# Guide to facilitate projects

**Children only need an opportunity to change the world**

# SCHOOL CHILDREN DESIGN SOLUTIONS FOR THE WORLD'S GREATEST CHALLENGES

**+ 65 COUNTRIES**



**Making** the school a better place

**Preserving** tribal culture

**Designing alternatives** to packaged food

**Raising funds** for flood victims

**Stopping** child marriages

**Caring** for the environment

**Converting** garbage dumps into playgrounds

**Caring** for the elderly

**Tackling** bullying and violence against women

**Design for Change (DFC) Spain belongs to a global non-profit movement that empowers through social entrepreneurship.**

In this guide we will explain what DFC is about and, most importantly, how to launch the project with groups of children and teenagers.

¿What is
**Design for Change
Spain?**

We can change
the world

## DESIGN FOR CHANGE SPAIN

A part of an international movement which offers children  the opportunity to put their own ideas into practice  as to how change the world, beginning with their own  environment.

## THE WORLD NEEDS THEM

Every DFC project is framed within one (or several) United Nations Sustainable Development Goals (SDS), which are already trying to change the world. With DFC, children and teenagers are changing the world. We cannot forget the potential offered by the youngest.

# IS AN OPPORTUNITY TO BUILD
## CONFIDENCE AND DEVELOP EMPATHY

Through the experience of group participation, children from all over the world develop real projects, aimed at improving their environment by understanding and resolving situations that affect them.

Each project makes it possible for them to believe in their own ideas to improve the reality that surrounds them and inspire other children who underestimate their capabilities. They become infected them with the "I CAN" virus.

# THROUGH THE PROCESS OF
## EXPERIMENTATION

The process is structured in five different stages through which they navigate, which range from identifying a challenge to generating ideas, taking steps towards action and communicating their process with others.

This method of work is based on the principle of "learning by doing", encouraging experimentation and reflection in each stage, and seeing mistakes as a necessary part of the learning process.

# IN A DIFFERENT
## AND ENRICHING WAY

The methodology is inspired by design thinking, an approach that generates the evolution of ideas based on the ability of being intuitive, interpreting what is being observed and developing emotionally significant ideas.

On their journey , the participants develop empathy towards their environment, look for and select creative solutions in groups, turn them into reality, and finally reflect back on the process they have gone through and the project which they have created.

## WITH EVERYONE'S
## PARTICIPATION

Student participation is encouraged and they are empowered using the tools, processes and ways of understanding and creatively resolving problems in a group, so that they can use these skills not only in school, but beyond.

Many students use very good ways of thinking outside of school which they don't use in the school: paths are opened in the projects so that everyone can find a way to do their part.

What are the keys
**to develop the projects?**

# YOU MAKE
## THE PROJECT POSSIBLE

**Your contribution to "Design for Change" is essential. Firstly by presenting the proposal and later by facilitating each group's project. Be optimistic and enjoy everything you do, imparting a positive, open and flexible attitude towardsyour students, thinking and believing that anything is possible.**

### Children are the key players

Your students will have the opportunity to be responsible for their projects. Interpret what happens around them , generate ideas, make decisions … it's their task. The role of the teacher is centered around assisting the children's work and guiding them through the process, creating the necessary conditions to develop their projects.

This is exciting work which requires a lot of attention and presence, and implies a wide range of tasks. Maybe you have to help them communicate better within a group, make a decision, or perhaps it is only necessary that you prepare the materials that they will use.

### Trust the process

We are accustomed to resolving problems in a lineal way, going directly from the problem to the solution using logical thinking via linked processes, sometimes too quickly.

The philosophy of thinking in which "Design for Change" is based on includes ingredients that need convergence as well as divergence, which is the case with creativity. It branches out to widen the possibilities available , and converges afterwards when choosing the best options.

With the widening of possible options uncertainty grows, and discomfort may ensue because one can feel lost in a type of "haze" in which is natural to think and one might feel he or she has strayed from the right path. As surprising as this may sound, this is precisely, a sign that we are in fact on the right path. Dedicate sufficient time to each step without rushing it, as there are things that need time. Have confidence in the process: the uncertainty will start disappearing as the projects take shape.

## Encourage their empathy

It's important that boys and girls learn to see things from other people's perspective. This will nurture their comprehension and enable them to imagine solutions based on empathy. Before beginning the projects, suggest an exercise to your students. Divide the group into pairs and ask them to observe how they use their backpack and what they have in them, so they can try to understand how it is used by their classmate.
Where does the student leave it when she/he arrives at school? When does the student use it? How does the student carry it? What does the student change everyday?
What does the student have that is different from them?....

## Advocate collaboration

Working as a team is exciting and enriching: any team is stronger than any single person in it. However, its not always easy. Agreements have to be reached and decisions made that are satisfactory to everyone and this implies making concessions.

It's possible that in some instances your students will not find it easy to concede. For one teacher alone it's best to work with teams rather than groups of 20 to 30 students. Create smaller groups, of around 4 to 6 students, so that they can be managed on their own.

