

# Engaging Students Through Life Design

## 2020 MCC PD CONFERENCE

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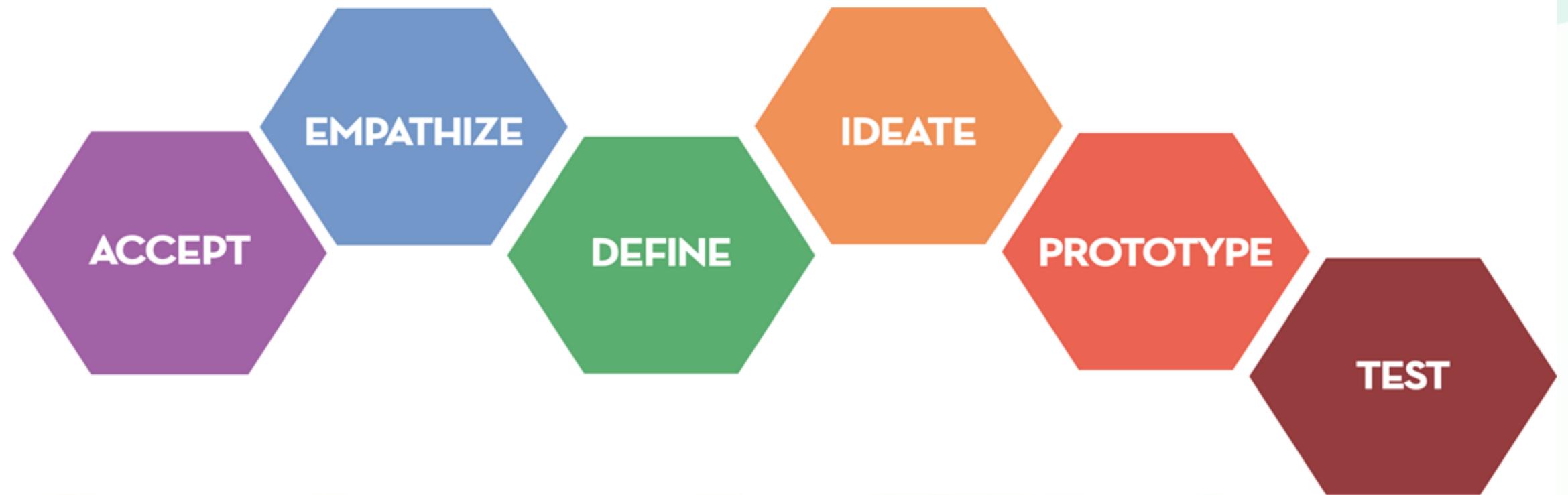
Sonjala Williams

 @SonjalaWilliams

# WHAT'S LIFE DESIGN?

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## DESIGNING YOUR LIFE FRAMEWORK

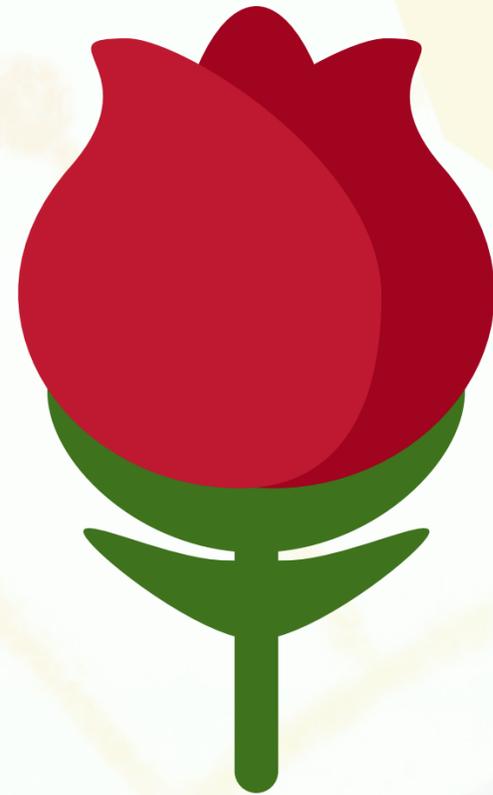


Life Design applies **design thinking** to a student's pursuit of inspiration and success. As Life Design Educators, we focus on connecting students to **immersive experiences** and **mentoring relationships**. Our goal is provide opportunities that will help students integrate curricular and co-curricular learning experiences, explore their life's purpose, and **make bold steps** toward their desired career field.

