

DESIGN *for*
CHANGE

4 simple steps to unleash your
I CAN SUPERPOWER!



DESIGN FOR CHANGE

a design thinking guide for schools

RIVERSIDE

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Ideas and Tools for a Good Life.



DFC Toolbox of Change
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WHY DESIGN FOR CHANGE



THERE ARE SO MANY PROBLEMS IN THE WORLD...



FROM GLOBAL WARMING...



TO SCHOOL BULLIES...



THERE ARE SO MANY PEOPLE TELLING YOU THAT

YOU CAN'T!

WHAT IF CHILDREN TOOK CHARGE OF THINGS FOR A WHILE?
HOW WOULD YOU DO THINGS DIFFERENTLY?

THIS IS
YOUR
CHANCE!

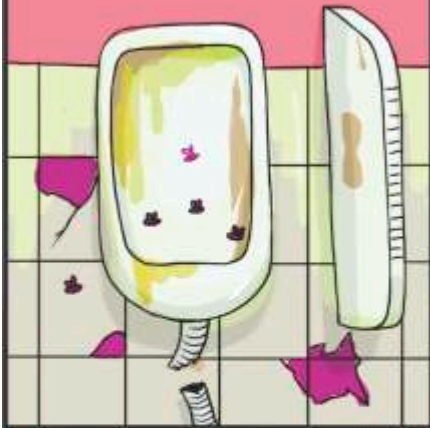
DID YOU KNOW?
CHILDREN AROUND THE
WORLD ARE CHANGING THE
'BAD' AND MAKING IT 'GOOD'
WITH THE POWER OF
THEIR IDEAS!

AND IT TAKES
JUST FOUR
SIMPLE STEPS TO
**BE THE
CHANGE!**



**STEP 1
FEEL**

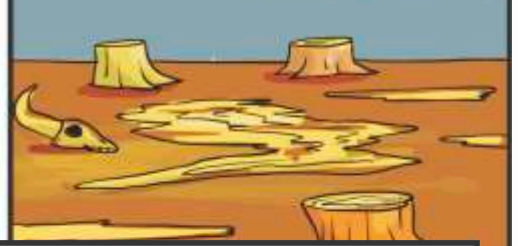
WHAT BOTHERS YOU ABOUT THE WORLD?



DIRTY WASHROOMS
GARBAGE



LONELINESS
ENVIRONMENT



FIND OUT MORE FROM PEOPLE AFFECTED BY THE PROBLEM - HOW DO THEY THINK AND FEEL?



**STEP 2
IMAGINE**

IMAGINE WAYS TO MAKE THE SITUATION BETTER.

CREATIVITY
AWARENESS
IDEAS
INSTALLATIONS
FL
SPREAD

BE CREATIVE AND
AUDACIOUS.



LET'S GET THE
WHOLE SCHOOL
INVOLVED!

STEP 3
DO

GO OUT AND
PUT YOUR IDEAS
INTO ACTION.



CHANGE
LIVES

YES
WE
CAN

STEP 4
SHARE

INSPIRE OTHERS WITH
YOUR ACT OF CHANGE.



IT'S THAT SIMPLE!
I CAN IS YOUR
SUPERPOWER!

DFC PROJECTS IN COUNTRIES ALL OVER THE WORLD!



**WE CREATED
BICYCLE PATHS
TO TACKLE OBESITY!**

**WE STOPPED
13 CHILD MARRIAGES!**

**WE CLEANED UP
BEACHES AND CONVERTED
WASTE INTO FUN
PRODUCTS!**

**WE CONVERTED
GARBAGE DUMPS
INTO PLAYGROUNDS!**

*WE DESIGNED
ALTERNATIVES TO
PACKAGED FOOD!*

*WE PRESERVED
THE SONGS OF
OUR TRIBAL CULTURE!*

*WE REDUCED
THE WEIGHT OF
SCHOOL BAGS
BY 50%!*

*WE CLEANED
THE OLD AGE HOME,
COOKED HEALTHY FOOD
FOR THEM AND HELD
A TALENT SHOW!*

LET'S GET STARTED...

SAMPLE

WARM-UP CHALLENGE

Design an ideal school bag for your partner:

SAMPLE

STEP 1: FEEL

DIG DEEPER-Now interview your partner to understand about his or her current bag.

FACTS

Your bag is made of:	Canvas/Plastic/Other
How does the material feel?	Soft/Slippery/Rough
How many zips/compartments does it have?	1/2/3/4/5/More than 5
Where all do you use this bag?	School/Home/After-Class/Travel
Does the bag have Patterns/Logo/Pictures?	Yes/No

USE

Do you use this bag everyday?	Yes/No
Does it smell?	Yes/No (if yes of what)
What all do you carry in your bag?	Books/Tiffin/Football/Pens/any other
Is it easy to find things in your bag?	Yes / No
How do you carry it?	One shoulder/Both Shoulders
Do you get tired while carrying your bag?	Yes/No

RELATIONSHIPS

What do you think is special about your bag? Why?

What would you like to change about your bag?

Do you need something more in the bag?

STEP 2 & 3: IMAGINE & DO

Now that you know your partner better, use the information from the interview to redesign the bag.

