



Design for Change USA

Chapter Toolkit

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DFC USA // Chapter Toolkit

Welcome

We are thrilled by your interest in starting your very own DFC Chapter! Individuals like you have made the Design for Change organization what it is today: thousands strong, a nationwide network of caring and committed mentors, youth and children.

As a leader of a DFC Chapter, you will have two primary duties:

1. Forming a DFC USA Chapter:

- Using the DFC Chapter Toolkit, recruit, organize and lead a team of inspired mentors to work with young people in your community

2. Implementing Design for Change:

- Lead a group of young people through the DFC framework and curriculum and empower them with the knowledge and skills they need to improve their schools, neighborhoods and communities

We will support your every effort by providing the necessary tools, training, and resources you will need in this endeavor. All resources including the DFC Chapter Toolkit can be accessed at designforchange.us. Please note, you will first need to complete the [DFC USA Chapter Registration](#) to gain access to the DFC Chapter Toolkit!

If you have any questions, feel free to email us (info@designforchange.us).

We look forward to working with you!

Sincerely,

A handwritten signature in black ink, appearing to read "Sanjli Gidwaney".

Sanjli Gidwaney
sanjli@designforchange.us
Director, DFC USA

01

Become a DFC Mentor and Start Your Own Chapter

Qualities and Responsibilities »

[How to Start a DFC Chapter](#)

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Congratulations! You see the need for DFC in your school/community and you are taking the first step to form your very own DFC USA Chapter.

QUALITIES OF A DFC MENTOR

So what makes a successful DFC Mentor? We are ideally looking for someone who:

- Has a passion for inspiring young minds and conviction for social justice
- Can act as a team player and work independently when required
- Performs well under pressure and tight deadlines
- Able to juggle multiple tasks and has a “roll with the punches attitude”
- Demonstrates compassion, sensitivity, and tact
- Demonstrates creativity and flexibility



“Flexibility is especially important as a mentor! It is important to be flexible in terms of where students guide and direct the project, the shape that the process takes, and in meeting unexpected barriers. I found that mentors, too, have to model this creativity and flexibility for students!”

— Tara Seibel (Teach for America, DFC Mentor)

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Qualities and Responsibilities

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TOOLS & RESOURCES

[DFC USA One Pager](#)

[DFC Intro Presentation with Mentor Notes](#)

[DFC Intro Presentation for Students](#)

[Success Stories](#)

RESPONSIBILITIES OF A DFC MENTOR

- DFC Mentors, under the guidance of an adviser, work in teams of 3-4 to pilot the Design for Change by developing partnerships with host organizations e.g., local schools/ youth organizations/camps (anywhere they can find a motivated group of young people with a supportive community of adults).
- DFC Mentors delegate roles and responsibilities and train members of the host organization on the DFC process.
- DFC Mentors work directly with young people from the inception to conception of their Design for Change project, refining and adapting the curriculum to the specific needs of the young people being served.
- DFC Mentors can choose to structure their chapter in the way that best suits their needs. On average, DFC Mentors should be willing to commit to approximately 10 hours per week for a minimum of three months. Weekly, DFC Mentors should commit to: being physically present at the host organization, holding a team meeting, spending time on curriculum and prep work.

HOW TO START A DFC CHAPTER

Regardless of how you heard about DFC e.g., through a professor, a friend or while doing research, we are thrilled that you have chosen to start your very own chapter!

To Begin:

- Spend time on the [Design for Change USA](#) website and [DFC World](#) website to become familiar with our mission, program, resources, and past projects.
- Begin to recruit 3-4 team members to assist you in forming your chapter. This could be your friends, classmates, teachers or parents. Consider emailing faculty at your university, posting up flyers, or personally contacting friends/family/ fellow educators to let them know about this exciting venture. Share the DFC USA one pager, Intro Presentation and show them a few selected projects from DFC winning teams (all these materials can be found under the Tools and Resources section of this Toolkit and the [Google Drive Folder](#) you received with your toolkit).

One way to recruit potential members is by using a letter that not only conveys all pertinent information, e.g., contact and program information, but also, demonstrates your personal enthusiasm for the opportunities DFC presents. You can find a possible example on the following page.

RECRUITING LETTER EXAMPLE

[Name],

I wanted to let you know about an exciting opportunity with an organization called Design For Change USA (DFC USA), a non-profit education program. DFC USA works through four steps, **Feel, Imagine, Do and Share**, to empower groups of young people to create change in their community. I am starting a DFC USA Chapter and am looking for great people to join me! As a founding member of this chapter, you would be working in schools/organizations, mentoring a group of young people and leading them through the Design for Change curriculum. You will not only be mentoring and empowering young people, but also cultivating your own personal skills in areas such as marketing, fundraising, social media, and branding. You will also be a part of an incredible global movement, of young people creating change through real world experiences! If you are interested, please come to our initial meeting at [meeting details here].

I hope you will consider joining me and making a difference in the lives of young people! Check out this [video](#) of a previous Design for Change project to inspire you and give you a sneak peek before our meeting!