**ROSE  
THORN  
BUD**

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**ROSE**



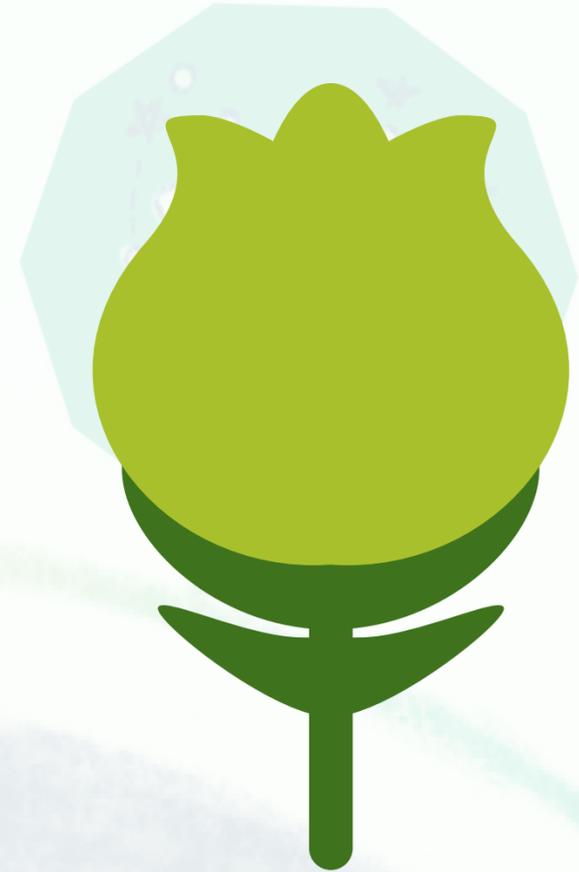
**Success**

**THORN**



**Challenge**

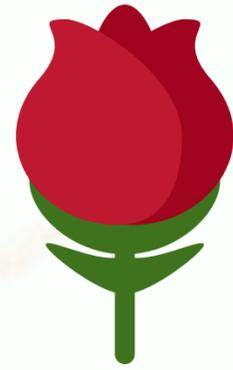
**BUD**



**Potential**

# THE DASHBOARD ACTIVITY

\*Speaker notes for at the end of this slide deck