SAMPLE

STEP 4: SHARE

Share this new design with your partner:

Ask your partner to compare the old and the new design. Will he/she prefer the new design over the first one. If yes why / If no why not? Get feedback on how you can further improve on your design.

SAMPLE

WRAPPING UP

WHAT DID YOU LEARN THAT SURPRISED YOU?

Two things I learned about my partner:

Two things I learned about the way he or she uses the bag.

SAMPLE



THE SHIFT

CONGRATULATIONS! YOU HAVE JUST EXPERIENCED A VERY QUICK LESSON IN DESIGN THINKING. YOU USED THE FOUR SIMPLE STEPS OF **FEEL, IMAGINE, DO,** AND **SHARE** TO DESIGN A SOLUTION THAT IS NOT ABOUT BEING 'DIFFERENT' BUT ABOUT MAKING A 'DIFFERENCE'.

THE KEY SHIFT IS THAT WHEN YOU DESIGN **WITH THE USER** (IDENTIFYING REAL NEEDS) RATHER THAN **FOR THE USER** (ASSUMING THE NEEDS), THEN YOU GET SOLUTIONS THAT IMPROVE LIVES.

REFLECTION & PEER REVIEW

One of the important steps in realizing your super power is to understand yourself better. You can do this by working on your strengths and accepting your mistakes honestly. Given below are some reflective questions to help you observe yourself more closely.

We are constantly changing and building our strengths and our measuring scale needs to take that into account.

Circle the image to mark where you are at the present moment in the superpowers of Listening.



Sowing the seed



Need support



Making efforts



I CAN

LISTENING WITH SENSES

Listening is more than just hearing. Pay attention to how well you listen and understand when someone talks to you.

Take 5 minutes to first put your markings under "I Think" and then pass it to your activity partner to get their thoughts on your present behaviour:

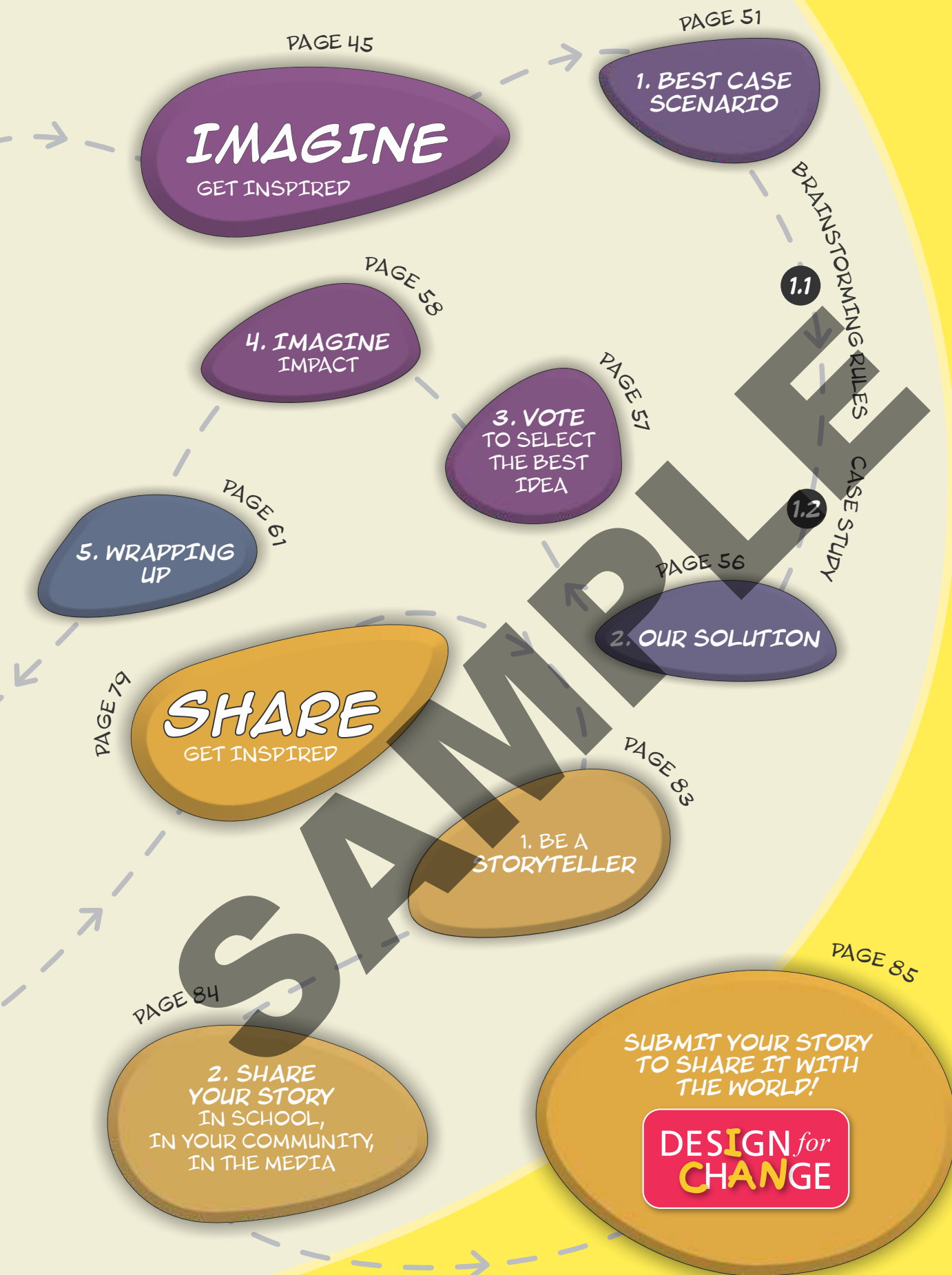
SUPERPOWERS	I THINK	MY FRIENDS THINK
I listen without interrupting in between		
I make eye contact and listen with Full attention		
I listen without getting distracted		

