

Agency, Belonging, Connectedness

Session One

**National
School
Redesign
Showcase:
You are
Invited to
Co-create
with Us**

How might our schools allow and promote joy?



Agency

the ability to take action and/or choose what action to take.



Belonging

being accepted as you truly are and as an equal participant in how things are created.



Connectedness

engaging in meaningful activities with supportive adults & peers where you are seen, heard, and valued.

Recap of our Community Timeframe

Form a team consisting of students, teachers, leaders, family and other community members.

Designate a contact person.

Commit to engage in this and two additional virtual design sessions

Share your experience with other schools involved in this design opportunity in February 2024.

Selected teams will travel to Washington, DC in May 2024 for an all-day session with other design teams and congressional, US Department of Education and White House Domestic Policy Council staff.



Who is in this session?

Each school team will have 7 minutes in a breakout room to decide what they would like to share about why they are joining this design team opportunity?

When we return to the main room, we would like to hear your reason and for each of you to introduce yourselves.

Agency

The ability to take action or to choose what action to take

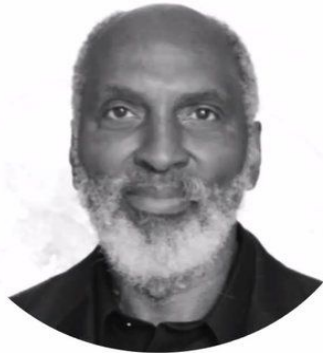
To identify valued goals and desired outcomes and to pursue those goals and outcomes proactively, purposely and effectively.

A sense of our own power to make a difference.

Agency is about acting rather than being acted upon - fully participating as an equal and contributing member of a community that shares a common goal or purpose.



Belonging is...



john a. powell

Othering & Belonging Institute,
University of California, Berkeley

With Deepest Gratitude

“**Belonging**, or **being fully human**, means more than having access. Belonging entails being respected at the basic level that includes the right to both co-create and make demands on society.”



Connectedness

engaging in meaningful activities with supportive adults & peers where you are seen, heard, and valued.

We can't go it alone. We're neurobiologically hardwired for connection. In the absence of connection, love, and belonging there is always suffering.

Brene Brown - Researcher / Storyteller - University of Houston



Guiding inquiry - where are there spaces within our school community where agency , belonging and or connectedness happen organically?



Guiding inquiry
Within our school
community,
where do we find
spaces that shut
down agency,
belonging and
connectedness?

Spaces and Places that invite us to Practice Capacities that Enhance Agency



Communication

Collaboration

Adaptability

Resilience

Listening

Empathy

Presence

Belonging

Capacities

- Listening
- Empathy
- Openness
- Patience

Indicators

- Appreciated
- Validated
- Accepted
- Treated Fairly



Capacities that promote Connectedness

A willingness to allow and accept that is based on our knowing there is enough.



Abundance



Compassion



Recognition of Interdependence



Generosity



Patience

Why are we hardwired for agency, belonging and connectedness?