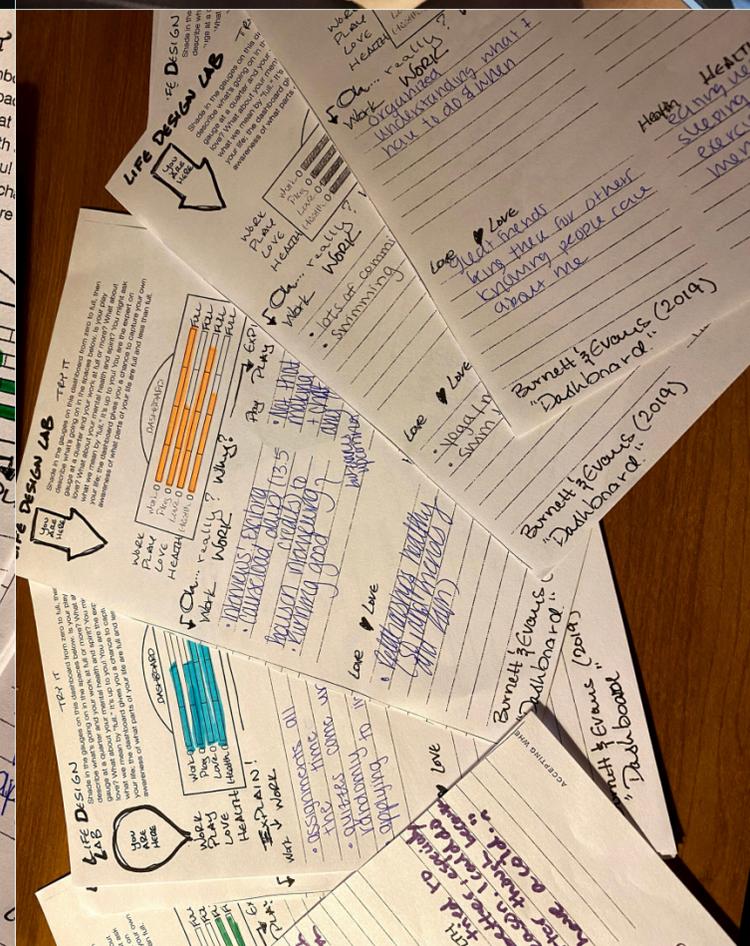
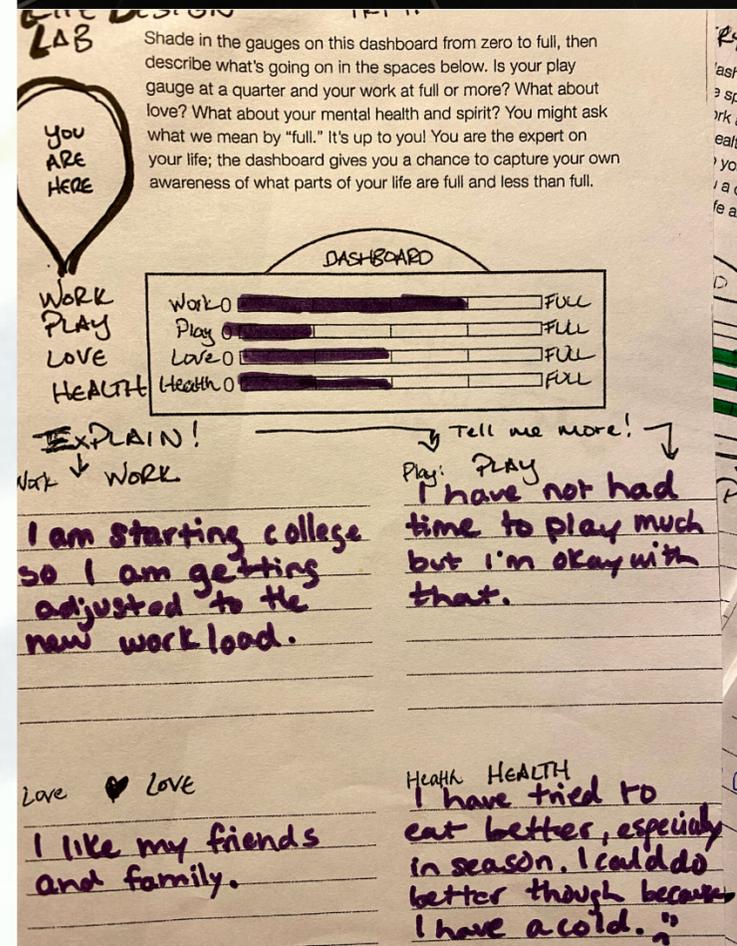
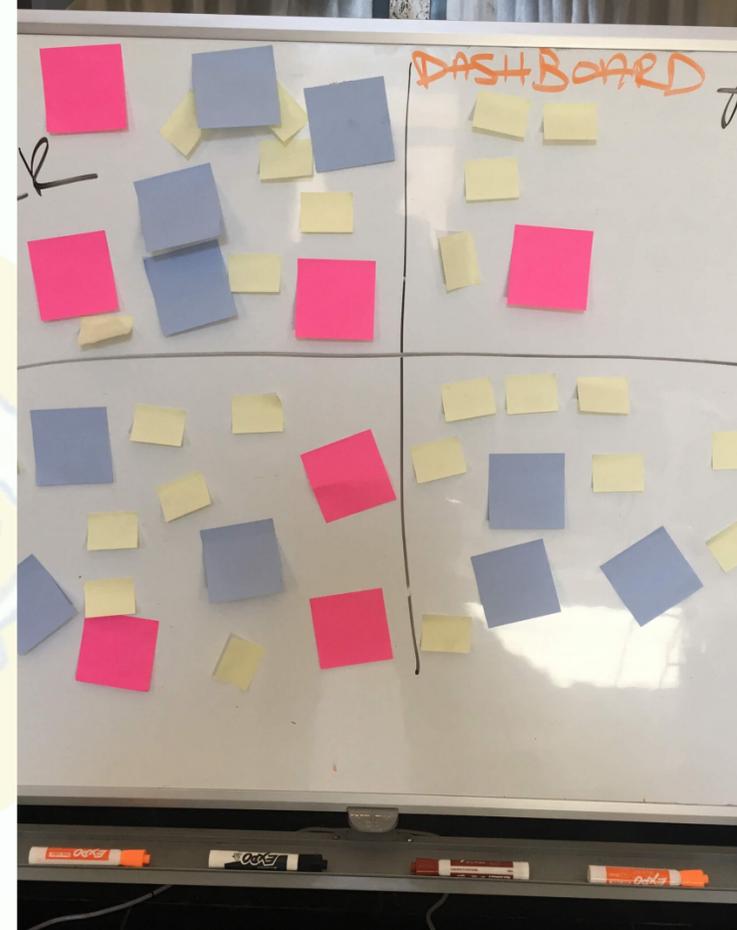
"Students can return to this activity again and again as a way to check in on how they are doing and what places in their lives need innovation or intervention."

