

Raising Student Voice & Participation (RSVP)



LONG BEACH
UNIFIED • SCHOOL • DISTRICT

February 20, 2024
4:00 – 5:30 pm



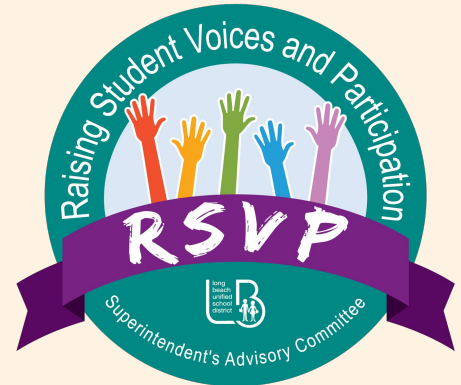
Agenda

1. Overview & Overarching Purpose
2. Welcome & Inclusion Activity
3. Cross-Site Share Outs & Collaboration
4. Prototype & Try Deep Dive
5. Next Steps



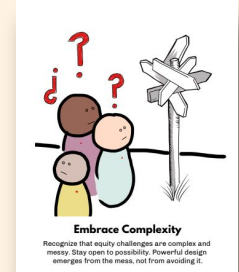
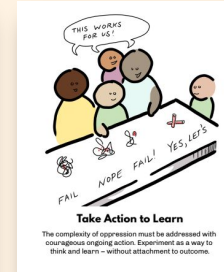
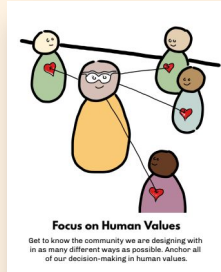
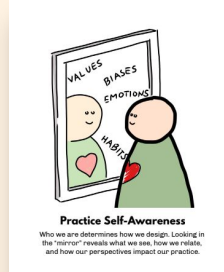
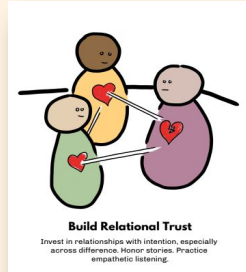
Zoom Etiquette

- 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!



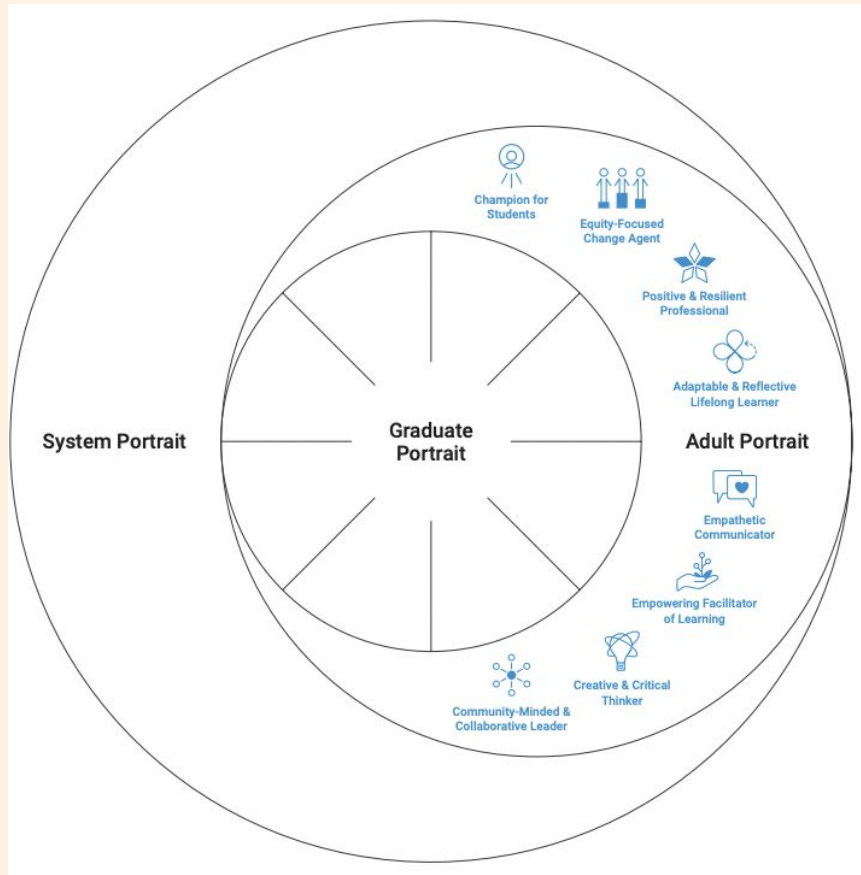
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Community Agreements



