to gather information about the needs of the families, and find more ways to lend help. Fay told her friends that she thought she could never recover from the sadness she felt when she lost her home. "But because of the work we did together and because you cared so much to help me and my family, I know now that I CAN!"

## SESSION 3 | FEEL

### Activity 4 | What does your world look like?

Duration : 40 mins

Now it's time to apply the Noticing Eye to your environment to identify situations / concerns / problems that you've never noticed before.

Draw a map of your class, school or community. Add labels to your map that describe the places you drew and how they are important to you. Pay special attention to things that you have never noticed before. Mark the map with ☹️ for HOT SPOTS (things that bother you) and 😊 for BRIGHT SPOTS (things that are good but can be made better).

#### Some ideas to get you started

Below are some ways in which you can observe your world. Consider not only the physical world but also the social and emotional world.

cleanliness

safety

traffic

smells

happy / sad / scary places

fun stores

pizza / ice cream shop

gardens

parks

roads

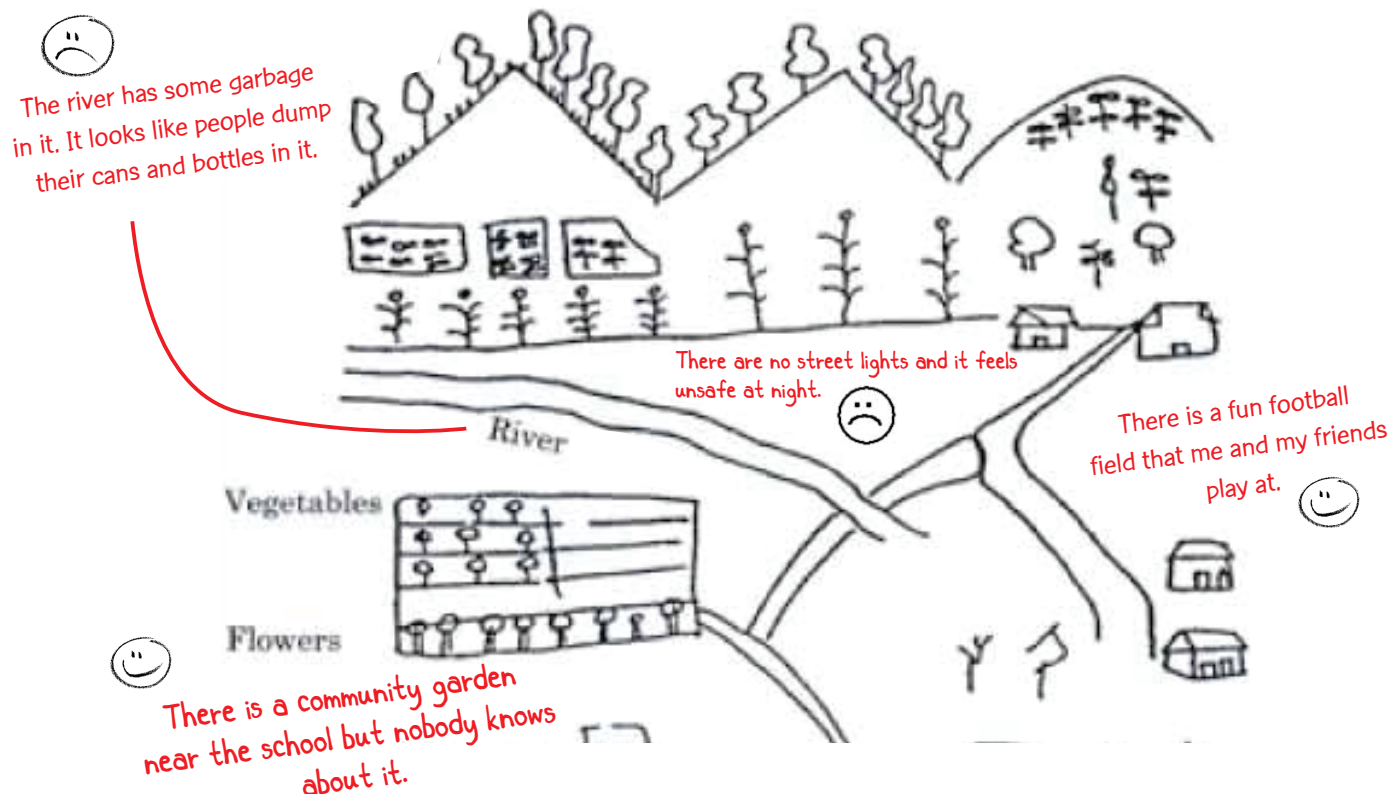
infrastructure

environment

noise

equality

#### Example of your map



# BE A CARTOGRAPHER

Use your Noticing Eye to map your world!

## **vote and choose an opportunity of change**

Choose and list HOT SPOTS that you would want to CHANGE or BRIGHT SPOTS that can be made better.