"Managing discussions of personal state can and will bring up negative experiences that require unpacking."

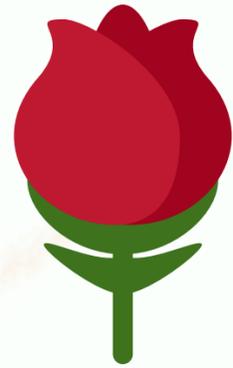
"There might be many areas where the advisor, teacher, or practitioner could use this activity as a quick assessment and conversation starter."

PATRICK BRUGH

@BRUGH\_PATRICK



# FANTASY JOB DESCRIPTION



"Adding an element of whimsy changes the nature of career discussions."



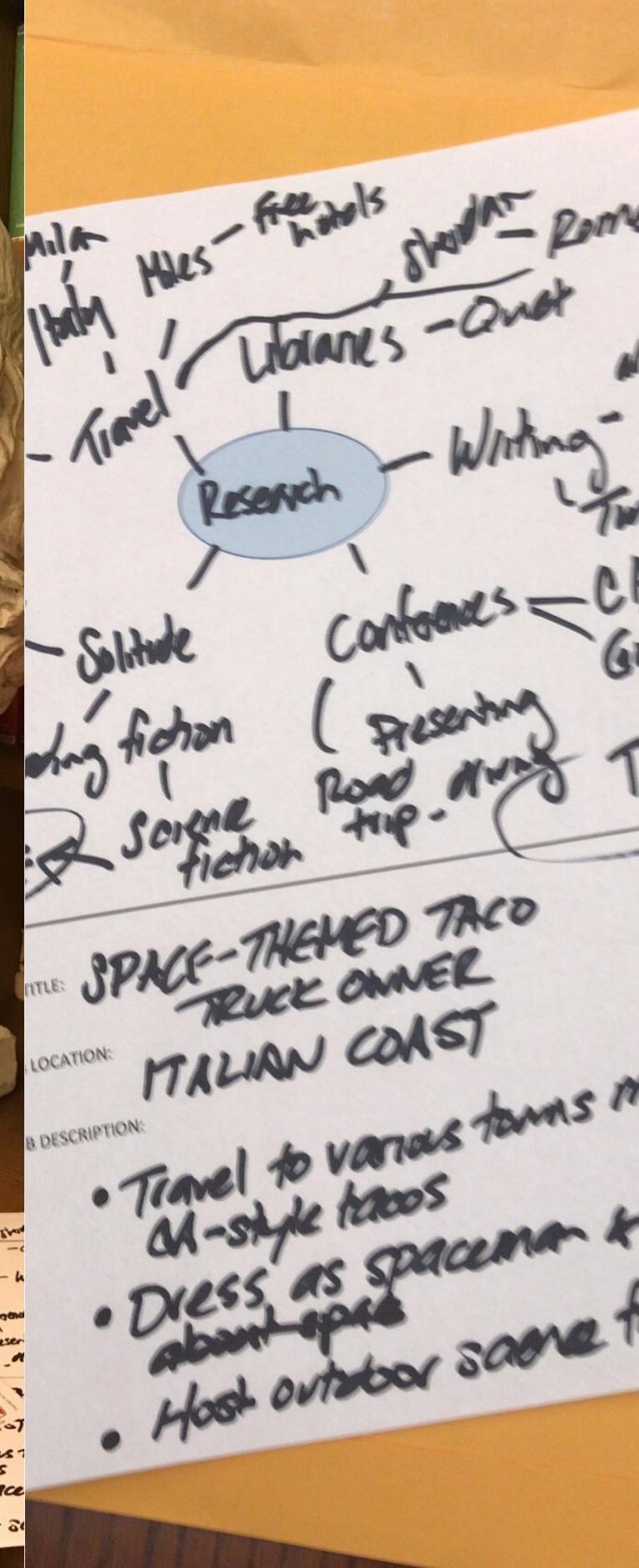
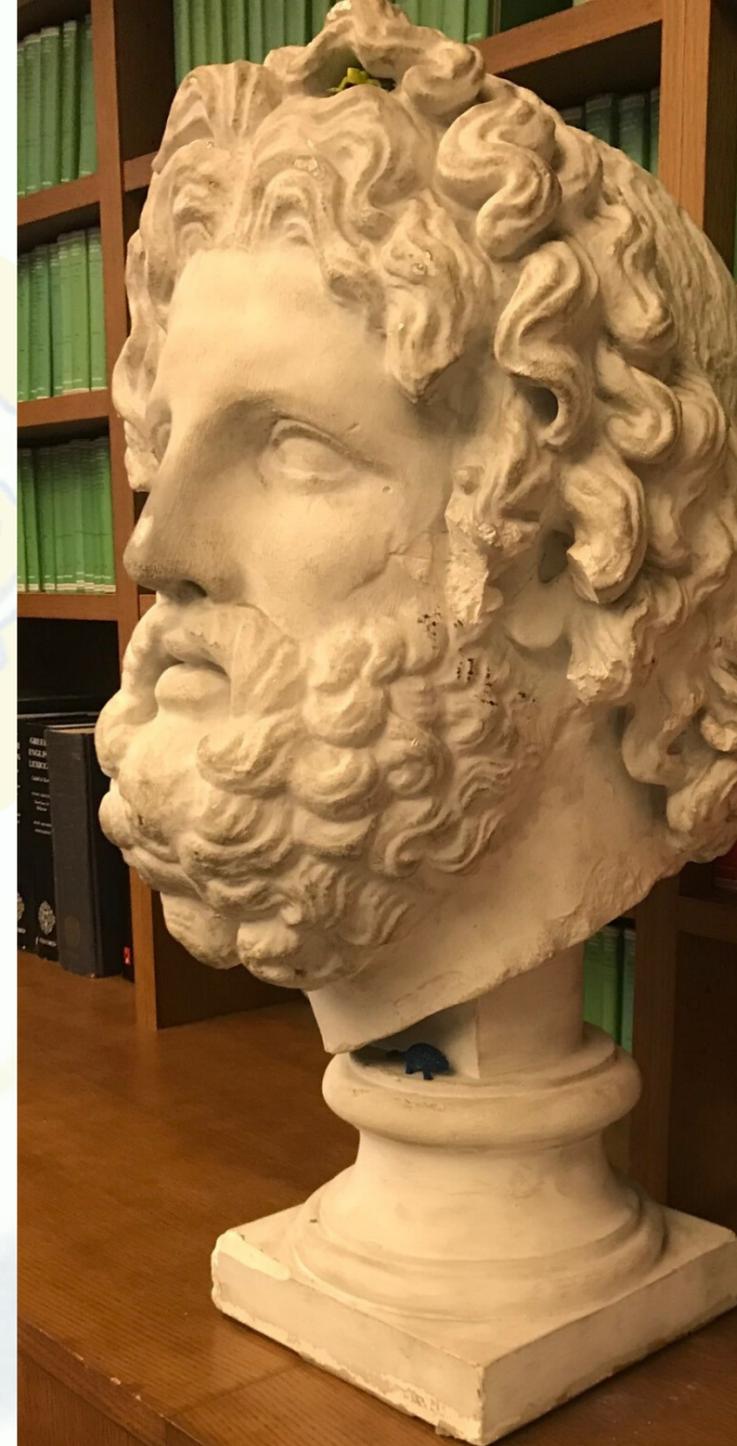
"Fantasy jobs only push the boundaries if students are willing to embrace ideation."