- 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

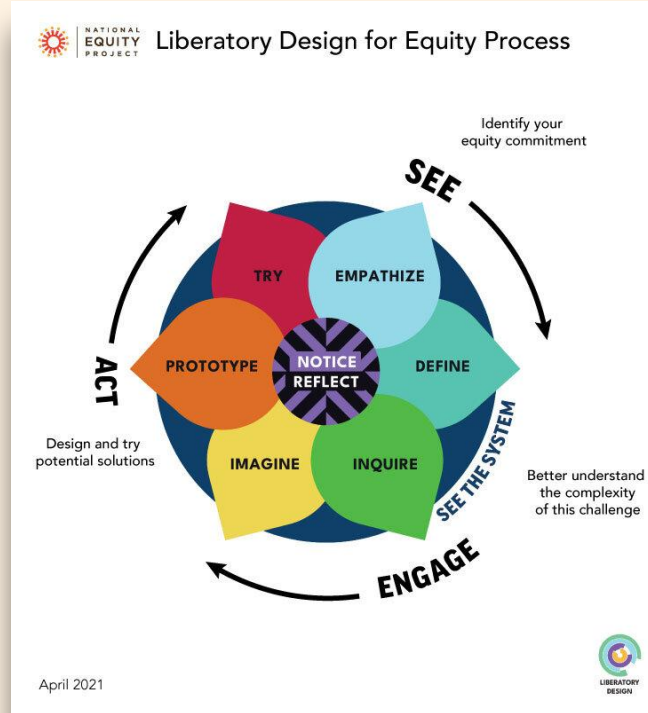


In what ways are adults at your school creating spaces for you to process current events?

What 2-3 actions might adults take to strengthen the opportunities that students have to process and/or have agency connected to current events?

Collaborative Sense Making

Liberatory Design – Designing “With”



NATIONAL
EQUITY
PROJECT

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

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"By centering students' needs through the liberatory design process, we repositioned students as centers of knowledge. We listened to them in ways that shifted our practice, and we recognized that both teachers and students have the capacity to educate each other... Our students recognized that their voices and perspectives mattered, and they began to advocate for themselves in new ways."

Jessica Lee Stovall, Lamar Timmons-Long, Thomas J. Rodney and Taylor Hall
"Black Teachers' Use of Liberatory Design to Promote Literacies of Healing"
(Stovall 2023)

DRAFT Timeline Overview

Introduction & Orientation

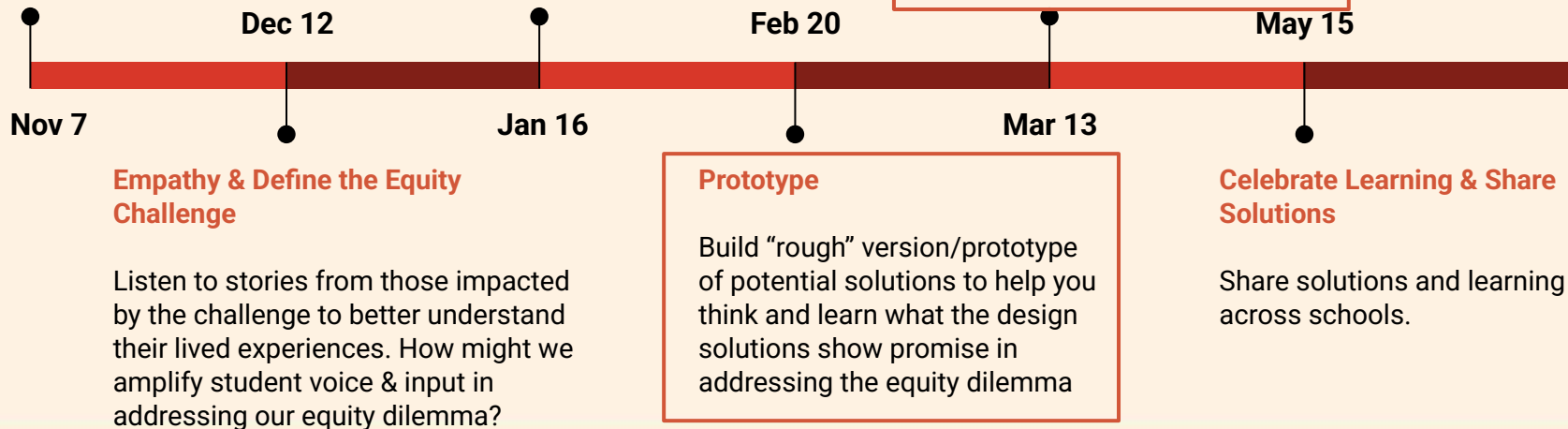
Define purpose of the group and build a shared understanding of the co-design partnership to support site equity dilemma

