

DESIGN FOR CHANGE: ONE WEEK LESSON PLAN

Dear Teacher,

The following is a ONE WEEK lesson plan that enables you to bring Design For Change into your classroom.

The DFC 4 step process : FEEL, IMAGINE, DO, and SHARE is broken up here into 7 sessions, of 45 minutes each, which may be extended if required. The plan is for your reference feel free to improvise and do what is best for your students.

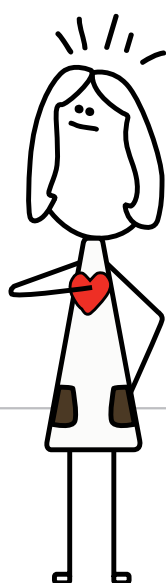
We would encourage you to help the children articulate their own ideas for a better world and to put them into action. Encourage ALL the children to participate actively and let their voices and ideas be heard. You will truly be surprised at what they come up with because -

Superheroes are not in fairy tales - they are in every child who says I CAN!

Skills children will learn: Leadership, Communication, Teamwork, Confidence, Critical and Creative thinking

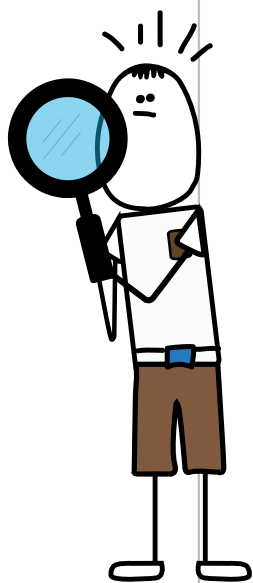
DAY 1: FEEL; SUPERHEROES IN REAL LIFE

DAY	TIME	DESCRIPTION
1	10 mins	- Start by asking children about their favourite Superhero. Let a few children share who they like the most. - Ask the children what their superpower is. Explain that each of us has a Superpower, something that we are very good at. For example, somebody's Superpower could be helping others, singing or doing Math well, etc. - After that, tell them that Superheroes don't exist only in fairy tales , they exist in real life too and that you are going to show them stories of some real life Superheroes. Superheroes who have the I CAN Superpower!
	20 mins	Inspiration and Identification of Problem Now, show the children some DFC videos. Here are some stories of children creating Change across 3 areas. NOTE: IN case you do not have access to internet in your classroom, please view the story attached as a comic and share them with the children. Something they want to change in their own lives: Reducing the weight of School Bags: http://bit.ly/1mFr4xr Teaching football to their peers: bit.ly/dfc-justforkicks Something they want to change in their school: Respect for their support staff : http://bit.ly/Vfdmdi Stopping food wastage in the School Canteen: http://bit.ly/1sAKldt Something they want to change in their own community: Children fixing potholes : http://bit.ly/potholes-on-the-road Children creating rainwater harvesting: http://bit.ly/1kywiiQ
	15 mins	After showing these videos, ask each child to think about their own surroundings. Ask what bothers them the most. Give each child a piece of paper and ask them to write down 1 thing they would like to see changed around them in the following categories. Help them identify problems that affect them directly. Avoid generic issues like garbage, or a dirty locality. - Personal Life (e.g. the desire to learn a new skill) - School (e.g. bullying in the playground or rush in the canteen) - Community (e.g. lack of clean drinking water)



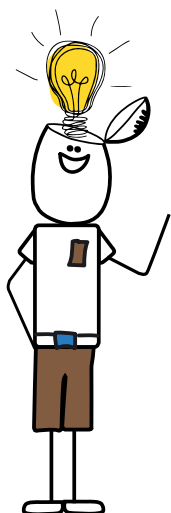
DAY 2 : FEEL; REACHING THE REAL CHALLENGE

DAY	TIME	DESCRIPTION
2	20 mins	- Today, ask children to share what they have thought of and write the big ideas on the board. Create smaller groups of 5 in the classroom. Facilitate the discussion but let children lead it. - Next, ask each group to vote for the 1 situation that they would all like to see changed. Finally, as a class, they should pick 1 challenge or problem that they would like to work on.
	25 mins	Finding the Root Cause of the problem - Divide the children into smaller groups to brainstorm over the different cause of the problem they have chosen. Help the children understand the root cause of the problem. For instance, in a dirty locality, the root cause, is not just the lack of a proper garbage removal system. It is the mindset of the people who are throwing the garbage on the streets. - Encourage children to go out and interview people directly affected by the problem they have chosen. This will help them understand the needs and concerns of the people for whom they are designing the solution. Explain to the children the importance of asking open-ended questions - which means, questions that can yield long, descriptive responses rather than a simple 'yes' or 'no'. Ask them to include words like 'why?' and 'how?' in their questions. - Each group presents their findings and together the class votes on the major causes of the problem they are trying to solve.



DAY 3 : IMAGINE; VISUALIZE SUCCESS

DAY	TIME	DESCRIPTION
3	45 mins	- Start the session today with a fun activity! '100 uses of a chair!' Place a chair in the center of the room and get students to come up with a long list of interesting ways to use the chair, other than sitting on it. This will help them gear up for some out-of-the-box thinking. - Now, divide your students into smaller groups and ask them to brainstorm and come up with ten interesting ideas that can solve various parts of the their problem. Encourage a variety of ideas. Think beyond the obvious, like creating awareness, making posters or holding a rally. The wilder the ideas, the better! - You may refer to the activities on page 4 and use the Heart and Hands game to help children generate more ideas. - Ask children to vote on the ideas that they would like to implement. Vote using the QBL principle. The idea should have a QUICK IMPACT, BE BOLD and LONG LASTING



DAY 4 : DO; MAKE CHANGE HAPPEN

DAY	TIME	DESCRIPTION
4	45 mins	Help the children make a plan of action. 1. Ask them to break down their plan into action steps. Ask children to plan how they will carry out each action step. 2. Help them think through an action plan with clarity and in detail. Ask children to list the resources they will need. How will they get them? How many people will be required? How much time will it take? How will they document their work? 3. Ask children to delegate responsibilities: Who will do what? Ask children to put the plan in a time line: By when will they achieve what?

