

Raising Student Voice & Participation (RSVP)



LONG BEACH
UNIFIED • SCHOOL • DISTRICT

January 16, 2024
3:45 – 5:15 pm



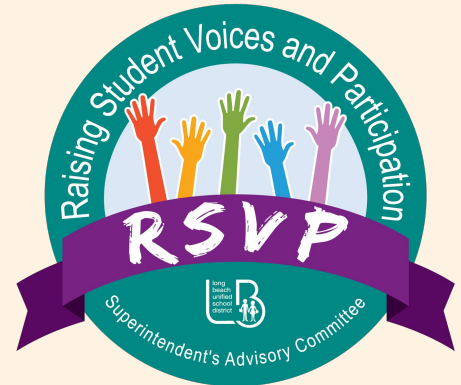
Agenda

1. Overview & Overarching Purpose
2. Welcome & Inclusion Activity
3. State Seal of Civic Engagement
4. Empathy Interview Share Outs
5. Define & Ideate (Imagine) Deep Dive
6. Next Steps



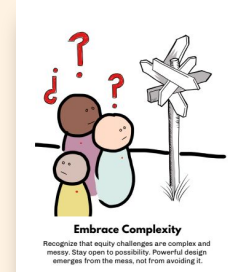
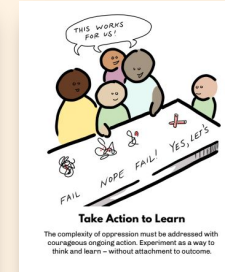
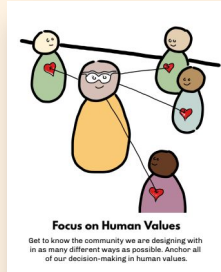
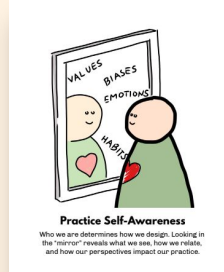
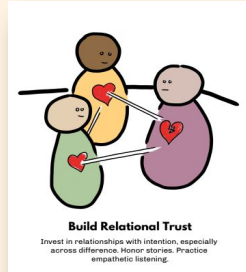
Zoom Etiquette

- Cameras on & mute your mic
- Rename with your name, school and preferred pronouns (e.g. she/her/hers, he/him/his, they/them/theirs)
- Raising your hand
- Be aware of your surroundings
- Ask questions in chat
- Have fun!



*Excellence
and Equity*

Community Agreements



- Ask questions beginning with "Tell me more..." to surface what we don't know, rather than asserting what we think we know
- Build from the strengths, stories, & skills of the team and honor the wisdom in the community
- Keep the problem *and* solution spaces open by listening to multiple, diverse perspectives rather than rushing to fix
 - Powerful design emerges from the "mess," which shows that we are doing something and trying new ways
- Put aside preconceived notions of how things should be and think/talk "crazy" (wild ideas to spark creative courage)
- Create opportunities for sense-making before decision-making

Welcome and Inclusion

Birds of a Feather

"Birds of a feather flock together"

Imagine everyone in your life has unique feathers that represent the strengths they bring to your "flock."

- a friend might bring creativity
- a family member might bring wisdom
- a teammate might bring encouragement

Who are the "birds" in your flock?

What strengths do they bring?

Which of your "feathers" do you use to support them in return?



