

Advancing i5

A Facilitator's Guide for Designing i5 Workshops and Sustaining Engagement

December 2023 | Compiled by Amber Kamilah and Daniel Wilson of Project Zero at Harvard Graduate School of Education

Foreword

It is with delight that we present this facilitator's guide for the Impactful Five (i5) framework—a culmination of our journey and exploration throughout the pilot phases of the i5 project, spanning from August 2022 to December 2023. Throughout the pilot, Project Zero (PZ) crafted workshop models that varied in length, depth, and style. It was an enriching process that allowed us to experiment with, learn from, and adapt existing work on playful learning to higher educational business school settings. This guide is our sincere offering to anyone who aspires to introduce i5 to any audience.

To kickstart your planning, we have included the most important lessons we learned during the pilot as well as insights from our combined experience as instructional designers. We use the word “workshop” as a shorthand to describe any learning experience that you plan to create for others. Whether you're envisioning a one-on-one session with a close colleague, facilitating a focus group, organizing a summit, or curating a retreat, this is the guide to use to begin your planning.

May this guide serve as a catalyst for your creativity, a source of inspiration for your facilitation, and a reservoir of wisdom as you embark on your i5 workshop endeavors. May you experience the impact of i5 firsthand.

Warm regards,
Amber and Daniel



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Designing Your i5 Workshop

Where do I start? How much of the i5 framework do I share? How much time do I need? When is the right time? How do I decide who to invite?

By the end of reading this section, you will be closer to answering these questions. Let's use this reading time efficiently, so pull out your note-taking device so that you can begin making some decisions about your workshop as you read.

1) Practice i5 Before Sharing i5

START HERE Although this may seem obvious, practicing a new pedagogy before sharing it with others is critical. Firsthand experience enables you to better understand and convey its practicality and effectiveness to others. It also builds your confidence - as you gain a practical understanding of the intricacies of i5, it will help you be more credible when explaining its attributes to colleagues. Try small things in your next course session, and if you're not currently teaching, start applying i5 in meetings with students and colleagues.

As you practice applying i5, you will come to notice its depth. The insights that you gain from reflecting on and applying the different components of i5 - the vision, anchoring assumptions, methods, and signature moves - will benefit you, your colleagues, and ultimately your students. Take the time to journal your thoughts and complete the exercises in the Playbook. These reflections will prepare you to offer the i5 workshop from a place of authenticity and personal experience. Sharing how you adapted i5 to your context, responded to student feedback, and addressed puzzles that arose can help participants gain a more realistic picture of i5 in a classroom.

Additionally, this will help you role model i5 in your facilitation. Through demonstrating the i5 ideas, participants will both learn about i5 and experience it in action.

PAUSE What is one observation that you have made about yourself or your classroom since you started practicing i5?



2) Use Existing i5 Resources

Fortunately, you don't need to build everything from the ground up. Existing resources are available to assist you in crafting your i5 workshop:

- [Workshop recordings](#) - Watch a previous workshop first or take an introductory workshop so that you can see how i5 is brought to life by an experienced PRME facilitator. Check the [i5 calendar](#) for upcoming workshops and other events.
- [The i5 Playbook](#) - This is the essential literature that explains the i5 framework in detail. It includes the vision for i5, definitions of key terms, examples of i5 in practice, research background of the i5, discussion questions and exercises.
- [i5 Viewbook](#) - Browse this compilation of first-person narratives from PRME Signatory members describing how they are applying i5.
- [Sample Workshop Agendas](#) - The final versions of the two most effective agendas that we used during the i5 project pilot phase.
- [Discussion Question Bank](#) - A treasure of provocative questions to get discussions flowing in your workshop.
- [Workshop Slide Template](#) - Use this template to develop your slide deck.
- [Assessment surveys](#) - Use these to track your progress with i5 and to collect student feedback on their experiences in your i5-inspired classroom.

PAUSE Which i5 resources have you already used or are interested in using?

3) Attend to Your Audience

The i5 framework thrives on authentic social interaction. By understanding the needs, interests, and expectations of your audience, you can make the experience more meaningful for them. A workshop tailored to the participants allows for a more nuanced exploration of i5.