[Your Name]

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TOOLS & RESOURCES

[DFC Intro Presentation with Mentor Notes](#)

[DFC Intro Presentation for Students](#)

“We found that another way to recruit is by connecting to students’ desire to make change, concretely. Showing artifacts from other DFC projects can be especially powerful.” — Tara Seibel (Teach for America, DFC Mentor)

Host Initial Group Meeting:

- Host an initial chapter meeting with any interested candidates
- Present the DFC program using the DFC Intro Presentation (see Tools and Resources!)
- Take a skills inventory to determine skills, interests, roles, and responsibilities (rough estimates)
- Determine levels of commitment from each member in your chapter
- Determine group norms (e.g., how each person’s opinions and experiences will be valued, what are the values of the chapter)
- Determine meeting schedule and the location where you plan on meeting (be sure to consider transportation and general communication)
- Don’t forget to collect contact information for future correspondence

ORGANIZE YOUR CHAPTER

Roles and Responsibilities: At your first chapter meeting, you should determine the contributions of each chapter member based on the sample list of roles and responsibilities below:

1. Outreach/Partnerships:
 - Draft letters/emails to recruit schools/ programs/organizations to participate in DFC
 - Help young people connect with members of their community as they work through their project
 - Connect with local media and press outlets to garner support and generate awareness
 - Connect with vendors and suppliers for events
 - Connect with potential donors to support the work of the young people
2. Curriculum Design
 - Create a login and password for the [DFC USA Web Portal](#) and explore curriculum content
 - Interact with program heads/teachers to ensure the DFC program is in line with their expectations and student desires
 - Determine how you can apply DFC Resources e.g., [DFC Web Portal](#), to the host organization
 - Train all chapter mentors on how to effectively use the [DFC Web Portal](#) or purchase the curriculum from the [DFC USA store](#)

“Split up roles as early as possible. Designate group leaders for specific groups. Set up a schedule early, and allow flexibility while maintaining responsibility.” — Nicole Ramos (DFC Dallas)

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TOOLS & RESOURCES

[Baseline Change Maker Survey](#)

[Baseline Mentor Survey](#)

[Exit Change Maker Survey](#)

[Exit Mentor Survey](#)

3. Impact Analysis

- Administer DFC Impact Analysis Surveys (See Tools and Resources)
- Baseline Surveys should be administered at the start of your project and Exit Surveys at the end of your project
- Determine specific data that may be helpful for program heads/teachers and work with DFC to determine the best way to collect this data
- Take pictures and videos to track student progress
- Report any challenges young people/teachers face throughout the DFC process to the head of your chapter

“I would suggest building a shared vision and operational norms in your first meeting. Creating the space for students to design the chapter and shape the process from the very beginning. Even before determining concrete roles, it seems necessary to determine what your group is working towards and how the members want to work together, respond to one another, and contribute, generally.” — Tara Seibel, (Teach for America, DFC Mentor)

4. Coordinator

- Coordinate meeting locations, meeting logistics (transportation and permission slips), field trips for young people, and weekly meeting agendas
- Assist with fundraising efforts and event planning, especially as it concerns the implementation of student projects
- Coordinate meetings with adviser on a regular basis e.g., once a month
- Create concrete objectives or outcomes at a weekly or biweekly level for the project as a whole and for each individual role so that the group can collectively monitor progress

Sample Agenda for Group Meeting:

Determine Goals: As a group, come up with a list of goals that you would like to accomplish as a DFC Chapter. This should be a mandatory meeting for everyone in the chapter as it will help to solidify commitments and generate buy in from all chapter members.

You can start by passing out sticky notes to people and have them write what they believe to be the most important goals of the chapter. Group the sticky notes on the wall using common themes. Begin to prioritize your goals. A good place to start brainstorming is by thinking about the Who, What, Why, and How type questions.

- e.g., We would like to successfully lead a group of young people to the completion of their project by mid May
- e.g., We would like to work with elementary schools from the 5th-7th grade
- e.g., We would like to partner with a school that has a strong character program or after school program



Action Plan: After prioritizing your goals as a group, begin to think about what actionable steps you will need to achieve your goals and begin to delegate tasks and assign tentative deadlines.

- e.g., Connect with three local public schools in our area (Brian, 3/10)
- e.g., Schedule meetings with school administrators and present the DFC program (Milan, 15/10)
- e.g., Identify possible teachers to collaborate with (Teri, 3/11)
- e.g., Jointly determine the commitment level of each party and goals to be achieved (Teri, 10/11)
- e.g., As a group, and with the teachers, determine a possible teaching schedule that will allow you to achieve your goals and successfully lead a DFC project (Brian, Milan, Teri, 15/11)

Meeting Schedules: Poll each member of the chapter to determine best meeting times and location. A great way to do this is to use [Doodle](#), which allows members to select the best times for them and then allows you to see when the best time to meet would be.

- e.g., Group meeting: Mondays @ 3pm, Classroom A14

Topic of Discussion: How are things going with the project? What trends are we noticing? Are we on track to meet our goals?

Implementation: Based on allocated roles and responsibilities, begin to implement the Action Plan.

**Please note: you will often be delayed in your correspondence with schools/programs. Build in possible contingency plans if you suspect that there is a chance that the delay will hamper your progress in completing a particular task e.g., contact 3 schools and 3 programs or work with your adviser to draft a letter to the school board on your behalf.

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Qualities and Responsibilities

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HOW TO FIND AN ADVISER

An adviser is someone who can provide critical support for your chapter throughout its duration. An adviser can be in the form of a professor, dean, principal, and/or community leader. It's best to choose an adviser outside of the school/program you are trying to serve so that they can offer a fresh perspective. Please note—you may have more than one adviser to fill various needs of your chapter.

When considering an adviser for your Design for Change Chapter, look for someone who embodies the following qualities:

An Ideal Adviser is someone who:

- Is personally and professionally interested in becoming an adviser
- Is interested in the mission of DFC to empower young people to create change
- Listens constructively and attempts to provide helpful feedback, referring you to helpful sources of information/assistance when needed
- Can set aside enough time for regularly scheduled meetings
- Has connections to an expansive network of educators, youth/after school programs, clubs, camps at the elementary, high school and/or higher education level
- Helps mentors in your chapter focus on both long term planning and immediate problem-solving

When working with an Adviser, you should:

- Be clear about your ask and what you need their assistance with e.g., introductions to school leaders,

assistance with fundraising, venues for meetings etc.