Becky Sanchez, OCIPD, Ethnic Studies and History Coach

Middle School – 10 years

7th & 8th grade History and
English Language Arts

OCIPD – 4 years

Ethnic Studies & History Coach
in the History Office

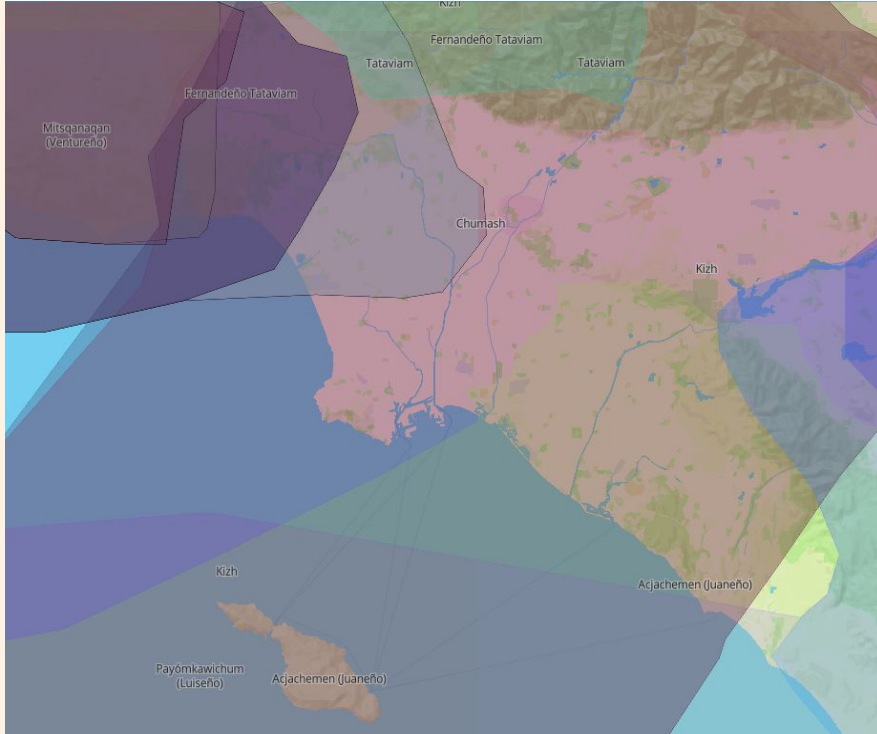
CSULB – 9 years

Part-time lecturer for American Indian
Studies



Excellence & Equity

Where do you stand?



The legacy of Puvungna:

- Ancient gathering place for the sharing of intergenerational wisdom
- Birthplace of a people, philosophy, and worldview
- Peaceful coexistence of multiple cultures and languages

Land Acknowledgement



We acknowledge that we are on land that has been inhabited, sustained, and cared for by the Tongva/Gabrieleño and Acjachemen/Juaneño Nations since time immemorial. Furthermore, we appreciate that their cultures, traditions and languages continue to thrive here, along with their ongoing struggles to protect their sacred sites. We thank them for their strength, perseverance and resistance. It is with this understanding that the Long Beach Unified School District endeavors to provide educational experiences that reflect the histories, joys and resilience of Indigenous peoples, along with those of other marginalized groups.

Invitation to Relationality

How can you practice being a good
"relative" in this space?





State Seal of Civic Engagement

State Seal of Civic Engagement

What is the State Seal of Civic Engagement (SSCE)?

The SSCE is an award given to students that have completed specifically crafted criteria that prompts civic knowledge and engagement.

Legislative Intent: "It is the intent of the Legislature to establish a State Seal of Civic Engagement (SSCE) to encourage, and create pathways for, pupils in elementary and secondary schools to become civically engaged in democratic governmental institutions at the local, state, and national levels." –California Education Code (EC) Section 51470



State Seal of Civic Engagement

What is the criteria to earn the seal?

1. Be engaged in academic work in a productive way
2. Demonstrate a competent understanding of US and CA Constitutions: Principles, Concepts, and Processes
3. Participate in one or more informed real-world civic engagement project(s)
4. Demonstrate civic knowledge, skills, and dispositions through self-reflection
5. Exhibit character traits that reflect civic-mindedness and a commitment to positively impact the classroom, school, community, and/or society



[LINK](#)

State Seal of Civic Engagement

1. Complete the [Commitment to apply for the State Seal of Civic Engagement](#) Google Form **by February 14th**.
2. You will receive an email from the History, Social Science, & Ethnic Studies with a link to an application
3. Complete the application with the required evidence for each of the five criteria by May 5th (early submission by April 15th is highly recommended for graduating seniors)

For further information see our [SCCCE Overview](#) on our History, Social Science, & Ethnic Studies Office's [website](#).