- **Consider yourself participant number one** - Why does facilitating this workshop matter to you? How does sharing i5 connect with your own personal goals? Let your answers to these questions continue to guide your planning.
- **View participants as fellow travelers** - The workshop is the beginning of an i5 learning journey, so think about who you would like to join you for the trip. Having the right - or wrong - travel companions can make or break a trip. For your initial workshops, start



small and invite a few people you know who have shown interest in progressive practices like i5. Save invitations for people who tend to naysay until later. Practicing i5 takes courage and resilience, especially in more risk-averse settings. So, starting with people who tend to be more open-minded, open-hearted, reflective, and supportive can maintain morale and establish the space of trust and safety needed to keep practicing i5 for the long run. As you and the group become more experienced with i5 and have each other's support, you all can more confidently respond to skepticism from others (which will come!).

- **Connect to common goals** - Think about the current goals within your department, institution, or PRME chapter. In your invitation or pitch, make connections to the goals and explain how the workshop can help achieve them.
- **Work with their schedules** - Educators are often juggling many demands, yet seem to keep an appetite for more knowledge. Although there's rarely a perfect time to get on their already full calendars, their desire for greater wisdom will usually reveal a window of time they're willing to part with. So, first offer a few time options (if those don't work, ask for alternatives), commit to a date, and make the most of however many minutes you have together.

PAUSE List a few people that you'd like to join you on your i5 learning journey.

4) Choose Depth over Breadth

Learning about all of the i5 framework components in a single session can be overwhelming for participants, particularly if it is done speedily. The i5 framework has 30 individual parts - the 5 anchoring assumptions, 5 methods, and 20 signature moves. As a way to ground the workshop, we also usually share the vision for i5 (noted in the Playbook). With i5, it's better to cover fewer framework components with more depth than it is to try to cover every component at a high level.

When designing your workshop, decide how much time you can reasonably allot for each of these components:

i5 Vision

Anchoring Assumptions

Methods

Signature Moves

Reflection/ Discussion Time



Here are some of our observations/ recommendations for balancing these 5 components in different time periods:

3 hours	About the time it takes to do an engaging warm up, share the vision for i5, and adequately provide a detailed description of each framework component without rushing. Includes time for individual reflection, group discussion and a break.
90 minutes	Enough time to describe the vision for i5, the anchoring assumptions and methods with one-line definitions of the signature moves. Includes time for group discussion.
60 minutes	Enough time to briefly describe the vision for i5, list the anchoring assumptions and provide explanations of each method that fold in descriptions of the signature moves. Includes time for brief participant sharing.
30 minutes	About the time needed to share the vision for i5 and a brief description of each method that incorporates aspects of the signature moves without naming them individually. Includes time for participant reactions.
15 minutes	Enough time to share the vision for i5, highlighting 1-2 aspects of the framework that resonate with you the most. This is an opportunity to share a brief personal story about how i5 has impacted you, leaving 1-2 minutes for participant responses.

At the end of this document, there are two sample agendas for inspiration.

Also, consider your sequence. You might speak briefly with a colleague in a corridor that could lead to a half-hour conversation and then later to an hour sit-down with a small group of colleagues. Release any pressure you may feel to share all of i5 at once. Give yourself the freedom to build up to something.

PAUSE Are you clear on how the i5 terms build upon one another? See [Appendix D: Key i5 Terms](#).

5) Join Forces

Practicing and sharing i5 is best done in a community. Co-facilitate whenever possible. When you're ready to go beyond quaint settings, link up with another PRME signatory member who is more experienced in i5 or a trusted colleague who you have enjoyed traveling the i5 journey with so far. When selecting a collaborative partner, prioritize a



thoughtful combination of skills and experiences that complement each other. As you both convey your unique interpretations and applications of i5, additional facets of i5 can come to light for everyone, fostering a more comprehensive understanding.

PAUSE List a few people that you think might be good co-facilitators with you.

6) Already Have Next Steps in Mind

Remember that the workshop is a step within a participant's learning journey. Come to the workshop with next steps that people can remember and act on.