Now compare the stages you have marked for yourself and where your friend has put you for the present. Why might there have been a difference in the marking of stages?

SAMPLE

DESIGN FOR CHANGE ROADMAP





SAMPLE

FEEL

Tampines Primary School,
Singapore
Real story: bit.ly/dfc-cleaners

The first step towards making change happen is to try to understand how people feel. Let's explore how a team from Singapore helped others Feel For the cleaners in their school.

TAMPINES PRIMARY SCHOOL, SINGAPORE



DO YOU NOTICE THE PEOPLE WHO CLEAN YOUR SCHOOL?



...OR DO YOU JUST IGNORE THEM?

WHAT IF YOUR GRANDMOTHER WERE A CLEANER?



AT TAMPINE PRIMARY SCHOOL, AROLINA AND HER FRIENDS READ A NEWS STORY ABOUT AN ELDERLY CLEANER WHO WAS **PUNCHED IN THE FACE...**



...BY A WOMAN WHO REFUSED TO PICK UP TRASH SHE THREW ON THE GROUND!



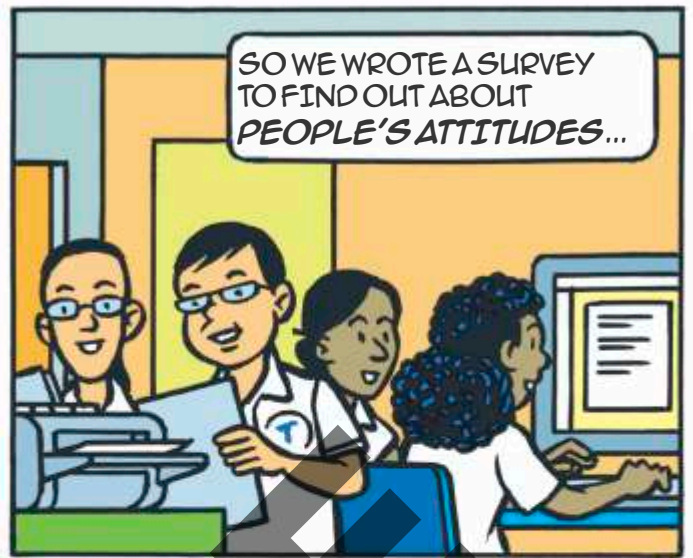
THE STORY REALLY **UPSET US**. SO FOR OUR DFC PROJECT, WE WANTED TO MAKE PEOPLE **NOTICE THE CLEANERS...**



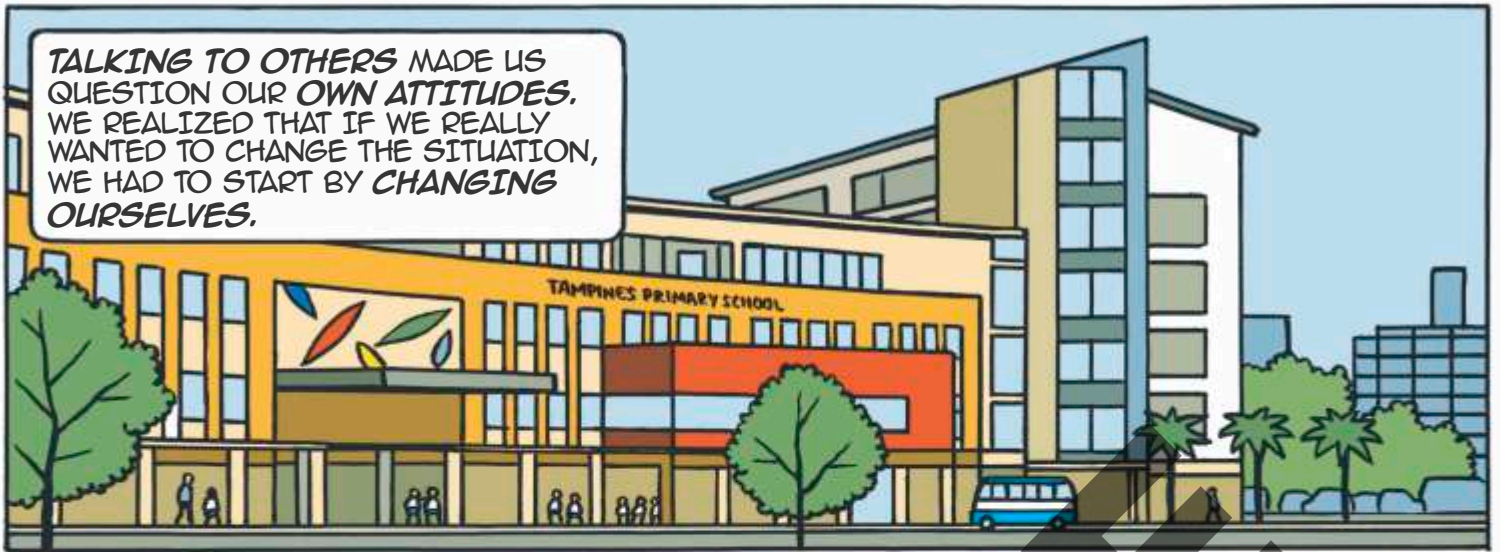
IF YOU NOTICE THE PEOPLE AROUND YOU, YOU'LL BEGIN TO SHOW THEM MORE **RESPECT AND CARE...**