## Encourage them to listen to each other

In large and small groups alike, it's necessary to listen to others and to consider their opinions and ideas to be as valid as your own, even if we disagree with them.
Encourage your students to mix with each other and to listen to each other attentively, explaining their way of understanding things and sharing their outlook with the group. Make them feel that they are part of something bigger.
Explain to them that what's important is not necessarly that their ideas be carried out but that the group reaches a common understanding of what has to be done.

# PREPAIR THE TERRAIN
## IN ADVANCE

**During the days when you undertake "Design For Change", it is very likely that the work dynamic will be different than usual: do the necessary preparations to be able to fully enjoy the project.**

## Plan the process

Different options exist when planning the work depending on the time that you have decided to dedicate to the process. A 5 day week , 5 to 6 hours daily, is adequate to go through every stage without rushing and making the most of each stage. Establish a work plan which will help all the teams go through the process at more or less at the same rate. This way they will be able to find each other in the process and share the group moments.

Further on you will find the estimated time needed for each step.

## Identify a framework

Your students will develop projects to improve the world starting from their own environment,i.e. from everything that surrounds them. To avoid it being too a big a project its convenient to enclose it in a framework.

Select a wide and attractive framework , one that it will permit them to identify various possible points of actions. A framework can be a physical location (around a school, neighbourhood). You can also find other points that will motivate the students (collaboration between schools, getting children to participate)

## Informe the school

Throughout the project every day will be different .

It will probably change the way classroom space and time is used . In some schools they have used large spaces, like the gym or the playground , some even change their timetables . Your students will act more independently. They will move around and through more places of the school than usual.

Share the work that will take place with the teaching staff and inform them of the possible changes that this implies.

### The space inspires

Prepare the classroom in a way that facilitates teamwork and collaboration, identifying common areas for all the teams and areas for each individual team to work on their project.

Use your imagination: the most normal space can convert itself into something different by simply rearranging its usual elements.

You will find it useful to dispose of big tables (or small tables joined together) where the team work can take place. It is also advised to create a free area and even a place to relax where things can occur.

### 100% visual

The work process is not lineal: You will go forward and backwards so as to be able to revise things.

If the information is visible to everyone, you can enrich past stages when necessary. Visualising the process will help you and your students to keep every stage present as part of a whole. This way you will avoid any stages becoming stagnant.

It's comfortable and practical to use the walls to share everything that is brought up.

### Prepare the materials

Have the materials prepared and accessible before starting the project.

The materials that you will need are:
 • Colour post-its
 Rolls of paper or big sheets to write and stick on walls
 • Pieces of card
 • Adhesive tape (masking tape is the most adequate one)
 • Marker pens
 • Plasticine
 • Scissors
 • Stickers

# PRESENT THE PROPOSAL
## TO YOUR STUDENTS

For the projects to move forward it's essential that your students know that they are the main players, and as such, need to decide whether they want to participate. The moment has arrived to invite them to take part in Design for Change.

## Inspire them with stories

To tell them what Design for Change is about show them the video in which Kiran Bir Sethi, founder of Design for Change, explains what it consists of: https://www.youtube.com/watch?v=1Mtxh5qXpN4

You can find other videos that will help you to explain the project and inspire your students:

http://dfcworld.com/dfc/SPAIN/

http://www.youtube.com/user/D4 CSpain

Many of these are stories of boys and girls who have already developed projects. After the showing, ask them what they think about it and whether they would like to know more.

## Explain what it consists of

Redefine with them the mission statement of Design for Change:
Design for Change is an international movement which offers boys and girls the opportunity to put into practice their own ideas to change the world starting from their own environment.
In each part of the definition there are important messages. The following questions can help exlplain it better:

**What is the project about?**
Changing the world.

**Who has to do it?**
Boys and girls, you are the main players!

**Is it compulsory?**
Its an opportunity, ¿would you like to participate?

**What needs to be done?**
Put into practice your ideas: this is about "doing" and not about saying "do we need to".

**Are we alone?**
More than 65 countries participate.

**What do we hope you will say after you finish your proyects?**

<div style="background:#e8174f;color:#fff">

# I CAN!

</div>

## Show the stages of the process

Explain the five stages they will go through in the development of their projects to your students: **feel, imagine, do, evoluate and share**.

In the following pages of this document you will find a detailed description of each stage.



## Ask them to document their projects

Ask your students to take photos, videos, drawings…to note down sentences and magical moments….anything that will serve them to construct a story to communicate their projects to other people in the SHARE stage.

It will be very useful to have a photo camera and a video camera. Nowadays taking photos and videos with our mobile phones is so accessable… make the most of them!

