



# Design for Change !

In this process of reflection, we propose to use **the methodology Design for change, by Kiran Bir Sethi**. Design for Change is a method that enables children and young people to carry out projects of general interest and become actors of change.

Every project or story of change includes four simple steps that lead young people to change their personal, social or environmental reality:



**They perceive** needs or problems.



**They imagine** new solutions,



**They act** and build change.



**They share** their stories of change to engage and inspire others.

In this way, they build a global chain of children and young people who transform lives and change the world.

To do this, they put into play **the four basic competencies (the four Cs)**:

**Critical thinking**

**Creativity**

**Collaboration**

**Communication**

## The method

### The student

Must:

- Give him a starring role,
- Focus on him / her,
- Hold her accountable,
- Trust in them.

Students decide what they want to change and how they are going to do it. It is the children and young people who direct the activity and make the decisions.

### The teacher

This implies reconsidering the traditional role of the teacher, who is no longer the one who knows everything, the one who speaks and directs, but the one who helps make the learning process possible, becomes a mediator. It is essential that the teacher is trained in this methodology and in all that it implies, to understand its role and be able to put it into practice, without interruptions, setbacks or deviations.



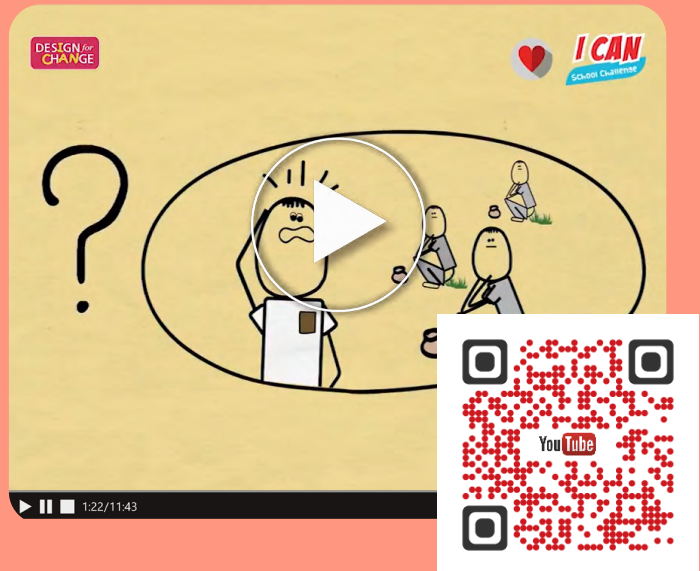
## Stage 1: Feel

In this stage, young people study to understand what they would like to change, put into play and develop their empathy and compassion. To do this, they proceed as follows:

- **They investigate their environment** (Class, school, neighbourhood, city ...)
- **They try to understand.** They discuss and delve into the areas of action with realism. They listen to each other.
- **They reach a consensus** on the most important problem they want to solve.
- **They involve the community,** question the affected people to understand and know the real reasons.

### Main lines of individual and group reflection:

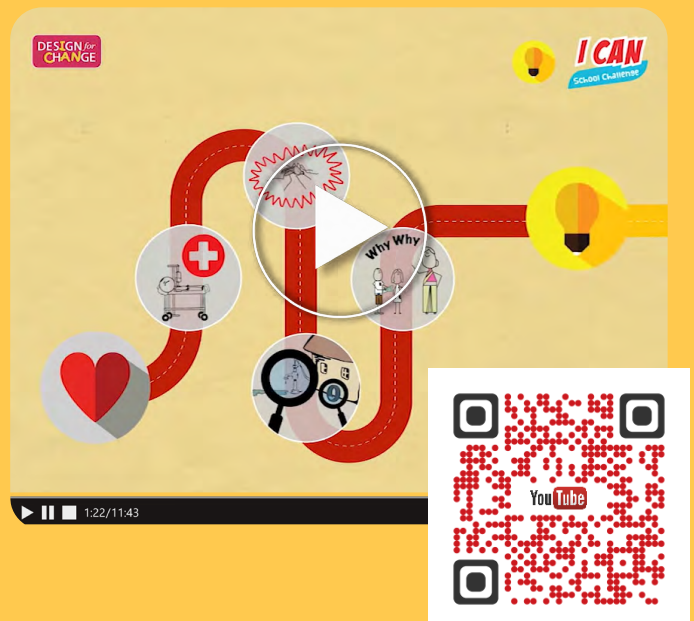
1. Do you ask about the people around you?
2. Organize the information.
3. Identify the centres of action.
4. Please select one.
5. Understand more.
6. Synthesize what has been learned.
7. Challenge yourself.



## Step 2: Imagine

This is an essentially creative phase. The objective is to propose as many ideas as possible to solve the situation chosen in the previous stage. The most interesting ideas found in the group are used to create a prototype and develop an action plan.

- **They come up with a lot of ideas.**
- **They think about creating a great impact,** serving many people, and creating lasting change.
- **They share and improve their ideas.**
- **They cooperate and create together.**
- **They specify and propose a prototype.**
- They develop an action plan.





## Step 3: do or act

It is time to act. Students don't just think. They execute their ideas and prototypes. That's when they realize they CAN. This is the most exciting stage. They feel capable of changing the world, near or far, and they do.

- **They organize** the plan with the list of all the activities to be carried out and document the development of the chosen idea:
  - What resources will they need and how will they get them?
  - How long will it take to complete the project?
  - Distribute tasks and assign responsibilities.
- **Your idea comes true. They build it and put it into practice. They work as a team and follow the advice of teachers, experts or those responsible for the problem.**
- **They reflect on how they have changed themselves and the reality around them.**



## Step 4: Share

In this last stage, they spread the "I CAN virus" to others. It is a very important moment because they share what they have done with other classes at the school and with other children and young people from their country or the world. They become a source of inspiration and motivation for change projects.

- **They involve others** in what they have done.
- **They inspire others** with the process and the result.
- **They spread their project** in their class, school, neighbourhood, city and around the world.
- **They celebrate and share their satisfaction and results.**
- **They collect notes, photos, drawings, videos**, and any other document related to the project, create a short video or tell their story of change ... and post it on DFC's national or global platform [www.dfcworld.com](http://www.dfcworld.com)