PAUSE AND THINK: WHO ARE THE PEOPLE AROUND YOU? DO YOU NOTICE THEM?



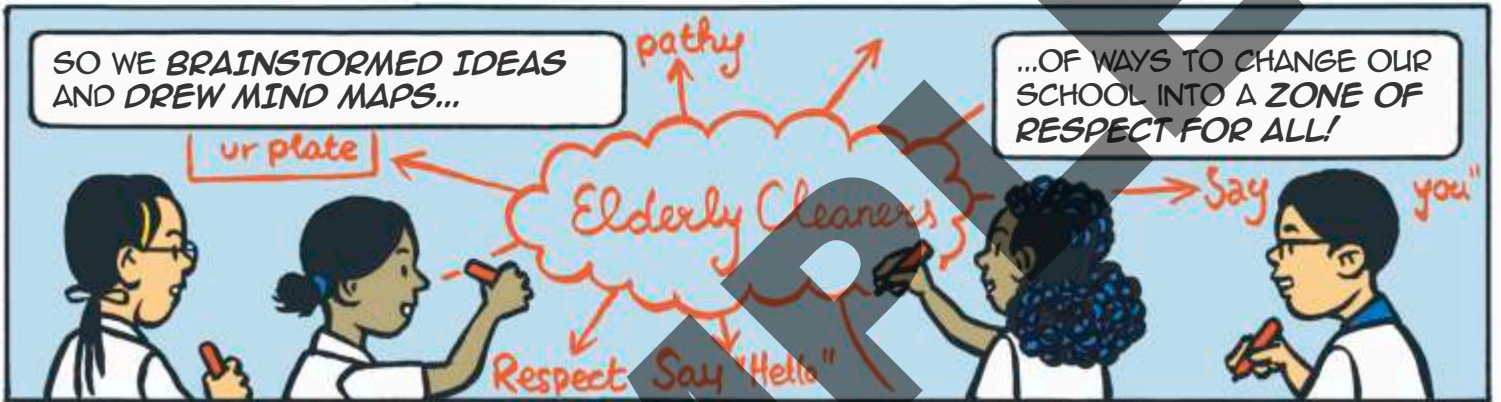


TALKING TO OTHERS MADE US QUESTION OUR OWN ATTITUDES. WE REALIZED THAT IF WE REALLY WANTED TO CHANGE THE SITUATION, WE HAD TO START BY **CHANGING OURSELVES.**



SO WE BRAINSTORMED IDEAS AND DREW MIND MAPS...

...OF WAYS TO CHANGE OUR SCHOOL INTO A ZONE OF RESPECT FOR ALL!



WE SOLD **GREETING CARDS** TO SUPPORT OUR CAMPAIGN!



WE MADE A **QUIZ** FOR OUR SCHOOLMATES.



AND THEN PUT **POSTERS** ALL OVER OUR SCHOOL!

WE SAW THAT OUR HARD WORK WAS STARTING TO CHANGE THINGS!

THANK YOU MA'AM!!

YOU ARE VERY WELCOME!

OUR SCHOOL BECAME A PLACE WHERE **EVERYONE** WAS RESPECTED!



I CLEANED MY PLATE SO IT'S NOT SUCH A MESS.



HELLO MR AJ! HOW ARE YOU? IT'S A NICE MORNING ISN'T IT?



EVEN OUR TEACHERS STARTED TO CHANGE!



IF THEY ARE HAPPY, THEN WE ARE HAPPY TOO!



THINK THROUGH

1. What did the children do to understand the attitude of people towards cleaners? Why do you think doing this was important?

2. What did the children have to do change the situation?

3. After reading the comic, can you think of someone whom you might have missed being grateful towards?

4. What according to you is "Respect?" Who all deserve respect? Is it dependent on factors like gender, age, class, caste, grades, skills?

5. What would you have done differently if you were a part of this story?

NOW BEGIN YOUR STORY OF CHANGE!

1 BE A CARTOGRAPHER

The first step to figuring out what you want to change is to look around you and record what you see. In this exercise, you will map your world.

