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**LIBERATORY
DESIGN
“DO NOW”s**

Liberatory Design “Do Now”s

The Liberatory Design “DO NOW”s are designed to get you going on your Liberatory Design leadership practice. Think of them as ways to **get started right away** and to earn some quick wins on your team.

These cards were adopted from the School Retool's Quick Win Cards and adapted by the National Equity Project and the Stanford d.school's K12 Lab. They are meant to be used with the Liberatory Design Process and Mindsets.

Tania Anaissie, Victor Cary, David Clifford, Tom Malarkey, Susie Wise



Shadow a Student

Shadow a Student

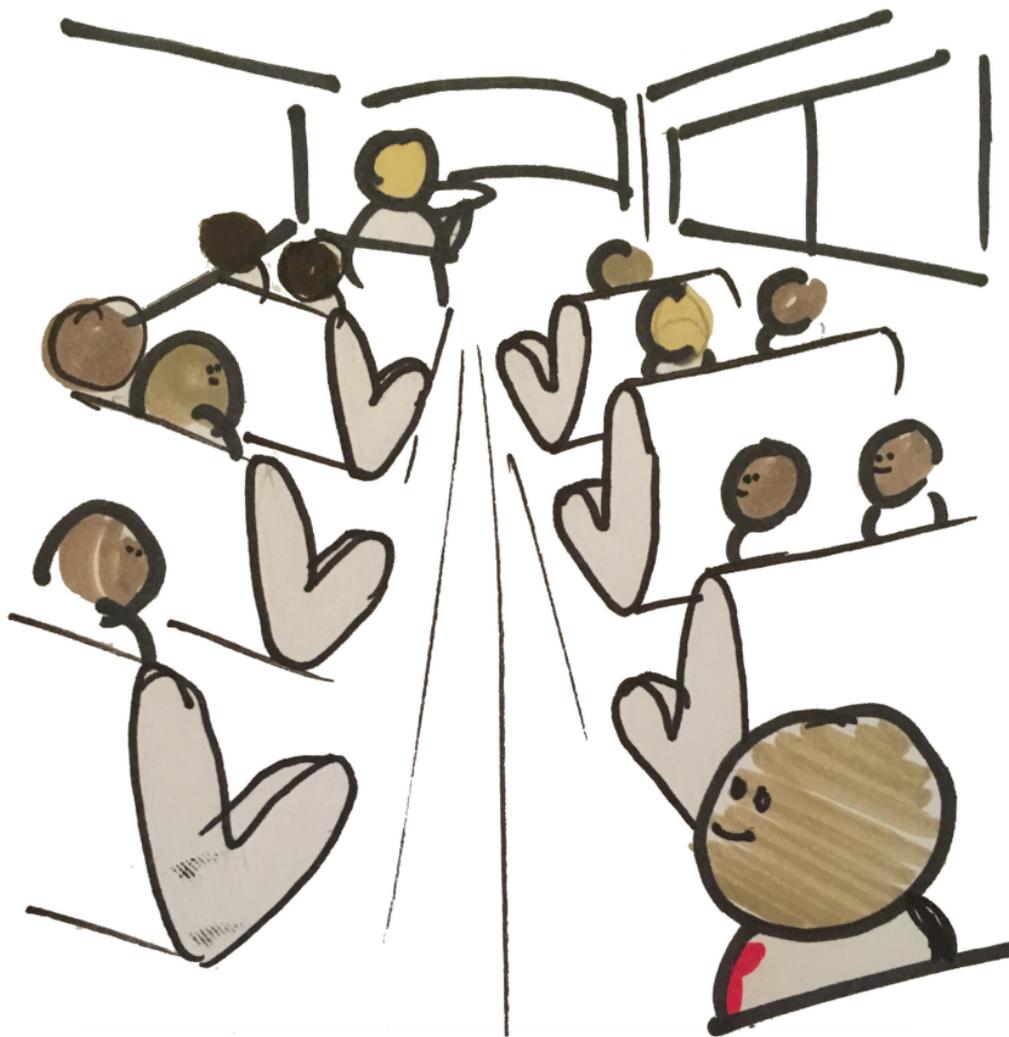
Why?

