

MICHELLEMCQUAID

writer · teacher · change activator

www.michellemcquaid.com

chellemcquaid

A Quick Experiment?

- How quickly can your team organize itself to be standing in alphabetical order by your first names?
- How quickly can your team have each person share their hopes for today, capture these onto a sheet of paper and bring them to me?



10 MINUTES



Every action we take is preceded by a question.

Professor David Cooperrider



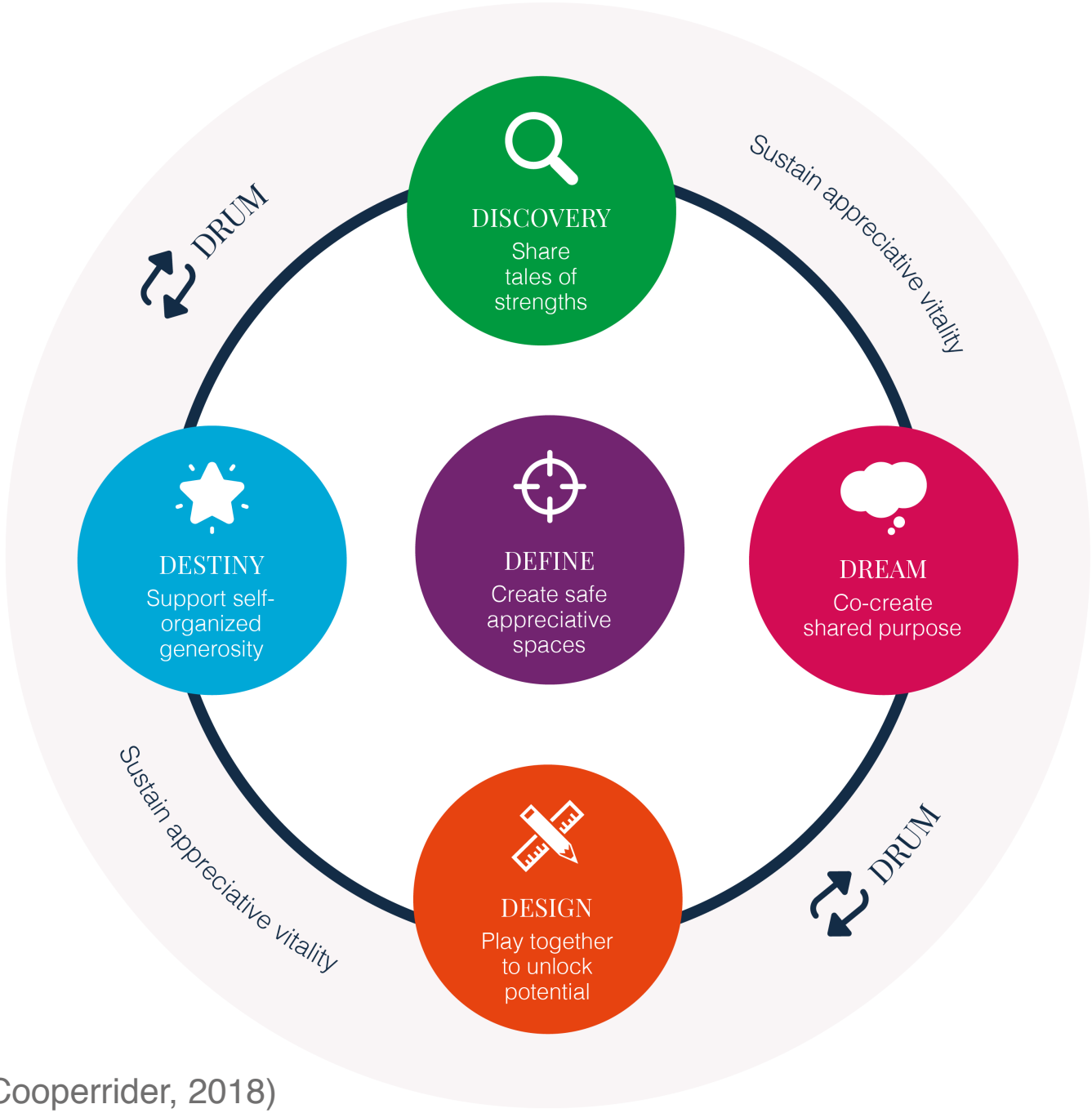
Questions that look for the true, the good, and the possible are what enable us to individually and collectively flourish.

Professor David Cooperrider



Nothing brings out the best in human systems – faster, more consistently. or more effectively – than the power of ‘the whole’.

Professor David Cooperrider



(McQuaid & Cooperrider, 2018)



In the middle of difficulty lies opportunity.

Albert Einstein



POSITIVE EMOTION
The right balance of heartfelt positivity to boost our resilience



ENGAGEMENT
The development of our strengths – the things we're good at & enjoy doing