Collaborative Sense Making

DRAFT Timeline Overview

Introduction & Orientation

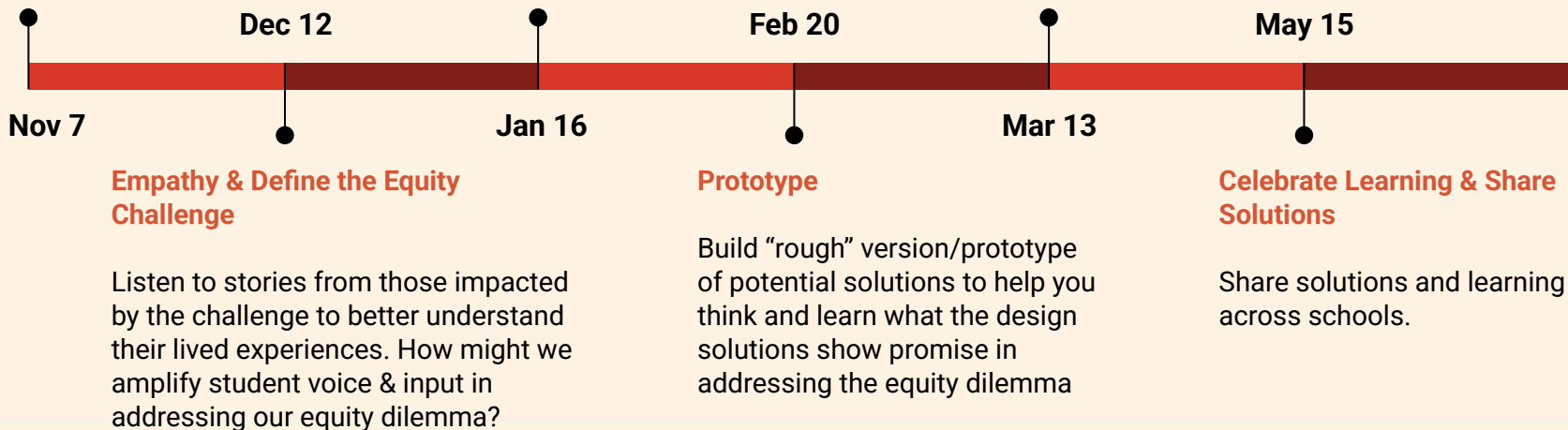
Define purpose of the group and build a shared understanding of the co-design partnership to support site equity dilemma

Define the Dilemma & Imagine

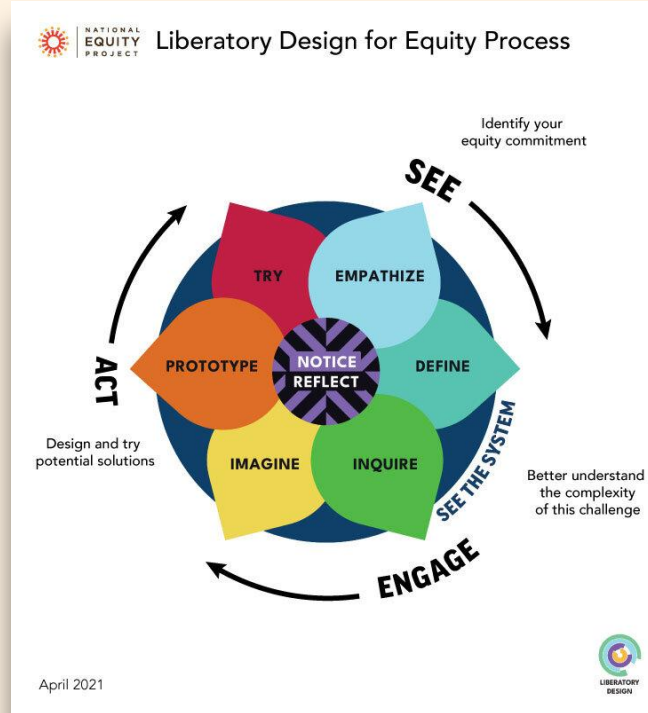
Involve our peers and adult liaison in coming up with creative solutions to the equity dilemma

Try

Share the prototype in rough form with others to get feedback on what's promising so you can improve your design.



Liberatory Design – Designing “With”



NATIONAL
EQUITY
PROJECT

Source: [National Equity Project](https://www.nationalequityproject.org/)

*Excellence
and Equity*

Empathize



Empathy is the foundation of a human-centered design process. To empathize, you:

- Observe
- Engage
- Immerse

Recall highlights from one-pager.

[Note-taking Template](#) (Make a copy)



Baggereor, D., & Both, T. (n.d.). *Design thinking bootcamp bootleg* (archival resource). Stanford d.School. Retrieved March 12, 2022, from <https://dschool.stanford.edu/resources/the-bootcamp-bootleg>

Empathize



In mixed-school groups, consider the information you gathered from your peers to help answer the questions that your administrator or designee had about the Equity Dilemma:

1. Remind the group what your equity dilemma attempts to address.
2. Share what you learned from conducting your empathy exercises or any highlights (quotes, observations, etc.)
3. Be prepared to share whole group.

Define the Challenge & Inquire to Clarify

Define



Unpack and synthesize your empathy findings into compelling needs and insights, and scope a specific and meaningful challenge.

"Focus" rather than "flare"

How might we....