*If you observe a boy or girl losing interest during the projects, suggest that they be in charge of documenting everything that is happening. This will get the student back on track.*

# How is the development
**of the projects structured?**

DESIGN *for* CHANGE

ESPAÑA

# THE WORK PROCESS IS DIVIDED INTO FIVE STAGES



FEEL

IMAGINE

DO

EVOLVE

SHARE

# Each stage is divided into various steps.

**WHAT DO YOU KNOW ABOUT YOUR ENVIRONMENT? ORGANISE THE INFORMATION IDENTIFY ACTION POINTS CHOOSE AN ACTION POINT GAIN IN UNDERSTANDING SUMMARIZE WHAT HAS BEEN LEARNT GENERATE A CHALLENGE**

In this stage boys and girls identify possible action points from situations that they would like to change in their environment.

**PROPOSE MANY IDEAS CHOOSE THE BEST SOLUTIONS PROTOYPE SPECIFY YOUR PROPOSAL OUTLINE AN ACTION PLAN**

Understand the creation and development of ideas to improve the situations that have been analised in the past stage and the prepartion to put them into practice.

**ACTION!**

Its the stage of taking action, the moment where their proposals for change become reality.

**REFLECT ON YOUR EXPERIENCE MAKE YOUR PROYECT EVOLVE**

Its the final moment in which they reflect over the experience and they imagine possible future actions.

**SPREAD THE WORD ABOUT YOUR PROJECT**

Invite participants to talk about their projects and how they have found the experience to other people, seeing what has worked well and what could be improved.

# How to use
**this guide?**
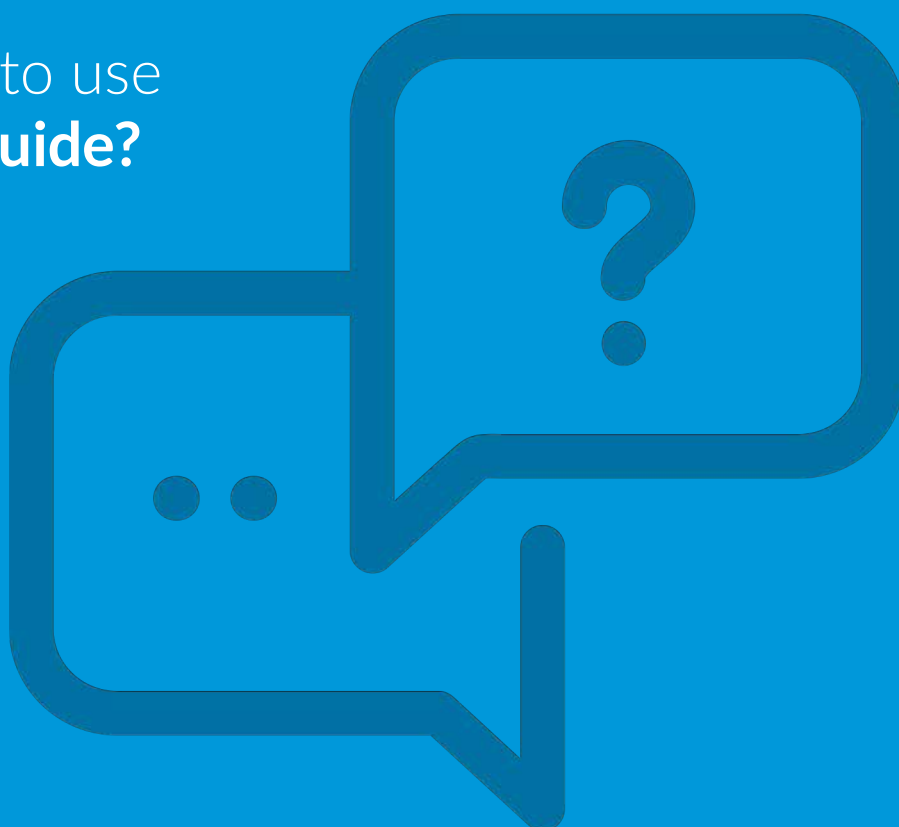
# In the following pages the work process is described in detail, step by step.

In each stage you will find a front page, a general explanation and each step explained in detail.
The process we propose is designed:

- to develop projects with boys, girls, and youngters between the ages of 6 and 18 years old. Although, "Design for Change" is an initiative valid for any group and age.

- to be carried out during the course of a week. In our experience, a week is enough time to satisfactorily go through all the stages without rushing. However, you can compress it or prolong it as much as you think is needed. Try it!

We hope it serves you, to begin with, as a guide to develop projects, and secondly as a starting point to construct other processes that will adapt better to the caracteristics of the group that you work with.
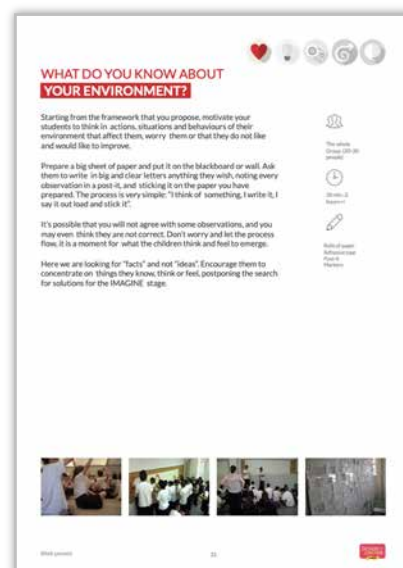
# Each step is presented in a page organised in the following way:

This box specifies the name and description of the step you will take part in.