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.



A quick tour of the Liberatory Design MODES



Practice self-awareness
(identity, emotions, power)
and situational awareness
(context, people, history)

Pause to reflect on actions,
impact, emotions, relationship -
and adjust intentions, direction,
presence

Share prototypes with
stakeholders - to learn and
improve your design

Listen to stories from those
impacted by the challenge - and
build relationship in the process

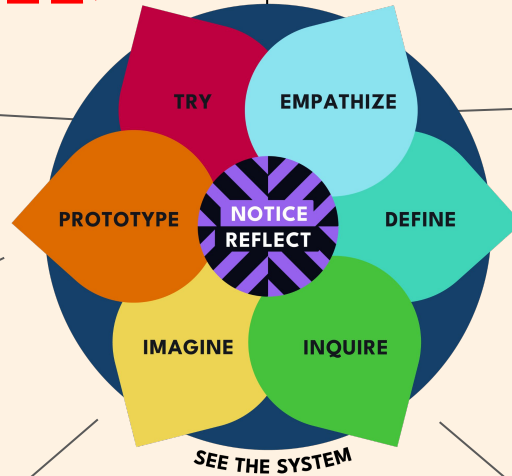
Build rough versions of
potential approaches - to
help you think and learn

Frame the challenge and opportunity;
determine how complex it is -- and if
we need to understand it better
before designing

Get outside of your box
and imagine “what if?!”

Recognize patterns of inequity, look at
the system creating those—and identify
a challenge to address

Design small “safe-to-fail” actions
to learn more about your situation
- to inform your design direction



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Empathize

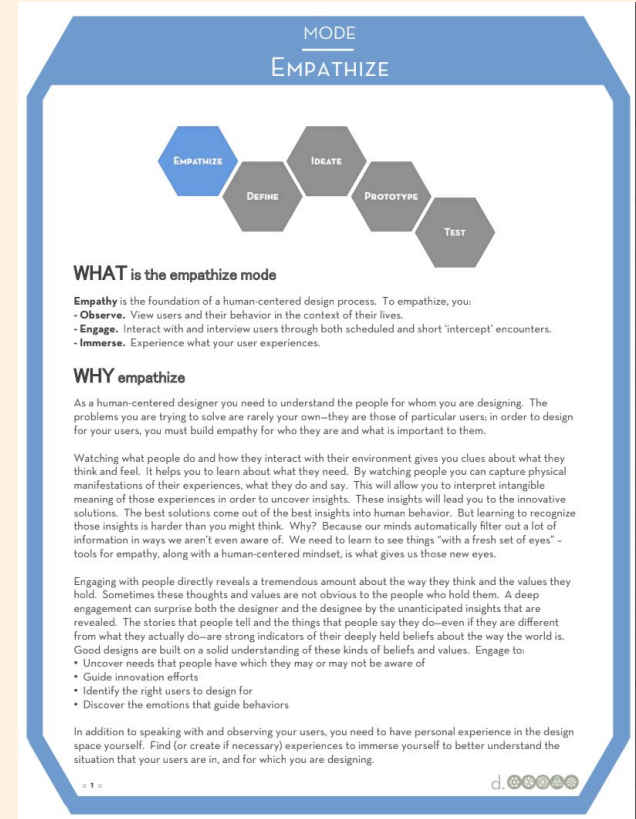


Empathy is the foundation of a human-centered design process. To empathize, you:

- 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>

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....