RELATIONSHIPS
The creation of authentic, energizing connections



MEANING
A sense of connection to something bigger than ourselves

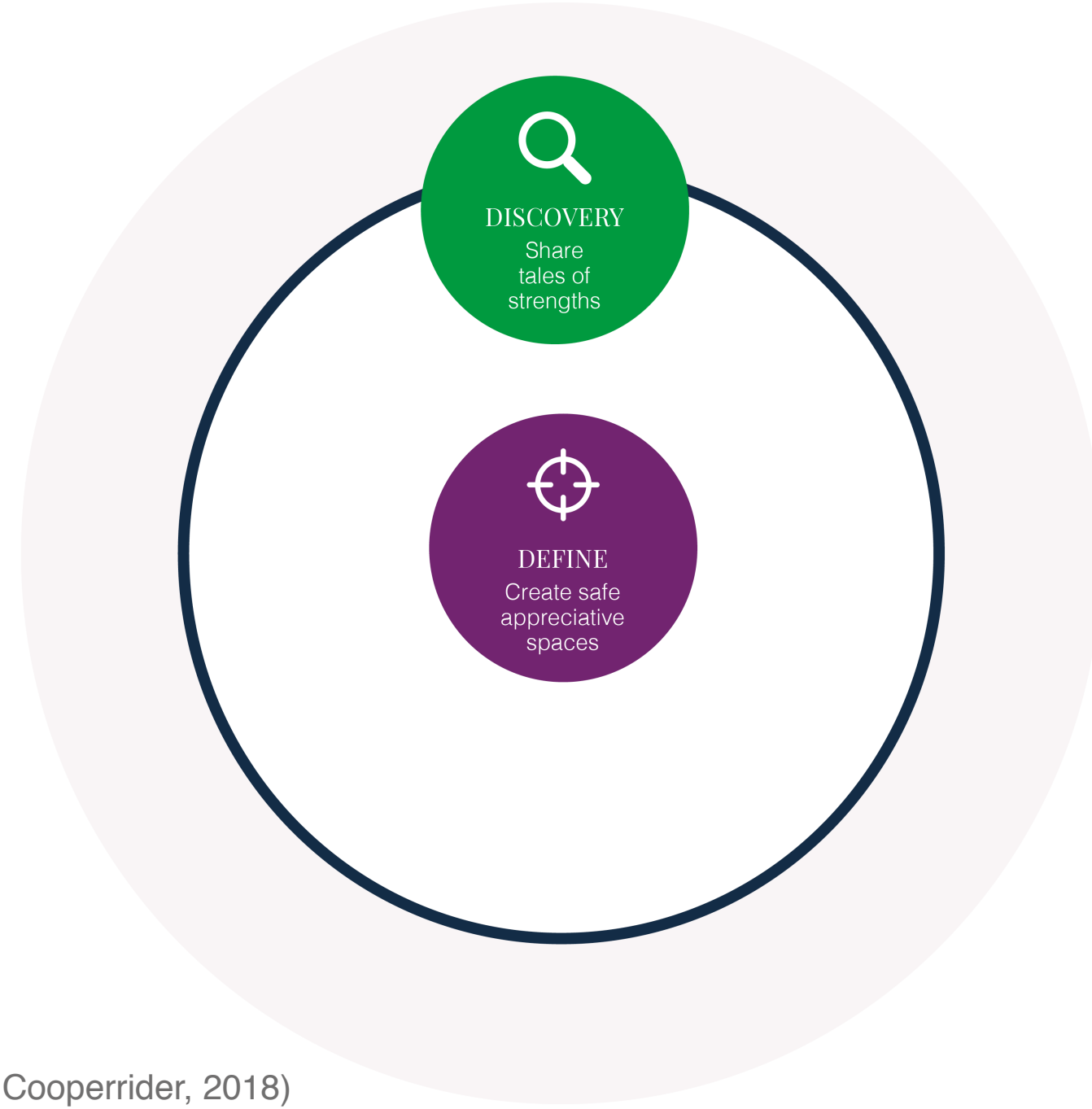


ACCOMPLISHMENT
The belief and ability to do the things that matter most to us



HEALTH
Eating well, moving regularly, sleeping deeply

(Seligman, 2012)



(McQuaid & Cooperrider, 2018)

Activity 1: What's Working Well?

- Select an interview partner you don't already know well.
- Interview your partner using the questions on page X.
- Encourage your partner to share their story; draw them out with your positive energy and interest. Feel free to expand on the questions.
- Take good notes. You will share the results of your interview in the next activity.
- Be mindful of the time you have available.





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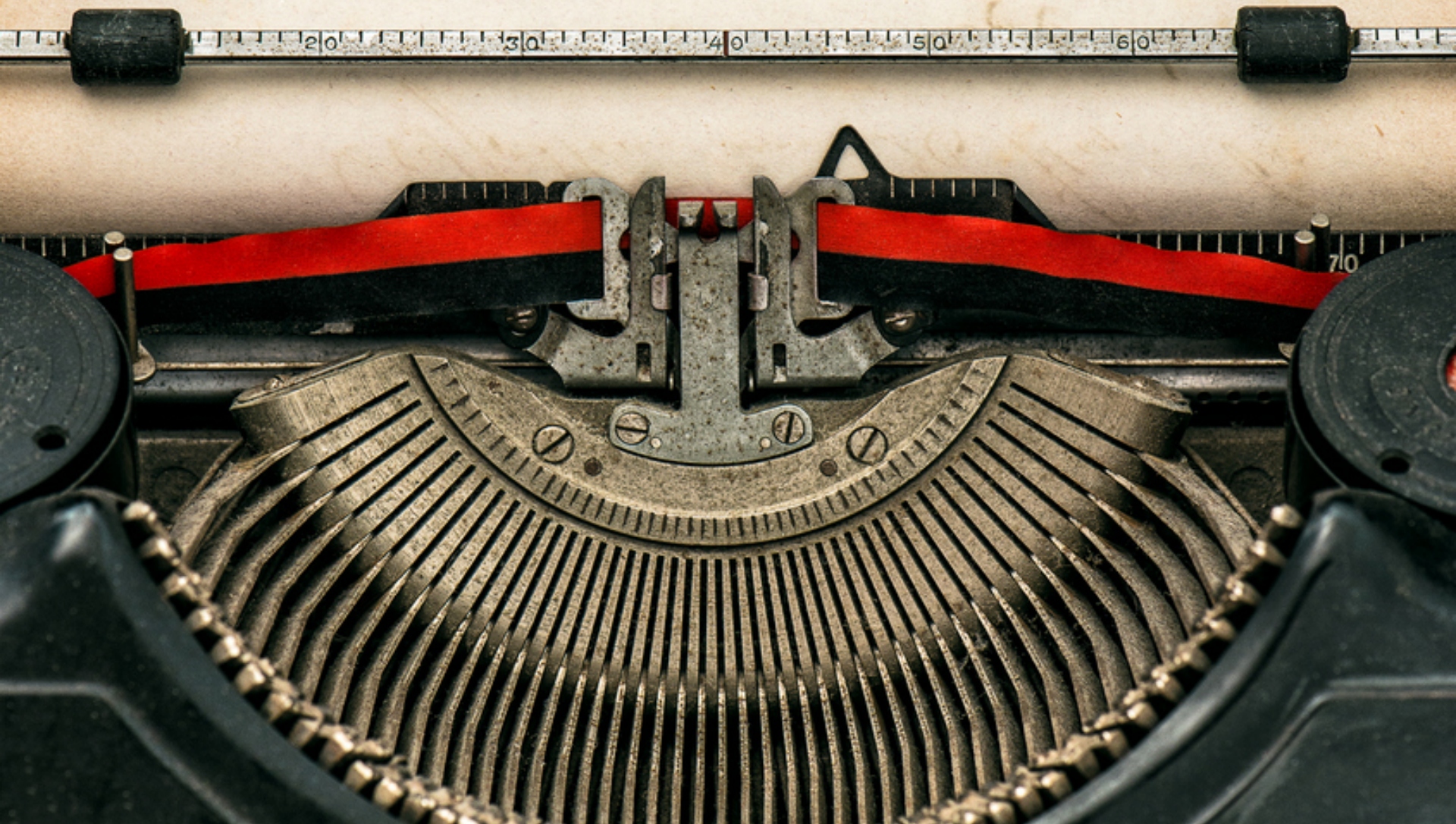
Activity 2: What Are Our Shared Strengths?

