DESIGN FOR CHANGE: ONE IDEA! ONE MONTH!

Dear EduHeroes,

The following is a ONE MONTH lesson plan to enable you to bring Design For Change into your classroom.

The DFC 4 step- FEEL, IMAGINE, DO and SHARE process is broken here into FOUR WEEKS, containing 10 sessions, of 45 minutes each.

WEEK 1: 3 Sessions of FEEL where students will choose an opportunity for change, Vote, Ask questions to dig a little deeper.

WEEK 2: 2 Sessions on IMAGINE where students will brainstorm solutions and vote for the solutions they want to implement.

WEEK 3: 4 Sessions of DO where one session inside the class for students to plan their actions inside class and remaining three sessions to turn their plan into action.

WEEK 4: 1 Session of Share where students will come up with different ways to share their stories.

Note: To help execute the lessons better, each session has specific teacher action and additional teacher tip. Each week begins with a small overview of what the week will look like, where can you conduct the session and what materials will you require for the week.

Please do spend more time if you have it available. The plan is for your reference, please feel free to improvise and do what is best for your students.
We would encourage you to help the children articulate their own ideas for a better world and to put them into action. Encourage ALL the children to participate actively and let their voices and ideas be heard.

You will truly be surprised at what they come up with because -
Superheroes are not in fairy tales- they are in every child who says I CAN!

21st CENTURY SKILLS CHILDREN WILL LEARN: Empathy, Creative Thinking, Decision Making, Listening, Effective Communication, Collaboration & Planning

WEEK 1: In this week students will be working on the FEEL. They will be introduced to Design for Change, they will then the identify Opportunity For Change and dig deeper to identify the root cause.

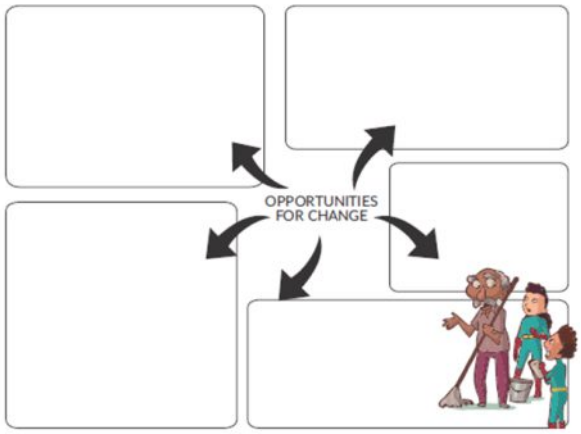
SESSION 1: WARM UP

OBJECTIVE: In this session, students will be able to understand about real super heroes and that it does not take extraordinary powers to bring change in the world. They will also know about Design for Change and how children around the world are making the world a better place for themselves and others.

DAY 1	TIME	DESCRIPTION
1	15 mins	**Opening:** Ask children if they liked listening to stories and gather responses, begin by saying *"Today we are going to listen to a story..."* You may use the following script to engage the students. Read only till the FEEL part of the story of GeorgeChaytor English College given in the toolkit. *"HMMM... These children are not able to access food in the canteen... They are pushed by the older children. What could that feel like? "* (Take 5-6 responses.... Exemplar student response- they are not respected) Finish reading till the IMAGINE part and ask the students. 1. What did the children feel should be? 2. What were the solutions they come up with? Say ... *"Let us see if they were able to Do it?"* Finish reading the Do and dramatize and say... *"Ohh they did it!!!... They were able to gain their respect; they created equal opportunities for all."* (Use the board to note down the different Do's/actions) Give the students time to recap the different Do's and from there reconnect it with the FEEL. Have a dialogue on respect and what it may mean for an individual.
2	25 mins	Now share that 'The story we heard today are real superheroes and they use their superpowers to bring change in the world, in their environment and in themselves...' Let's watch these real superheroes. (Show the two videos) DFC2014Chile:CANteen for All! DFC2011 India: Just For Kicks **NOTE: IN case you do not have access to internet in your classroom, please view the stories attached as comics and share them with the children.** Divide the students into groups of five, choose any another story or the story from APL Global School and prompt the students to think of ways that they might have offered a solution to that issue. Encourage brainstorming and record all the possible solutions on the board. Repeat this process with different stories to help the students understand that THEY can be superheroes too!
3	10 mins	Close the session by gathering responses of what they felt about the session.