- Be considerate of their time and establish mutually agreed upon expectations
- Be willing to accept their advice and guidance and use that to help improve your chapter

How to recruit an Adviser:

- Consider the needs of your chapter and determine where you need help
- Create a list of 10 possible advisers and different ways they might be able to help
- Consider developing an advising committee of 2-3 advisers, or simply one to fulfill the identified needs
- Contact your list of advisers and ask to meet with them personally
- Introduce the Design for Change and determine a possible working relationship e.g., roles, expectations, meeting schedules, etc.

Once your adviser has committed:

- Establish a regular meeting schedule
- Update them in between meetings with any progress, news, or important information – this will help them feel tuned into the progress your chapter is making.
- Share your Action Plan with your adviser on how you will:
- Recruit group(s) of young people to participate in DFC
- How you will work with school(s)/organization(s), and elicit support from the community e.g., space to hold meetings, donations, outreach etc.

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SCHEDULE A TRAINING

Once you have established a group, found an advisor, and begun looking into the presentation process, it is important that you have every tool available to you in order to be successful. One such tool is a formal training by the Design for Change USA team. Once you have registered your chapter, a member of DFC USA will contact you to schedule an online training session. This is a great opportunity for you to bond with your own team and interact with the DFC USA!

Checklist:

- Recruit mentors for your DFC Chapter
- Hold initial group meeting
- Determine chapter goals, roles and responsibilities
- Formulate action plan
- Create chapter schedule for group meetings
- Fill out DFC USA Chapter Registration form
- Find an adviser
- Schedule and attend DFC training

02

Recruit Schools and Get Buy In

[How to Set Up Relationships with Schools and Community Organizations](#)

[Sample Timeline](#)

[Letter to School Administration](#)

[Letter to Community Organizations](#)

[Letter to Parents](#)

Now that you have successfully established a chapter, found a core group of leaders, and found an adviser for your team, the next step is finding your group of young people! To do this, you will have to get schools and organizations on board with Design for Change. In this section, you will find important information, including:

- A sample timeline for recruiting, teaching, and assisting young people in executing their project
- A guide to building relationships with schools and organizations
- Sample letters to parents, organization heads, and school administration



02

[How to Set Up Relationships with Schools and Community Organizations »](#)

[Sample Timeline](#)

[Letter to School Administration](#)

[Letter to Community Organizations](#)

[Letter to Parents](#)



TOOLS & RESOURCES

[DFC Web Portal](#)

[Baseline Change Maker Survey](#)

[DFC Intro Presentation with Mentor Notes](#)

[DFC Intro Presentation for Students](#)

“Consider how the mission of Design for Change aligns with that of the school and connect to the mission of the school in a way that demonstrates how DFC can be a strong, concrete strategy for engaging students’ towards the school’s vision.”
—Tara Seibel (Teach for America, DFC Mentor)

HOW TO SET UP RELATIONSHIPS WITH SCHOOLS AND COMMUNITY ORGANIZATIONS

- Identify school(s)/organization(s) your Design for Change Chapter would like to work with, along with any key decision makers in these organizations. For example, for schools, you could contact the:
 - Principal/Founder
 - Vice Principal
 - School Volunteer Coordinator
 - Social Studies Teacher
 - Civic Department Head
- 1. Research the school/organization’s volunteer requirements/screening processes and how they typically participate in social change projects. Do this in advance of meeting any key decision makers to ensure you are familiar with their policies, programs, as well as their current and past initiatives. Consider how the mission of Design for Change aligns with that of the school and connect to the mission of the school in a way that demonstrates how DFC can be a strong, concrete strategy for engaging students’ towards the school’s vision.
- 2. Send an email to key decision makers to set up an appointment to outline your interest in working with them and to explain more about DFC. Don’t be afraid to ask your adviser to make any necessary introductions.
- 3. Present Design for Change to key decisions makers by using the DFC Intro Presentation (see Tools and Resources) and schedule a follow up meeting to determine next steps.
- 4. Register all participating teams/schools/organizations using the [DFC Web Portal](#) You will need to know the name, address of the school/organizations, as well as the number of young people you will be working with.
- 5. Email or manually administer the Baseline: Change Maker Survey to young people. You can also access the survey through the [DFC Web Portal](#).
- 6. If you are personally leading a team(s), please fill out the Baseline: Mentor Survey. If a teacher is leading a team, please forward the Baseline Survey link to them.

*This information will help determine the impact of DFC on young people, and how they have grown as a result of this experience. We are happy to share the results of the survey with your chapter and the schools/organizations you are working with. Young people will be required to fill out a similar survey towards the end of their project.

