there are so many problems in the world...
from global warming...
to school bullies...
there are so many people telling you that this is "Your chance!"
what if children took charge of things for a while?
how would you do things differently?

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!
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?

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.

Be creative and audacious.

Step 3
Do

Step 4
Share
Report it, tweet it, blog it.

Let's get the whole school involved!
what bothers you about the world?

find out more from people affected by the problem — how do they think and feel?

imagine ways to make the situation better.

be creative and audacious.

step 1: feel

step 2: imagine lives

go out and put your ideas into action.

say no to bullying

make world a better place.

it’s that simple!

i can is your superpower!

step 3: do

let’s get the whole school involved!

step 4: share

inspire others with your act of change.

share it
tweet it

blog it
report it
we cleaned the old age home, cooked healthy food for them and held a talent show!

we preserved the songs of our tribal culture!

we reduced the weight of school bags by 50%!

we designed alternatives to packaged food!

we converted garbage dumps into playgrounds!

we cleaned up beaches and converted waste into fun products!

we stopped 13 child marriages!

we created bicycle paths to tackle obesity!

we converted garbage dumps into playgrounds!
We cleaned the old age home, cooked healthy food for them and held a talent show!

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We cleaned up beaches and converted waste into fun products!

We stopped 13 child marriages!

We created bicycle paths to tackle obesity!

DFC projects in countries all over the world!
Let's get started...
Design an ideal school bag for your partner.
**STEP 1: FEEL**

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

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

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

<table>
<thead>
<tr>
<th>RELATIONSHIPS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think is special about your bag?</td>
<td>Why?</td>
</tr>
<tr>
<td>What would you like to change about your bag?</td>
<td></td>
</tr>
<tr>
<td>Do you need something more in the bag?</td>
<td></td>
</tr>
</tbody>
</table>
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.
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.
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 super-powers of Listening.

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.

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<th>I THINK</th>
<th>MY FRIENDS THINK</th>
</tr>
</thead>
<tbody>
<tr>
<td>I listen without interrupting in between</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I make eye contact and listen with full attention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I listen without getting distracted</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?
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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.

I listen without interrupting in between
I make eye contact and listen with full attention
I listen without getting distracted

SUPERPOWERS

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

FEEL
GET INSPIRED

PAGE 17

1. BE A CARTOGRAPHER

PAGE 23

2. PLAN FOR SUCCESS

PAGE 71

DO
GET INSPIRED

PAGE 63

1. PROTOTYPING

PAGE 68

3. CAPTURING STORIES

PAGE 76

5. WRAPPING UP

PAGE 42

4. OUR FINDINGS

PAGE 41

2. BE A DETECTIVE

PAGE 30

2.2

3. BE A REPORTER

PAGE 34

3.1

1.3

1. PROTOTYPING

PAGE 77

4. WRAPPING UP

PAGE 61
1. BEST CASE SCENARIO
2. OUR SOLUTION
3. VOTE TO SELECT THE BEST IDEA
4. IMAGINE IMPACT
5. WRAPPING UP

IMAGINE
GET INSPIRED

SHARE
GET INSPIRED

1. BE A STORYTELLER
1.1
1.2
2. SHARE YOUR STORY IN SCHOOL, IN YOUR COMMUNITY, IN THE MEDIA
3. SUBMIT YOUR STORY TO SHARE IT WITH THE WORLD!

challenge.dfcworld.com
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?
FEEL

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DO YOU NOTICE THE PEOPLE WHO CLEAN YOUR SCHOOL?

...OR DO YOU JUST IGNORE THEM?

WHAT IF YOUR GRANDMOTHER WERE A CLEANER?

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

19
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!

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

WE DISCUSSED MANY SOLUTIONS... WAIT! FIRST WE NEED TO UNDERSTAND HOW PEOPLE FEEL ABOUT THE SITUATION! SO WE WROTE A SURVEY TO FIND OUT ABOUT PEOPLE’S ATTITUDES...

WE HAD TO SPEAK TO STRANGERS... WHERE DO THEY LIVE? WHO CARES FOR THEM?

HOW MUCH DO CLEANERS EARN?

IT WAS CHALLENGING BUT WE LEARNED A LOT!

WAIT! FIRST WE NEED TO UNDERSTAND HOW PEOPLE FEEL ABOUT THE SITUATION!
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!

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!
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**
- & hear the conversations around you & impact that words have on people.
- For example...
  - Language and discipline
  - Discrimination
  - Appreciation

### Feel

- **Use your power of attention**
- & 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).