SESSION 2: CHOOSE AN OPPORTUNITY FOR CHANGE/ UNDERSTANDING THE REAL CHALLENGE

OBJECTIVE: In this session students will observe to understand their surroundings and identify what bothers them and vote for one idea that they want to work together as a class.

DAY 2	TIME	DESCRIPTION
1	20 mins	Divide the students into groups of five and share one Graphic Organizer per student to help the students write or illustrated what bothers them. Ask them to think deeply about actions/ situations / behaviors that bother them!! 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.
TEACHER TIP: The problem 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.		
2	25 mins	**Reaching the Real Challenge** Once the students have listed down the opportunities of change, now would be the time to get them to choose one topic that they want to work towards as a class. Use the board to list down all the problems children have identified. If there are overlaps, narrow it down for the students. You may do a secret ballot voting process. (1) Encourage kids to select their topic by sharing their opinions and convincing the other team members to join in. (2) Guide the students to understand the meaning behind choosing a topic: Is there a better way than voting, so that the minority doesn't feel ignored? Try to let the kids understand the importance of mutual respect and teamwork. Share with students that the problem is no longer a problem; rather an opportunity, it is an Opportunity for Change for us to work on.
3	10 mins	Close the session by asking the children to share about their feelings. 

SESSION 3: START WITH QUESTIONS

OBJECTIVE: In this session students will take into account the various stakeholders in their chosen opportunity, they will dig deeper to understand their behavior and they will brainstorm solutions.

Materials required: Black/white board, chalks/markers, plain sheets

DAY 3	TIME	DESCRIPTION
1	20 mins	Divide the students into groups of five. Give time to the students to discuss amongst themselves. Start by asking the students questions and let students share in their groups: 1. Who did you see as the people involved in the selected opportunity for change? 2. Why do you think the situation is the way it is?
2	25 mins	From each group let the students share their multiple perspectives. Use the board to note down all their observations. If children are talking all together at a time use an attention grabber or a call and response technique like, Teacher calls: CLASS, CLASS; Students Calls back: YES, YES Once you have listed down the probable root causes, you may lead the students to the next important step of Imagine which begins next week.

TEACHER TIP: Encourage the student by considering his/her observation. If you find it unrealistic or it does not connect with the Opportunity, probe them a little further, if they are stuck, give them time to think more.

WEEK 2: In this week students will be working on IMAGINE where they will brainstorm solutions and vote for the solutions they can implement..

SESSION 4: IDEATE/BRAINSTORM

OBJECTIVE: In this session students will take into account the brainstorming rules and will brainstorm solutions for their problem keeping in mind the root cause that they have identified.

DAY 1	TIME	DESCRIPTION
1	10 mins	Explain the rules of brainstorming before you begin. 1. **ENCOURAGE WILD IDEAS** – **ALL** ideas are valued 2 **GO FOR VOLUME** – the best way to have a good idea is to have **lots** of ideas 3. **ONE CONVERSATION AT A TIME** – **listening** to your team members' ideas is the first rule for building on ideas.
2	5 mins	**ACTIVITY:** Hold a pen in one hand and encourage students to come up with as many ideas possible to use it apart from writing with it in 5 mins. Keep it quick and keep revisiting the rules as the students share.

DAY 1	TIME	DESCRIPTION
1	20 mins	After the activity, divide the students into groups of 5 and let them continue to now come up with the ideas for their Opportunity of Change. Please visit all the groups and see the progress. When students come up with wild ideas instead of refusing it, encourage them by asking question like “what can this method achieve”, “are there alternative solutions”, “how do we obtain the necessary materials”, or “how do we get more people to participate”... etc. The point is to let the kids do the independent thinking. Once children have come up with all the ideas, walk the students through the diverse ideas once again (It will be a good idea to use a chart paper to jot down all the points so that students may refer to it in the next class) and close the loop for the session by letting students to summarize what they did.

SESSION 5: VOTE/GIVE A TITLE

OBJECTIVE: In this session students will vote to choose the solutions they want to implement. They will also come up with an exciting title for their chosen Opportunity of Change.