**What
makes each
of us
unique?**



**What do we
all share in
common?**

**When do you notice
your desire to
connect with
others?**

**What's happening
for you when it is
absent?**



Catalysts of helplessness, othering and disconnection

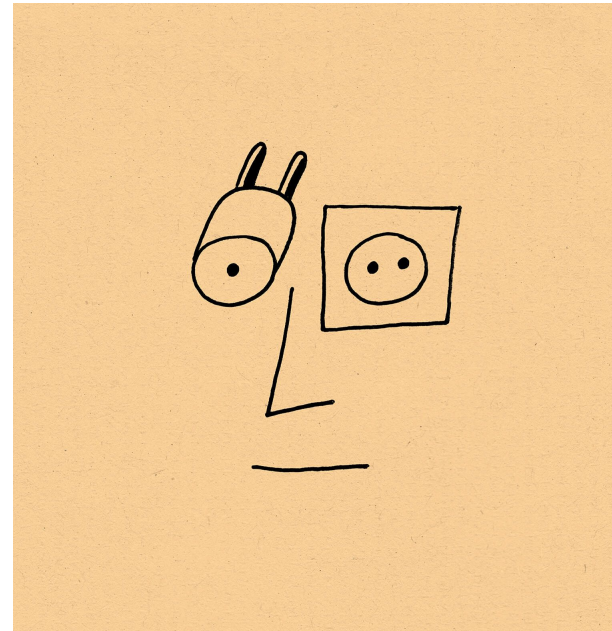
Stress

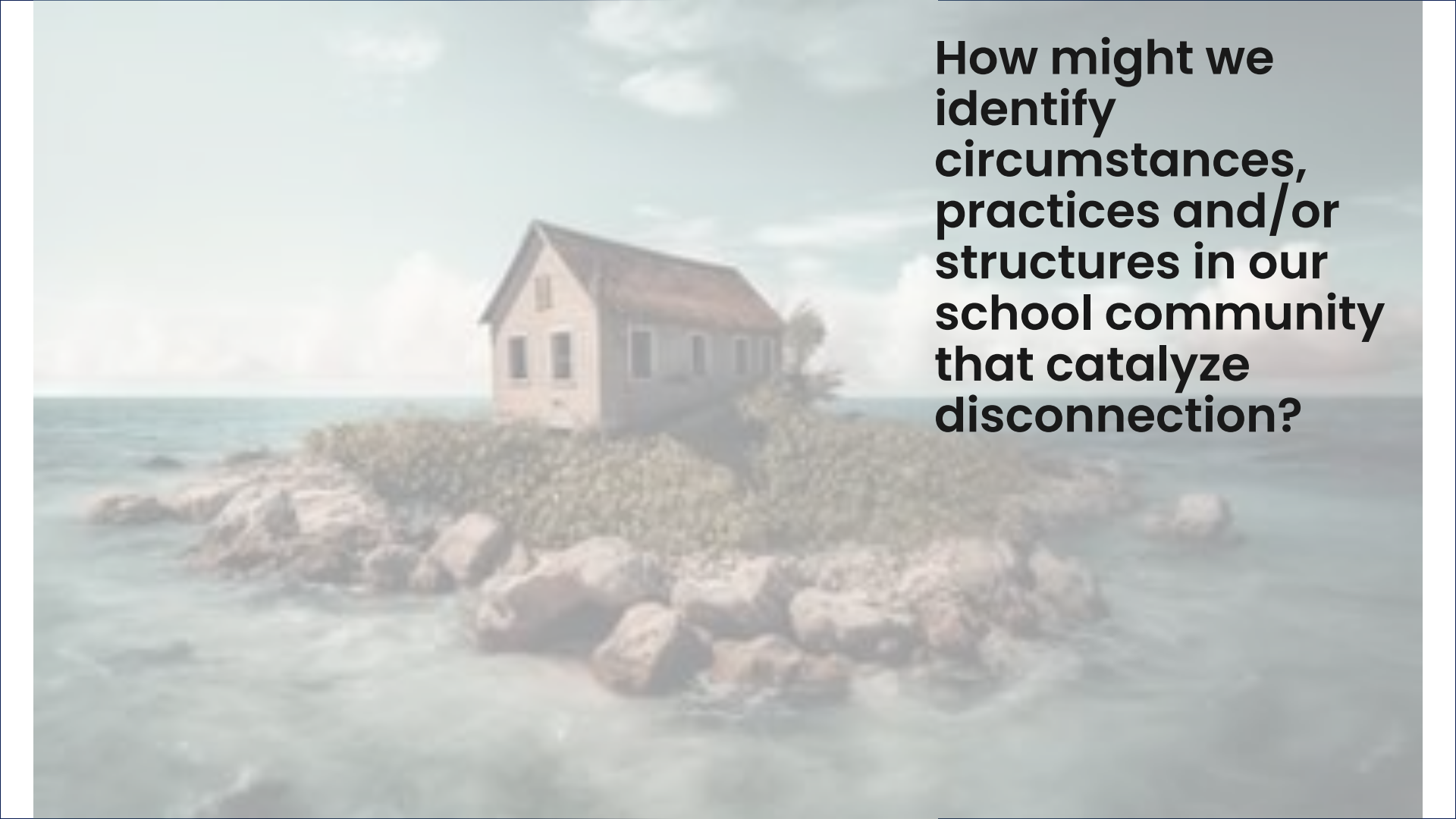
Comparison/Judgment

Power Imbalances

Unrealistic expectations

Scarcity mindset



A small, weathered, two-story house with a gabled roof sits on a rocky island in the middle of the ocean. The house is surrounded by low-lying vegetation and large, light-colored rocks. The water is a deep blue, and the sky is filled with soft, white clouds. The overall scene is serene and somewhat isolated.

How might we identify circumstances, practices and/or structures in our school community that catalyze disconnection?

Begin by Allowing and Accepting What IS

Many members of our
school communities
have not yet had
experiences that lead to
default mindsets of:

Abundance
Compassion
Generosity
Patience



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graph LR; A[EMPATHIZE] --> B[DEFINE]; B --> C[IDEATE]; C --> D[PROTOTYPE]; D --> E[TEST];
```

EMPATHIZE

DEFINE

IDEATE

PROTOTYPE

TEST



EMPATHIZE

The image features a horizontal sequence of five hexagons. The first hexagon on the left is a vibrant blue and contains the word "EMPATHIZE" in white, bold, uppercase letters. The remaining four hexagons are a light gray color and are empty. The hexagons are arranged in a slightly overlapping, staggered pattern. The background is a dark blue gradient, and a wavy yellow shape is visible at the bottom of the frame.

A group of diverse students walking on a university campus. In the foreground, a young woman with dark hair, wearing a plaid shirt and blue jeans, is smiling and holding a blue book. To her left, a young woman with blonde hair, wearing a light blue sweater and pants, is also smiling and holding a brown bag. In the background, several other students are walking on a set of stone steps, some carrying bags and books. The scene is set in front of a large, classical-style building with columns and a balcony. The overall atmosphere is bright and positive.

**We can
explore how
students
experience our
campus**



**We can
explore how
adults
experience
our campus**



**We can
explore how
our
community
sees our
campus**

empathize: **how?**

without judgment
with a beginner's e
with curiosity
optimistically
respectfully



immerse

observe

engage



AMUNDSON HIGH SCHOOL
SCHOOL TOURS
&
SHADOW DAYS



We invite you to
tour our school, learn
about our academic programs,
and ask your questions!

Tours Offered: 1st Friday & 2nd Thursday

8th Grade Shadow Day Experience
Upcoming Dates:

10/6/2016	2/23/2017
11/3/2016	3/23/2017
12/1/2016	4/20/17

immerse yourself in the situations
and experiences of all the members of
your school community



observe what your individual (s) is doing, how s/he is doing it, what prompted the behavior

what is this person (or persons) doing?