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



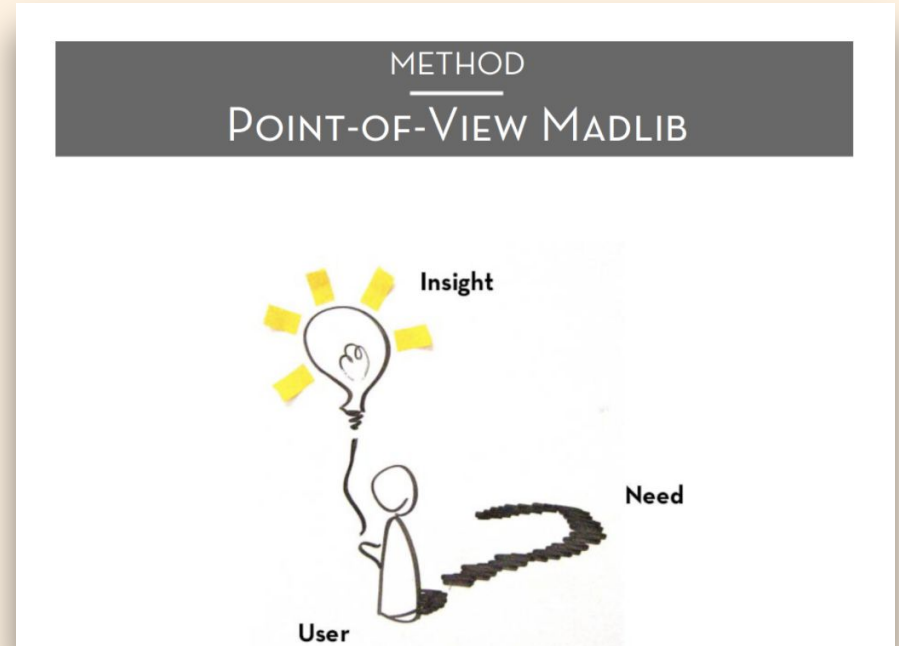
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Define



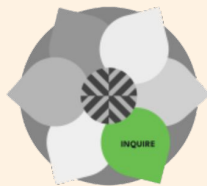
_____ needs a
way to _____
because (or but or
surprisingly)_____.

Leads to "How Might We..."



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>

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?



Ideate (Imagine)



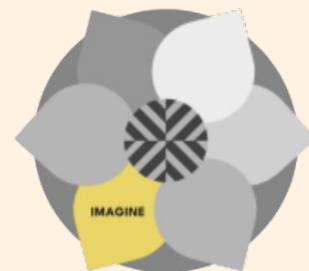
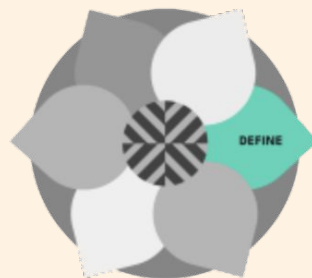
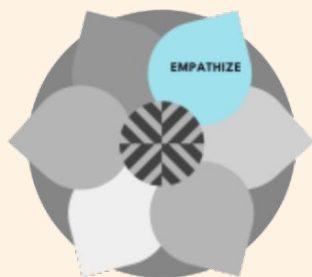
Generate radical design alternatives, “going wide” in terms of concepts and outcomes.

“Flaring” rather than
“focusing”

Yes, and....

Work with your site liaison to convene a small group of diverse peers to Imagine possibilities to your HMW ([Slides Template](#))





Observe	Interview	Immerse	Define	Imagine
<u>What? How? Why?</u>	<u>Interview Preparation</u> <u>Interview for Empathy</u> <u>Extreme Users</u>	<u>Shadow a Student</u>	<u>POV Madlib</u> <u>HMW Statements</u>	<u>Brainstorm Rules, Facilitating a Brainstorm, & Selection</u>
<u>Note-taking Template</u> (Make a copy)			<u>Note-taking Template</u> (Make a copy)	Work with your site liaison to convene a small group of diverse peers to Imagine possibilities to your HMW (<u>Slides</u> Template)

High School Site Visits

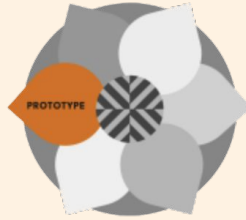
In assigned breakout rooms, collaborate across school sites to discuss the following:

- What did you do?
- What worked?
- What would you do differently?
- Any advice for your peers who have not yet hosted a site visit?
- Question & Answer