Here are some ways in which you can observe your world. Consider not only the physical world but also the social and emotional world.

SEE

Use your power of **observation** & see the world with fresh eyes. Notice every physical aspect of a place.

For example...

Furniture | Garbage
Games | Spaces
Traffic | Environment

HEAR

Use your power of **listening** to hear the conversations around you & impact that words have on people.

For example...

Language and discipline
Discrimination
Appreciation

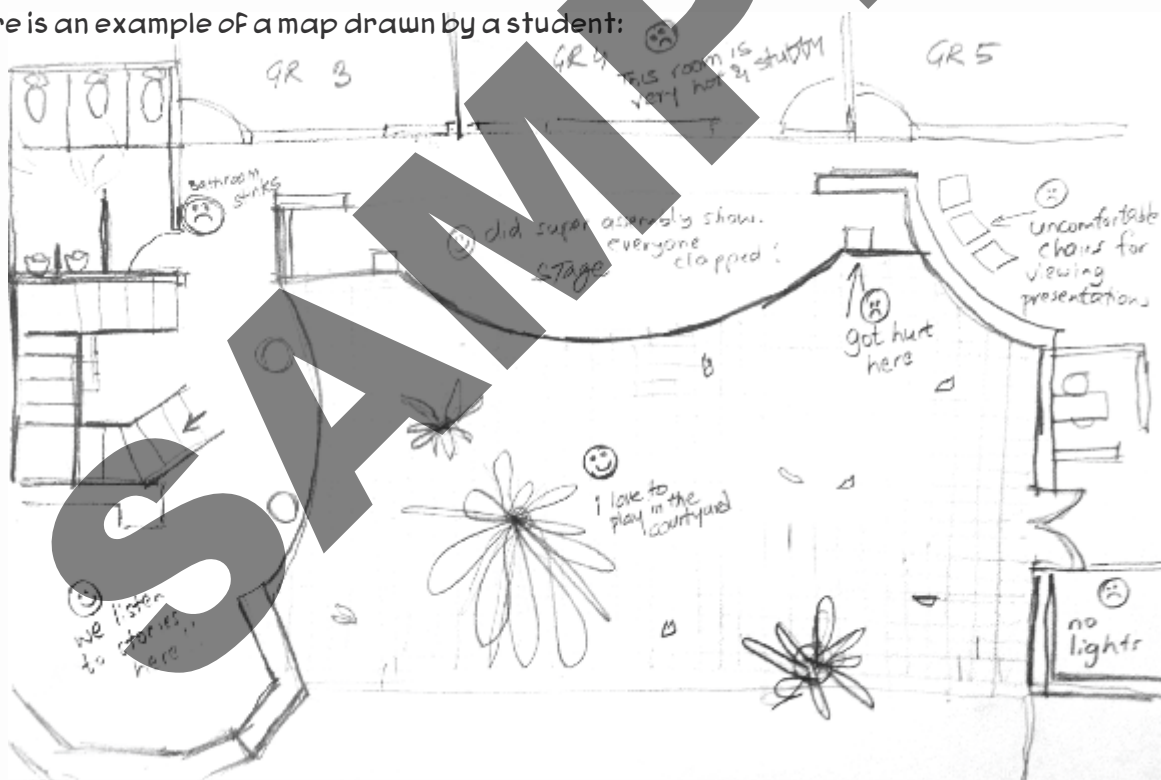
FEEL

Use your power of **attention** to become aware of your feelings in a given place or situation.

For example...

Bullying
Stress
Examination pressure
Bus Journey

Here is an example of a map drawn by a student:



Here are some examples of what students in other schools identified as their hot spots...

- Our football field is not fit for playing
- Girls and boys in our class do not like working together
- We sometimes take our teachers for granted
- Our bathrooms are dirty
- Our school canteen is very chaotic
- People in our community do not consider girls to be equal to boys

1.1 MAP YOUR WORLD

Draw/Describe/Take pictures to make a map of your class, school, or immediate community. Add labels to your map that describe the places you drew. Mark the map with **Hot Spots** 😞 (things that bother you) and **Bright Spots** 😊 (things that are good but can be improved).

SAMPLE

You can either make a verbal map of words or illustrate your observations. Keep these questions in mind while making the map of your chosen location:

1. What did you see?
2. What did you hear?
3. What did you feel?

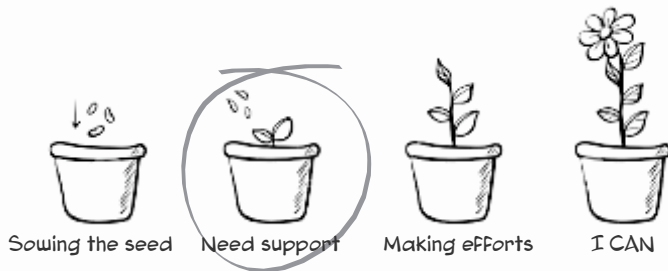
SAMPLE

You don't have to be an artist to map your world. Feel free to use photographs in your map.

REFLECTION & PEER REVIEW

Given below are some reflective questions to help you observe yourself more closely. We are constantly changing and building our strengths and our measuring scale needs to take that into account.