- **For smaller groups**, you may come with a few suggestions and decide together what will work for the group. This could be something light like reading over one section in the Playbook, trying new icebreakers in an upcoming class session, or just reflecting on that day's conversation. Make the next steps interesting and manageable for the group.
- **For larger groups**, you might want to share a calendar of future events or have a poll ready for people to vote on dates or types of engagements.

Either way, identifying next steps before everyone disperses can make the learning journey more concrete.

To make it even more concrete, secure the date of the next follow-up before you depart. Having the next follow-up on the calendar makes it more likely that the conversation will continue. Knowing that there is a follow-up session encourages participants to stay engaged and motivated. It also creates a sense of accountability, as they are more likely to follow through on applying what they've learned.

PAUSE List 2-3 possible next steps that you'd like to offer the group.

7) Get in the i5 Spirit

The i5 framework is a pedagogy. However, throughout the course of the i5 project we have come to see that it is so much more. Practicing i5 begins to nurture a spirit, a disposition if



you will, that is holistic and human-centered. A genuine care for personhood becomes a center of gravity. More attention than what is typically found in school and business settings is given to the needs, perspectives and experiences of students and colleagues. Encounters that were once characterized by formality and procedure become opportunities to relax into the shared experience of being human. The demand to perform is replaced by a permission to be authentic. People begin sharing with more transparency, which in turn creates opportunities for others to cultivate empathy and compassion. Engagements begin bursting with expression and exchange because of the emotional and intellectual intimacy that i5 fosters. With i5, the stark boundaries between the professional and personal begin to blur, revealing the inhumanity and impracticality of the self-compartmentalization commonly expected in school and work environments.

As you prepare to facilitate your i5 workshop, think about ways to honor your participants as whole persons. Be deliberate about employing a more holistic approach that goes beyond engaging the intellectual (which is most common in academic spaces), to stimulating the physical, spiritual, emotional and relational. Here are a few considerations for your planning:

- **An Inspiring Location** - If your workshop is in-person, find a space that invites more energy and movement than the common office, conference room or lecture hall. Explore your campus and neighborhood for fresher options. Consider venturing outdoors for part or all of the session. And while meeting virtually can be more convenient, meet in-person when possible.
- **Sharing and Listening Stance** - Try to take yourself out of presenter-mode and embrace a stance of sharing and curiosity with your participants: *I'd like to share a new pedagogical approach with you that I think holds promise. I'd like to hear your thoughts and feelings about it.* Approach it more like a dialogue with people whose opinions and experiences you value. Note to invitees that the workshop will not be a passive experience, but rather a chance for all to share and listen.
- **Delightful Intentions** - View the workshop as a joyful event that you *get* to plan. Have fun with this! You want to be able to infuse the experience with delight, wonder, and surprise in genuine ways. What prevents us from infusing delight many times is stress (academic settings can be intense). Stress can inhibit the free flow of ideas, hindering your ability to explore novel approaches for the workshop. If you notice yourself feeling heavy about the planning or becoming stressed, pause and reset. Make your planning an enjoyable experience for yourself so that you have the mental and emotional space for your creativity and imagination to flourish. Setting this intention can help you plan a delightful event that both you and participants will enjoy.



- **Engaging the Senses** - While it might be evident, it's a point often overlooked in academic settings: individuals possess senses that enable them to see, smell, hear, feel, and taste. Plan to stimulate the senses, especially if you're in person. Use manipulatives and vibrant visuals. Incorporate sound clips and music. Remember that your voice is an instrument that adds to the auditory landscape - be mindful of your pitch and pace. Consider providing water or appealing snacks. By engaging multiple senses, you can create a more engaging and memorable learning experience.

PAUSE AND REFLECT.



Facilitating Your i5 Workshop

After you have spent time practicing i5 in some way, considered your participant needs, scheduled your event, and planned your agenda, you're ready for the workshop! This next section includes points to remember *while* you're facilitating. You may want to keep this section on hand and review it just before you lead the workshop.