- Assign roles.
- Take one of the large sheets of paper, draw a line down the middle separating two headings: "Stories" and "Success Factors" to capture your discoveries.
- Have each person introduce their partner's story and their sentence to describe our school.
- Choose **one story** that best captures what you've found.
- Identify **one sentence** ending that captures what's happening when we're at our best.
- Write **the five most common success factors** on post-it notes – one per post it note.

Stories	Success Factors For Growing & Flourishing
Ann – Student Jake with cerebral palsy with an incredibly positive attitude and who could only say "yes." Teacher read books in class about kids facing physical challenges to help them relate. Classmates incredibly supportive and played games like basketball in ways he could participate. Jake voted school captain this year. Sentence: When people are growing and flourishing in our school, we create spaces for them to belong.	• P – Finding joy in challenges • E – Creating ways to play together • R – Helping Jake belong. • M – Creating moments of heartfelt connection with stories. • A – Encouraging Jake's determination.
Rachel – Year 8 students who wanted to compete in global solar car challenge. After spending months building a car, they were determined to take it to the school championships in Japan and race it, but there were no funds to do this. With the help of older students they learned how to fundraise and got the money needed. Sentence: When people are growing and flourishing in our school, we help make each other's dreams possible.	• P – Pride in themselves • E – Using their strengths to learn new things • R – Building trust with each other • M – Helping our environment • A – Lots of growth mindsets!


MY STORY

When people are growing and flourishing in our school, we ...




Success Factor #1
Success Factor #2
Success Factor #3
Success Factor #4
Success Factor #5



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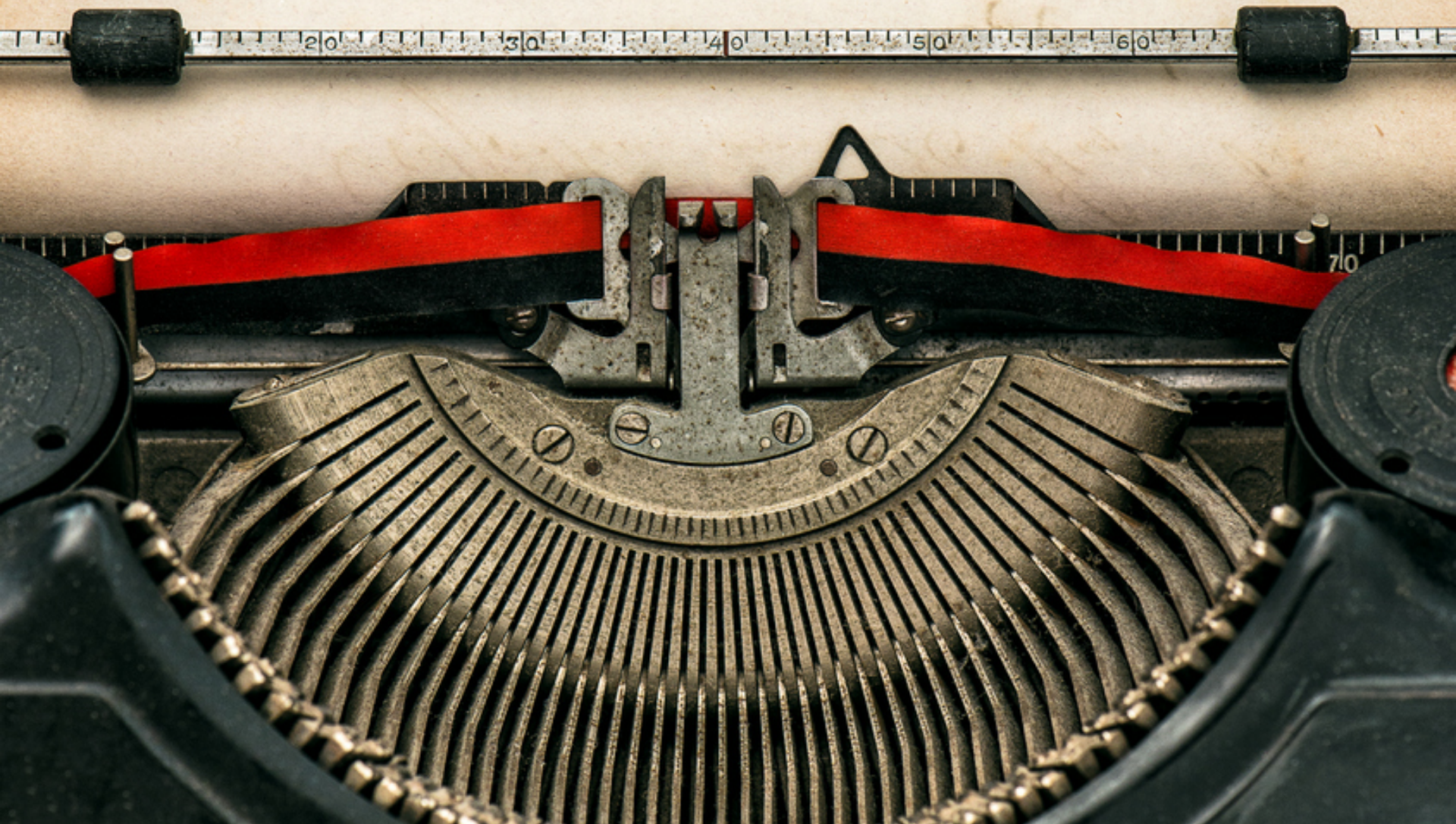
MY STORY

When people are growing and flourishing in our school, we ...