DAY 5 AND 6 : DO; MAKE CHANGE HAPPEN

DAY	TIME	DESCRIPTION
5 & 6	90 mins	 1. Children go out and implement their Action Plan. Encourage children to try out all the different solutions they have thought of. It is all right if some of them don't work as planned. They will learn from their failures too. Keep encouraging them. Please extend your support with planning and supervision. 2. Document the children's work. Make sure that when your students are out on the field executing their plan, they have cameras and other tools necessary for documentation. Encourage them to capture all aspects of the change they bring. 3. Encourage reflection post the implementation. What went well? Where can we do better? Let children share their learning. Ask what they learnt about the situation and about themselves.

Teacher Tip: The DO phase may need for you to help schedule time for children over the weekend or after school hours. Depending on the project chosen by children, you may need to enable and plan for their time.

DAY 7 : SHARE; I CAN! NOW YOU CAN TOO!

DAY	TIME	DESCRIPTION
7	45 mins	Go ahead and share your story with the world on: challenge.dfcworld.com Ask children to document their experiences in the last one week. Ask them to answer the questions in the DFC submission platform. You may include any one of the following: Photo & text documents (max 4 photos for each step) Video/YouTube link (max 3 min long) All the very best! 

ACTIVITY: INSTANT SUPERHEROES!

Objective: Practising the 'Design For Change' process

Materials: poster board, markers, balls

Introduction: Carry out a discussion about 'Superheroes and Superpowers'.

What are our Superpowers? How can we use our Superpowers to make the world a better place?

Game: Circle of problems:

Get the children to make a large circle. Participants throw the ball to each other. The student holding the ball **shares something that made them sad, angry or concerned**. They then throw the ball to the next person until everyone has raised one issue. Write down the situations that are raised,

For example children may share: "It made me sad when I could not play during lunch break"; "When I saw a student from an older grade push a little kid to get to the canteen first"; "When I saw a stray puppy without it's mother"; "When I had no one to sit next to in class"; "I hate getting homework"; "When I see people throwing their empty waste on the ground"; "Seeing beggars on the street" etc.

GAME : BE A DETECTIVE FIND THE ROOT CAUSE

From all issues that students mention, take a vote and choose between 4-6 issues .

Divide the class into smaller groups around the problems they care about the most. Each group gets a ball.

1. Pass the ball from one to another saying what he or she thinks about the problem and why it bothers them.
For example: Lunch Break
I feel as if there's nothing to do when it's raining outside; sometimes we don't have friends to play with;
We don't have enough games for everyone; The older kids take the good playing spaces and we don't have anywhere to play.
2. **Take a vote and choose one aspect of the lunch break you'd like to change as a group.**
Now begin to explore the problem in detail. Try to get to the root-cause of the issue by asking questions like
What is the problem? Example: *Lunch break is boring on rainy days*
Who suffers from it? *Everyone*
How often does it happen? *Usually for a month in the Monsoon*
When does it happen? *Whenever the weather is too harsh to play outside*
What happens as a result? *Kids make noise and run down the hallways*
Why does it happen? *There are no monitors in the hallways, no games to play indoors;*

Now that you understand the root cause of the problem it's time to take action!

GAME: HEART AND HANDS

Divide students into groups. Distribute chart papers and markers to each group.

Ask the students to write the problem they chose and the words: "I CAN" in the center.

Ask the students to trace the outline of their foot and hand, and a large "smiley".

Instruct the pupils to write inside the outlines of their hands what they can do with their hand in order to rectify the problem. Then do the same with the outline of the foot – how can they use their feet to rectify the problem. Next to the smiley, they should write how they can make a change with their persuasive speech

What superhero qualities can they employ to fix the problem?

Example: rainy day recesses

Hands: We can make games to play when we're indoors; we can make sticker and signs for kids in the hallways asking children not to run or scream.

Feet: We can set up a monitoring schedule for the hallways during lunch break.

Mouth: Raise the awareness not to run and scream during recess; have a singing contest during recesses with a bunch of classes together.

GET INSPIRED

{ FRIEND in Need }



Children went and spoke to an animal rights activist to understand how they could help the dogs on the street.



The boys wanted a safer world for their animal and bird friends in their neighborhood. So, they began to make plans to help them.

However due to some unforeseen circumstances, the children could not go ahead with their plans for the dogs immediately. That did not stop them.

Let us go ahead and help our bird friends for now

Yes! It is raining now and I have seen injured birds fallen out of their nests.



The children began to make bird houses and bird feeders from the waste material lying around in their houses.

We can make bird houses out of waste material lying around in our houses.

Yes. It won't cost us any money if we reuse and recycle.





The boys came to see how their project had done after a few days. To their shock, they found that someone had stolen one of the feeders!

Next time we will remember to put the bird house higher up in the tree.

Yes, then our friends will be protected from both the rain and the thieves.

Look, one of the birds is sitting on the swing!

And there's a squirrel giving her company.

The boys decided to make more bird houses and bird feeders when they got more time.

I loved that we could help our bird friends.

I liked that we could climb trees.

But we LOVED being THE CHANGE the most.