## WHAT DO YOU KNOW ABOUT
### YOUR ENVIRONMENT?

Starting from the framework that you propose, motivate your students to think in actions, situations and behaviours of their environment that affect them, worry them or that they do not like and would like to improve.

Prepare a big sheet of paper and put it on the blackboard or wall. Ask them to write in big and clear letters anything they wish, noting every observation in a post-it, and sticking it on the paper you have prepared. The process is very simple: "I think of something, I write it, I say it out load and stick it".

It's possible that you will not agree with some observations, and you may even think they are not correct. Don't worry and let the process flow, it is a moment for what the children think and feel to emerge.

Here we are looking for "facts" and not "ideas". Encourage them to concentrate on things they know, think or feel, postponing the search for solutions for the IMAGINE stage.

The whole Group (20-30 people)

30 min.-2 hours<<

Rolls of paper
Adhesive tape
Post-it
Markers

The upper line of the page indicates the stage and step in whole process.

The blank space is so you can note down any observations or ideas related with each step.

Work process

33

Some photos taken during the projects can serve you to have a more visual idea of what happens in each step.

# Work
# **process**
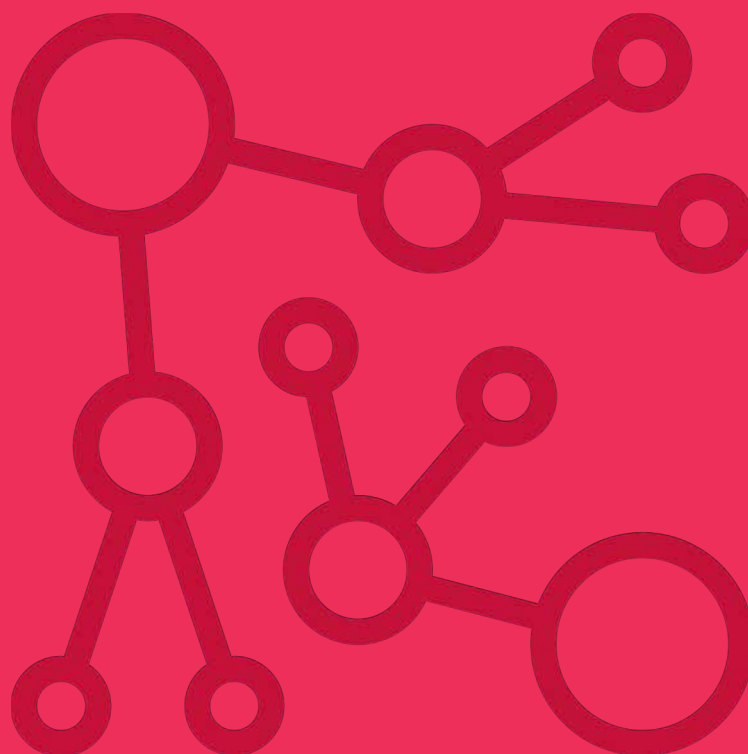
# THE WORK PROCESS
## FIVE STAGES



FEEL

IMAGINE

DO

EVOLVE

SHARE

# FEEL

# FOR ONE TO FEEL IT IS ESSENTIAL
## TO PERCEIVE, INTERPRET AND COMPREHEND
## THE WORLD WE LIVE IN

In the first stage of the process, boys and girls will try to identify situations that affect their environment and those which they would like to see working better.

FEEL is a stage of investigation, in which through observation, listening and analysis, boys and girls will enrich their knowledge of themselves and their environment.

Make your students feel that what worries them is truly important and that it is worthwhile to go deeper into it to understand it better.

# WHAT DO YOU KNOW ABOUT
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The whole Group (20-30 people)

30 min.-2 hours<<

Rolls of paper
Adhesive tape
Post-it
Markers

# ORGANIZE
## THE INFORMATION

At this point you will find yourselves in front of a great quantity of unorganized post-its.

Ask your students to come to the blackboard to organize them, combining the observations that in their opinion are related to each other. Each child will associate ones and separate others. It's probable that some children will want to join some observations and others think that they should be separate: encourage them to explain themselves to each other why they consider it like this.

This method may seem chaotic because all the children are participating at the same time. But it flows quickly and easily, and is a very good opportunity for them to communicate with each other.

When finished you will find all the observations grouped into "clouds of information", having emerged from the group's own criteria.