Gain deep empathy for the student experience and see your school from a different vantage point.

How

- **PREWORK:** Practice self-awareness, particularly around power dynamics. Think about how to choose a student so that they don't feel othered. Create learning goals for yourself for the day.
1. Choose a student and schedule a day to shadow them.
 2. Document your observations throughout the day.
 3. At the end of the day, reflect on your observations. Focus on both what you saw and what you personally felt.
 4. Identify opportunities for change.

Shadow a Student toolkit available at www.shadowastudent.org



Ride the Bus

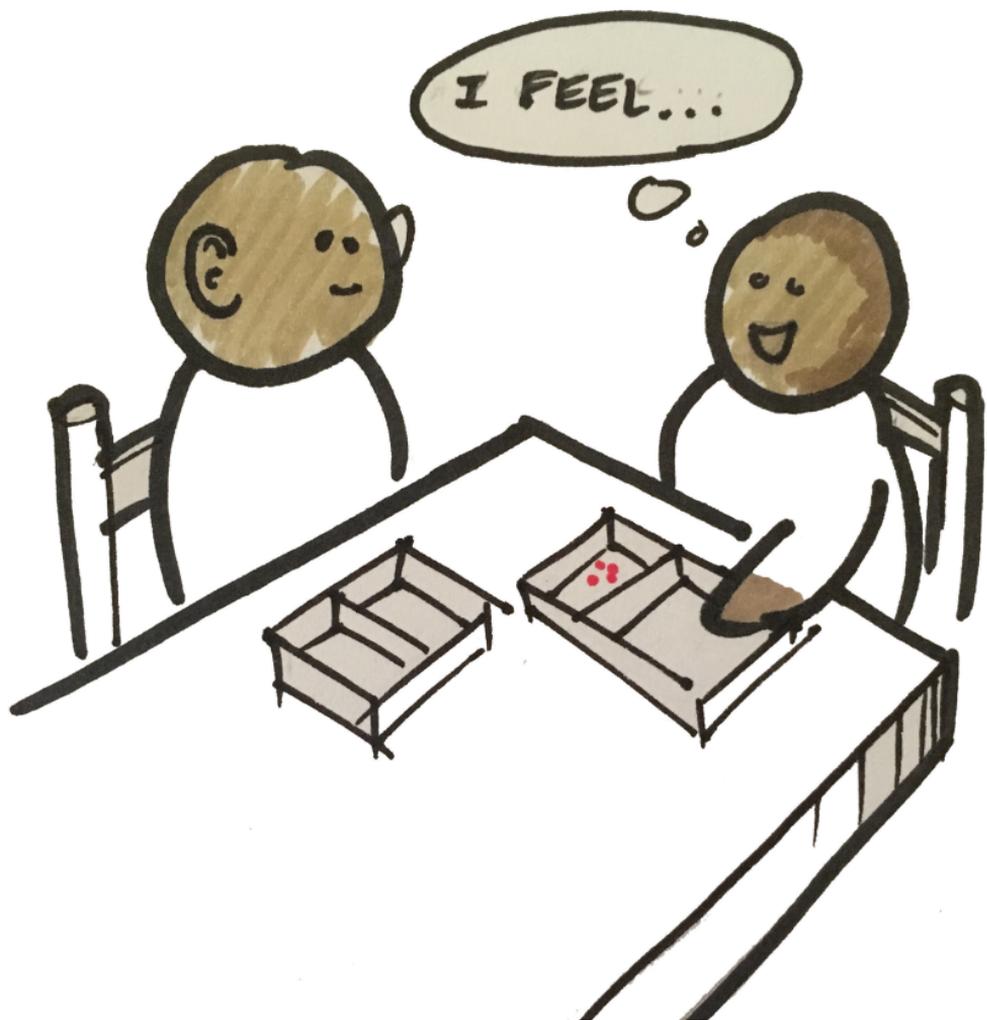
Ride the Bus

Why?

Riding the bus with students who live in different neighborhoods can offer moments to create deeper empathy for your students and the broader context of their lives.