Date	Time	High School (Link to Slides)
Wed Jan 22	11:30am-2:00pm	Renaissance High School for the Arts
Tues Jan 28	10 am-noon	Reid Continuation High School
Wed Jan 29	11:30am-2:00pm	Poly High School
Tues Feb 4	10 am-noon	Cabrillo High School
Wed Feb 12	11:30am-2:00pm	CAMS
Fri Feb 21	11:30am-2:00pm	Lakewood High School
Tues Feb 25	10 am-noon	Millikan High School
Wed Mar 12	11:30am-2:00pm	Wilson High School
Tues Mar 18	10 am-noon	Jordan High School
Tues Mar 25	10 am-noon	Browning
Tues April 1	10 am-noon	McBride
Tues April 22	10 am-noon	Avalon High School
Wed April 30	11:30am-2:00pm	Sato Academy

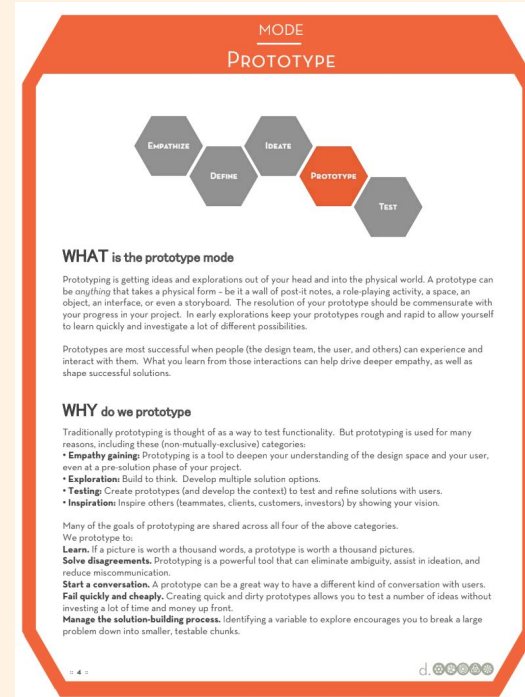
Prototype & Try

Prototype



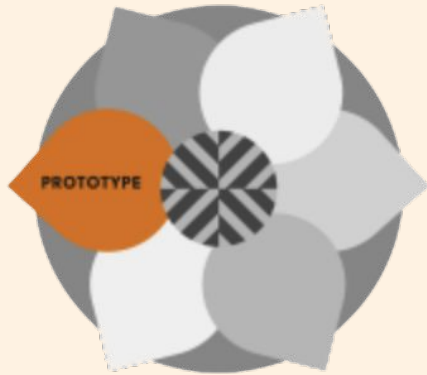
Get ideas and explorations out of the head and into the world.
Takes a physical form.

“Low resolution” v. “High resolution”



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Prototype

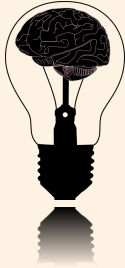


strong language at one point

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What do we prototype?