Materials Required: Chalk/markers, white/black board

DAY 2	TIME	DESCRIPTION
1	35 mins	The teacher will announce that in today's session students have to vote for the ideas with most promise for change: Refer to the chart paper where all the solutions are listed. Encourage students 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? An effective way to imagine impact could be to further categorize the solutions children come up with into these categories- Quick, Bold and Long lasting. While choosing, they can have a combination of more than one of these categories as the most relevant solutions.
2	10 mins	After completing the voting process let the students give a TITLE to the Opportunity For Change as this helps DEFINE the concern. Discuss the example - if students have chosen an issue of reducing the load of heavy school bag, The title can be **'Study well without the load of hell'...** *Teacher Actions: Say... 'To make our story a powerful one, let us now come up with an interesting name for our story'...* Divide them into small groups, encourage them to come up with a title and vote for the best Title as a class. End the session with the title and the list of solutions ready to be implemented.

WEEK 3: In this week students will be working on DO where they come up with an action plan inside the class and implement their action plan.

SESSION 6: PLANNING THE ACTION

OBJECTIVE: In this session students will plan and prepare for the final implementation.

Materials Required: Charts and sketch pens

DAY 1	TIME	DESCRIPTION
1	**45 mins**	Things to keep in mind- 1. Get as many people involved in the act of 'DO'- this helps increase the impact. 2. Document process of implementation in the form of video or a photo story to share. Let the students know the things to consider before they start. Divide responsibilities by forming groups for each action point. · Plan of Action · How will you implement your idea? · How will your idea impact the people affected by the problem · Who will do it? By when? · What resources do you need? Let the students make the plan on a chart and put it up on the wall so that they can see their progress. To keep the students motivated and excited do remember to celebrate the small achievements with the whole class. Do remember to document their journey so that they can share it with others.

SESSION 7, 8 AND 9: EXECUTE THE PLAN

OBJECTIVE: In these sessions students will execute the actions they have come up with in their action plan.

DAY 2, 3 & 4	TIME	DESCRIPTION
1	**135 mins**	These sessions should be given to the students to implement the actions. At the start of the session, go over the different actions the students need to take based on their action plan. Bring the students together at the end of the session and do a quick update of the progress. Let students also reflect on what they have done so far, give them opportunity to appreciate their peers and also share what they have learnt.

WEEK 4: In this week students will be working on SHARE where they will look at multiple ways to share their stories.

SESSION 10: SHARE

OBJECTIVE: In this session, students will come up with different ways to share their stories.

DAY 1	TIME	DESCRIPTION
1	45 mins	Begin by appreciating all the students for their efforts they have put in the process. How did they feel about your journey so far? Encourage them to recall and share their happy moments • Ask them if they feel like a SuperHero? How would they like to share and inspire others with their story? • Who would they like to share their story with? (prompt them to look at school, community and beyond) • What are the different ways to share their story? 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?
2	10 mins	Closing • **OBSERVE'** again the human behavior 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

Share your story with us at : www.challenge.dfcworld.com

Contact us at: www.dfcworld.org/sudan

You may include:
Photo & text documents (max 4 photos for each step)
Powerpoint presentations (max 15 slides, 20 MBs in size)
Video/YouTube link (max 3 min long)

Remember:
Let's Focus on showing other people how easy, fun and meaningful it is to 'BE THE CHANGE'

GET INSPIRED!