How

1. Choose a region or neighborhood (not a student, to prevent othering) from where some of your students travel.
2. Get to the neighborhood and start the morning at the bus stop.
3. Ride the bus with the students and get a sense of what it's like. Think about how your presence might affect their behavior.
4. Reflect on your observations and personal experience. What behaviors did you see and what might this say about the student experience?
5. Challenge assumptions and identify opportunities for change.



Take a Teacher to Lunch

Take a Teacher to Lunch

Why?

Let us not underestimate the power of relationships in doing deep work. Taking time to more deeply know some of your colleagues can lead to new learnings and partnerships.

How

- **PREWORK:** Practice self-awareness, particularly around power dynamics. Think about how to choose a teacher so that they don't feel othered or feel suspect as to why you are asking them to lunch.
1. Identify a teacher you do not have a strong relationship with and first reflect on why this may be.
 2. Invite the teacher to lunch with you.
 3. Focus on listening. What is their experience like in your school? What are their hopes and dreams — in and outside of the school context?
 4. Reflect on what you heard. Did you hear anything unexpected? What opportunities are there for change?

	GENDER		RACE		P
DAVID					
EMMA					
RIEL					

Track the Talk

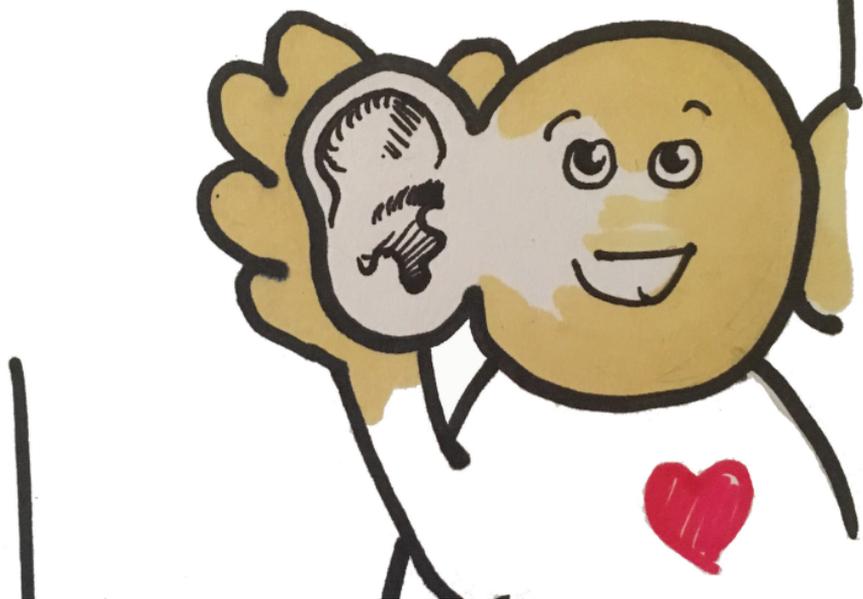
Track the Talk

Why?

Sometimes, taking a quick tally can reveal things we didn't see before or give us a chance to ask ourselves, "why?"

How

1. Take a scribe roll or ask a colleague to tally who speaks in the meeting.
2. Add a mark next to their name each time they speak in the group.
3. After the meeting, review the count. Are there any imbalances? Why do you think certain people are comfortable sharing or not? Does this reflect a pattern?