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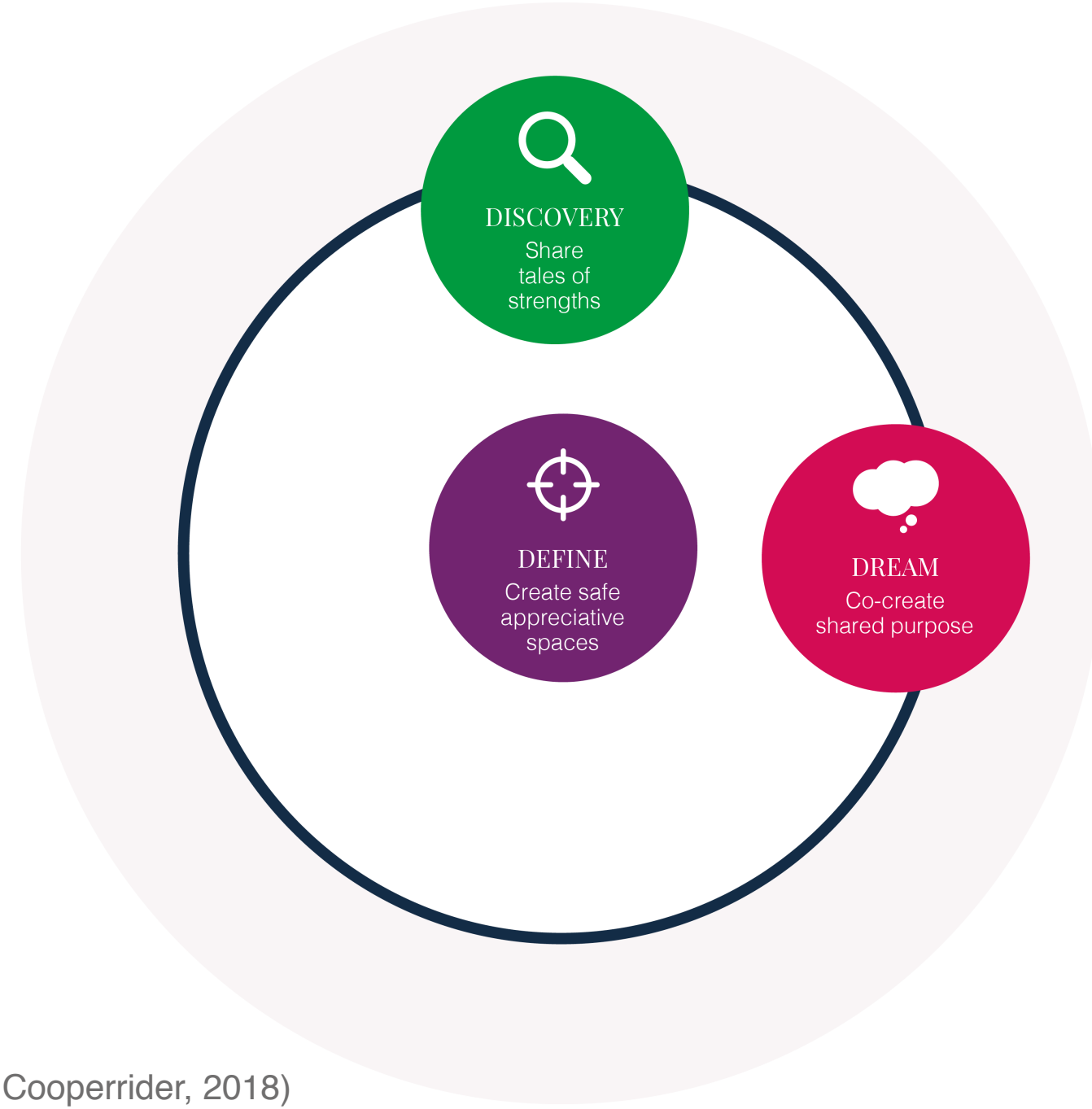
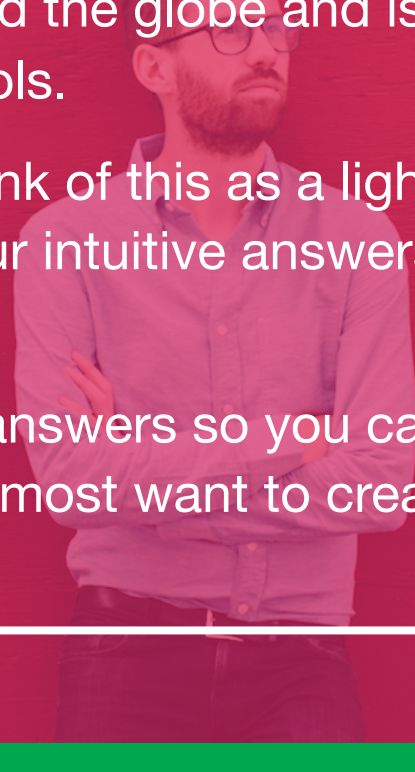


(McQuaid & Cooperrider, 2018)

Activity 3: Can We Build On Our Strengths?