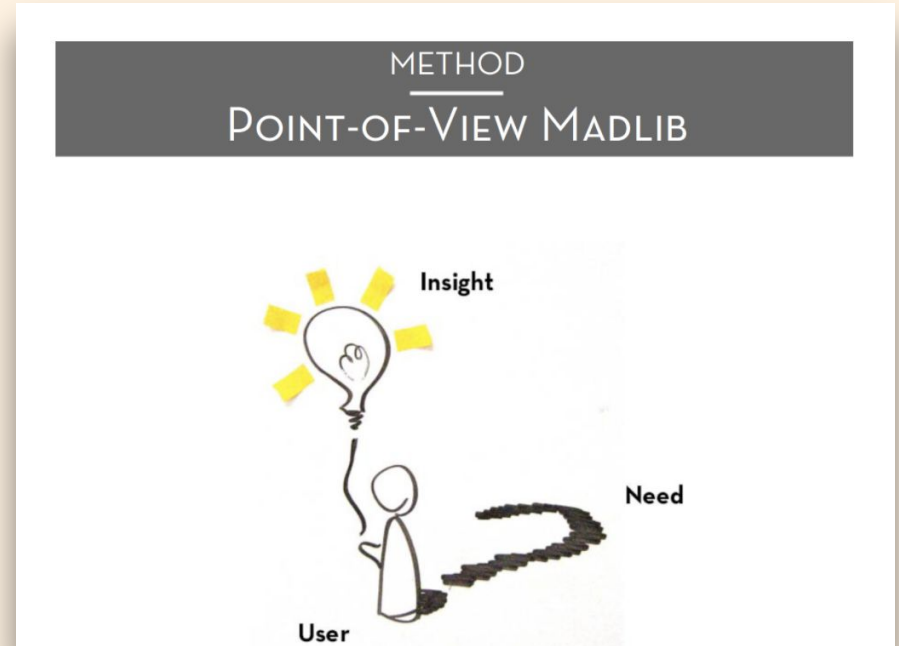


Define



_____ needs a
way to _____
because (or but or
surprisingly)_____.

Leads to "How Might We..."



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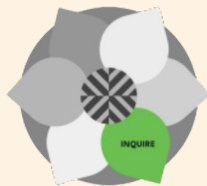
Define



In school alike groups, synthesize your Empathy findings into a POV Madlib, then consider your How Might We statement. If you have not yet completed your empathy exercises, use this time to consider HOW you will gather information from your peers to help answer the questions that your administrator or designee had about the Equity Dilemma.

Observe	Interview	Immerse	Define
What? How? Why?	Interview Preparation Interview for Empathy Extreme Users	Shadow a Student	POV Madlib HMW Statements
Note-taking Template (Make a copy)			Note-taking Template (Make a copy)

Inquire



INQUIRE

Inquire when the way ahead is not clear. Inquire to help you better understand and define the challenge and to provide a clearer direction for your prototyping.

INQUIRE

Inquiry as defined here is about navigating the ambiguity and uncertainty of “not-knowing” by taking “safe to fail” actions. This can reveal important information about the context and equity challenge. It can also help identify a direction for prototyping.

When...

- You want to create the space for collective sense-making, inquiry, and discovery that shifts the power and agency to the stakeholder.
- You need more clarity on a direction to head in to define and co-design malleable solutions in an equity challenge.

Key Questions to Ask

- What do we still need to better understand – about our stakeholders, the system, and what is creating the inequity we are focused on?
- What are available opportunities to try small things that will reveal more?



Next Steps: Imagine

Ideate (Imagine)



Generate radical design alternatives, “going wide” in terms of concepts and outcomes.

“Flaring” rather than
“focusing”

Yes, and....



Ideate (Imagine)



One Conversation at a Time

Encourage wild ideas

Go for Quantity

Be Visual

Headline!