The whole Group (20-30 people)

30 min.-1 hour

-
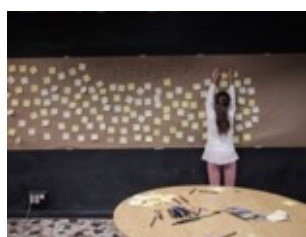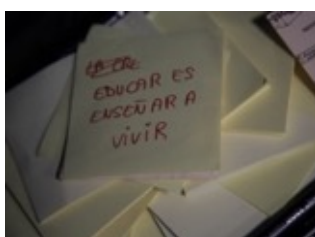
# IDENTIFY
## ACTION POINTS

Each "cloud" reflects a set of situations , which from the view of your students may be conflictual.

Go from cloud to cloud and discuss what each one contains. For each one, ask your students to consolidate what they've written. It will be very useful to describe it in one sentence with subject and PREDICATE . It will help you to try various possibilities.

When they've identified a sentence which summarises a cloud with clarity, write it down on a sheet of paper in big letters and stick it next to the corresponding cloud.

It's probable that you students may find this step tedious, and will try to make you go through it quickly. Be patient and encourage them to perservere until they find a sentence that fits. This is useful to identify possible action points for the development of the projects. Use your intuition to help them identify what is truly important to them.
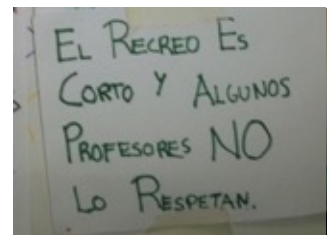
The whole group (20-30 people)

1-3 hours

Paper
Markers
Adhesive tape

# CHOOSE AN
## ACTION POINT

Once you've identified the possible action points for the development of the projects, it's important to choose which one/s you are going to work on.

A system of voting in two steps will help to make a better choice. Ask the children to vote on the two or three problems that most attract them or are important to them. Choose those with the most votes and take a second round of voting, this time with only one vote per person.

Its not neccesary that they choose only one action point, but take into consideration that the more they choose, the more complex it will be to facilitate their work.

Make sure that they choose to work on something that is really important to them: ask them to elaborate on how it affects them, what makes it important to them and why they want to resolve it......

To vote, it's quick and easy for the children to get up and put a mark with a marker or a sticker on the action points that they choose.
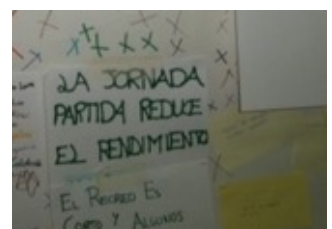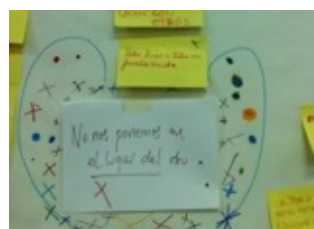
Complete Group (20-30 people)

30 min-2 hours

Markers or stickers

# GAIN IN
## UNDERSTANDING

The moment has come for your students to be able to widen and enrich the vision they have of the situation that they have chosen to improve.

It's fundamental that they understand how it happens and why it happens that way, and what other people think about it. If, for example, they want to learn more about why the parks are dirty, they need to go to the park and observe how it becomes dirty and why, asking people who use the park and also those who clean it.

Ask your students who they believe are the people affected by the situation, and once they have it clear, encourage them to go and talk to them to find out how those people live with the situation that they are investigating.

Its not about knowing whether the others think it's okay what they have thought, but about what they think about the subject at hand. It's better to ask open ended questions that encourage conversations, listening to anecdotes and experiences. Try to avoid questions that can only be given a yes or no answer.

Ask them to note down everything that catches their attention without leaving anything out, documenting as best they can their investigation (making drawings, taking photos, videos, etc) Remind them if they are going to take photos or record videos they must first ask permission.

Teams of 4-6 people

1-3 hours

Notepad Pencil Digiital Camera Video Camera

# SUMMARIZE WHAT
## HAS BEEN LEARNT

Leave time so the team can share what they have observed. At the end, ask them to
summarize all that they know, ensuring that they have clarified:

What the situation consists of:
It's probable that they have constructed a new interpretation of what they have learnt. If this is the case, ask them to rephrase the sentence they formulated of the cloud, to express the focus as they understand now, and to write it in big letter on a new sheet of paper.

Who does it affect and how?
What do they think, feel, do.....these people in relation to the problem. Remind them that the more visually and clearly it is expressed, the better. A drawing works well. Offer them cards to note down this information in big letters.
If there are several teams that are working on the same situation, propose to them to use this material to explain their conclusions.

Teams of 4-6 persons

30min.-2 hours

Big Cards Markers

# GENERATE
## A CHALLENGE

If the focus of the work chosen and/or reformulated in the last step motivates your students, you can skip this step. If, on the other hand, the focus (expressed in a sentence) doesn't motivat them, suggest they transform it into a challenge. For this we can use the formula How could we…….? in the following way.

Imagine that the situation they are dealing with is that the parks are dirty and you can't play freely. The challenge that emerges immediately is How can we make the parks less dirty? We can also try to find other related challenges:

How could we ….achieve that no one dirties the parks?
.….make the parks clean themselves?
.….make the rubbish not be rubbish?
.….transform the rubbish into swings?