1) Stimulate the Senses

If you weren't able to prepare something to stimulate the senses beforehand, see what you can set up in a few minutes. Relax into the moment though. Put on music to set your desired vibe as participants enter the space. If you're using slides, go back through them and punch up the play where you can. If you're in-person, scan the space and see how you can help people become more comfortable. Of course, consider cultural norms and ease into the moment.

2) Set the i5 Tone Early

Remind yourself of the i5 spirit - holistic, human-centered, playful. Welcome guests with a joyful attitude. Always take a moment to transition from getting there to being there. Give participants a few minutes to come not only physically into the space, but mentally and emotionally as well. In this settling time, do a brief check-in or icebreaker that provokes a pleasant or reflective emotional response. Ask something like, *If you were a color, what would you be in this moment and why?* or *What's something that made you smile recently?* During the i5 project virtual workshops, we frequently used an icebreaker called the Joyful Scavenger Hunt (or 60 Seconds of Joy as seen in the Playbook). We invited participants to find something in their space that brought them joy and share it on screen. We'd then ask a few participants to share more about the joyful item (which were often furry companions!). Sharing the mic early on and emotionally activating participants signals to participants the norms of open participation in this workshop.

2) Elevate Participant Voices

Core to i5 is its learner-centered approach, so be sure to pause and invite participants to share their reactions and experiences throughout your time together. Getting participants to speak in the first 10 minutes increases the likelihood that they will stay engaged for the remainder of the session. Look back through your agenda and note where you've included moments for participants to speak.



Give room for both the inner and outer voice. Invite participants to hear their own voices through silent reflection while using a discussion question (see Appendix B) or a [thinking routine](#). Don't be afraid of silence. Give people processing time. Invite participants to share with the group so that they can hear from each other. If online, encourage people to write in the chat box (or another online tool like [Padlet](#)) and give them time to read others' responses. If in-person, use sticky notes or scribe to visibly recognize their voices.

As the facilitator, really listen to what participants share and take notes if that helps you. Circle back to the points that they made when it feels natural. This reinforces the relevance and value of their contributions to everyone's learning.

Encouraging participants to share brings about a level of unpredictability. Here are a few ways to prepare for a few challenging occurrences that could arise.

- For meandering responses that are taking up more time than you'd like, interject by saying something like *Yes, yes, it's so good to see that this conversation is bringing up so many rich thoughts for you. We'll need to move on to the next section now. Thank you for sharing.*
- For difficult questions, use this as a chance to reveal the expertise of other participants, saying something like *Mmmm, that's such a good question. Does anyone have any thoughts on this?* Usually someone will open up. If not, say *I need to think on this for a moment.* Give yourself real time to think. If nothing comes, say, *That's such a good question, I'll have to come back to that.* Show that you're writing it down and/or invite them to restate the question which could help you or someone else better respond to it.
- For unconstructive criticism (which will more than likely happen since i5 is a new theory that challenges norms), pause to give yourself some time to emotionally regulate. If you have a sure answer, respond with as much clarity and brevity as you can in the moment then move to the next part in the session. If you don't have an answer, refer to the previous point above about difficult questions.

4) Acknowledge the Times

Within the first ten minutes, acknowledge pertinent current events or local issues that you know are more than likely occupying space in participants' hearts and minds. Depending on how charged the topic is, approach it with respect and sensitivity establishing that during the workshop discussions must remain respectful and inclusive. By gracefully weaving in these contextual elements, you underscore i5's emphasis on integrating real-world



relevance into every learning experience. Additionally, if there are any campus or institutional happenings or goals that might align well with i5, make those connections explicit for participants.

5) Make it Real

During the pilot phase, we introduced action templates (see the last 5 slides in the [Workshop Slides Template](#)) as a practical tool to translate i5 concepts into actionable steps. These templates prompt participants to document how they have already applied i5 ideas in their classrooms or how they plan to implement i5 strategies in the future. This transition from the theoretical to the practical is crucial for a more hands-on and applicable understanding of i5. To effectively utilize these templates, allocate time during the session for participants to fill them out, or designate a specific period between the initial and follow-up sessions. Encourage completion by scheduling follow-ups as necessary. The completed templates can then be shared among colleagues, fostering discussions in subsequent sessions and serving as ongoing documentation if you aim to build a community of practice around i5 implementation.