Listen Closely

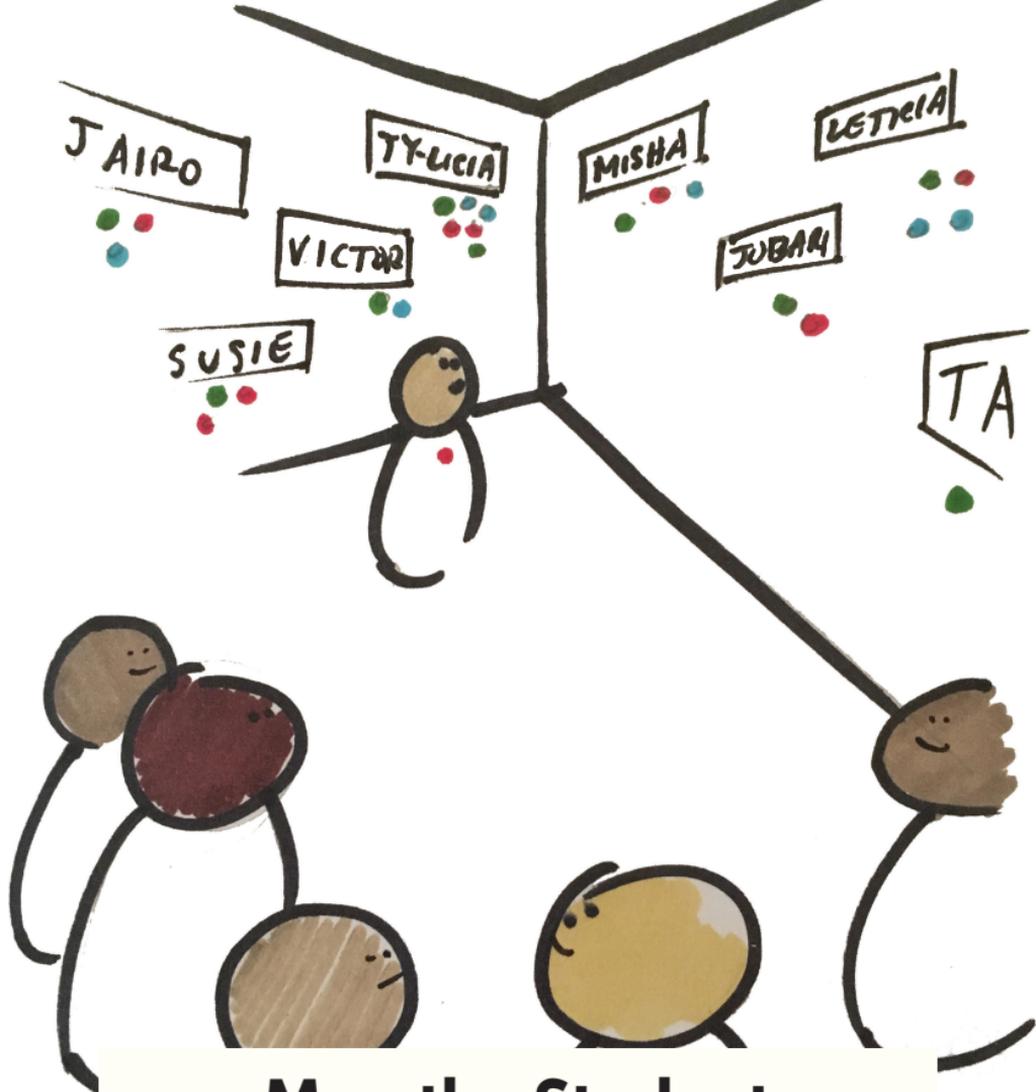
Listen Closely

Why?

Intentionally taking an observer lens can help reveal patterns previously missed or reshape how we view our offerings.

How

1. Pick a day and commit to listen for race and equity notions across the day.
2. Think about what spaces you want to explore within the school context.
3. As you move through the day, keep a journal and write down what you hear and see.
4. Consider taking on this practice with a buddy and debrief your findings together at the end of the day. Did you see any patterns? Anything unexpected?



**Map the Student
Safety Net**

Map the Student Safety Net

Why?

Identify students that are slipping through the cracks.

How

1. During a staff or grad meeting, hang the names of all students up on a wall.
2. Give adults a set of stickers.
3. Have everyone silently walk around the room and add stickers next to student names they have a personal connection with.
4. Notice which students have no or few stickers next to their names.
5. Brainstorm ways to reach the students who do not have a personal connection with an adult at your school.

Credits + an Invitation

Thank you, team!

Thank you to the wonderful people who put love, brain power, and intention into the making of this card deck (alphabetically):

Tania Anaissie (Content + Visual Design)

Victor Cary (Content)

David Clifford (Content + Illustrations)

Tom Malarkey (Content)

Susie Wise (Content)

We Want to Hear From You

This card deck is a work in progress. This is our first prototype of it, and we'd love to hear your feedback! What do you like about it? What do you wish was different about it? Any new ideas? Do you use it at work? Why or why not?

Email us at liberatorydesign@gmail.com





NATIONAL
EQUITY
PROJECT

d. **K12 LAB**
NETWORK