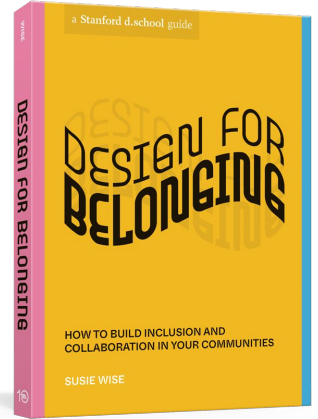


# Levers of Design

From *Design for Belonging* by Susie Wise

[Website](#) and [Book](#)



# SPACE

Consider the following:

- **Accommodations:** How might we outfit the space to allow for easy access for people with different kinds of bodies, mobility, and assistive devices?
- **Resources, Props, & Tools:** How might we invite learners to join in and play? How might we welcome a range of ways of thinking and contributing within the space?
- **Lighting:** How might we intentionally design the lighting of the space? What mood are we trying to create?
- **Furniture:** How might we intentionally customize the space with furniture?
- **Outdoor Access & Airflow:** How might we let learners know they are part of something bigger than themselves by including an outdoor element in the space?
- **Signage and Media:** How might we send belonging cues through visual stories in the space?
- **Leave a Trace:** How might we invite learners to leave some evidence of their work, thinking, or personality behind?

# ROLES

Consider the following:

- **Roles & Responsibilities:** What are the roles and responsibilities needed for both the learners attending the meeting and for the facilitators leading the meeting? Consider roles for before, during, and after the meeting.
- **Collaborators:** Who are some collaborators we might want to get involved in the meeting? What might their roles and responsibilities be?
- **Transparency:** How are roles within the meeting designated and known? How are roles created and eliminated?

# RITUALS

Consider the following:

- **Identify the Need:** How might the structure of a new ritual help to address a need or aid the meeting?
- **Source Inspiration:** How might we mine the rituals we know, explore symbols and artifacts, and leverage the senses to design a ritual?
- **Open:** How might we intentionally design the beginning of the ritual?
- **Act:** How might we intentionally design how to act (go somewhere, do something, say something, make something) so that it lives at the heart of the ritual?
- **Close:** How might we intentionally design the ending of the ritual to celebrate the connections made, learning gained, or milestone achieved?

# GROUPING

Consider the following:

- **Purpose:** What is the purpose of the group that will come together to attend the meeting and/or to plan the meeting?
- **People:** Who are you bringing together to plan and attend the meeting, and why?
- **Shape and Size:** What is the size of the group attending and planning the meeting? How might the size of the groups ebb and flow?
- **Duration:** How long will the group endure? How will learners enter and exit from the group?
- **Support Structures:** How might we intentionally support our groups to ensure meaningful inclusion? What are the group agreements?

# COMMUNICATIONS

Consider the following:

- **Clear Audience:** How might we design our communication with empathy by knowing who we are speaking to and why? How might we consider how people self-identify and how to be respectful of language? How might we offer more powerful feelings of belonging through our messaging?
- **Focused Message:** How might we design all communication with clarity of purpose?
- **Opportunities to Engage:** How might we invite others to enter, join, and participate? How might we move from “Is this meeting for me?” to “They want me here!”?
- **Communication Mechanisms:** What communication mechanisms (email, phone, in-person) are used as a default? How might we alter the medium?

# CLOTHING

Consider the following:

- **Dreaming:** How could you imagine using gear to help learners feel like part of the meeting?
- **Get the Tone Right:** How might we give our gear/swag some flavor and fun so people get the feeling of the school every time they wear or see it?
- **Volition:** How might we design gear so learners will opt in as willing participants?
- **Diversity within a Look:** How might we allow for customization? How might we design gear with a broad appeal?

# FOOD

Consider the following:

- **Sensory Experience:** How might we use food to promote belonging at the meeting? What are some ways we could intentionally design breakfast, lunch, dinner, desserts, and/or snacks?
- **Connection:** How might food options enhance and/or reflect the context of the meeting?
- **Community:** How might food reflect the community of learners attending and/or presenting?
- **Troubleshooting:** How might we ensure that the offering of food doesn't distract or create unforeseen challenges (trash, spills, utensils/plates/napkins, accessibility)?



# SCHEDULES & RHYTHMS

Consider the following:

- **Purpose:** How might we intentionally design the sequence of events to truly reflect the purpose of the meeting and its needs?
- **Agenda:** How might we keep humans at the center of the rhythms of time and sequence to build belonging?