02

SAMPLE TIMELINE

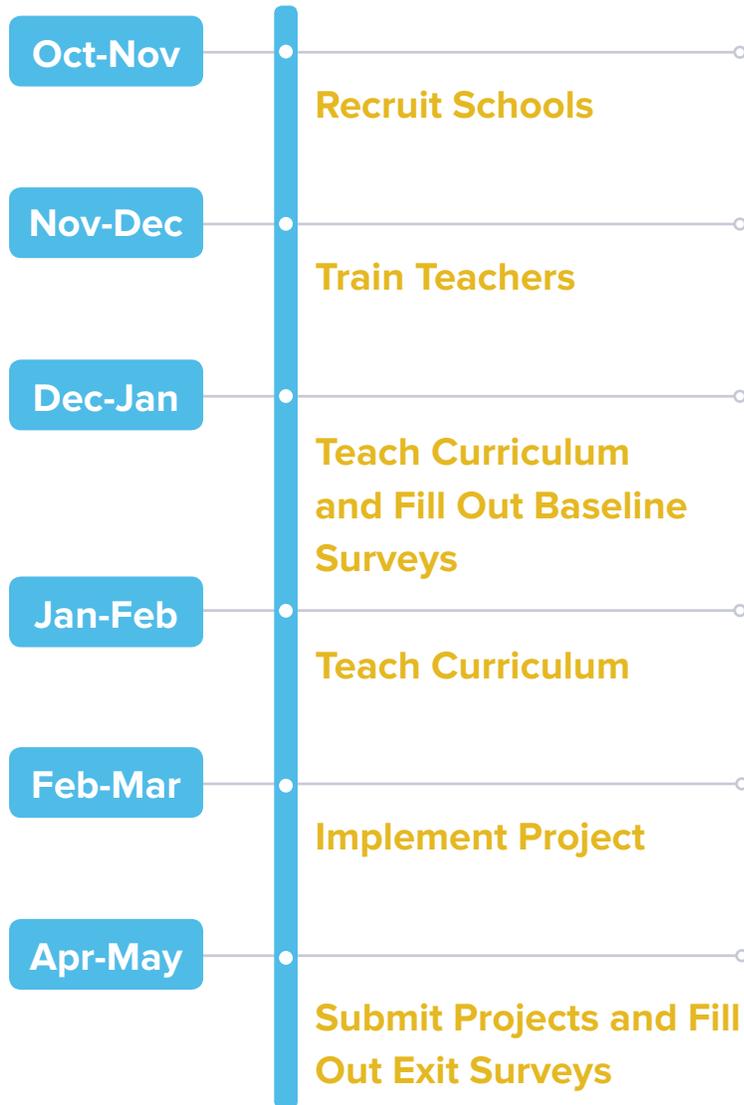
How to Set Up Relationships with Schools and Community Organizations

Sample Timeline »

Letter to School Administration

Letter to Community Organizations

Letter to Parents



Checklist:

- Review School's Volunteer Policy
- Set up appointment with decision makers e.g., principal
- Present Design for Change Intro Presentation
- Schedule a follow up meeting to outline a plan
- Register school/team using DFC Web Portal
- Administer DFC Baseline Surveys

LETTER TO SCHOOL ADMINISTRATION

To [Insert Principal Name here]:

My name is [XXX] and I am currently a student at [XXX]. A few of my classmates and I recently came across the opportunity to partner with an organization called Design for Change (DFC) which empowers young people to make a difference in their community. Through DFC your young people will personally be implementing community projects and creating civic opportunity in their own neighborhoods. We feel [XXX] school is the perfect partner to help execute the vision of Design for Change and provide us with a great teaching, mentoring, and organizational experience. I am writing to you because I would like to set up a meeting to discuss working within your school as a DFC representative. Attached you will find greater detail about Design for Change, and how other schools have utilized this program around the globe. I look forward to meeting with you.

Sincerely, [XXX]

**Share [DFC Success Stories](#), [DFC Website](#), and [One Pager](#) along with the email

LETTER TO COMMUNITY ORGANIZATIONS

To [Insert Organizer Name here]:

My name is [XXX] and I am currently a student at [XXX]. A few of my classmates and I recently came across the opportunity to partner with an organization called Design for Change (DFC) which empowers young people to make a difference in their community. Through DFC, youth/young people in your organization will personally be implementing community projects and creating civic opportunity in their own neighborhoods. We feel that [name of the club] would be the perfect partner to work to execute the vision of the Design for Change and provide us with a great teaching, mentoring, and organizational experience. I am writing to you because I would like to set up a meeting to discuss working within your organization as a DFC representative. Attached you will find greater detail about Design for Change, and how other schools have utilized this program around the globe. I look forward to hearing from you and discussing just how we can integrate Design for Change into your organization.

Sincerely, [XXX]

**Share [DFC Success Stories](#), [DFC Website](#), and [One Pager](#) along with the email

LETTER TO PARENTS

Dear Parents,

I am excited to announce an opportunity our young people have this year to join an international initiative called Design for Change (DFC) – a global initiative involving over 35 countries.

Using the Design for Change framework: Feel, Imagine, Do, Share we will 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 and Share our work with the community as well as the global Design for Change family!

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

- Be a questioner - Ask your child what their project is all about, how they feel about it, if they are experiencing any 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 by visiting: www.designforchange.us. We have much work ahead of us in the coming weeks, 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 and contact info

03

Get in the Classroom!

[Working in Schools, Organizations, and Other Programs](#)

[Tips for DFC mentors](#)

[Create Scope and Context](#)

[Framework and Curriculum Overview](#)

[Teaching the DFC Curriculum](#)

Now that you have the school(s)/organization(s) on board, the fun and most challenging part begins—getting in the classroom and working with your group of young people! This section will outline topics such as:

- Being a Design for Change representative and working with staff
- Understanding the Design for Change curriculum
- Creating scope and context for your experiences
- Tips for teaching and refining the curriculum



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Working in Schools, Organizations, and Other Programs »

Tips for DFC mentors

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WORKING IN SCHOOLS, ORGANIZATIONS, AND OTHER PROGRAMS

Below you will find tips and helpful information on how to work as a member of your DFC Chapter and with your young people. You will also find tips on how to present yourself professionally to important members of the community!

Responsibilities of a Change Mentor:

As a leader of your chapter, you should expect to be treated as experts on the DFC program. It is important to remember however that you will always be working under the supervision of professional staff at the host school/organization. As such, it is important that you also work with staff members to create agreed upon goals for your time working with the group of young people. This could include certain subjects you want them to grasp, behaviors or ideas you would like to introduce them to, or social emotional goals you feel they could benefit from.

