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

Making Citizenship part of your curriculum

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**WHAT IS DESIGN FOR CHANGE**

**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.

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**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 21st century skills such as empathy, collaboration and persistence. Skills of communication, reflection, observation and problem solving are also honed. Thank you for making Design for Change part of your curriculum.

**DEAR STUDEMTS**

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

1. Feel - anything that bothers you
2. Imagine - a way to make it better
3. Do - Implement your idea for change
4. 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 :-

**DEAR PARENTS**

Your faith and support are essential for children to gain the confidence of moving into their community outside the comfort of their home and school. Thank you for believing that your children can make change happen!

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Design for Change offers a simple framework to empower your children to lead change in their own communities and find opportunities for change. It would be great to have children do two change projects per year. You can include Design for Change into your calendar by setting aside time as one period a week, or you could do it as a week long project per term.

**GETTING STARTED**

1) Share about Design for Change and inspire your students stories of real superheroes from across the world. You can download stories in comic book format, case studies or videos at dfcworld.com
2) Choose any one story and prompt the students to think of ways that they might have offered a solution to that issue.
3) Encourage brainstorming and record all the possible solutions on the board.
4) Repeat this process with different stories to help the students understand that THEY can be superheroes too!

When you feel they are ready to design an independent solution for an issue that bothers them, take them through the FEEL, IMAGINE, DO, SHARE process. Things to consider as they embark on this process of change are:

1) Make the students form teams (not more than 5 per team)
2) Try to get students to engage with real people and issues that affect them directly, no matter how simple they may seem.
3) Help them think beyond the “first answer” (the most obvious solution) and guide them to include as many of their school mates in the act of change.

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**BE THE CHANGE YOU WISH TO SEE IN THE WORLD!**
15 year old Maria, Christian and their friends in Chile observed that the younger students in their school canteen were not being able to get access to food counters and were being pushed around by older children. They imagined a Canteen which would give equal access to all children in the school. They observed the chaos during lunch time and noticed that the counter height was very high for younger children. The students talked to the canteen manager and their school principal to brainstorm for possible solutions.

The students came up with a plan and redesigned the queue system in the canteen by marking lines using visible tape. They also reduced the height of the counter on one side by 80 cms so that young children could place their order easily. By putting their ideas in action, they created a CANteen for ALL in their school.

In the space below, note down actions/situations/behaviours that bother you!!

A. OBSERVE TO UNDERSTAND

In the space below, note down actions/situations/behaviours that bother you!!

B. VOTE TO CHOOSE

Share your observations and vote for the one Opportunity for Change that you want to work for.

C. START WITH QUESTIONS:

- Who did you see as the people involved in the selected opportunity for change?
- Why do you think the situation is the way it is....

TEACHER TIP

Guide the students to:

- Locate and identify what bothers THEM. It does not have to ‘sound’ important, but it has to be something that THEY feel strongly about. Help them notice all that is around them – the space, the people, all that happens. Ask questions to help students reach the root cause of the problem.
- Find out how the problem occurs?
- Ask ‘WHY’. Even when they think you know the answer, ask them again WHY they are bothered by that particular issue.
**STEP 2 IMAGINE**

**IDEATE**

A. BRAINSTORM:
- ENCOURAGE WILD IDEAS - ALL ideas are valued
- GO FOR VOLUME – the best way to have a good idea is to have lots of ideas
- ONE CONVERSATION AT A TIME – listening to your team members’ ideas is the key to building on ideas.

**NOTE DOWN THE IDEAS TO THE SELECTED OPPORTUNITY FOR CHANGE**

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<thead>
<tr>
<th>Idea 1</th>
<th>Idea 2</th>
<th>Idea 3</th>
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B. VOTE FOR THE IDEA WITH MOST PROMISE FOR CHANGE:
You might want to consider these points while choosing the idea for implementation:

1. Can we implement it?
2. Would we be able to get resources for it?
3. Will people find our solutions useful?
4. What do your team-mates feel about the chosen solution?

**DEFINE**

Give a title to the chosen problem as this helps DEFINE the concern for example - if you have chosen an issue of reducing the load of heavy school bag, the title can be ‘Study well without the load of hell’ ...

**STEP 3 DO**

**IMPLEMENT**

- Plan and prepare for the final implementation
- Get as many people involved in the act of ‘DO’ - this helps increase the impact.
- Document process of implementation in the form of video or a photo story to share.

**TEACHER TIP**

It is important for the teacher/guide and parent to help children identify the core of the problem that they are aiming to change.

For example - take the case study of garbage. Children might feel that by cleaning up a pile of garbage in their society or outside their school, they have solved the problem. Unfortunately, a week later the garbage is back. This might dishearten the children and discourage them from further acts of change.

The teacher needs to guide them to observe the behavior of people who deposit the garbage and help children see that the mindset and behavior of those people is the ‘REAL’ issue. Once the real problem is identified, the solution is that much more deeper and long lasting.

**WRITE YOUR CHOSEN PROBLEM HERE**

**Plan of Action**

**How will your idea impact the people affected by the problem**

**Who will do it? By when?**

**What resources do you need?**
STEP 4 SHARE

REFLECT

• Put together the narrative of your story either through pictures (ppt) and/or videos, that makes visible your journey of change.
• Share your story with your school, parents and friends to inspire them.
• Revisit the reason that the act of change was implemented for and review if the desired impact was achieved - for the people involved and affected by the problem
• Was a better understanding of the cause / situation / behavior developed? This helps for further change movements.

CONTINUE

• 'OBSERVE' again the human behaviour towards the solution and see if 'REAL' impact has been achieved.
• Look at ways in which you can stay with the project for at least minimum of three months. This will help you see whether the solution has been able to bring long lasting change.

TEACHER TIP

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.

www.dfcworld.com
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