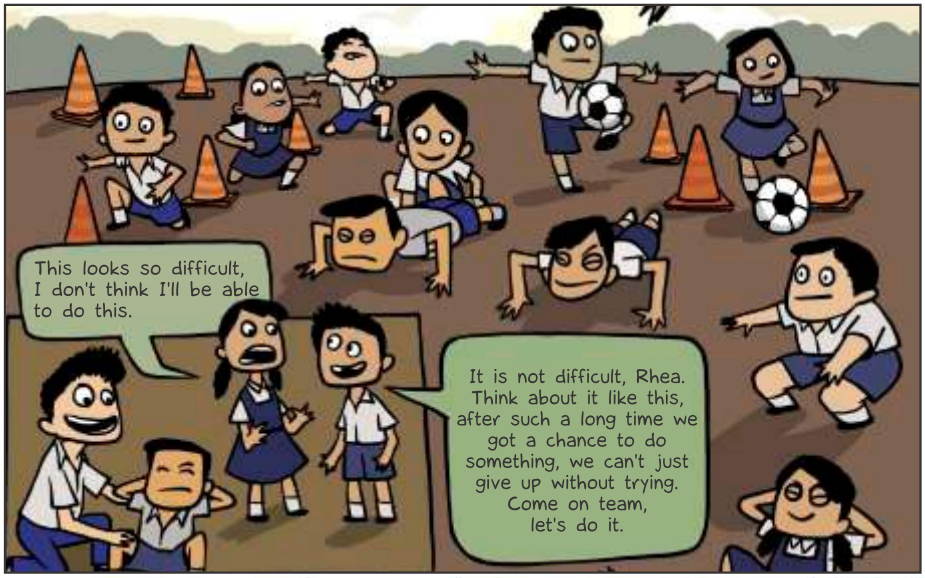
JUST FOR KICKS

Design for Change School Challenge, India 2011 | Lokenete Yashwantrao Chavan Vidyaniketan, Pune, Maharashtra
Watch the story : bit.ly/dfc-justforkicks

FEEL: Students realized that they could not play properly and there was no order.

IMAGINE: To play and enjoy the game like a professional team.

DO: The children formed teams and began training with each other's help. They developed a very good training program and started winning interschool matches.



Looking at your progress in sports, some other schools have expressed a desire to have their kids learn football.

They continued to coach their football team as well as 7 other school teams. They were able to expand their coaching team and train two coaches in each school to help them. These little kids brought a revolutionary change not only in their school, but also in 7 other schools with their imagination and zest.

Every Child CAN

RAHUL BOSE
Actor / Activist

GET INSPIRED

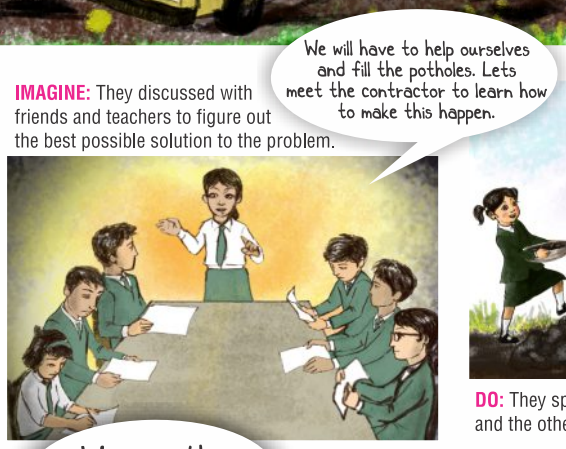
Potholes on the way to school

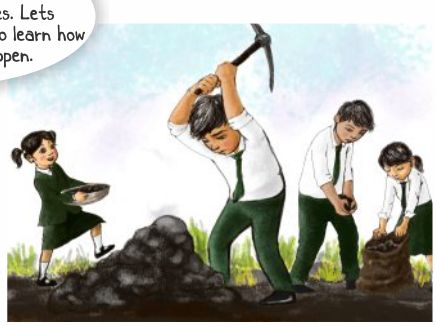
Winner : Design for Change School Challenge, India 2012 **I The Orchid Public School, Mysore, Karnataka**
Watch the story : **http://bit.ly/potholes-on-the-road**

FEEL: A very bumpy ride on the way to school. The students of The Orchid Public School had a huge problem with potholes on their way to school. The road was quite dangerous and often caused accidents.

The students wrote many letters to the concerned authorities asking them to take some action. However, they did not receive any response.

IMAGINE: They discussed with friends and teachers to figure out the best possible solution to the problem.





DO: They split into teams. One group did the digging and the other group started to make the tar.

DO: They collected whatever material they could and through trial and error came up with the best possible way of leveling the potholes.

After a lot of hard work, the students managed to create a leveled road making the journey safe and hassle free for everyone.

"What impressed us was that these children chose a bold idea for a problem that affected them directly. They decided to take action themselves and designed an effective solution."

- M P Ranjan, Design Thinker, Jury Member.

"This story won because the children implemented a solution which was beyond rallies and street plays. It clearly has empowered them to take up future challenges. That is the power of I CAN."

- Christian Long, Cannon Design, Jury Member.