Notice what is happening both with the person and the context he/she is functioning within.

how are they doing it?

pretend you are describing the picture to someone not looking at it.

why are they doing it this way?

take a guess. start to form a story. then ask.



empathize: how? - engage interviews

seek stories

talk about feelings

ask “why”



Questions that reflect curiosity!

“Will you tell me about the last time you...”

“What was the best...” “What was the worst...”

“And why is that?” “Can you tell me more about that?”

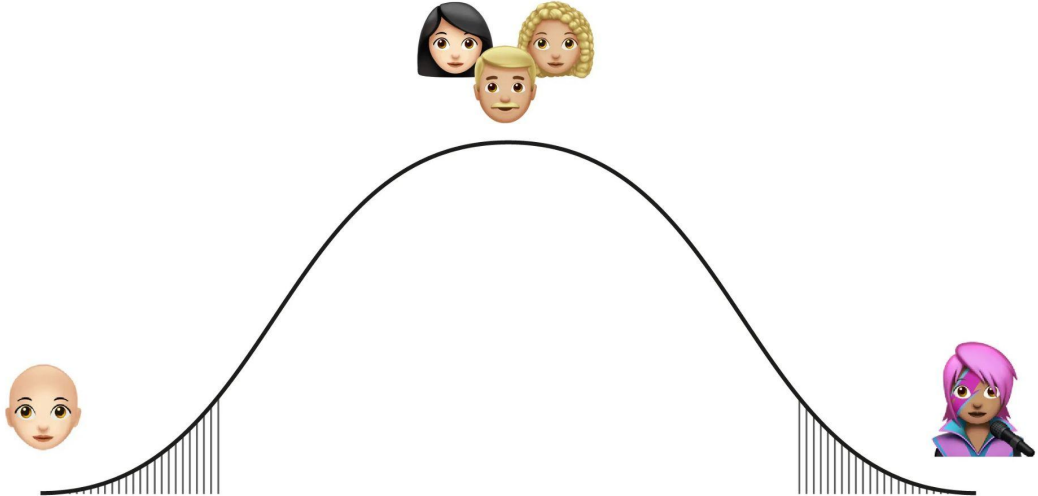
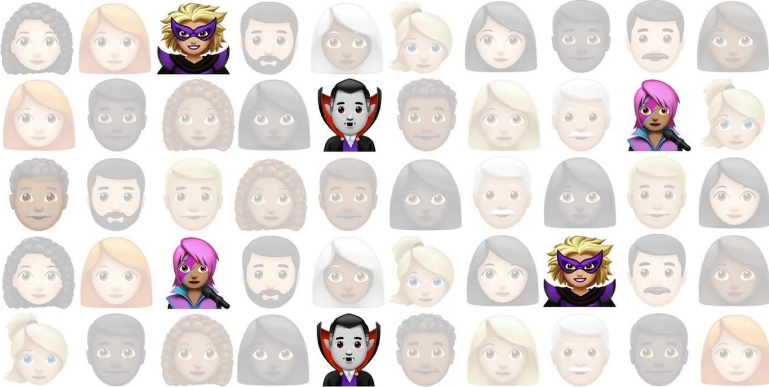


empathize: how?

1. seek stories
2. talk about feelings
3. ask “why”
- 4. record your findings**



**A Note About Multiple Perspectives
and Extremes**



Team Design Time in Breakouts

Thoughts about what we are hearing?

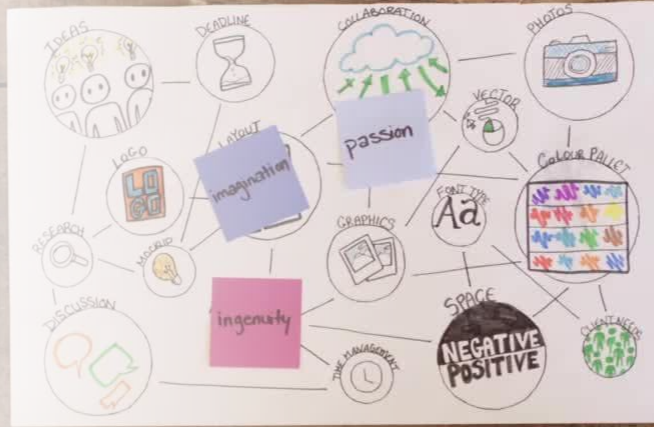
What shadowing experiences might our team want to set up?

Are there areas or events we might want to observe or pay attention to?

Each team member will conduct three interviews.

How will we capture what we see and hear?

What questions might we all want to share?



Next Steps

Your team will engage in immerse, observe and engage activities including empathy interviews.

Each team member will spend some time with the questions on the following slide

Sign Up for Session Two

(insert registration stuff here)

Share one word to describe how you are feeling around today's engagement.



“Creating a connected life begins with the decisions we make in our day-to-day lives. Do we choose to make time for people? Do we show up as our true selves? Do we seek out others with kindness, recognizing the power of service to bring us together? This work isn’t always easy. It requires courage, the courage to be vulnerable, to take a chance on others, to believe in ourselves. But as we build connected lives, we make it possible to build a connected world.”³⁸

Vivek Murthy, physician and Surgeon General





**Onward
& Be Well!**

Thanks!

Do you have any questions?

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