Ask them to generate various challenges and to choose which one is more attractive and appealing to them. Write the chosen challenge in big letters on a piece of paper and stick it next to the materials that they have created.
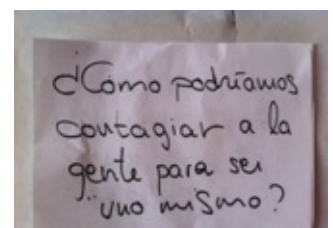
Teams of 4-6 persons

30min.-2 hours

Paper
Marker
pens

# IMAGINE

# LET YOUR IMAGINATION BE THE FIRST STEP
## IN CONSTRUCTING A NEW REALITY

In this stage, children are going to think of ways to resolve the problem that they have investigated.

IMAGINE is a creative stage that is done as a team effort, in which a multitude of unsuspected abilities emerge for the good of the group from who ever participates.

Have faith in the capacity of your students to imagine thousands of marvellous solutions and to convert them into viable and valuable proposals.

# PROPÓSE
## MANY IDEAS

The best way to find good ideas is to generate them in quantity. We propose two methods to facilitate the creation of ideas depending on how the work groups have been divided.

### If all the group has chosen the same point

Place a big sheet of paper on the board or on the wall and reunite the group in front of it.
Ask your students to offer ideas that occur to them and express them out loud. As they come up, list all proposals in big letters on the sheet

### If various points have been chosen

Ask each team to give a piece of paper to each group member and sit together in a circle. Have each member of the team write down five ideas on a piece of paper and pass it on to the person on their right, who will add five new ideas on the same paper, continuing until all members have written on all the pieces of papers.

The whole group or teams

30min.-2 houss

Roll of paper
Adhesive tape
Sheets of paper
Markers
Pencils

Motivate the group to use their imagination, to give daring, crazy ideas without jugding any proposal. You can get an idea that has been suggested and break it into two, exagerate it, transform it, or combine it with others…. For this, it's important
to listen to each other: ask them to respect the speaker's turn and to try to express their ideas in a clear and simple way.

When starting a flow of ideas, a few ideas emerge timidly at first (like light rain), then the ideas start to pour in (It rains!) and finally the rains eases up again with just a few new ideas emerging. Be patient and have confidence in your students: the ideas will emerge!

# CHOOSE
## THE BEST SOLUTIONS

Your students will now find themselves with many possible ideas, so they must choose which one or ones they will adopt.

It's important that they believe in the ideas that they choose: ask them to vote individually for the proposals that they most like, take interest in or those that most attract them…. 3 or 4 votes per person is sufficient, although it depends on how many ideas have emerged.

Choose the ideas that have received the most votes and discuss them with everyone, encouraging them to imagine which ones would best help to resolve the problem.

After this, take a second round of voting using one vote per person. In this round you can suggest new criteria, like: the most original solutions; those that have the potential to better the lifes of many people; the most sustainable; that they can be easily applied, etc

• If the whole group is working on the same point, choose the solution that got
  the most votes and divide yourselves into teams to work on the different ideas.

• If the group has already been divided into teams to work with different points, ask each team to choose the idea that got the most votes.
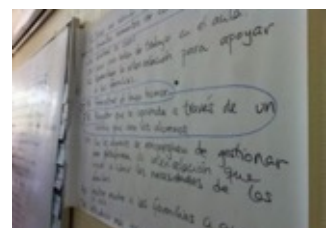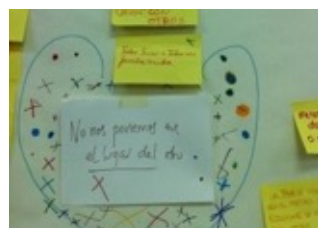
The whole group Or teams

45mins.-2 hours

Stickers or markers

# MAKE
# A PROTOTYPE

A prototype is a "first sample" of an idea, a step towards the idea becoming reality. Constructing them is of great use to better comprehend the vision that each person has of an idea, and will help your students better define what it is that they want to do.

There are very diverse prototypes: drawings, scale models, collages.... even a small theatre representation could work very well. Anything that can serve them to get the idea "to jump from their heads to reality".

The prototypes must be simple and useful. The purpose is not to make works of art, but to communicate between the team and define the idea better.

Ask each team to make a prototype of their proposal, and to explain to the members of the team their own vision of the idea that they have chosen.

Teams of
4-6 people

30min.-3 hours

Paper
Cards
Cardboard
Adhesive tape
Pencils
Markers
Plasticine
...

# DEFINE
## YOUR PROPOSAL

Once your students have finished their prototypes, ask them to define:

**What does the idea consist of?**
One short sentence that summarises the proposal.

**What will it achieve?**
What is it that we want to achieve once it has been put it into action.

**What will be needed to be able to carry it out**
What is needed, in materials and collaboration from people outside the team.

Ask them to write it down on a big card so the visual image will be present all the time.