- Assign roles.
- Take one of the large sheets of paper to capture your notes.
- Assume you've woken up to find it is five years from today and the story of how we're growing and flourishing together is being shared at conferences around the globe and is the best practice case study for other schools.
- Quickly go around your group – think of this as a lightening round of questions – and share your intuitive answers about what is being said.
- Be as specific as possible in your answers so you can paint a clear, vivid image of the future you most want to create together.




DREAM
VISION
MANAGING SELF
DO


20:00
Stop

Activity 4: What Might Be Possible?

- Keep your roles.
- Circle the common and unique elements that have emerged from your dreams.
- Recorders use the worksheet to capture the core elements of your group's vision of the future.
- Choose a creative way to present this envisioned future. Prepare a three-minute "portrayal" as if it is happening now. All group members must have a role.
- Use any creative materials available.

OUR GROUP'S DREAM FOR WHAT MIGHT BE POSSIBLE

SHARED & UNIQUE ELEMENTS OF OUR DREAMS:

What are the bigger, braver, bolder images of our school's future that you are hoping for? What are the smallest changes that might help us to grow and flourish together more consistently? What was the short sentence that best described your hopes for our school? Please write as clearly as possible:

SUMMARY OF OUR PRESENTATION:

Please provide a short overview paragraph summarizing the presentation your group will be making. Be sure to include the hopes you have for what will be different in the future if everything went as well as it could to help us to grow and flourish together in our school. Please write as clearly as possible:




20:00
Stop

OUR GROUP'S DREAM FOR WHAT MIGHT BE POSSIBLE

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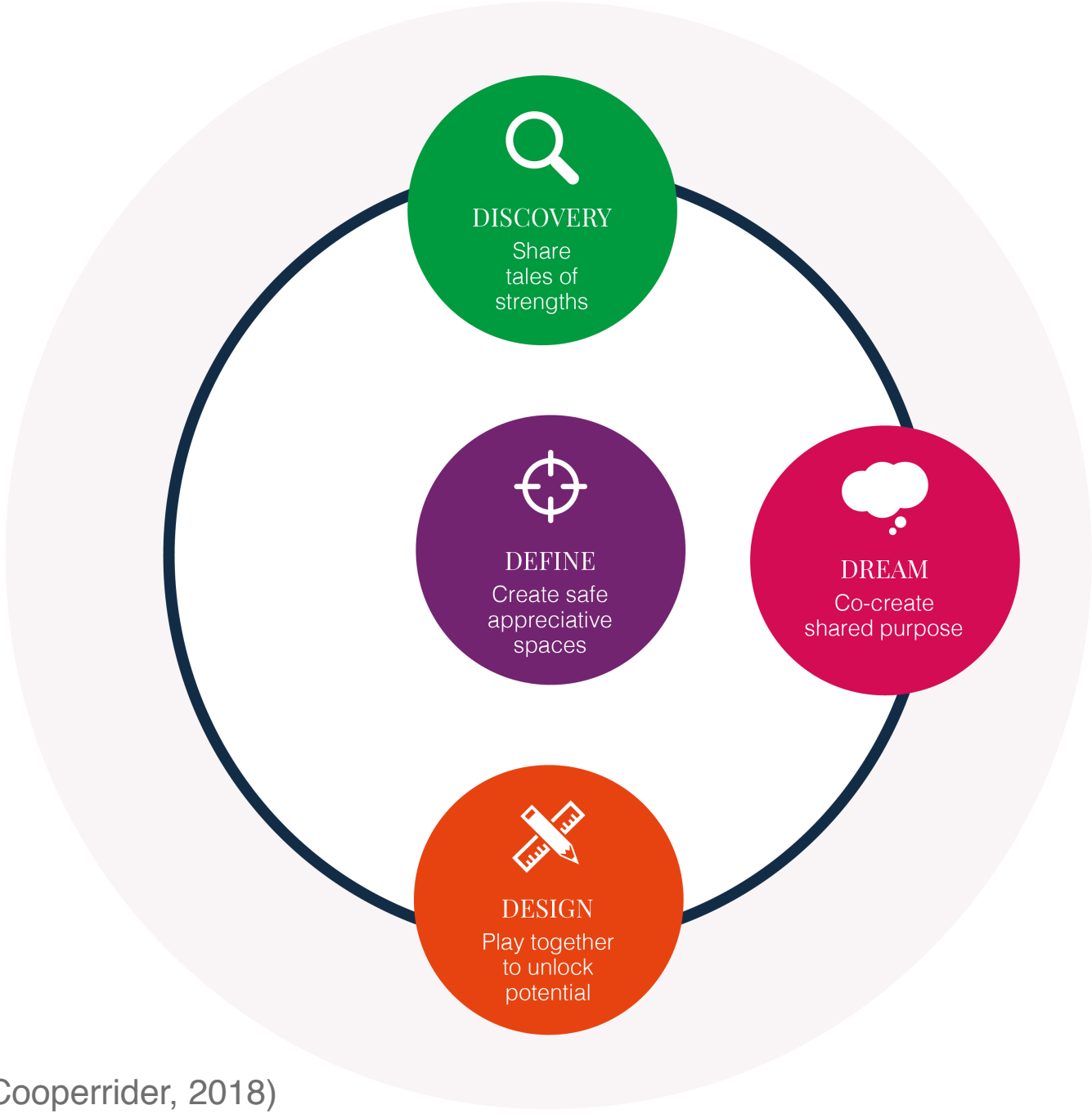
3:00
Stop



(McQuaid & Cooperrider, 2018)



How Might We ...?


3:00
Stop

Activity 5: How Might We ….?

- Assign roles.
- Assuming anything that builds on our strengths is possible, use the post-it notes to brainstorm ideas related to your group's "How might we …?" question.
- Group similar ideas together into common themes.
- Take five dots each and use these to vote on the ideas you think could make a real difference to people's ability to grow and flourish at our school.
- Recorder please capture your most voted upon ideas clearly on the "How Might We Ideas" template.

How might we embed PERMAH in our curriculum?

PE: 10,000 Steps Challenge

English: review assigned texts

Social Science: Happy country study and what works well.