Every child should present their map to the class and discuss their hot spots and bright spots.

At the end, ask each child to vote on which hot spot or bright spot to focus on. Consider using a simple rating system to rank each idea.

## SESSION 4 | IMAGINE

### Activity 5 | Build Ideas

Duration : 40 mins

Next step is to **BRAINSTORM** to be able to achieve the desired **CHANGE**.



## BRAINSTORMING

This tool helps you get many ideas!

## Tool 2

Now that you have identified problems that bother you, you can begin to use the Brainstorming tool to start imagining solutions. To get to the next step, you need to brainstorm and come up with ideas which will help you solve the problem.

Some important tips for brainstorming:

### 1. Go for quantity

Let the ideas flow and generate as many ideas as you can. You never know where a good idea is going to come from! In a good session, you can come up with dozens of ideas in an hour.

### 2. Encourage wild ideas

In thinking about ideas, remember to be fearless. Some of the best solutions were those that sounded strange or impossible at first. If you're having trouble, ask your teacher to assist you with coming up with some examples.

### 3. Build on the ideas of others

Be positive and build on the ideas of others. In brainstorming, try to use "and" instead of "but".

### 4. Be visual

Nothing gets an idea across faster than drawing it.

It's NOT about being an artist, it's all about the idea behind your sketch.