Use these images to mark where you are at the present moment in the superpowers of Observation.



OBSERVATION

You can be more empathetic by being more observant. Reflect on how aware are you of people, places and practices around you.

Take 5 minutes to first put your markings under "I Think" and then pass it to your activity partner to get their thoughts on your present behaviour.

SUPERPOWERS	I THINK	MY FRIENDS THINK
I notice my feelings.		
I notice moods and feelings of others around me.		
I notice opportunities of change in my surroundings.		

Now compare the stages you have marked for yourself and where your friend has put you for the present. Why might there have been a difference in the marking of stages?

SAMPLE

1.2 CASE STUDIES

These are some "hot spots" that students around the world have noticed:



INDIA

Students noticed that the drinking water area in their school had leaky taps. This wasted water and attracted swarms of bees, making the area unsafe.

bit.ly/dfc-brokentaps



SLOVENIA

After their area suffered from a serious flood, students conducted a survey to determine the immediate needs of families. The survey revealed that delivering food supplies was most important.

bit.ly/dfc-floodrelief



U.S.A.

Students were concerned about the growing problem of obesity in their school. They noticed that the real problem was that students do not have a lot of physical activities. They decided that promoting bicycling to school could be a solution. But there were no safe bike paths and hence nobody was cycling.

bit.ly/dfc-bikepaths



SPAIN

Students noticed that there was a lot of noise and commotion during their school break. Looking at the situation with fresh eyes, they saw that the playground was dirty and the playground equipment was broken. They realized that the noise and commotion was caused by the fact that children did not have a place to play.

bit.ly/dfc-playground

1.3 OPPORTUNITIES FOR CHANGE (INDIVIDUAL ACTIVITY)

From your map, list one hot spot and one bright spot that stood out the most. Mention why.

Hot Spot:



Why:

Bright Spot:



Why:

1.4 DISCUSS

Make small groups, share your hot spot and bright spot. Do you find any similarities in the observations?

Things that were similar:

Things that were unique:

1.5 VOTE

As a group select one hot or bright spot that you want to work on and write it below.

As a class vote for one hot or bright spot that you all want to work on.

The next two steps (Be a Detective & Be a Reporter) will help you understand your area of concern better and define the *real challenge*.

② BE A DETECTIVE

Detectives are trained to notice details that help them solve crimes. By breaking down the situation into parts, you are more likely to gain a deeper understanding.

2.1 NOTICE (INDIVIDUAL ACTIVITY)

How does a detective dig deeper? He/She notices who all were present at the scene of crime? What were they doing when the crime happened? What does the crime spot look like?

For e.g. A few grade 7 students at Riverside School identified dirty washrooms in their school as their hot spot.

Environment

1. Storage in the washroom
2. Cleaning equipment

People

1. All the students who use the washroom
2. Cleaning staff

Behaviours

1. Training of cleaning staff
2. How children currently use the washroom

A good detective also writes down his hypothesis before going to the field. What according to you is causing the problem?

What according to you are the major causes of the selected 'Hot Spot'. Remember these are just your assumptions. You do not have evidence to prove them right

SAMPLE

2.2 OBSERVATIONS (GROUP ACTIVITY)

Now go out and observe your chosen hot/bright spot for a week and get clues from field to dig deeper

DESCRIBE THE **ENVIRONMENT**
AT THE HOT SPOT

WHO ALL ARE INVOLVED AND
AFFECTED BY THE HOT SPOT?
(LIST ALL THE GROUPS OF
PEOPLE INVOLVED)

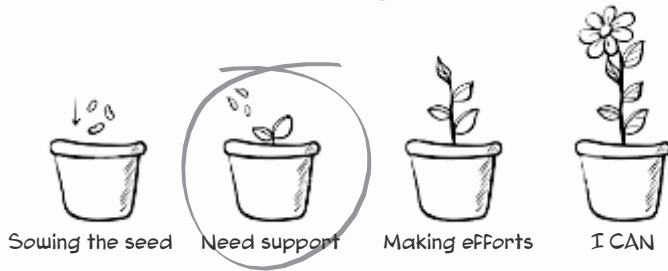
**HOT OR BRIGHT
SPOT**

WHAT ARE THEY DOING? (OBSERVE THEIR **BEHAVIOR**)

REFLECTION & PEER REVIEW

Given below are some reflective questions to help you observe yourself more closely. We are constantly changing and building our strengths and our measuring scale needs to take that into account.

Use these images to mark where you are at the present moment in the superpowers of critical thinking.



CRITICAL THINKING

To be able to solve a problem, one must understand it completely. Observe how you investigate the problems you come across everyday.

Take 5 minutes to first put your markings under "I Think" and then pass it to your activity partner to get their thoughts on your present behaviour.