Maths: Include wellbeing stats

Food Tech: How food impacts brain and energy

Science: Wellbeing set point range experiments

PE: Mind, body, energy connection studies

Science: How living systems flourish

Music: How music impacts mood and wellbeing

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HOW MIGHT WE IDEAS TEMPLATE

OUR HOW MIGHT WE STATEMENT:

Please provide your how might we statement::

MOST VOTED IDEA:

Please provide a short overview of the idea that received the most votes:


30:00
Stop

HOW MIGHT WE IDEAS TEMPLATE

OUR HOW MIGHT WE STATEMENT:

Please provide your how might we statement::

MOST VOTED IDEA:

Please provide a short overview of the idea that received the most votes:

Activity 6: How Might This Work Practically?

- Assign roles.
- Select one of your most voted on ideas to rapidly prototype.
- Make it visual!
- Ensure everyone in your group is contributing.
- Mount it on your board if possible.
- Use the Prototype Pitch template to prepare a 3 minute presentation; anyone in your team can deliver to the rest of the group during afternoon tea.


VISIT
THE GETTY CENTER
THE GETTY VILLA
CALENDAR
NOW ON VIEW
NOW ON VIEW AT THE GETTY
Vermeer
WHAT'S TRENDING
EVENTS TODAY
CANTERBURY
DRAWINGS
PRINT
Canterbury and St Albans
10 days left
Two Royal Plasterpieces
Don't Miss
From The Curator

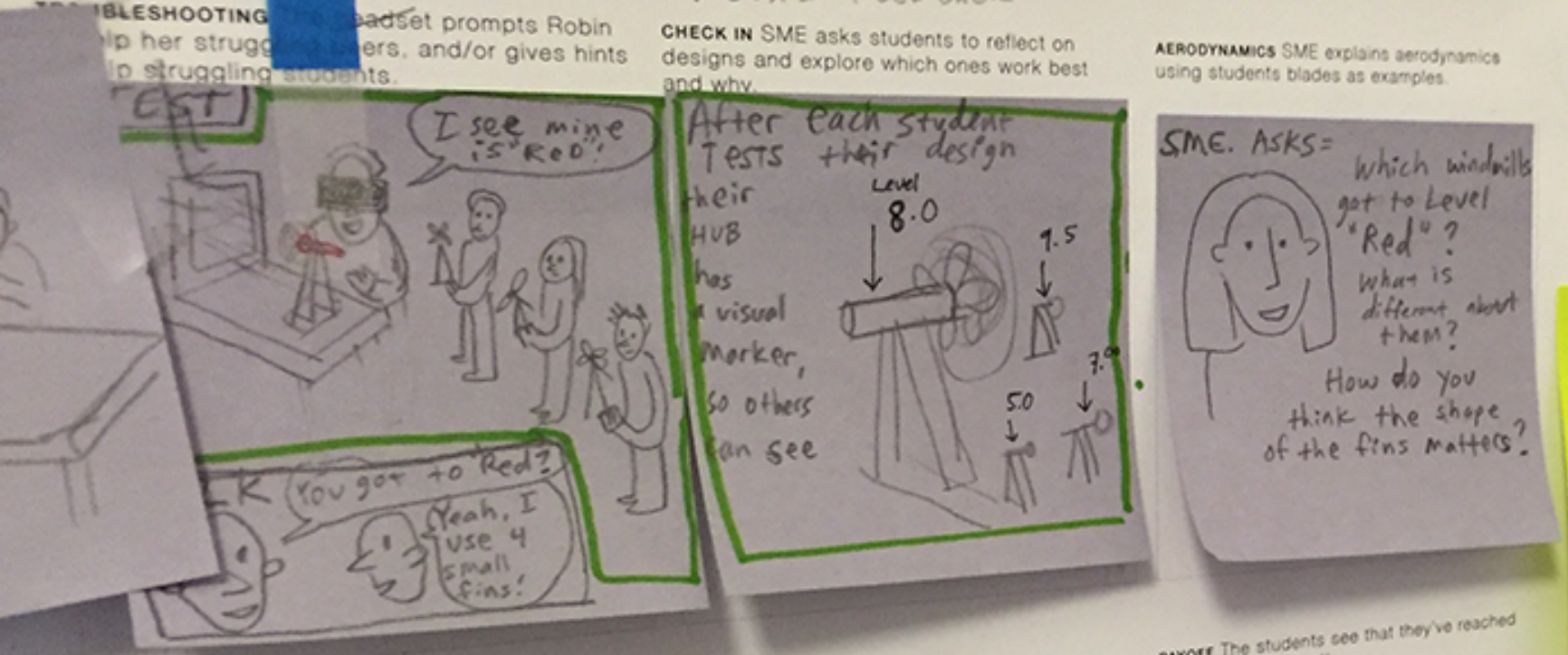

C.I.E.
youth
green

VISUAL FEEDBACK

TROUBLESHOOTING headset prompts Robin help her strugg ers, and/or gives hints help struggling students.