## OUR IDEAS

## SESSION 5 | DO

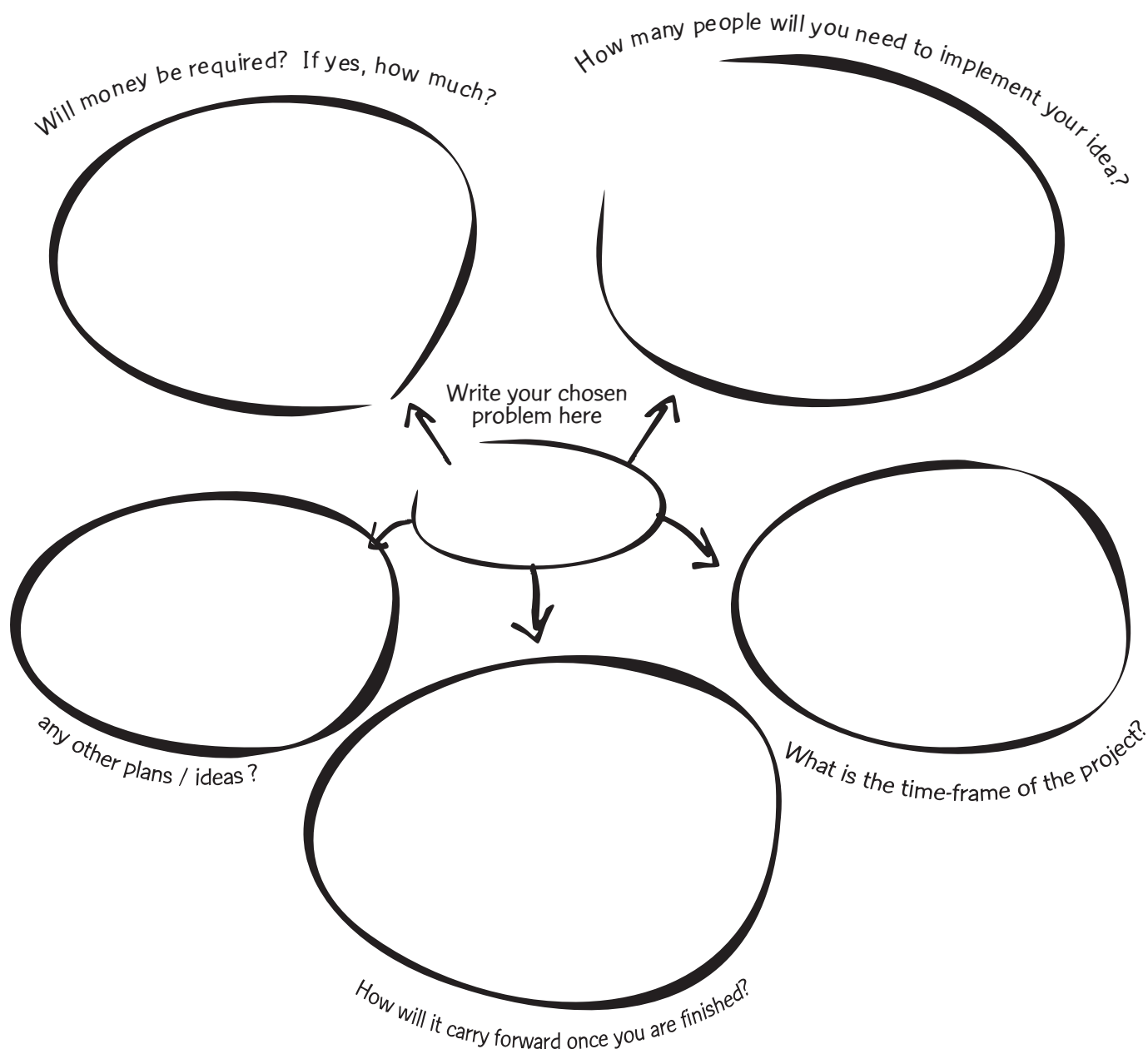
### Activity 6 | Implement

Duration : 80 mins

Plan and prepare for the final implementation. Get as many people as possible involved in the act of 'DO'- this will help increase the impact of the project.

Document the implementation process in the form of video or a photo story to share later.

**Consider the following questions before you start (see below). Divide responsibilities by forming groups for each action point.**



It is important for teachers and parents to help children identify the root of the problem that they are aiming to change.

As the teacher, you should guide students to observe the behavior of people who deposit the garbage and help them see that the mindset and behavior of those people is the 'REAL' issue. Once the deeper cause of the problem has been identified, the solution is that much more comprehensive and long lasting.

Use tools such as wall charts to document each step in the process.

# SESSION 6 | SHARE

## Activity 7 | Reflect

Duration : 40 mins

### Reflect & Share

Put together the narrative of your story that makes visible your journey of change. Use pictures in a slideshow presentation and include videos, if possible. Upload your story of change to <http://www.designforchange.us/submit/> and become part of Design for Change global community.

Share your story to inspire others with the I CAN spirit

- Invite the community
- Invite parents
- Invite the press to cover the story!
- Send students to visit other schools to create awareness about their story and encourage participation in the Design for Change Challenge. Ask students to share how they chose their challenge were inspired them to act. This sharing can help spur further change movements.

Encourage your students to revisit the reason for which the act of change was implemented and review whether the desired impact was achieved - for the doer and the user.

Assess whether a better understanding of the cause / situation / behavior was developed by the students. The lessons learned can improve future projects.

#### Teacher Tip

Use the creation of a presentation summarizing the project as an opportunity for the students to develop their verbal and oral communication skills.

#### Teacher Tip

To enrich the solution, consider partnering with experts (NGO's and other professionals) who are working in the area of concern to add different perspectives to the students' solution.

### Continue

'OBSERVE' again the human behaviour towards the solution and see if 'REAL' impact has been achieved.

Look at ways in which you can continue the project throughout the school year. This will help you see whether the solution has been able to bring about long lasting change.