Sustaining Active Engagement

What comes next? How will I and others maintain our attention and energy?

When preparing to facilitate i5 experiences, consider how you would like to maintain interest and activity afterwards in your setting. This goes back to the [action step on page 7](#). An initial workshop or conversation is just a first step. What comes after will set in motion roles, expectations, and processes that can help sustain engagement in your context. Reflect on past initiatives that have been successful or stalled at your university. What can you learn from them? How were they designed? What elements were critical? While the i5 project seeks to engage PRME representatives from each chapter, how practices are sustained will depend on your school's culture, including its norms, values, and rituals. Below are some tips to help you design plans for supporting longer term progress with i5.

1) Find a Home Base

Places are powerful settings that prime identities, values and practices. Where we work sends us important signals that shape how we work. Place is particularly important to consider if we're trying to transform habits of mind and action. Transformational places provide key resources, psychologically safe connections with others, and create personal feelings of progress and satisfaction. Begin thinking early on about where will be the "home base" for the i5 work in your setting. Where do faculty like to gather and share ideas? It could be a physical setting that is repurposed to gather faculty and share classroom practices. Or perhaps it's a back room at a local coffee shop that creates a better mood for sharing experiments. Wherever it might be, identify an ongoing, sustainable home base that supports and develops a community. It could also be paired with a digital home base, such as a group on WhatsApp, LinkedIn or Slack. Whatever you use, be sure it's something that folks are able to access regularly (we tried starting a Canvas Page but it's not as natural of a place for people to return to). Though i5 might be new, leverage what already exists and the natural places people already find themselves.

2) Curate a Community

Even if there's a home base, someone needs to maintain it and the community it supports. For inspiration, an effective strategy for sustaining pedagogical engagement is by creating a community of practice (Wenger et al, 2002). [Communities of practice](#) are a well-researched social form of professional learning. Effective communities of practice contain an important element: every community needs a curator role. Be sure at least one person has dedicated time to facilitate and focus the community on ideas that are



emerging. A curator makes choices about what to highlight for the community and proposes possible next steps to keep the community moving forward. A curator also looks across the community to assess the dynamics and link people who may not be connected. Curators tell an important story back to the community about where they were, where they are, and where they are going next. They have a high altitude view of the community. A community curator provides top-level coherency to the community that is critical given that many members may not be able to track the various experiments, ideas, and connections.

3) Create Rituals

After you have a home base, and found colleagues who can help curate the community, begin considering what rituals you will use to sustain the community. Rituals are powerful processes that sustain values and practices over time. At their core, rituals are “how we do what we do.” For example, will there be regular one-hour monthly gatherings? That’s a ritual. Do meetings begin with personal check-ins or sharing news? That’s a ritual, too. Do we create a process of sharing experiments before meeting and getting feedback online? You guessed it: that’s also a ritual. They can be large or small in terms of time but always reinforce the values of the community. For an i5 community, the values may be about environmental sustainability, play, collegial relationships or community engagement. Be sure whatever rituals you design support the values you and your colleagues have.

During the i5 project, we learned the importance of the ritual of ongoing low-stakes, informal, judgment-free online gatherings. These regular follow-up sessions, called i5 Cafes, fostered a sense of connection among participants, creating a place for networking, collaboration, and the exchanging of ideas. It invited members into an ongoing supportive environment for their learning. Participants who attended revisited their goals for their learners and their purpose in their teaching. Faculty inspired other faculty by sharing their passions and experiments. In one i5 Cafe, a small group of us even talked about grief and mourning and how this is rarely discussed among close friends, let alone classrooms when we know that students are grappling with local and global loss. The i5 Cafe provided an opportunity to discuss hard topics, challenges, successes, and practical applications of i5. And, as new people entered into the community, the ritual offered natural occasions to reinforce the i5 spirit and network in a more organic way.