While setting goals, communicate your role to the staff member, so they understand your responsibilities. As a DFC mentor, you will be responsible for:

- Teaching the DFC curriculum
- Providing young people with guidance and mentorship
- Assisting young people towards project completion and submission
- Assisting with coordination of events, presentation and community engagement

Working with Staff:

- Be prompt and dependable
- Let the staff know what your interests and skills are so they can utilize your talents
- If this is your first time working in a school, you'll find there are many exciting things to learn e.g., programs/projects which align well with DFC USA
- Please be aware that for some staffers, working with university young people is a new experience. Please be patient as they figure out how to best integrate you and the DFC program into the classroom
- Communicate your questions and comments. If you can't understand something, be sure to ask
- Working within a school or organization should be enjoyable and rewarding. If you are unhappy or concerned about something, discuss the situation with the staff or head of the organization

“Engage staff! Work in partnership with students’ influencers. There will be strong resources in staff members that will allow you to create a stronger group culture and build on projects that the school is already doing. ...And work with families! Consider how you can engage students’ families in the process as well. Make phone calls. Invite parents. Get out into the community with students.”
—Tara Seibel (Teach for America, DFC Mentor)

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“Working at a school or other organization with young people is one of the most rewarding things that you can do with your life. However, it is hard, and can be very intimidating. Once you start you will find that you know more than you thought, and that your fears will be washed away when you start to make a difference in people’s lives.”
— Barrett Corey (DFC Dallas)

“Access students’ strengths and their passions. Build on students’ funds of knowledge.”
— Tara Seibel (Teach for America, DFC Mentor)

Dress and Behavior:

- Take your lead from the staff and dress appropriately for the tasks you are doing. We ask that your attire be neat and appropriate and free from profanity and overt branding
- Your speech, physical contact, and behavior should serve as good models for the young people
- Keep in mind that you are in a position to set a positive example for young people. Accordingly, your appearance and behavior should attract no undue attention

Student Discipline:

- Please make the professional staff from the school/organization aware of any discipline problems that might arise while you are working with young people. You should not be expected to discipline them

Working with Young People:

- Call young people by name at each opportunity. They will respond well to you knowing them personally
- Accept the young people as they are. Be ready to accept their differences in background, values, vocabulary and goals. Appreciate their experiences and circumstances, as it will greatly inform your approach and how you connect with them
- Closely observe the techniques used by the teacher and try to model those methods
- Encourage and affirm your group of young people. Access students’ strengths and their passions. Build on students’ funds of knowledge

- Use positive comments that will allow the young people to feel good about themselves. Praise their smallest efforts or successes, while challenging them to push their own limits
- Admit to the group when you don’t know an answer or aren’t sure of what to do. If necessary, ask the teacher for assistance
- Be caring, but firm. Patiently allow young people to think and to form their answers, but keep them on task
- Be a good listener, but be careful not to give advice or to make promises that you may not be able to keep
- Seek permission from teacher/professional staff before distributing materials or any food to the young people
- Be friendly and enthusiastic - it’s contagious!
- Keep your sense of humor and SMILE. This is going to be fun!

Dependability:

- Please be prompt and consistent. We know there will be times when you may be ill or unable to be present for good reason. However, please let staff members know of any absences as far in advance as possible. Remember, the teacher/staff member and young people will be expecting you on the days you are scheduled to work

03

Working in Schools,
Organizations, and
Other Programs

Tips for DFC mentors »

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Framework and Curriculum
Overview

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TIPS FOR DFC MENTORS

IF...

A young person becomes ill:

If a young person complains of not feeling well, you should notify the teacher or a staff member immediately. You should never administer any form of medicine to the any of the young people.

You are asked to take the class alone:

Because you are not a paid School Board employee, you are not legally permitted to supervise a class alone. Consequently, if the teacher must leave the room, arrangements should be made to have a paid staff member present.

Someone asks to see a young person:

If any person asks to speak to or take a young member of your group, you must direct that individual to the teacher or administrator. Under no circumstances should you grant such a request.

A problem arises with your supervisor:

If you should encounter any type of problem with your role, please discuss it with the principal/adviser.

There is an emergency:

In case of an emergency or when you have concerns for a young person's safety, please report immediately to a school official.

You need help:

If you need more instructions in order to perform a task, just ask. Establish a method of communication with the teacher/staff, either written or verbal.

Most importantly...Enjoy your time with the young people:

Be yourself! Accept young people in terms of their background, values, manners and vocabulary, as theirs may be different from yours. By sharing yourself, by sharing time, by caring, and by listening, you are making a difference!!

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TOOLS & RESOURCES

[DFC Web Portal](#)

[DFC Planning Backwards
Guide](#)

“You can’t really prepare for the classroom until you get in there. Things won’t go as planned, and you have to be willing to be flexible with the lesson plan in order to best engage that specific class. Some things will work on some classes and others on different classes. Be ready for anything.”

— Amanda Stephens
(DFC Dallas)

CREATE SCOPE AND CONTEXT

The following section will contain some scenarios and tips for dealing with various environments and contexts in which you could be working.

Afterschool Program:

One way you may be implementing Design for Change is in an afterschool program. This holds its own challenges: often the young people are already tired of sitting in their classrooms all day, and are either sluggish or wound up. When working with an afterschool program, be sure to include some kind of game in the beginning, something that energizes those that are tired or gets out some energy for those that are rambunctious.

Youth Organization:

Another possible environment for your Design for Change group is a youth organization. While working with the organization, you may be working around other scheduled events the organization holds. However, many times the organization will already be implementing community outreach, and will most likely know other organizations and individuals who can be essential to the project of your team.