"Putting seemingly ridiculous jobs out there can make other career paths seem less 'out there.'"

JUSTIN  
LORTS

@JUSTINLORTS



# DESIGN THINKING INTRODUCTION

# THE WALLET PROJECT

SONJALA WILLIAMS

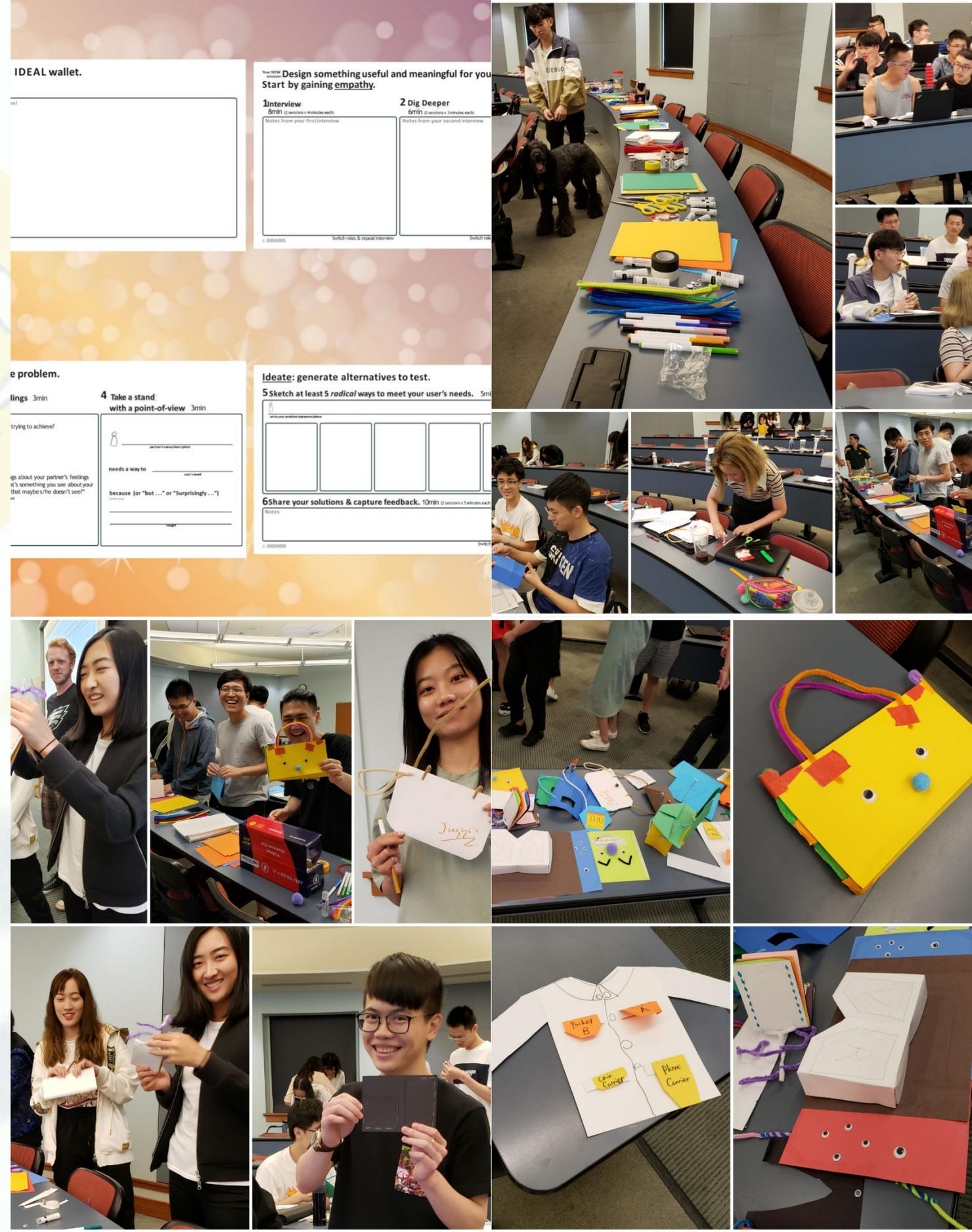
@SONJALAWILLIAMS



"Your Limitation – It's Only Your Imagination - Unknown"

"Time has a wonderful way of showing us what really matters - Unknown"

"Reflection – Looking back so that the view looking forward is even clearer - Unknown"





Life Design Lab

# CONNECT WITH US



## Patrick Brugh - Speaker Notes 1/2

### DASHBOARD

Hi and thank you for joining our session. I'm Patrick Brugh, the Life Design Educator for student athletes at Johns Hopkins University. Prior to my post at JHU, I was an administrator and affiliate assistant professor here at Loyola, so I've chalked up these boards well.

### DESCRIPTION:

The opening position of the Life Design process asks participants to accept where they are and recognize that we are glad they are here. That requires being comfortable with the fact that while some things are going well, other areas of our life might need some action, improvement, or innovation.

The Dashboard exercise asks students to rate their current status in four dimensions of their lives: LOVE, HEALTH, WORK, and PLAY. For my purposes, these terms are left intentionally vague so that I can use them to open up discussions about "reframing" things we see as work (such as college sports) as play. In addition to ratings on the dashboard, students are free to take brief notes on each dimension.

Depending on the group, I tend to ask students to identify their "green lights" and then unpack them a little. This allows the "red lights" on the dashboard to seem less distressing. In my programming versions of this activity, students then mark their "green lights" on a white board in order to help assess the overall health of the group, in this case, the team or the entire athletic department.

### ROSE:

One of the things that I love most about this activity is its repeatability and the way that it allows an entry point into a discussion of the student's life. Students can return to this activity again and again as a way to check in on how they are doing and what places in their lives need innovation or intervention.

## Patrick Brugh - Speaker Notes 2/2

THORN:

In the Life Design Lab at JHU we focus on scalability, so we are often using this activity in groups. In that context, managing discussions of personal state can and will bring up negative experiences that require unpacking. It's crucial to be prepared for this possibility.

FINALLY, the BUD:

Within our group we have seen that this activity might be useful in a variety of interactions. There may be many times or places where the advisor, teacher, or practitioner could use this activity as a quick assessment and conversation starter, whether touching base with students in the middle of a semester-long course, or giving to students at the start of advising sessions to take the pulse of the individual and the group.