Teams of 4-6 people

30min.-2 hours

Cards
Markers

# OUTLINE AN
## ACTION PLAN

The last step before putting the idea into action is planning the action.

Ask each team to write all the steps that they consider necessary to make the idea a reality on post-its (1 step per post-it) and have them stick it on a panel or on the wall.

When they have finished, ask them to order them sequencially and identify how much time they will need to put them into action.
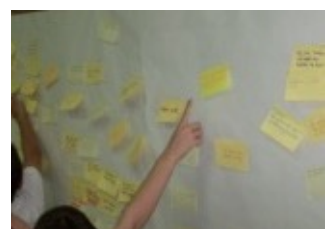
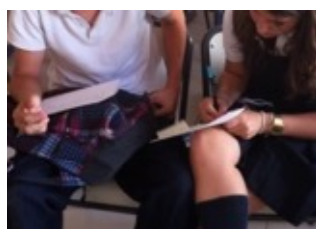Teams of
4-6 people

30min.-2 hours

Post-it
Markers

# DO

# THE MOST VALUABLE THINGS WE LEARN
## START WITH REAL ACTIONS TOWARDS CHANGE...

In this stage, boys and girls will put ideas into action in the real world and will see that they can make significant changes and enrich their environment.

DO is an especially emotional stage: it's now when all the work they have done is realised and when boys and girls feel that they CAN truly change the world.

Support the group in the actions they are going to take and enjoy this moment, because it is when ideas are transformed into reality.

# ACTION!

To DO you only have to go over the action plan and….go for it!

It's possible that the actions will not come out as imagined by your students. Don't allow them to get frustated if this happens. This is only the first step, the "first form" that their project takes. Further on they can improve it and take more evolved actions: the most important thing is that their project doesn't stay just as an idea but that is takes form in reality.
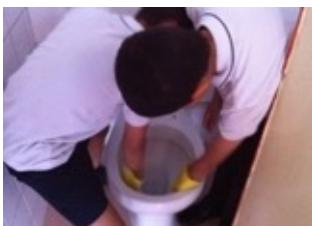
Teams of 4-6 people

1-3 hours

-

Remind your students to take photos, drawings, and to write down sentences… Anything that will serve them to construct their story in the SHARE stage.

# EVOLVE

# REFLECTING ON OUR ACTIONS
## WILL MAKE US GROW

Finally, children will reflect on the experience that they have gone through.

EVOLVE is a stage that mixes evolution and evaluation.We try to look towards the future to imagine new actions that can enrich the work we have done.

Facilitate your student's reflection, personally and as a team, looking beyond the surface and welcoming what can and will emerge.

# REFLECT
## OVER YOUR EXPERIENCE

We propose two simple tools for the evaluation which will permit to reflect as well imagine your projects in the longer term.

### Anecdotes

Ask your students to draw an anecdote which has ocurred to them during the   project and which awakens emotions... Share these drawings, discussing each  anecdote or sticking them in a panel such that the whole group can see them.

### Different, Difficult, Learnt

Divided in groups of three, propose to them that they reach a team consensus  over something that they have felt seemed different, something difficult and  something that they have learnt. Ask them to write it on a post-it and to stick it  on three panels in which the following questions appear: what seems different?,  what has seemed difficult?, what have we learnt?. Afterwards, you can read  them outloud and discuss it with all the group.

These two tools for the evaluation facilitate a final team reflection,whereby more  informally,they can share what they wish.Dedicate time to this final group  moment,because its probable the most valuable reflections will appear in this  moment.
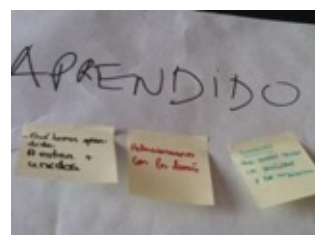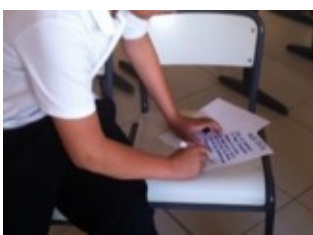
The whole group
(20-30 people)

1-3 hours

Paper
Pencils
Markers
Post-its

# MAKE
## YOUR PROJECT EVOLVE

It results very constructive to identify those aspects which have worked better or worse. For that we propose the next tool of evaluation:

### *Start / Stop / Continue*

Divided in three groups, suggest to your students that they reach a team consensus in terms of three aspects. Firstly, something that has not been done during the projects whichthey would have like to have done (START); secondly, something that has been done but they consider that is worth leaving and not doing (STOP): lastly, something that has been done and that is valuable to continue doing (CONTINUE). Ask them to write each aspect on a post-it and that they stick it on three panels, each one belonging to each block (START/STOP/CONTINUE). Afterwards, you can read them out loud, and discuss it with all the group.

This method can serve your students to understand what has worked and what hasn't in their suggestions to improve their environment. Its an excellent moment for the reflection of the group, and it can be very useful to establish the foundation for future projects.