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

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<th>SUPERPOWERS</th>
<th>I THINK</th>
<th>MY FRIENDS THINK</th>
</tr>
</thead>
<tbody>
<tr>
<td>I notice my feelings.</td>
<td>![Plant Stage 1]</td>
<td>![Plant Stage 2]</td>
</tr>
<tr>
<td>I notice moods and feelings of others around me.</td>
<td>![Plant Stage 3]</td>
<td>![Plant Stage 4]</td>
</tr>
<tr>
<td>I notice opportunities of change in my surroundings.</td>
<td>![Plant Stage 5]</td>
<td>![Plant Stage 6]</td>
</tr>
</tbody>
</table>

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?
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 super-powers of Observation.

Sowing the seed
Need support
Making efforts

I CAN

I notice my feelings.
I think
my friends think

SUPERPOWERS

I notice moods and feelings of others around me.
I notice opportunities of change in my surroundings.

T ake 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.

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

SCRIBBLE PAD

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.

<table>
<thead>
<tr>
<th>Environment</th>
<th>People</th>
<th>Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Storage in the washroom</td>
<td>1. All the students who use the washroom</td>
<td>1. Training of cleaning staff</td>
</tr>
<tr>
<td>2. Cleaning equipment</td>
<td>2. Cleaning staff</td>
<td>2. How children currently use the washroom</td>
</tr>
</tbody>
</table>

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.
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)**

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

SAMPLE
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.

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<th>I THINK</th>
<th>MY FRIENDS THINK</th>
</tr>
</thead>
<tbody>
<tr>
<td>I take into account the people who are affected by the problem and their perspectives</td>
<td>![Markings]</td>
<td>![Markings]</td>
</tr>
<tr>
<td>I spend time understanding the reasons which might be causing the problem</td>
<td>![Markings]</td>
<td>![Markings]</td>
</tr>
<tr>
<td>I look at the problem from different perspectives before reaching a conclusion</td>
<td>![Markings]</td>
<td>![Markings]</td>
</tr>
</tbody>
</table>

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?
REFLECTION & PEER REVIEW

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

Sowing the seed
Need support
Making efforts
I CAN

I notice my feelings.

I think

my friends think

SUPERPOWERS

I notice moods and feelings of others around me.

I notice opportunities of change in my surroundings.

你现在处于你当前行为的哪个阶段？你的朋友认为你处于哪个阶段？为什么会有这种差异？

REFLECTION & PEER REVIEW

Scribble Pad

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.

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?

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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
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...

THE GOAL IS TO FIND OUT HOW PEOPLE THINK AND FEEL BY EXPLORING DETAILS, EMOTIONS, AND STORIES!

INTERVIEWING IS A TEAM SPORT!

ONE PARTNER CAN ASK QUESTIONS

...THE OTHER CAN TAKE NOTES.

ASSUME A BEGINNER’S MINDSET--

PRETEND YOU KNOW NOTHING ABOUT THE TOPIC YOU ARE INVESTIGATING.

TELL ME WHEN...

EXPORATORY QUESTIONS ENCOURAGE STORIES

ASK "WHY" OFTEN - EVEN WHEN YOU THINK YOU KNOW THE ANSWER. ASKING WHY GETS PEOPLE TO EXPLAIN HOW THEY THINK AND FEEL.
TRY TO AVOID YES OR NO QUESTIONS.

ASK QUESTIONS THAT REVEAL FACTS AND DETAILS.

THESE ARE CALLED FACTUAL 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!

FOllow the interesting details and learn more!

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

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.

Who (Name & designation): 

Why you want to talk to them: 

What information did you get from this interview that you did not have before?
In the same groups, interview two people affected by the situation you chose.

You can use two kinds of questions:

3.1 Interview

2) Exploratory questions:
These questions help you discuss and inquire deeper about the subject.

1) Factual questions:
These questions reveal details and information.

Who (Name & designation):

Why you want to talk to them:

What information did you get from this interview that you did not have before?
Use the scribble pad to take down your interview notes here.
SAMPLE
WRAPPING UP:
How did talking to people change your perspective?

Why is the feel stage important?

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!

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 super-powers 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.

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<tr>
<td>I am able to change my tone and conversation based on how the other person is thinking or feeling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am comfortable with changing the plans to suit the situation</td>
<td></td>
<td></td>
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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?
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.
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!
WRAPPING UP:

How did talking to people change your perspective?

Why is the feel stage important?

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!