In Schools:

You may be implementing Design for Change in schools. This can be limiting to you in the capacity of what classes you can get into initially. In addition, the teachers may ask you to weave in some of their testing skills: such as writing or social sciences. This can be done, and by sitting down with the Design for Change curriculum and the teachers you can refine the curriculum in ways that benefit both the young people and the teacher.

Other factors to think about...

Ages:

Some ages will grasp concepts quicker than others. When thinking about your Design for Change group, be mindful of the ages in your group. Younger ages will need more hands-on activities, while older groups of young people will be more able to sit and discuss for longer periods. Use the [DFC Web Portal](#) to guide your efforts and search for age appropriate activities.

Time Constraints:

Some organizations or schools may allow you to meet with your young people multiple times a week, others may only give you once a week meetings. You could have multiple hours, or only 45 minutes to work. In addition, your time could be 6 weeks in span or several months. Once you have nailed down a schedule for meeting with your young people, be sure to take that into account when implementing DFC resources. Be sure to give ample time for the completion of your group’s project. Use the [DFC Planning Backwards Guide](#) as a resource along with the [DFC Web Portal](#) to find activities which fit the amount of time you have with your students.

Work Area:

One final factor to consider is the space you will be working in. In schools, you will often have a classroom to work in, giving you plenty of space for your group and no distractions. However, in other organizations you may have a space where other groups are also meeting, which can prove to be difficult. If possible, find an area where the distractions are limited.

03

Working in Schools,
Organizations, and
Other Programs

Tips for DFC mentors

Create Scope and Context

**Framework and Curriculum
Overview »**

Teaching the DFC
Curriculum

FRAMEWORK AND CURRICULUM OVERVIEW

The DFC Framework: Feel, Imagine, Do, Share is outlined in the [DFC Curriculum](#) and [DFC Web Portal](#). Below is a brief summary that will help you understand the importance of each stage before you start working with your team of young people. DFC believes that by working through this framework, young people strengthen and apply their character, capacity and confidence:

Feel:

During the Feel stage, curriculum focuses on creating empathy and awareness through self, community and world engagement. The Feel stage includes lessons and activities, which focus on building character through important concepts like stereotypes, identity, and empathy. Young people are tasked with interacting with the community they would like to serve, and unearthing the roots of challenges/ issues they believe are important. This portion of the curriculum is the largest—providing for the most flexibility and ability to integrate other ideas. This section ends with the young people identifying the issue they would like to focus on for their project.

Imagine:

In the Imagine stage, the curriculum will help young people brainstorm and prototype possible solutions to the problem they identified in the Feel stage. Young people will determine the steps to implementing their solutions, and what is needed e.g., outreach, to implement each one. The curriculum also includes various ideas for facilitating conversation in selecting a solution, so that the group is able to take ownership of the project.

Do:

This stage will look different for each group, as each project is unique. The curriculum will give helpful guidance for ensuring that each step of the project is completed. This includes help in determining action items, implementing timelines, delegating, getting others involved, and maintaining excitement and investment through the Do stage.

Share:

The final step, Share is exactly what the name suggests—getting the word out about your groups' project and inspiring others! You can use various media platforms, word of mouth, and presentations to share your young peoples' story of change with the world. The Share stage of the curriculum includes helpful tips and ideas for how to share your project with your friends, family, community, and the global DFC family! Finally, teams are required to submit a short video of their project to Design for Change USA. A winning team is chosen to participate in the [DFC Global Conference](#).

03

[Working in Schools, Organizations, and Other Programs](#)

[Tips for DFC mentors](#)

[Create Scope and Context](#)

[Framework and Curriculum Overview](#)

[Teaching the DFC Curriculum »](#)

TEACHING THE DFC CURRICULUM

After the chapter is put together, the organization/schools are recruited and scheduling is complete, it is time for you to teach the DFC Framework: Feel, Imagine, Do, and Share. The brief description above will have given you a general idea-but now it's your turn to take ownership.

There are many resources available to you on the Design for Change USA Website. One such resource is the [DFC Web Portal](#). The portal allows you to manage your project, see past projects, access expert designed lesson plans, and find great tips for working with young people.

In addition, the Design for Change curriculum is available for purchase on the [DFC USA Store](#). Feel free to be creative and unique in adding in other activities, and fleshing out the content to include social sciences, writing, environmental justice, and other topics. Be conscious of the differences that can come with environment, background, and location to ensure that your group gets the most out of their Design for Change Experience.

Checklist:

- Determine working relationship with teachers/staff
- Be sure you are appearing professional!
- Determine scope and context
- Review and adapt DFC framework and curriculum
- Teach the Design for Change Curriculum

04

Brand Your Chapter and Build Your Community

Build Your Community

Fundraising

Branding

An important aspect of your Design for Change chapter lies outside of the classroom. By reaching out to your community, developing valuable contacts, and making your chapter unique to your group, you help create a sense of ownership. This section will help you:

- Find ways to expand your community
- Fundraise to cover expenses
- Brand your Chapter



04

BUILD YOUR COMMUNITY

Build Your Community »

Fundraising

Branding

Stay Involved:

Communication is key for your community to stay strong. Make sure you include the parents of young people, school administrators, club heads, etc. in the projects you do.

Social Media:

Make sure you set up a Facebook/Twitter account to help you connect with young people, parents, and other DFC chapters. Design for Change USA also has a [Facebook page](#), which you can “like,” and use to stay up to date on deadlines and national happenings!