Whether rituals are in person or online, they form the architecture for supporting engagement over time. Notice along the way what rituals seem to work or not work well in your context. Be open to adapting and pruning as you go in order to responsively fit i5 into your school’s culture.



4) Expect Varied Engagement

Perhaps the single-most frequent mistake we make in designing for engagement is to assume that everyone must participate at the same level of engagement. This is unrealistic. Successful communities of practice are designed for varied levels of engagement. There will always be some people who are highly engaged and some who aren't engaged for very natural reasons. People may not have bandwidth or interest now, but perhaps in a few months they will. Therefore, the key for success is to design so that those who aren't very engaged can legitimately participate in the community. In social learning parlance, this is called "legitimate peripheral participation" (Lave & Wenger, 1991).

To do this we must ask: what is the minimally viable level of participation that can still offer value to the community and the participant? Perhaps if a faculty member can only attend one meeting a year to learn about progress and offer feedback, that's okay. It still is valuable. Designing for varied engagement means we just don't design for the early adopters. While they play an important role in trailblazing the pathways, ensure that others can still be connected to the journey. Moreover, someone who is highly engaged this term may not have the bandwidth in the next term to participate. So think through the various levels of engagement and give attention to the peripheral roles people can still play.

5) Practice the Practice.

It's a fun yet important phrase! Practice is both a noun and a verb. There is the teaching practice of i5 and how we get better at it through practice – how we experiment, make mistakes, get help, give counsel, offer suggestions, etc. Convening others and sharing experiences is an important step as we practice the i5 practice. Keep in mind that you and others are still practicing the practice – no one should feel that they have to get it perfect right from the start. There will be missteps and confusions, moments of discomfort and frustration. Practicing the practice underscores that we're all learning together. It is through the seeking and offering of help that enables us to move our i5 practice ahead. That's where it matters. Be sure to reinforce the spirit of practicing the practice into the community, reminding them and yourself that we're all on a developmental journey together.





Appendix A: Sample Agendas

90-Minute Online Workshop

10 mins	Warm up <ul style="list-style-type: none"> - Let people enter - 2 mins. Play music - Welcome, Agenda, Icebreaker, Norms
75 mins	i5 Framework <ul style="list-style-type: none"> - The vision - Why we're here (2 mins) - Framework components (3 mins) - Anchoring Assumptions (5-7 mins) - i5 Methods (10-12 mins with 5 minutes for open discussion for each) - Open discussion and question and answer period if time permits
3 mins	Cool Down <ul style="list-style-type: none"> - What's next? i5 Cafe, Working through the Playbook, Practicing - Link to Assessment

3-Hour Online Workshop

10 mins	Setup - Welcome, music, Icebreaker
35 mins	Warmup <ul style="list-style-type: none"> - Agenda, Norms (3 mins) - Responsible Leadership self-reflection (15 mins) - Management as a Calling Video Example with discussion afterwards (10 mins)
45 mins	i5 Framework <ul style="list-style-type: none"> - Three components (3 mins) - Anchoring Assumptions - (10 mins) - 2 Methods; Meaningful, Joyful - (20-23 mins) - Reflection 5-10 mins
10 mins	Break
55 mins	i5 Framework continued <ul style="list-style-type: none"> - Human Playground Trailer (3 mins) - 3 Methods; Active Engagement, Iteration and Social Interaction (10 mins each with 5-7 minutes of group discussion after each; total 45 minutes)



15 mins

Cool Down

- Discussion - reflection, connection and extensions
- Next Steps

Appendix B: Discussion Questions Bank

- What are characteristics of responsible leadership? Which characteristics are you particularly good at? How did you come to learn this skill or develop this characteristic?
- Recall a course that impacted you. What happened? How does that play out in your personal and professional endeavors?
- Name one wicked problem in the world that matters to you deeply. Name some of the skills that you think would be most needed to address it. Pick 1 or 2 of the skills. How could someone develop this skill?
- In what ways do the anchoring assumptions contradict or challenge some of your beliefs and norms, if at all?
- What anchors your practice as an educator? What values impact your teaching the most?
- What responsible leadership competencies do you most want your students to develop?
- What does learning about responsible leadership mean to you personally and professionally? Why does this matter?
- What makes you interested in learning about the i5 framework? How does this align with your personal and professional goals?
- How do your students know what you deeply care about? How do you know what your students care about?
- How do your students know you respect them?
- What actions do we need to take to develop sustainable mindsets?
- What topics would be brave to talk about in your community? How do people typically address them?
- What are you willing to try in your classroom?