Remember that the projects can be improved, and that you can undertake the work process as many times as you consider necessary.The skill is born from practice, therefore, the more times you do it, better results you will obtain.

The whole group (20-30 persons)

30min-3 horas

Markers
Post-its

# SHARE

# SHARING OUR EXPERIENCES
## CONSTRUCTS OUR STORY

In this stage, children will reach other people with their projects and experiences.

SHARE is a celebration and a way to share the satisfaction that comes from dedication and effort.

Highlight the value of what they have done. It's worth being told and can inspire other children because it contains a powerful message: "I have done it… so can you!"

# PRESENT
## YOUR PROJECT

**This is a great moment!**

Your students have taken action to change the world, and it's important that they share their experience.

Ask them to reflect as a team on the action they have taken, relating to what they were looking for and what has happened. Ask them to prepare a small presentation so they can talk about their project to the rest of the group.

Encourage them to revise all the materials that they have created and prepare an attractive, simple and not too long a presentation that will transmit their messages clearly. Sharing the experience in the form of a story where they have been the main actors really gets the group's attention.

Create the space and setting for them to present their projects so that their presentations can be listened to and they will recognize it as a special and valuable moment in which it's important to listen to each other.

When they are presenting the projects, invite the rest of the group to ask any questions that come to mind, trying to understand each project as best as possible.

Teams of 4-6 people

1-3 hours

Cards
Markers
Computer
Projecter
...

# SPREAD THE WORD ABOUT
## YOUR PROJECT

Once you have finished it, and in order to be able to evaluate as better as possible the projects we receive and give them a greater visibility , you have to share them through the platform we have enabled. It is available through our website: http:// www.dfcspain.com/comparte-tu-proyecto/

When you access to it , you must select the country (Spain) , choose language (if a language other than Castilian preferred, must be with English subtitles ) and register.



What would be great is that each school or participating entity has a single user and modify each story, completing the information on each phase and adding the link to the video of each project.

3-6 hours

Documented material collected during the projects

Let's go back
**to the beginning**

DESIGN *for*
CHANGE
ESPAÑA

## WE CAN
# CHANGE THE WORLD

### It's an opportunity to gain confidence and empathy...

From the moment of "WE CAN", and from being the active part in a project in which observation, listening, respect and team work have been key. It encourages each boy and girl to internalize the belief in "I CAN", seeing the change that they want to see in the world which has transpired through their work.

### ...through a process of experimentation

In the doing, students as well as teachers develop skills like the management of uncertainty, problem resolution without rushing to find the solution, nurturing the emergence of leaders with different profiles depending on the stage of the process.





### ...in a different and enriching way

Boys and girls are the main players, and that's why they are responsible for their own learning. Their ability to compromise with the community also develops. The teachers, for their part, adopt a different role, facilitating the process instead of spearheading it.

### ...with the participation of everyone.

All the people that participate have an opportunity to make a difference. All subjects are welcomed, and given the global nature of the project, diversity and multi culturalism is encouraged.

# 1
# Try it

We have already said it: this is not about saying we have to, but about doing. We encourage you to throw yourself in the deep end and to first do a project that you can consider a "prototype" of what you can obtain through this method.

# 2
# Make the projects visible

Send us your student's projects with the information that we have discussed in the step SPREAD THE WORD ABOUT YOUR PROjECT. From "Design for Change" we can give national and international coverage to what you have done.

One way is through the publication of some of the stories which appear in the book "I CAN", published by Cambridge University Press.

Another way is through the participation of boys and girls in an international BE THE CHANGE CONFERENCE where children from all over the world share their ideas of change and experiences with
" Design for Change" in their countries.

Also, we want to tell you that "Design for Change" is supported by prestigious organizations such as IDEO, the Stanford School of Design, and the Design Institute of India (NID). Recently , Howard Gardner of Harvard has given his support to the initiative as a knowledge partner is evaluating the impact of the international program.

# 3
# Tell us your opinion

**What do you think about this guide?**

**How has it helped you?**

**What would you improve?**

We would love you to do the evaluation exercise through the learnt/ difficult / and different windows which you have done with your students. Please send us the results. It will help us improve:)

# 4
# Give it a spin

Design for Change has inspired us to embark on our adventures through the work philosophy it proposes, and we encourage you to do the same. Give it a spin to see how you can improve the work process, adapt it better for your students and explore in what other fields you can apply this philosophy.

By the way, we haven't introduced ourselves…

The Design for Change Spain team is a group of people from different origins and paths united in this passionate project. If you want to know more about us or if you would like to meet us, visit our website www.dfcspain.org, follow us on @dfcspain or send us an email to spain@dfcworld.com, we would love to speak to you and explore new paths together with you.

## EDUCATION IS YOURS

# EVOLVE IT!

spain@dfcworld.com
www.dfcspain.org

DESIGN FOR CHANGE SPAIN
Guide to facilitate projects
Version 6 / January 2019

Photo Credits: Samuel Bregolin and Jesús Alegría