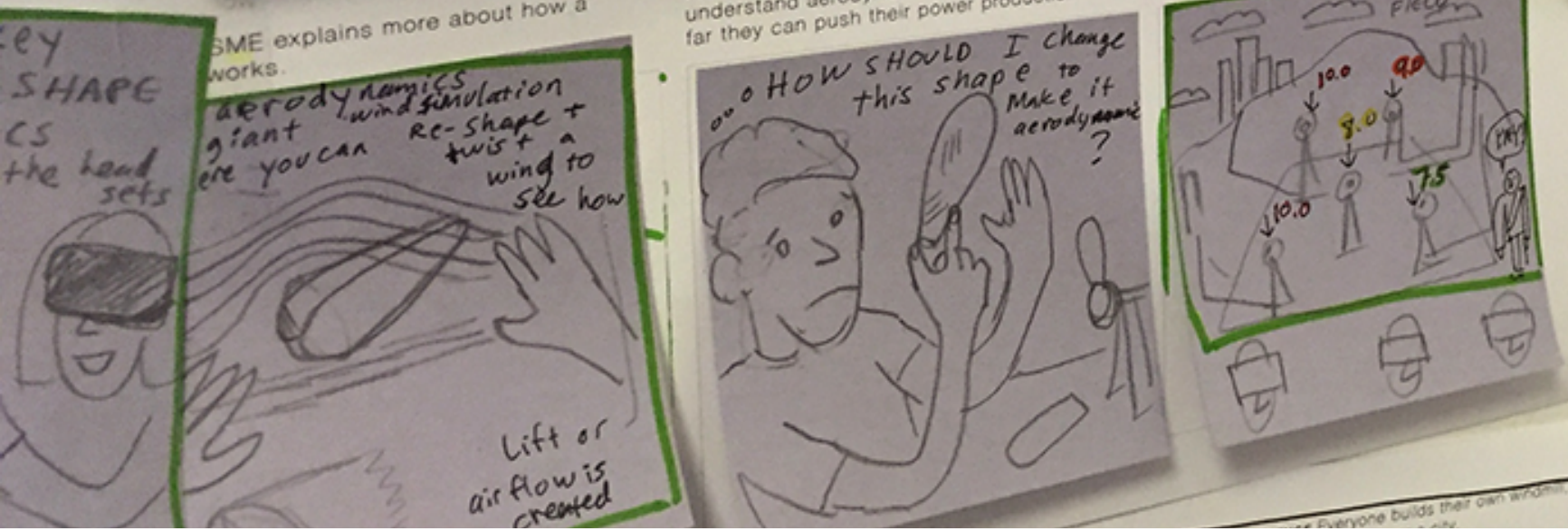
CHECK IN SME asks students to reflect on designs and explore which ones work best and why.

AERODYNAMICS SME explains aerodynamics using students blades as examples.



PROTOTYPE PHASE II Now that students understand aerodynamics, they edit to see how far they can push their power production.

PAYOFF The students see that they've reached full power. Success!!



HOW MIGHT WE PROTOTYPE PITCH

WHAT IS YOUR HOW MIGHT WE ASPIRATION

Write a short aspiration statement that answers your opportunity area's "How Might We ..." question with the three priorities you chose earlier so people have context for the prototype you have built. An aspiration statement serves as a north star for the impact your opportunity area could have for others. It should be stated in the present - as if it is already happening. It should be a stretch that takes us beyond the status quo. It should use energizing words and tangible images so people can see it

HOW DOES THE PROTOTYPE WORK:

Use bullet points to outline the key components of your prototype. Imagine you are walking someone through the design.


30:00
Stop



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(McQuaid & Cooperrider, 2018)


Like
Suggest
Support


C.I.E.
youth
green

HOW MIGHT WE PROTOTYPE PITCH

WHAT IS THE NAME OF YOUR PROTOTYPE?

WHY DOES IT SUPPORT OUR SHARED DREAM?

Be sure to connect it to your How Might We question and the dreams you heard earlier today.

HOW DOES THE PROTOTYPE WORK:

Use bullet points to outline the key components of your prototype.
Imagine you are walking someone through the design.

Activity 7: What Happens Now?

Spend your six appreciative votes by filling out:

- **2 x "I Think This Is Great"** cards for prototypes you really liked. Be specific about what you appreciated and why.
- **2 x "I'd Like To See"** cards for prototypes you felt had great potential but need something more added or clarified.
- **2 x "I'd Like To Help** cards (these votes are optional) for any projects you'd like to offer support or resources towards including your own opportunity area.

Quickly visit the prototypes and add your votes to the "What Happens Now" boards.

MY APPRECIATIVE VOTES

I THINK THIS IS GREAT...

I THINK THIS IS GREAT...

I'D LIKE TO SEE...

I'D LIKE TO SEE...

I'D LIKE TO HELP...

I'D LIKE TO HELP...



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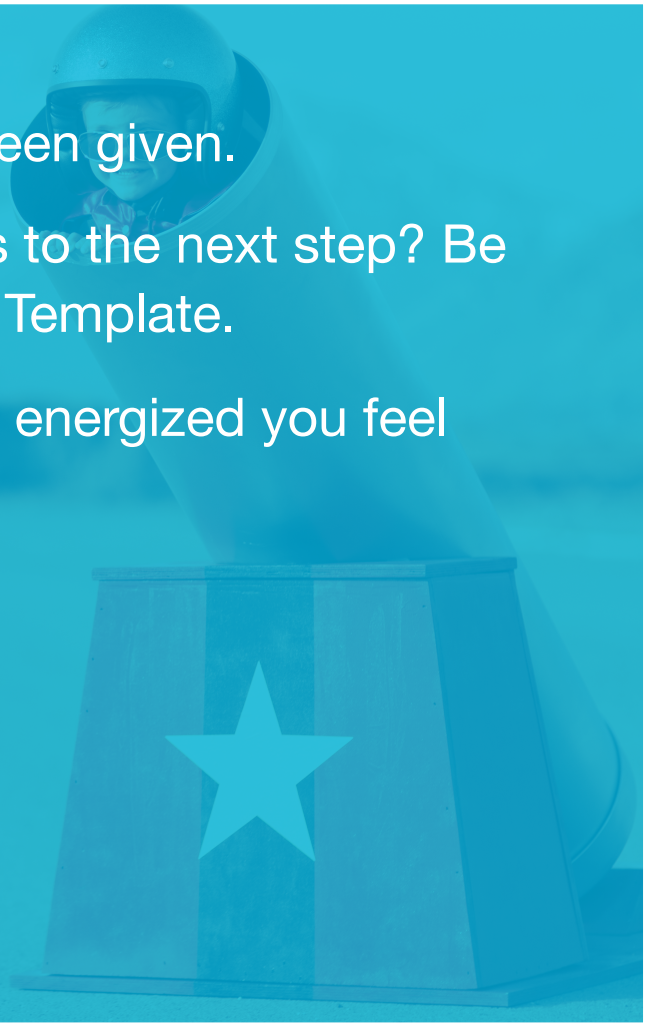
Activity 7: What Happens Now?