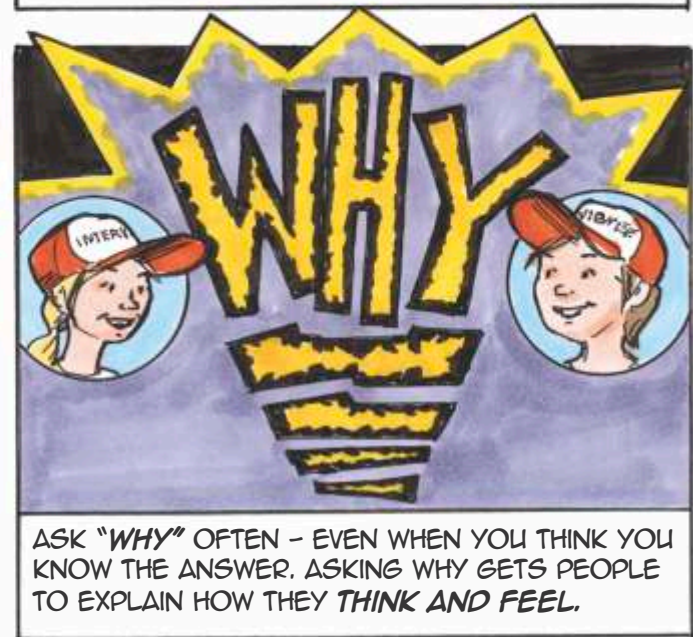
SUPERPOWERS	I THINK	MY FRIENDS THINK
I take into account the people who are affected by the problem and their perspectives		
I spend time understanding the reasons which might be causing the problem		
I look at the problem from different perspectives before reaching a conclusion		

Now compare the stages you have marked for yourself and where your friend has put you for the present. Why might there have been a difference in the marking of stages?

SAMPLE

3 BE A REPORTER!

AN INTERVIEW IS A JOURNEY. TO UNDERSTAND THE SITUATION BETTER, YOU WILL HAVE TO TALK TO PEOPLE. IN OTHER WORDS, YOU WILL HAVE TO BE A REPORTER. READ THE COMIC BELOW TO LEARN HOW TO INTERVIEW...



TRY TO AVOID **YES OR NO** QUESTIONS.

FOLLOW THE **INTERESTING DETAILS** AND LEARN MORE!

IF YOU FOLLOW UP, AND ASK QUESTIONS ABOUT WHAT YOU HEAR, YOU'LL LEARN A **LOT MORE.**

ASK QUESTIONS THAT REVEAL FACTS AND DETAILS.

THESE ARE CALLED **FACTUAL QUESTIONS!**



AIM FOR **SHORT QUESTIONS...**

...AND **LONG ANSWERS!**

AVOID **INTERRUPTING PEOPLE** OR SUGGESTING WHAT THEY SHOULD SAY!

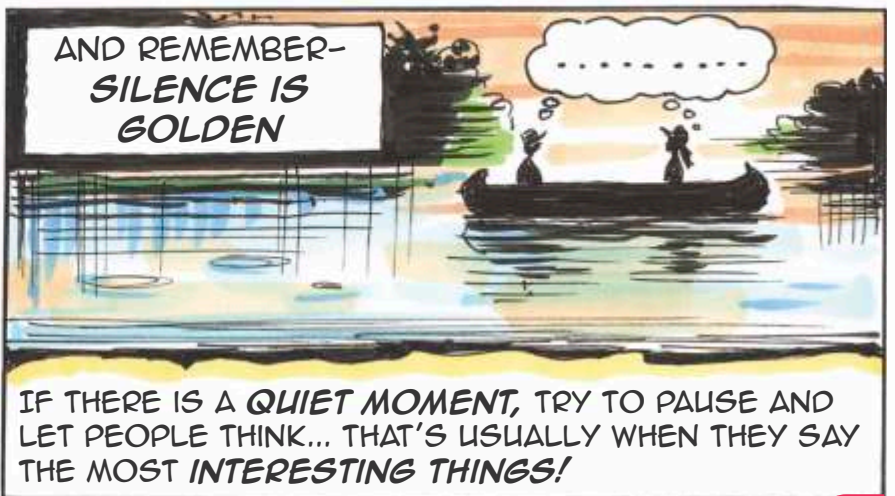
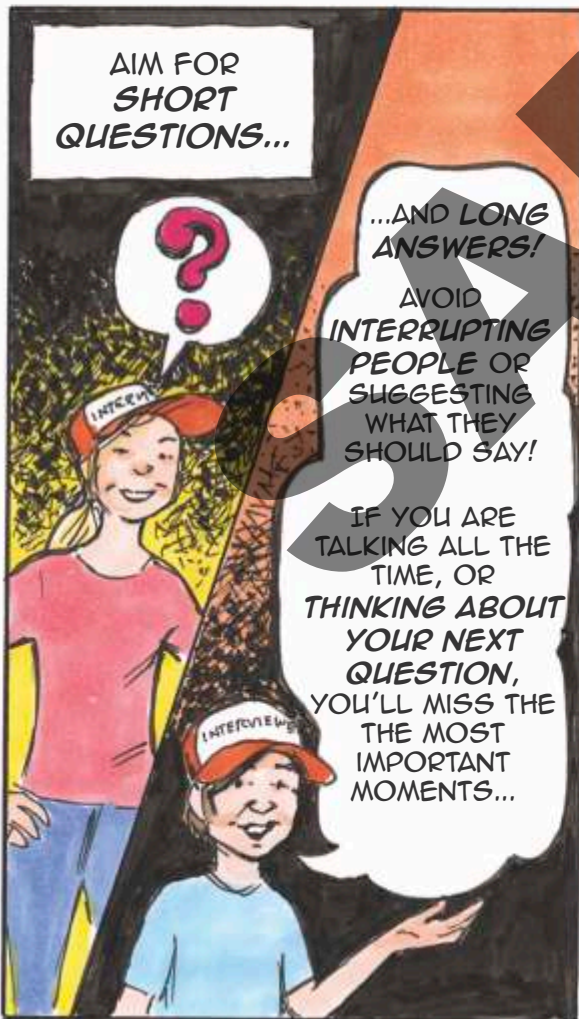
IF YOU ARE TALKING ALL THE TIME, OR **THINKING ABOUT YOUR NEXT QUESTION,** YOU'LL MISS THE MOST IMPORTANT MOMENTS...