Video Catalog:

We want to make this experience a lifelong adventure. To that end, we encourage you to keep a Video Catalog - short video clips of your team of young people, working on their project and interacting with the community. It is important to do this at each stage of the Feel, Imagine, Do, Share process. Please make sure to start as early as possible. It will be key to your DFC final project video submission!

Also, in doing so, you will add to the memories of your team, better showcase your project and the impact of DFC, and most importantly, inspire others! Your Video Catalog can also be used to communicate with parents and serve as inspiration for other DFC Chapters.

“Building your community is important, because the people you reach early on will be the most invested later. Those will be the people you can call on to help with projects, volunteer at your event, and donate towards your group!” — Bethany Richardson (DFC Dallas)

Reach Out:

Your young people will be doing incredible things that people want to hear about! Reach out to your community to let them know about the projects your young people are completing. This can include contacting local media outlets, government officials, school boards, local businesses, and anyone else who will listen!

04

Build Your Community

Fundraising »

Branding

FUNDRAISING

We encourage you to fundraise throughout the duration of the project. This will help your young people feel a sense of ownership as well as help your chapter cover the costs of events such as final project parties, field trips, or supplies.

Examples of fundraising ideas used by other chapters include:

- Bake, T-Shirt Sales
- Car Washes
- Community sponsorship
- Online fundraising platforms

A good idea for getting donations is to let your donors know what their money is going to. By providing groups or individuals the opportunity to sponsor a class/ supplies for a set amount, you allow people to see a direct correlation between their giving and the impact they are making.

For more ideas, feel free to reach out to the DFC USA team and other chapters and work together!

It is important to remember the value of following up! Get contact information from all your donors so that you can send personalized thank you notes giving an update on the young people, and showing them how much you appreciate their support of Design for Change and your chapter!

04

Build Your Community

Fundraising

Branding »

BRANDING

DFC wants to make sure your young people feel ownership of their chapter. Feel free to create songs, t-shirts, banners, and other branded merchandise. Other ways to “brand” your chapter are to make a Facebook or Twitter account where friends and community members can keep up with your team’s progress. Even consider having your young people create a blog where they can share their learning experiences and their project information.

Caution:

While DFC USA encourages individualization and creating a sense of ownership of your chapter, the organization also wants to maintain a recognizable brand and image. Do not create your own logo or use advertising materials not approved by DFC. If you have questions, please contact us to approve any unauthorized materials.

Finalize Your Project and Wrap Up!

[Submission of Projects](#)

[Sharing Your Videos](#)

[Planning a Celebration Event](#)

This is one of the most exciting steps! Your young people and your Design for Change chapter will see the fruits of their hard work in this step, as the project is finalized and carried out, the end video is put together, and the celebration of their change-making begins! In this section we discuss:

- Submission of final projects
- Sharing your videos
- Putting on a celebration event



05

[Submission of Projects »](#)

[Sharing Your Videos »](#)

[Planning a Celebration Event](#)



TOOLS & RESOURCES

[DFC Web Portal](#)

[Exit Change Maker Survey](#)

[Exit Mentor Survey](#)

FACILITATE SUBMISSION OF FINAL PROJECTS

Submitting the final project is easy!

First, go to the [DFC Web Portal](#) and follow the necessary steps to fill out your project submission form – including your video submission. Remember, your project is not considered complete unless you as the mentor and your students fill out the DFC Exit Surveys.

You can either save your progress and complete your submission at a future time, or submit your entry. Please remember, all project submissions are due on **May 15**.

“Have the young people make the video at the end so they can look back on everything they did. At least let them see the footage. I think that the share aspect is something that could definitely have contribute to the overall experience for the students. Make sure time is set aside for them to understand that what they imagined actually happened because of them!”
—Molly Clemans (DFC Dallas)

SHARING YOUR VIDEOS

In today’s society, there are an unlimited number of ways to share your young people’ project! Platforms to use include: Facebook, Twitter, Instagram, YouTube, Google Plus

We have all seen videos that go viral after just a few people share them online. Your young people and the change they are making in their community could be the next big YouTube sensation, sparking the curiosity of people everywhere and helping share the work of your young people!

In addition, encourage parents and school staff to also share the work of their young people. It may even be possible for the video to be shown during a routine school assembly or gathering! In the past, local news stations have even done stories in the papers and on evening news about the Design for Change groups and their projects.

PLANNING A CELEBRATION EVENT

The choice to do a celebration event is up to each Design for Change chapter, but it makes for an inspiring event, a great reward for your young people’s hard work, and a way to further share their stories of change with friends, family, and the community!

[Submission of Projects](#)

[Sharing Your Videos](#)

[Planning a Celebration Event](#) »

Some ideas for possible events include:

- A school-wide or organization-wide party celebrating the changes that have been made, sharing the stories with other young people, and providing games and prizes for all those involved
- A fun community event full of speakers, food and music, for local families and businesses – where you can showcase your team’s DFC project and the changes they have made.
- A city wide family event, open to the public, where locals can interact with your team of young people and learn about their project!

Remember, the celebration event should be a fun and relaxing time to celebrate your young people and bring the community together! When thinking of themes, ideas, games, or other aspects of your event, have your young people lead the charge! If their project focused on a specific population (such as the elderly) reach out to local seniors and include them in the celebration. By reaching out to include other organizations, businesses, and individuals, you will widen your networks, spread the news about Design for Change, and share the great change your young people are making in the world.

“Have a solid group of volunteers at your celebration event who love kids, and will make it a great experience for them no matter what else is going on!” Alan Songer (DFC Dallas)

Several celebration events have been held in the past, in cities such as Boston and Dallas where hundreds of community members and young people were in attendance. For information on these and other past events, check the Design for Change USA [Facebook Page](#) or [Website](#), or contact us directly through [email](#).