- Review the feedback your team has been given.
- What would it take to move your ideas to the next step? Be specific and complete the Next Steps Template.
- Be sure to indicate how confident and energized you feel about taking these next steps :
  - Red for “Not Yet”
  - Orange for “Nearly There”
  - Green for “Ready To Start”





Authentic leadership is the willingness to take responsibility for what you care about.

Harrison Owen

OUR NEXT STEPS

WHAT WOULD IT TAKE TO MOVE FORWARD?	
Suggested Actions Needed:	Who Is Willing To Lead:

HOW CONFIDENT & ENERGIZED DO WE FEEL ABOUT THESE STEPS?
Red for “Not Yet”; Orange for “Nearly There”; Green for “Ready to Start”.



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OUR NEXT STEPS

WHAT WOULD IT TAKE TO MOVE FORWARD?	
Suggested Actions Needed:	Who Is Willing To Lead:

HOW CONFIDENT & ENERGIZED DO WE FEEL ABOUT THESE STEPS?
Red for “Not Yet”; Orange for “Nearly There”; Green for “Ready to Start”.


not yet


FINISH



Activity 8: What Will You Do?

Please quickly answer these three questions in your guide:

- What is the most important thing you learned today about our school and how we can grow and flourish together?
- What is your one big hope as we leave this Summit?
- What is the one thing you are willing to do personally in the coming days to help our school start growing and flourishing together more consistently?

Then bring your guide and stand face-to-face making two lines and share your answers with the person you're facing.



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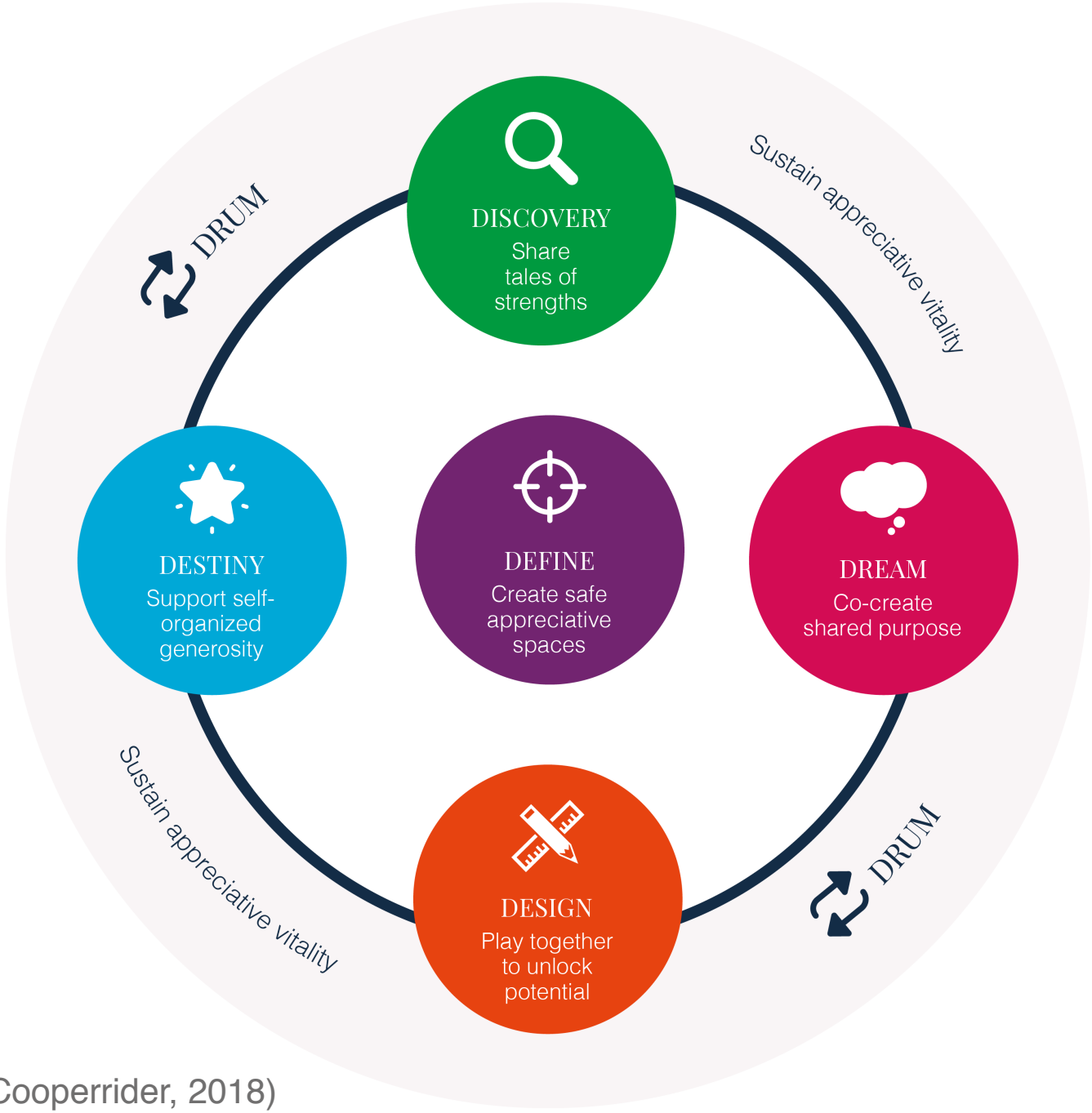
Thank you



(McQuaid & Cooperrider, 2018)

Stop walking through the world looking for confirmation that you don't belong. You will always find it because you've made that your mission.

Stop scouring people's faces for evidence that you're not enough. You will always find it because you've made that your goal.

True belonging and self-worth are not goods; we don't negotiate their value with the world. The truth about who we are lives in our hearts.

Our call to courage is to protect our wild heart against constant evaluation, especially our own. No one belongs here more than you.

Professor Brene Brown

THEWELLBEINGLAB

www.michellemcquaid.com/pesa



With heartfelt thanks



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