Stay on Topic

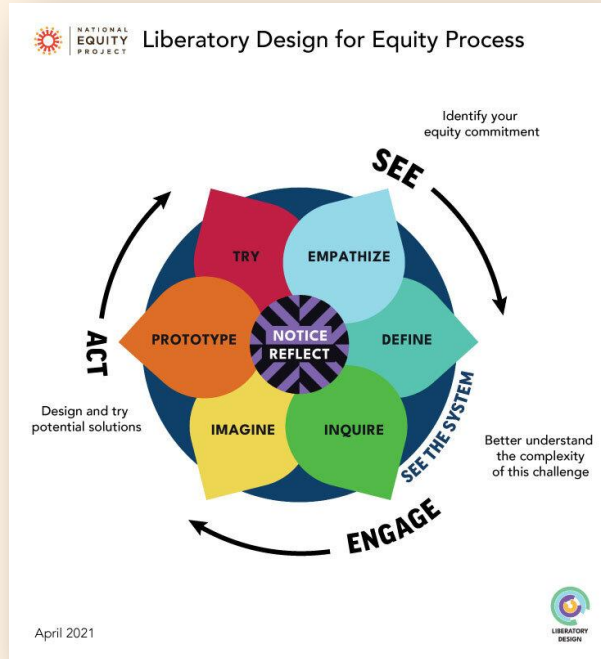
Build on the Ideas of Others

Defer Judgement -
NO Blocking

Baggereor, D., & Both, T. (n.d.). *Design thinking bootcamp bootleg (archival resource)*. Stanford d.School. Retrieved March 12, 2022, from <https://dschool.stanford.edu/resources/the-bootcamp-bootleg>



What now?



- ❑ Finish POV Madlib & "How Might We?" (HMW)
- ❑ Confirm your interpretation of the challenge with your administrator (Inquire)
- ❑ Work with your site liaison to convene a small group of diverse peers to Imagine possibilities to your HMW ([Slides](#))

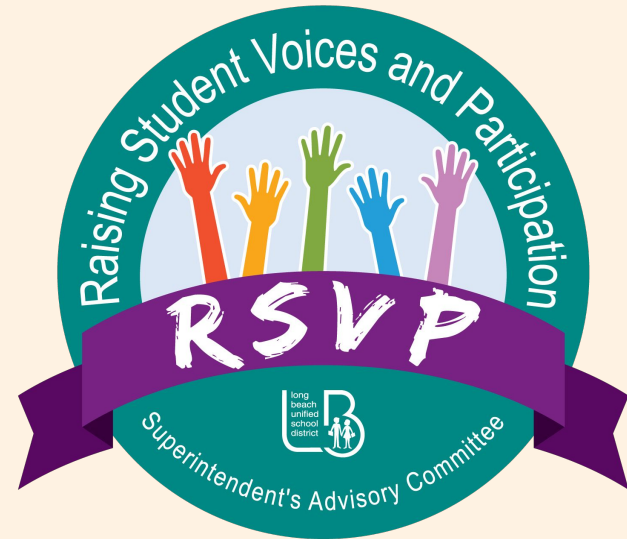


Feedback

EXIT SLIP

Next Meeting

- Thursday, February 20,
4:00 – 5:30 pm (Zoom)
- Discuss Imagine Ideas
and determine what to
Prototype
- Submit ideas for [t-shirt
design](#) by 2/7/25



Thank You!



Overarching Purpose: Reminder

- Elevate student voice and student experience to inform school and district decision making (Core Values)
- Provide a structure for two-way communication and co-design partnerships between adults and students (System Portrait)
- Provide a safe place for students to activate the leadership skills that they are learning and/or developing in alignment with the Graduate Portrait
- Build relationships between adults and students where all voices are equal (Adult Portrait)

Feedback on Feedback (71% Response Rate)

Prompt	% Agree or Strongly Agree
Today increased my relational trust with other members of the group.	93%
Today adequately covered content relevant to my role as an RSVP student leader.	87%
Today contributed to my clarity and sense of common purpose with members of the group.	93%
Today provided me with immediately useful materials or ideas.	93%

Based on the data set provided, the top three themes that emerge about what participants found **most meaningful** are:

1. **Empathy Development**

- Focus on understanding and applying empathy in interactions, with discussions emphasizing the importance of empathy in leadership and design.

2. **Collaboration on Equity Issues**

- Participants engaged in conversations about equity dilemmas across schools, recognizing common challenges and sharing strategies for addressing them.

3. **Building Interpersonal Connections**

- Activities and discussions that facilitated getting to know peers and understanding different perspectives were highlighted as crucial for fostering a collaborative environment.

Based on the feedback, the top two themes for **improvement** are:

1. **Enhanced Breakout Sessions**

- Increase the size and structure of breakout rooms to allow for more diverse discussions and greater interaction among participants.

2. **Scheduling Adjustments**

- Consider starting the meeting at a more convenient time for attendees, possibly allowing more time for transitions after school or other commitments.

3. **Agenda and Preparation**

- Provide an agenda with key objectives in advance to help participants prepare and contribute more effectively during discussions.