Checklist:

- Compile final project videos
- Complete submission of video on DFC USA website
- Share your video with friends, family, and media
- Hold a celebration event to share the DFC project!



Frequently Asked Questions

Why should I become a DFC Mentor?

1. What is DFC?

Design for Change is the largest global movement designed to give young people an opportunity to express their own ideas for a better world and put them into action. Design for Change empowers young change makers through a simple design based framework, Feel, Imagine, Do, Share, using a combination of training, technology and curriculum. Through this process, DFC is helping young people apply and strengthen their character, capacity and confidence. A winning team is chosen to represent the USA at the annual DFC Global Conference.

2. What does a DFC Mentor do?

A DFC Mentor is a local representative of Design for Change USA. As a DFC Mentor you will be working closely with a group of young people, encouraging them through the Design for Change curriculum, leading them through the four step process, helping them complete their final project, and being a strong role model. You will also be in charge of recruiting schools or organizations in the early stages of starting your Design for Change chapter, and entering your young people in the national Design for Change USA Challenge.

How do I start a DFC chapter?

3. How do I get people involved?

The first step is getting the word out. Start by sending out an email or message to your friends and classmates you feel would be interested in being a member of your chapter. Encourage them to reach out to their own networks as well. Also, consider putting out flyers or advertisement on university boards. Many other young people on your campus may be interested in the opportunity.

4. How do I find a faculty adviser?

When looking for an adviser, consider professors or staff members that you have worked with previously. A passionate professor who devotes time to his or her young people is an excellent option. Also, consider one who has previous experience acting as an adviser on campus, and will have time to be an adviser. Lastly, consider the connections they may have with local schools and organizations, which will be highly valuable moving forward.



5. When should I hold meetings?

When planning your initial interest meeting, take into account what a typical work and class day looks like in your area. You may want to have your meeting in the evening, sometime during the middle of the week, to accommodate most schedules. Once you have had your first meeting, you may want to use a scheduling tool such as [Doodle.com](https://doodle.com) to find the best times to meet.

6. What should we discuss at our meetings?

The initial meeting will be a lot of group planning such as setting up roles for team members, discussing formalities such as guidelines and requirements, identifying goals and potential schools and organizations, and finding or getting to know your faculty adviser. Later, your meetings will be more focused on planning out curriculum, gathering resources, and sharing information with media and other outlets.

7. What kind of activities can we plan?

When having chapter meetings, consider including activities such as group dinners, getting to know you games, and just time for you to voice your feelings as you wrap up or start a new week. Your group will be having a unique experience and it is important to bond with each other and be able to be a support system for one another. When working with your young people, include activities that challenge their thinking, allow them to get to know you on a personal level, and allow them to get out some energy. Great examples of these activities are included in the Design for Change curriculum.

How do I register my DFC chapter?

Begin by registering your chapter by filling out the [Chapter Registration Form](#). Once complete, create an account for the [DFC Web Portal](#). It is okay if you do not have a project idea yet. You will be guided through a simple form and will be asked to fill out as much information as you know about your team and project.

What kinds of resources are there for DFC chapters?

8. What does DFC USA do?

DFC USA is an important resource to your chapter. Not only will they be able to answer your questions, help you acquire curriculum, advise you in your branding, and be a great source of moral support, but they will also offer training as you begin the Design for Change project. This training will give you a great starting point for moving forward.



DFC Mentor Resources and Tools

Below you will find a number of links that can be useful to you, including presentations, websites, and examples of Design for Change projects. In addition to the links below, visit the Tools folder in Google Drive. You will find these same resources, and many more to help you get started in creating and continuing your Design for Change Chapter.

DFC WEBSITE AND WEB PORTAL

- [DFC USA Website](#)
- [DFC USA Web Portal](#)

CONTACT US

- [DFC USA Facebook](#)
- [DFC USA Contact Form](#)

MENTOR RESOURCES

- [Google Drive Tools](#)
 - Downloadable Chapter Toolkit
 - DFC One Pager
 - Working Backwards Guide
 - Baseline and Exit Surveys
 - Ice Breakers

OTHER DFC DALLAS CHAPTER

- [Design for Change: Dallas](#)
 - Abilene Christian University
 - Facebook: [Facebook.com/DFCDallas](https://www.facebook.com/DFCDallas)

MEDIA TEMPLATE

Contact Name
Company Name
Address

Dear [name of Contact]

My name is [your name here] and I am a representative of the [City/College or University] chapter of [Design for Change USA](#). Design for Change USA (DFC) is a curriculum and technology platform that builds character, capacity and confidence by engaging young people in social change projects. From 5th graders shutting down drug houses in Dallas ([video](#)), to high school students combating the 70% dropout rate on their Native American reservation ([video](#)), Design for Change is helping young people become empowered and prepared global citizens. DFC works in partnership with organizations such as Harvard, Stanford Design School, and Teach for America, to deliver expert designed content and training to young people across the nation.

Here in [city name] we have begun a local chapter of the Design for Change Challenge. We are a group of college/university students working as DFC Mentors in the community, through [school or organization name]. We work with young people, leading them through the four steps of Design for Change (Feel, Imagine, Do, and Share) to create and implement change in their communities. Students in the DFC program have even been recognized by President Barak Obama for their efforts to end gun violence in Dallas.

We want to share with you, the inspiring work young people are doing right here in our community. We hope that you will consider supporting their efforts by sharing their story and showing the world what a difference children from [city, state] can make! We hope you will consider meeting with our team of young people so they can tell you more about their project!

They have the power to change the world, and we want the world to know!

Sincerely,

Your Name
Address
Phone
Email