EXPLORE! DON'T BE AFRAID TO GET OFF YOUR SCRIPT.

IF YOU HEAR SOMETHING SURPRISING, **FOLLOW IT** AND SEE WHERE IT TAKES YOU! YOUR GOAL IS TO **EXPLORE THE UNKNOWN.**

AND REMEMBER- **SILENCE IS GOLDEN**

IF THERE IS A **QUIET MOMENT,** TRY TO PAUSE AND LET PEOPLE THINK... THAT'S USUALLY WHEN THEY SAY THE MOST **INTERESTING THINGS!**



3.1 INTERVIEW (PAIRED ACTIVITY)

In the same groups, interview two people affected by the situation you chose. You can use two kinds of questions.

1) Factual questions:

These questions reveal details and information.

2) Exploratory questions:

These questions help you discuss and inquire deeper about the subject.

Factual questions

Exploratory questions

Who (Name & designation):

Why you want to talk to them:

What information did you get from this interview that you did not have before?

Factual questions

Exploratory questions

Who (Name & designation):

Why you want to talk to them:

What information did you get from this interview that you did not have before?

INTERVIEW NOTE PAD

Use the scribble pad to take down your interview notes here.

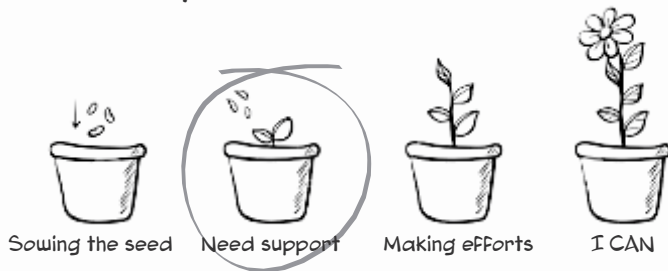
SAMPLE

SAMPLE

REFLECTION & PEER REVIEW

Given below are some reflective questions to help you observe yourself more closely. We are constantly changing and building our strengths and our measuring scale needs to take that into account.

Use these images to mark where you are at the present moment in the superpowers of improvisation.



IMPROVISATION

Improvisation is your ability to effectively respond to a situation by changing your attitude and tone. It allows you to understand the situation from another's perspective and respond accordingly.

Take 5 minutes to first put your markings under "I Think" and then pass it to your activity partner to get their thoughts on your present behaviour.

SUPERPOWERS	I THINK	MY FRIENDS THINK
I am able to change my tone and conversation based on how the other person is thinking or feeling		
I am comfortable with changing the plans to suit the situation		

Now compare the stages you have marked for yourself and where your friend has put you for the present. Why might there have been a difference in the marking of stages?

4 OUR FINDINGS

Now that you have noticed details as a *Detective* and looked at different points of view as a *Reporter*, organize your findings to reveal the **REAL CHALLENGE**.

While being a detective, what was your key observation about people's behavior and physical environment which results in this situation?

WHAT IS THE REAL CHALLENGE?

Through being a reporter, what did you learn about people's thinking and behavior?

Real Challenge: According to you, what are the reasons leading to this situation?

CONGRATULATIONS!!!
YOU ARE READY TO LEAD THE CHANGE

5 WRAPPING UP: FEEL

How did talking to people change your perspective?

Why is the Feel stage important?

THE SHIFT

THIS STAGE INVOLVED LOOKING, DISCUSSING AND ANALYZING SITUATIONS CLOSE TO YOUR HEART. IT ENCOURAGES YOU TO OBSERVE AND BE OPEN TO THE WORLD AROUND YOU.

BY NOTICING DETAILS AND BEING OPEN TO DIFFERENT POINTS OF VIEW, YOU LEARN TO BECOME MORE EMPATHETIC TO PEOPLE, PLACES AND THINGS INVOLVED IN THE SITUATION.

THIS IS IMPORTANT TO IDENTIFY WHAT THE REAL PROBLEM IS. OTHERWISE, IN OUR HASTE WE OFTEN END UP SOLVING THE WRONG PROBLEM.

YOU ARE NOW READY TO EMBARK ON THE NEXT STEP - *IMAGINE* - TO COME UP WITH SOLUTIONS FOR YOUR CHALLENGE!



SAMPLE