The Rational Choice



Most Likely to Delight



The Darling

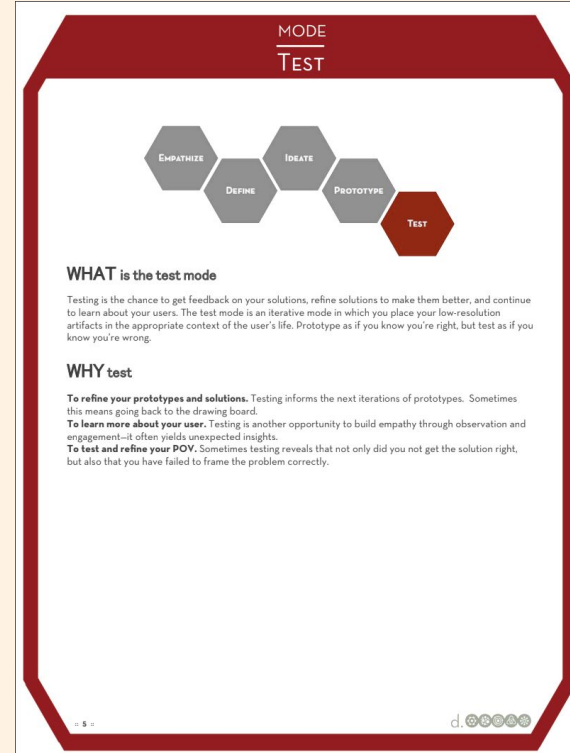


The Long Shot

Try



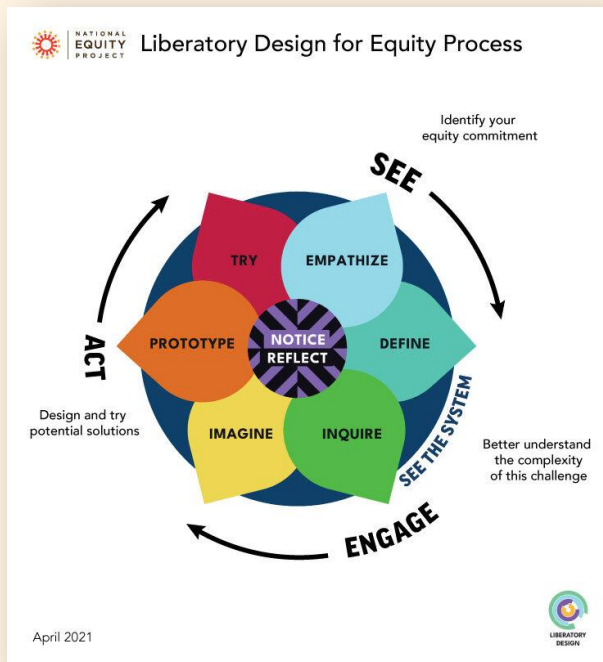
Opportunity to get feedback on solutions, refine them to make them better, and continue to learn about users (re-empathize for even clearer re-defining).



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Next Steps

What now?



After you meet with peers to imagine, schedule a meeting with your RSVP adult liaison...

- ❑ Coordinate a way to prototype and try some of your ideas to see what holds promise

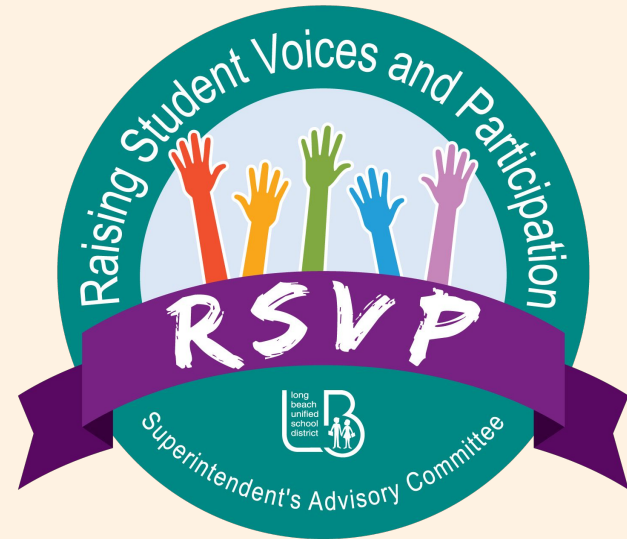


Feedback

EXIT SLIP

Next Meeting

- Thursday, March 13, 3:45 – 5:15 pm
- Discuss Imagine Ideas and determine what to Prototype
- Submit ideas for t-shirt design by 2/28/25



Thank You!



Feedback on Feedback (70% Response Rate)

January 2025

Prompt	% Agree or Strongly Agree
Today increased my relational trust with other members of the group.	100%
Today adequately covered content relevant to my role as an RSVP student leader.	100%
Today contributed to my clarity and sense of common purpose with members of the group.	100%
Today provided me with immediately useful materials or ideas.	100%

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

1. **Hearing Different Perspectives and Shared Experiences** – Participants valued the opportunity to hear from other schools and individuals, recognizing common challenges, successes, and different approaches to addressing issues.
2. **Collaborative Brainstorming and Real-Time Discussion** – Working in groups, engaging in breakout rooms, and brainstorming ideas with peers helped deepen understanding and generate new insights.
3. **Learning About Empathy and Equity Processes** – Discussions on empathy, relationality, and equity dilemmas provided valuable takeaways that could be applied to future projects and personal growth.

Based on the feedback, two comments **recommended** the following revisions:

1. "Getting even more input from others seeing their faces instead of seeing a blank screen, I feel like it's easier to grasp what type of personality they have and how they feel on certain topics"
2. "I would say a clear overview of what the meeting will entail at the beginning, if possible, for those who may have to leave early!"