- What parts of the i5 give language to things you've already been doing in your classroom?
- Which signature move did you find the most intriguing? What's one small way you could act on it in an upcoming session?



Appendix C: Frequently Asked Questions

Where to start?

Although this may seem obvious, practice i5. Try small things in your next course session, and if you're not currently teaching, start applying i5 in meetings with students and colleagues. Take the time to journal your thoughts and complete the exercises in the Playbook. (See [Practice i5 Before Sharing i5.](#))

How to handle unconstructive criticism?

For people who are exhibiting resistance to i5 ideas, doubt, skepticism, or unconstructive reactions (which is bound to happen because i5 challenges norms), give them the space to emote. Resistance like this is natural. Then in a kind tone, ask them something they probably won't expect, *Anything else?* The goal here is to get them to the end of their emotion so that you can diffuse it. It also gives you a chance to pause to give yourself some time to emotionally regulate. Don't let them take up too much more space though. If you have a sure answer, respond with as much clarity and brevity as you can in the moment then move to the next part in the session. If you don't have an answer, refer to page 11 about handling difficult questions. If the situation is so disruptive that you sense unease within the space, take a short break for people to decompress. Use the break to decompress yourself and to make a game plan. When you return, acknowledge the need for a break in some way and reset the energy with an icebreaker or embodied exercise (like breathing or stretching). Whatever you do, don't ignore it. Acknowledgement demonstrates the capacity to face tough situations and models the i5 signature move of Braving, Sensing and others.

How to create momentum amongst your community and find valuable allies?

Embrace the idea that you're on an i5 learning journey. View others as fellow travelers and think about who you'd like to join you for the ride. Start small and invite a few people you know who have shown interest in progressive practices like i5. Save invitations for people who tend to naysay until later because they can deflate morale (See [Attend to Your Audience.](#)) Then, identify an ongoing, sustainable home base that supports and develops a community (physical or online like WhatsApp, LinkedIn or Slack). Whatever you use, be sure it's something that folks are able to access regularly and is a natural place people already find themselves. (See [Find a Home Base.](#)) Having low-stakes, informal gathering spaces promotes authenticity and collaboration, making it more likely that real bonds will form and stronger connections formed.



Appendix D: Key i5 Terms

<p>i5 Characteristics The 5 characteristics of playful learning that undergird the i5 framework</p>	<p>Meaningful, Joyful, Actively Engaging, Socially Interactive, Iterative</p>	
<p>i5 Methods The 5 characteristics of playful learning transposed and adapted for applicability to responsible leadership and management education</p>	<p>Make Learning Meaningful Foster Joy and Well-being Facilitate Active Engagement Develop Supportive Social Interaction Design for Iteration</p>	
<p>Signature Moves The specific actions that educators take in their classrooms that represent the essence of each of the methods</p>	<p><i>Make Learning Meaningful</i></p>	<p>Role Modeling, Personalizing, Surfacing, Dignifying</p>
	<p><i>Foster Joy and Well-being</i></p>	<p>Delighting, Sensing, Contemplating, Rippling</p>
	<p><i>Facilitate Active Engagement</i></p>	<p>Animating, Authenticating, Linking, Teaching</p>
	<p><i>Develop Supportive Social Interaction</i></p>	<p>Communitizing, Braving, Bridging, Teaming</p>
	<p><i>Design for Iteration</i></p>	<p>Exploring, Prototyping, Revisiting, Compassing</p>
<p>i5 Skills The holistic set of skills that the characteristic of playful learning aim to develop</p>	<p>Cognitive, emotional, creative, social, physical</p>	
<p>Anchoring Assumptions The principles that provide the foundation for the i5 framework</p>	<p>See Playbook for full list.</p>	

