



imagine

Imagine!

We are on the second step of the Design for Change methodology.

The idea is to put forward as many ideas as possible (the crazier, the better) to solve the given situation. With the most interesting solution, a prototype is made, tested, and afterwards, an action plan is developed. The important thing here is to make them aware that real change will happen. Perhaps the initial idea has to be scaled down to make it “doable”: It’s their chance to do their projects without depending on anyone else. What is the key? To develop CREATIVITY

From the team that runs the campaign activities, we ask you to choose two representatives per class to hold an assembly during school hours. This can be planned in stages, cycles, or as a single assembly depending on the number of students in the school. The proposal is to make something visible, that somehow breaks up the rhythm of classes, and that we can make visible on social networks, on school website, etc.

As we have explained, the aim is to put forward a multitude of ideas that could transform some of the situations that we have analyzed in the FEEL phase.

The actions to take this phase forward are proposed as follows:

- Brainstorm
- Pencils to the center

This is a simple cooperative learning structure. Students are grouped together in fours, each one with a piece of paper and a pencil (or pen). One at a time, they put forward an idea that brings a solution to the situations seen in class in the feeling phase. At that moment, the pencils are in the center. After a debate, and if the action seems proper or acceptable, all of them write it down on the paper. The aim is of this is dialogue, interaction, and balanced participation from the group members.

Pairs discuss

The teacher brings up one of the situations seen in the FEEL phase and the two look for a solution. On the signal, they discuss the ideas put forward during a set time (depending on the difficulty of the subject) and reveal their decided-upon solution to the rest.

This structure seeks simultaneous interaction, balanced participation, and positive interdependence.

After gathering the actions put forward in the assembly, the representatives return to the classrooms.

